

CHAPTER V

CONCLUSION AND SUGGESTION

In the last chapter of this thesis, the writer would like to summarize what she has presented and discussed in the previous chapters. Then she would like to make a suggestion that may be useful for the English teachers when they want to put this suggested technique into practice.

5.1. Summary and conclusion

According to 1984 Curriculum of SMA, the teaching of English is stressed on developing reading ability. Based on this statement, students of Senior High School are expected to be able to read and understand reading materials written in English well.

In reality, however, many SMA students still find it difficult in comprehending English textbooks.

One way to help students become good comprehenders is therefore to train them to recognize which sentences express primary information and which sentences express secondary and tertiary information. Through this thesis the primary information is termed as the head of the information, and the secondary or the

tertiary information are the tails. To do this successfully, the students are taught to recognize head and tail in phrases, sentences, paragraphs, and passages. In recognizing head and tail in phrases, students should know that the relationship of the head and tail in that phrase. Therefore, they should find the head and tail of a phrase. If they do not know the meaning of a word, they can try some helpful techniques suggested by Christine Nuttal, i.e. identifying the types of words, understanding the meanings of affixes, guessing the meaning of word from context, and checking the meanings of words in a dictionary.

In recognizing head and tail in sentence, students should identify the head and tail in the sentence. In addition, students should also understand the discourse markers used to connect words in a sentence, and the cohesive devices used in sentences to connect the sentences together in a reading text.

After understanding these devices, the students are taught to recognize head and tail in paragraphs. In recognizing a paragraph, students should know the relationship between sentences, i.e. the relationship of the topic and supporting sentences of

that paragraph. To present the relationship between sentences in a paragraph, there are also discourse markers that connect sentences in that paragraph.

The last thing that the students should know is recognizing head and tail in a passage. The relationship between paragraphs in a passage is the relationship of the thesis sentence and topic sentences. The students should recognize the thesis sentence and the topic sentences in a passage. The students should also be taught to recognize the discourse markers that connect paragraphs in the passage. Then, students should make the outline and the summary of the whole passage.

The writer also presents an application of teaching reading comprehension through head and tail recognition. There are three steps in presenting the application of activities. Those are pre-reading activities, while-reading activities and post-reading activities. The procedure for applying these activities is described in details.

5.2. Suggestion

The writer of this thesis would like to say that there is an advantage in teaching reading comprehension through head and tail recognition. The

students to find the gist from the passage they read. Logically, this technique is a simple one. However, it is suggested that this technique of teaching reading comprehension be given at Senior High School.

At last, since this thesis is not a field study, it is hoped that a kind of experimental study will be done to prove the efficiency of teaching reading comprehension through head and tail recognition by other S1 students of the English Department who are interested in studying this topic.



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