

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

The discussion of the previous chapters says that this thesis views reading comprehension as the ability of the students to understand a given written text by connecting his prior knowledge to the incoming information. Therefore, to understand a text the students should have prior knowledge which relates to the text. To be able to select their prior knowledge which is relevant to the text, the students' brain should be active. Unfortunately, not all the students have appropriate prior knowledge and/or have an ability to select their prior knowledge that relates to the text. In this case, the teacher should help the students to provide information that the students lack and/or help them to select their suitable prior knowledge to the text. The activities to provide information which the students lack and the activities

information which the students lack and the activities to activate the students' brain in selecting their prior knowledge which relates to the incoming information are categorized as prereading activity.

Prereading activity according to Vacca is a reading activity which is used to anticipate what will be read, to make connection between what the students have already known and what they will learn and to raise question which answer will withstand the test of verification through reading. In administering prereading activity during the teaching of reading comprehension, the teacher can present pictures, vocabulary and concept summary through pictorial context, vocabulary preteaching and prequestioning technique. The purposes of administering these three techniques are to facilitate the students in building their suitable prior knowledge to the text and to provide knowledge that the reader lacks in order that they will understand the text easier, better and faster.

In pictorial context technique, the teacher presents some pictures which represent the ideas of the text. Then, he asks the students to connect each

picture and to guess the content of the text. These activities help the students to understand the text faster, easier and better.

Further, in vocabulary preteaching the teacher presents vocabulary that carries the idea of the text. Then, he asks the students to predict the meaning of the presented word which is presented in a context. The presentation of vocabulary in pre-reading activity will help the students to understand the text more smoothly during whilst reading. This idea is based on the following reasons. If they do not know its meaning so they will try to find the meaning or skip it. If they try to find the meaning during whilst reading activity, they might forget the previous sentences or ideas. Consequently, it will hamper their understanding of the text. If the students skip the meaning they will not get the idea of the text. Therefore, the presentation of vocabulary in context helps the students to remember its meaning easier than the presentation of vocabulary in isolation. It has been stated that the presented vocabulary must be the one which carries the idea of the

text. Therefore, by presenting this kind of vocabulary the students do have some illustrations about the text.

Finally, in prequestioning technique the teacher presents one-sentence-summary and asks the class to make questions based on the given one-sentence-summary. The presentation of one-sentence-summary will focus the students' mind on that sentence. Then, they should be active in formulating their own questions based on that summary. By doing so the students are trained to know what kind of information should be found from the text.

From the previous chapters it is found that prereading activity is important to be done during the teaching of reading comprehension. This conclusion bases on the following reasons.

First, many advantages will be obtained by administering prereading activity. The advantages are as follows.

1. Prereading activity elicits the students' prior knowledge.
2. Prereading activity provides the information that the students lack.

3. Prereading activity facilitates the students to be able to understand the text better, easier and faster.

4. Prereading activity reduces the students fatigue and frustration in reading.

5. Prereading activity encourages the students to read more.

Second, it is found that if prereading activity is not administered in teaching reading comprehension, many disadvantages will be faced. They are as follows.

1. The students do not have any illustrations about what they are going to read. It will hamper the students to understand a text. It is based on the reason that in such condition the students will face difficulties in relating their prior knowledge to the incoming information. Automatically, it will influence the students' understanding of the text.

2. As facing many difficulties in understanding the text, the students might consider that reading is a difficult and an uninteresting thing to do. Therefore, such condition does not support the objective of teaching English in SMA, providing SMA graduates students with a reading ability.

Many advantages will be found in administering pictorial context technique during prereading activity in teaching reading comprehension. The advantages are as follows. First of all, pictorial context technique attract the students' intension to the content of the text. Then, it will build or elicit the students' prior knowledge which is relevant to the text. Further, pictorial context technique makes the abstract ideas become the concrete ones.

The advantages of vocabulary preteaching technique are as follows. First, the difficulties in understanding the reading passage that is caused by the lack of vocabulary can be solved. Second, The presentation of selcted vocabulary will elicit the students' prior knowledge relevant to the text, since the meaning of presented vocabulary carries the idea of the text. Third, the students will easily remember and understand the meaning of presented vocabulary, since it is presented in context.

Many advantages will be found in administering prequestioning technique during prereading activity in teaching reading comprehension. First, prequestioning technique can elicit the students' prior knowledge

which is relevant to the text. Second, prequestioning technique can be used to locate the information that the students should know. Third, prequestioning technique can train the students to be critical readers. At last, prequestioning technique can activate the students' brain.

The administration of prereading activity in teaching reading comprehension does not mean that the teacher feeds the students. It is because during this activity the teachers only acts as a facilitator where he only directs the students to what they are going to read and elicits their prior knowledge. The teacher does not tell the students the ideas of the text. They should try to find the ideas of the text by building their suitable prior knowledge to the text. This activity guides the students to be mature readers who can make use of their prior knowledge which should be possessed to understand the text. These students also have an ability to guess what kind of information that are going to be informed by the author.

## 5.2 Suggestion

It is clear that prereading activity is important to be done during the teaching of reading comprehension. Therefore, the writer would like to suggest the SMA English teachers to administer prereading activity during the teaching of reading comprehension. This suggestion is based on the comparison of advantages and disadvantages in administering prereading activity during the teaching of reading comprehension. The advantages and disadvantages can be seen at the conclusion section above.

The second suggestion is that in administering prereading activity the teacher is not obliged to administer all of the three suggested prereading techniques. The teacher may use one, or two of the three suggested techniques. Of course, the teacher's consideration in choosing the techniques that are going to administer should be based on many factors, such as, the characteristic of the text, the characteristics of the class and the time.



The characteristics of the text are as follows.

1. vocabulary that is used. 2. the topic of the text. 3. the organization of the text. The characteristics of the class are as follows. 1. the ability of the class in following a lesson. 2. the english average mark of that class. 3. the student's background knowledge of the topic. The time to teach one reading passage, one instructional objective, can be seen at the GBPP.

To clarify this idea the following example is given. In "The Animal's Survival Tactics" (see appendix III), the vocabulary that is used is quite easy for the students. The topic of the text is so broad that the students will find some difficulties to understand the idea. The organisation of the text is not clearly seen. The english average mark is 60. And most of the students have already have the prior knowledge that relate to the text. It is better to administer pictorial context, and prequestioning technique. The suggestion is based on the following reasons. First of all, by presenting the pictures of animals the students' intension will be easily attracted to the content of the text. Therefore, it will influence and encourage

the students to read. Moreover, the administration of prequestioning technique guides the students to find the ideas of the text. Consequently, by presenting those two techniques will reduce the students' difficulties in understanding the text.

The third suggestion is that in administering pictorial context technique, the teacher may present pictures in the form of photograph, painting, sketch, slide, moving-picture, etc. Therefore, there are not any reasons to avoid administering pictorial context technique because of the difficulty in making pictures.

Fourthly, in administering vocabulary preteaching the teacher has to present it in context. In this case, the writer suggest that in presenting vocabulary in context, the teacher may use the following contextual clues, such as, use of cause and effect, synonyms, antonyms, functional definition, description, examples, clause markers, appositives and parentheses.

Finally, the writer would be glad if there are friends who are interested in conducting field study concerning this problem. By doing so it is hoped that the idea, which is said that prereading activity is important in teaching reading comprehension, will be more

strengthened and clearer. Moreover, she would be more gladfull if the teachers training practice like to applicate what have beed discussed here during their PPL. By doing so it is hoped that the SMA teacher would also realize that pererading activity is important in teaching reading comprehension. Therefore, it is hoped that they would not ignore prereading activity in teaching reading comprehension.

## BIBLIOGRAPHY

- Adenan, Ferry, "Let's Discuss Reading" TEFLIN Journal V. 2 no.1 February 1989 page 75-82
- Bruke, Edmund V. "Pictorial Aids" Guidelines No. 4, December 1980 page 29-39
- Carrel, Patricia L. "Content and Formal Schemata in ESL Reading" TESOL Quarterly, V. 21 No. 3, September 1987 page 461-477
- Carrel, Patricia L. & Eisterheld Joan C " Schema Theory and in ESL Reading Pedagogy" TESOL Quarterly, V.17 no. 4 , December 1983, page 553 - 569
- Diptoadi, Veronica L. "Reading strategies to Improve Comprehension in EFL" , Unpublished Paper, 1989
- Diptoadi, Veronica L. "The Use of Advance Organizer to Improve The Ability of The Student's in Comprehending Reading Material" , Unpublished Paper, 1987
- Devine, Joane; Carrel, L. Patricia and Eskey, David E. Research in Reading as a Second Language ; USA;1987
- Dubin, Farida ; Eskey, David E. and Grala, F ; Teaching Second Language Reading for Academic Purposes; Addison- Wesley Publishing Company, Inc; 1980
- Dubin, farida "What Every EFL Teacher Should Know About Reading" Forum, July 1980. page 14-17
- Durkin, Dolores; Teaching Them To Read; Allyn and Bacon; 1989
- Dupuis, Mary M and Askev Eunice N. Content Area Reading; Printice Hall, Inc, 19..
- Enright, D. Scott "ESL Reading: Schema Theory and standardized test; TESOL ;page 539-543



- Ghadessy "Is Schema Theory Telling Us Anything New?"  
RELIC Journal; V. 18 No. 1 June 1987; page 91-97
- Johnson, Patricia "Effects on Reading Comprehension of Building Background Knowledge"; TESOL Quarterly; V. 16 no. 4 December 1982 page 503-517
- Nuttall, Christine Teaching reading skills in a Foreign Language; Heinman Educational books; London; 1982
- Pirolzolo, Francis and Witrock, Merlin C, Neuropsychological and Cognitive Process in Reading; Academic Press, New York; 1981
- Richard, Jack C. and Rodgers, Theodore S. Approaches and Methods in Language Teaching; Cambridge University press, 1986
- Smith, Banton Nila and Robinson, Alan H Reading Instruction for Today Children, Prentice Hall Inc. USA, 1980
- Spire, Rand J. Theoretical Issues in Reading Comprehension; Hilldale, New Jersey ;1980
- Subiyakto, Utari Sri and Chair Miroechair; Bahasa Inggris 1b; Balai Pustaka, Jakarta 1988
- Subiyakto, Utari Sri and Chair Miroechair; Bahasa Inggris 2b; Balai Pustaka, Jakarta 1988
- Subiyakto, Utari Sri and Chair Miroechair; Bahasa Inggris 3a; Balai Pustaka, Jakarta 1988
- Swaby, Barbara E.F. Diagnosis and Correction of Reading Difficulties; USA; 1989 Allyn and Bacon
- Tagliber, Loni K; Johnson Linda L; and Yarbrough, Donald P "Effect of Prereading Activities on EFL Reading by Brazilian Collage Students" TESOL Quarterly Volume 22 no 3 September 1988; page 445-471
- Tay, Mary W.J. "Teaching Reading Comprehension: A "Skill" Approach" , Guidelines for Teaching Reading Skills no. 2 December 1979

Tudor, Ian " A Comparative Study of The effect of  
Two prereading Formats on 12 reading Comprehension;  
RELC Journal Vol. 19 no 2 December 1988, page 71-85

Vacca Richard T. Content Area Reading; Little, Brown  
and Company; Boston Toronto; 1981

Wainouribgt, Gordon R How to Read for Speed and  
Comprehension Printice hall, Inc Englewood  
Cliffs;1977

Williams, David, "Developing Reading Comprehension  
Skills at The Post-Primary Level", FORUM, July 1983  
page 11-15