

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

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In this chapter the writer will deal with two parts. The first one is the conclusion. It will summarize the main points that have been discussed in the previous chapters and the last part is about the suggestions for the English reading teachers.

#### 5.1 Conclusion

From the discussion in the previous chapter, the writer concludes the reading plays an important role in education. Since the global era has been emphasized, the education should take the first priority to make the students have good knowledge. In order to do this, they should understand the textbooks and reference books which are mostly written in English. Moreover they should be able to comprehend the information well so that they can process the reading material in foreign language.

Because of the reasons above the highschool English teacher should prepare them with enough skill to comprehend the reading material well. The motivation of this study came from the fact that most SMA students cannot read English written text well.

Moreover they spend much time reading the English text, and they still lack of their reading comprehension.

There was one major hypothesis in this study: "Speed reading affects reading comprehension". And there were four minor hypotheses :

1. Speed reading improves students' comprehension in answering factual questions
2. Speed reading improves students' comprehension in answering inference questions
3. Speed reading improves students' comprehension in answering main idea questions
4. Speed reading improves students' comprehension in answering structural questions

The sample of this study comprised 46 students of the second year of SMA St Louis belonging to the year of 1991-1992. The instruments used to obtain the required data were of two test set of pre and post-test, and three reading comprehension texts with multiple choice tests. To know whether the hypotheses can be accepted or not, the writer used mean test for paired sample.

The results of the statistical data analysis reveal the following points:

1. There is a significant difference between the scores of pre-test and post-test of students in answering factual questions. (t: 6.564)
2. there is a significant difference between the scores of pre-test and post-test of the students in answering inferential questions. (t : 4.693)3)
3. There is a significance difference between the scores of pre-test and post-test of the students in answering structural questions. (t : 3.093)
4. There is a significant difference between the scores of pre-test and post-test of the students' in answering main idea questions. (t : 1.942)

From the results of statistical data analysis above, it is concluded that speed reading affects reading comprehension in factual question, inferential question, main idea question, and structural question. From this result, it shows that if the students can read fast they can comprehend well or. in other word, the faster the students read, the better their reading comprehension will be.

## 5.2 Suggestion.

Since there are many different reading materials, different students' ability and different learning style of the students, it is very important for the teacher to select what technique will be used in order to make the best reading achievement for the students. In this case the writer suggests the practice of speed reading in teaching reading. By limiting the time to read the reading material, the teacher can develop the students' ability to comprehend it because the teacher gives a chance to read fast by themselves in order to get the meaning and the idea of the reading material.

Since the statistics in this study proves that speed reading improves reading comprehension, the writer suggests that the English teacher should consider it as a teaching technique to achieve comprehension and train them. But he should remember that flexibility in reading includes flexibility in speed as well as comprehension. It means that the teacher cannot force the students to read as fast as possible because speed varies with the difficulty of the material, the purpose of reading, and the nature

of the reader. These three factors should be considered in speed reading.

Realizing that this thesis is still far from being perfect, especially having one class as the sample of this study, the writer hopes that further study could be conducted using a better research design with two groups and more treatments with wider subjects or population in order to get more complete and more valid results.

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