CHAPTER V

CONCLUSION AND SUGGESTION

CHAPTER V

CONCLUSION AND SUGGESTION

5.1   Conclusion

In Indonesia English is one of the compulsory
subjects   that   must be learned by all   students.   They
should posses the necessary language skills and one of
the   important   skills is the ability to   read   English
text-book, since most of the books at   the   university
are written in English. That is why the teacher   should
focus their teaching on developing the students affec-
tive reading ability.

Being   aware of the fact that a lot of   students
still   tended to read word by word and spent a   lot   of
time trying to comprehend the reading text, the   writer
suggests   that reading comprehension be taught   through
Gestalt Psychology. Through this technique, the   stud-
ents   can make prediction about what is to be   invented
in the reading passage they   are   to read. According to

Johnson (1979: 168). Gestalt Psychology is one of the major roofs of modern cognitive theories of learning.

The principle of learning through Gestalt Psychology concern with perceptual organization in human learning that is learning involves organization of the perceptual field. The learner first identifies significant elements that exist in the problem situation. Organization involves groupings and relationships of elements to find out relationships and interaction among those elements so as to arrive at overall sense or overall pattern, overall shape or overall configurations.

According to Charles (1976) as quoted by Wagiman (1992) in gestalt psychology there are four laws that describe the aspects of perceptual organization. They are the law of similarity, the law of proximity, the law of closure, and the law of good continuation.

In gestalt psychology, the first thing the students what to do is to get some idea of how fast they are reading to determine the main idea. Finding the main idea is a key to understand a paragraph on a short selection. Determining the main idea of the passage enables the students to enchance their comprehension by

synthesizing ideas and to increase speed by focusing on the important ideas. However one of the main ways to read is by improving reading rates.

5.2 Suggestions

There are some suggesstions put forward in this thesis.

5.2.1 For the Teachers

The teacher should creative to guide the students in learning to read through the principle of gestalt psychology. He asks the students to read the reading passage a lot beside helping them master the reading skill. The teacher can do this technique more than once to know the improvement of the students in comprehending the passage.

5.2.2 For Future Researchers

In this thesis, the writer just discusses some ideas based on the library research. It is suggested that other students researchers put these ideas into an

experiment to see whether gestalt psychology is as promising the theoreticians say.

ing.Pp., 15.

Dubbin, Frida., Eskey, D.E., and Grabe, W., 1986.
Teaching Second Language Reading For Academic
Purposes. Addison Westly Publishing Company.
Inc., California. Pp., 27.

Fries, et. al., eds,. 1963. Linguistic and Reading. New
York; Holt Rinehart and Winston. Inc.,

Goodman, K,. S., 1976. Behind the Eye: What happends
in Reading ?. theoretical Models and Process of
Reading. H., SAinger and R., Rudell, eds.,
Newark Deleware.

Gove., 1961. Webster's Third New International Diction-
ary. Merrian, Webster. Inc., USA. pp., 952.

Holburt, Idell., 1981. Determining the Main Idea.How
to Improve Your Reading Comprehension Skill. Mon
arch Press. New York. A Simon and Schuster
Division of Gulf and Western Co., Pp., 34.

James, Coady., 1983. A Psycholinguitic Model at the
ESL Reader. In Patricia L Carrel and Joan C
Eisterhold paper., Scema Theory abd ESL Reading
Pedagogy TESOL. Vol., xvii., Pp., 4.

Juel, Connie, et. al., 1980. Comparison of Word Identi
fication Strategies with Varying Context.Word
Type and Reading Skill. Reading research Quar
tery.

Koffka, Kurt, et. al., 1935. Principle of Gestalt
Psychology. Humanism in Psychoplogy., pp., 25.

Langan, John., 1982. The Value of Finding Idea. Recog-
nizing Main Ideas in Paragraph and Short Selec
tions, Reading and Study Skill in Second Edi
tion, Form A. Mc., Graw-Hill Book Comp., Pp.,
323-324.

Manurung, S., Barita, 1987. An Approach to Teaching Reading Comprehension. eflin Seminar XXX Widya Mandala Catholic University. Pp., 6.

Moon. c., and Raban, B., et. al., eds., 1981. A Question of reading. Macmillan.

Moore. B., J., 1984. What is Reading ?. The Teaching of Reading Longman Publisher, Ptc., Ltd., Pp., 1-17.

Nuttall, Christine, 1982. Teaching Reading Skill in a Foreign Language. London; Heinemann Educational Books. Pp., 3-5.

Sarlito, W.S., 1984. Teori-teori Psikologi Sosial., Rajawali, Jakarta.

Thomas, Ellen Lamar and Allen, H., Robinson, 1977. Improving Reading in Every Class, Second Edition. Boston Allyn and Bacon. Inc., Pp., 169.

Wagiman, Damatius., 1992., The Effect of A Speed Reading Technique and a Reading Aloud Technique on Students Reading Comprehension Achievement in English. Institut Keguruan dan Ilmu Pendidikan Malang program Pasca Sarjana.

Weaver, 1980. Psycholinguistics and Reading. Process to Practice, Winthrop.

Webster, J., 1982. Reading is Intellegent Behavior. Reading Matters, A Practical Philosophy, london: Mc., Graw-Hill. Book Comp., (UK) Limited. Pp., 49-54.