

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

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In this chapter, the writer would like to present the summary and conclusion of the study she has made. Along with the summary and conclusion, she also presents some suggestions to encourage the use of pictorial context and pre-questioning in the teaching of reading comprehension at Senior High School.

#### 5.1 Summary and Conclusion

As an international language, English occupies a special position in the educational system in Indonesia. The teaching of English stresses heavily on the teaching reading comprehension. The purpose is that the students have the competence in comprehending the English text that are needed for further study. In order to understand English texts well, students should be able to comprehend the information well so that they can process the reading material in the foreign language.

However, the fact is that most of the high school students still lack the ability to comprehend the English text well. During the teaching learning activities, the teacher usually gives the students a passage and then, asks them to answer the questions about the text directly after reading it. For that matter, they find difficulties in answering the questions as they do not understand the text.

In order to surmount this problem, the teacher should be able to make use of the students' background knowledge before they come to the text, so it is expected that after finishing reading the text, they are able to relate the texts that have been read to their prior knowledge.

In this thesis, the writer presents an idea of using pictorial context and pre-questioning before teaching the reading subject. Pictorial context and pre-questioning can motivate students to use their prior knowledge in order to help them comprehend the text better. Pictorial context and pre-questioning can help students understand the reading texts given by activating their background knowledge and relate it to the text that will be read.

From the statistical calculation of the data, it can be concluded that in general, pictorial context and pre-questioning can improve the students' reading achievement better than conventional technique (without pictorial context and pre-questioning) because the result of reading achievement of the students who are taught using pictorial context and pre-questioning is better than the result of reading achievement of the students who are taught using conventional technique (without pictorial context and pre-questioning).

## 5.2 Suggestions

This study has shown that pictorial context and pre-questioning improve the students' comprehension in reading a passage. Realizing this, the writer would like to

give some suggestions for the English teachers in their effort to maximize students' comprehension. The suggestions are as follows:

The writer would like to suggest a method in teaching reading comprehension. Realizing that students' background knowledge improves their comprehension, the teaching of reading comprehension ideally should be focuses on discussing passages before starting to read. For example by showing a picture which represent the idea of the passage and ask some questions to encourage close attention to detail and to the overall impression created by the picture. By giving pictorial context and pre-questioning teachers can arouse students' background knowledge. Moreover, this background knowledge will help the students interpret the passage given.

The writer expects that in selecting the reading passage, the teacher also consider the level of difficulty. The reading passages chosen should not be so complicated that the students will be able to comprehend them.

Finally, the writer hopes that her study will give contribution to the teaching of reading and improvement of reading achievement of the students. However, the writer realizes that this thesis is still far from being perfect. That is why she does expect that there will be other researchers who will carry out a more thorough study that has wider population, several topics of reading passages and longer time for experiment in order to give more complete and more valid results.

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