

CHAPTER V

SUMMARY, SUGGESTION AND RECOMMENDATION

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After the four previous chapters which dealt with the introduction, review of related literature, research methodology, data analysis and the interpretation, comes chapter V which is the concluding chapter. This chapter presents the summary that serves as a reminder of what have been discussed in the study and the suggestion which advises a few things that can be done if further research is to be made and gives a recommendation to English teachers at SMU.

5.1 Summary of the Study

Today, in Indonesian educational setting there is a need for improving the reading comprehension ability, especially to SMU students. In 1994 curriculum the main emphasis is on the reading skill followed by the other skills, listening, speaking and writing. And as suggested by many experts the improvement of reading ability can be achieved by giving the students a suitable reading technique. Considering this, the writer believed that it was necessary to conduct an experiment on reading techniques so as to contribute to the improvement in reading comprehension ability.

There are two reading techniques discussed in this study. They are the speed reading and the SQ3R techniques. The two techniques aim to improve the students' comprehension ability in different ways.

The SQ3R technique aims to improve students' comprehension ability through its five important steps. The five steps are Survey, Question, Read, Recite, and Review. By following each step it will help the students to set a purpose of reading which makes reading an active activity, and it will help them to remember important information which has been learnt connecting it with their background knowledge. As a result, good comprehension can be achieved.

The second technique, the speed reading technique has a different idea from the SQ3R technique in improving the students' reading comprehension ability. This technique emphasizes reading in meaningful units by means of timing. The experts on speed reading hold the idea that speed and comprehension are closely related. They have the opinion that the increase in reading rate or the use of efficient rate in reading are usually accompanied by the improvement in comprehension. They assert that the primary aim of reading is comprehension. Thus, speed should not be so overemphasized that comprehension is sacrificed. The point is to pace the speed so that an efficient reading speed is achieved. Thus, tunnel vision, a temporary inability to see and read, can be avoided.

The two techniques mentioned above are considered good reading techniques. It is proven in several studies that were undertaken previously. Therefore, in order to find out the effect of the two techniques and to compare their results in terms of reading comprehension achievement, a research hypothesis was formulated. The study aims to find out if there is any significant difference in the reading comprehension achievement of English students who are taught by means of the speed reading technique and those who are taught by means of the SQ3R technique.

Further, after a research hypothesis had been formulated, the research was conducted. As the sample of the research, two classes of the second year of SMU Kristen PETRA 3 were used with one class consisted of 40 students and the other of 41 students. The sample of the study belonged to the 1997-1998 academic year. One class received treatment by means of the speed reading technique, while the other receive the SQ3R technique. Each treatment lasted for 45 minutes and there were three treatments for each class.

Finally, in order to obtain the data so that interpretation of the study could be made, research instrument was devised. Three reading passages were used with 20 comprehension questions in the form of multiple choice. The results or the scores obtained, then, were calculated and compared by means of t-test.

From the experiment conducted, results were collected, analysed and interpreted. Based on the computation of the scores collected from the sample of the study, it was discovered that the English students who were taught by the speed reading technique had a mean score of 63.55, whereas those who were taught by means of the SQ3R technique obtained a mean score of 72.75.

These results, as summarized in chapter IV, imply that there is significant difference in terms of reading comprehension achievement between the English students who were taught by means of the speed reading technique and those who were taught by means of the SQ3R technique. It is concluded that the SQ3R technique improves students' reading comprehension achievement better than the speed reading technique.

5.2 Suggestion and Recommendation

There are a few things that the writer would like to suggest and recommend. The suggestions include several suggestions concerning future research and a suggestion about the instrument of the study. Whereas, the recommendation which is concerned with the effort in improving students' reading comprehension ability is intended for English teachers in SMU.

5.2.1 Suggestion for Further Research

Indeed the writer realizes that the study he conducted was limited in several ways. There was only a limited period of time provided in administering the treatments to the sample of the study, and there were only two classes from one senior high school which were used so that the generalizability of the study has not reached a satisfactory level. Although the finding of the study has proven that there is a significant difference in the reading comprehension achievement between the students who were taught by utilizing the SQ3R technique and those who were taught by means of the speed reading technique, this study may be called a preliminary study. The writer, therefore, suggests that further studies on similar problems be endeavoured, and replications for such a study be carried out in order to strengthen the generalizability of the study.

In addition, the writer would also like to give another suggestion concerning the allocation of time in conducting a similar research. Further, we all know that every technique has its own merits in the development of reading ability. The fact that the SQ3R is a better technique than the speed reading technique, as indicated in the

finding of the study, should not be the final conclusion. It should be noted that speed reading introduces a new outlook of reading to the students - reading in meaningful units by optimizing fixations - that the students might find it hard to adjust to. If more time is dedicated to teaching with this technique, it is possible that there will be a significant increase on the students' comprehension achievement; thus it is also possible that the technique will be as equally effective as the SQ3R technique. Furthermore, as has been mentioned in the interpretation of the findings, one possible factor which may cause the significant difference between the two techniques is the time difference in administering the treatments. Therefore, it is suggested that in conducting a similar research each treatment be carried out at the same time using two tutors.

The next suggestion is concerned with the instrument of the study. The test items to measure the students' reading comprehension achievement are in the form of multiple choice or objective type. Other experiments which make use of test items in the essay type need to be conducted to prove if they produce the same result.

5.2.2 Recommendation for English Teachers

It is often the case that changing a habit is hard to do and will require determination and willingness to change. So is the case of changing a reading habit. It will require hard work from both parties - the teachers and the students. The teachers will have more work to do in addition to their existing work. They will have to spare some time explaining how to use the new reading technique and convince the students of the advantages of the technique, and finally, ensure that the new technique is

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properly used by the students. On the other hand, the students might find it hard to adjust to the new technique.

Despite the difficulties there are, changing the traditional and ineffective reading habit into an effective and comprehension-oriented reading habit is urgent. This is due to the fact that many senior high students fail to comprehend reading materials. Therefore, the writer would like to recommend English teachers to introduce SQ3R, which is proven to be a good technique, in senior high schools. For the sake of improving the students' reading comprehension ability the writer believes the result will be worthwhile.

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