

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

There are two conclusions that are drawn from this research. First, it is the fact if L1 MCG can help students to improve their reading comprehension. Second, it is about students' opinion while reading the text that is completed by L1 MCG.

L1 MCG is exceedingly beneficial for readers who have the less vocabulary. When, L1 MCG is in the text, the readers are prevented from guessing the meaning improperly or looking up the meaning in the dictionary which is time consuming. Therefore, it is better to emphasize the effectiveness of L1 MCG in the text. This research found out the fact if L1 MCG helped students to improve their reading comprehension. It could be attained through finding out whether there was a difference between L1 MCG text and no gloss text on reading comprehension or not. While the result of performance test where the students have been categorized into two groups was pointed out, it was found if the mean score of the L1 MCG text group was higher than no gloss text group. It was also strengthened by the independent t-test calculation which proved that there was a significance difference between L1 MCG text and no gloss text on reading comprehension. In other word, L1 MCG provided positive effect for students in reading comprehension. By providing L1 MCG in the text, it has avoided students to guess the meaning of words improperly. In addition, students can be prevented the time-consuming by finding out the meaning of words in the dictionary. In conclusion, L1 MCG helped students to improve their reading comprehension.

When the students found the text that was written in English (L2), they looked mystified. Furthermore, the teacher would direct students to understand the text. In contrast, when the students were simply asked to read the text loudly, it would be hard for them to read word by word precisely, besides students should understand the text, it is extremely harder for them. While there was L1 MCG in the text, the text would be more attractive for them. To prove this simple hypothesis, this research also

emphasizes the students' opinion on the advantages or disadvantages of L1 MCG in the text. Students' opinion on the use of L1 MCG was positive. Students confirmed if L1 MCG helped them to construct the meaning of words in the text. They also considered that L1 MCG motivated them to read the text and believed if L1 MCG helped them to understand the text. Therefore, they suggested creating L1 MCG as media in a learning activity.

5.2. Suggestion

The implication of these findings from this research will suggest providing L1 MCG in the text to improve reading comprehension. Therefore, it is better to present the aspects that should be considered when a teacher selected L1 MCG as facilitation to help students in constructing the text. In addition, the suggestion for future research is also submitted.

The contact between text, reader and L1 MCG is believed to be able to enhance the readers' understanding of the text. Therefore, it is clear if L1 MCG is beneficial for students to help them in constructing the text and also to motivate them in reading text. However, if the teacher is interested to utilize L1 MCG in their learning activity, there are some aspects that should be considered. First, from the purpose of L1 MCG in the text, it is used to provide some translations of one word. By means, L1 MCG focuses on the words which have several meanings. Therefore, teacher should select the words that are multiple meanings. In further, teacher should display the L1 MCG in the margin of the text. Second, providing L1 MCG in the text is like indirectly to introduce the vocabulary to the students. It is better for teacher to observe which vocabulary is new for students. Finally, L1 MCG can facilitate what students need while reading. In addition, the use of L1 or L2 in MCG can be adjusted based on students' English proficiency.

This research has fulfilled the development of vocabulary glosses research. In fact, this research has the limitation. Therefore, the suggestions for future research from some aspects are presented. First, from vocabulary glosses itself, vocabulary glosses are various. Vocabulary glosses are not only multiple-choice glosses (MCG),

but also single glosses (SG). This research used MCG, which directs to words which have multiple translations. However, future research can use SG which only provides one translation of one word in the text. In addition, the future research also can compare SG and MCG on reading comprehension or vocabulary retention. Second, this research used L1 (*Bahasa Indonesia*) to translate the words. It is suggested to use L2 to define the words in the text for future research. However, the decision of selecting the language is adjusted by the students' English proficiency.

Third, the selected text in this research was narrative text. In fact, all of the texts can be facilitated by L1 MCG. Therefore, it is suggested to find out the effect of L1 MCG in other texts like expository text, recount text, report text or another. The present research used impromptu reading plus comprehension to measure reading comprehension. Furthermore, it is suggested to use other methods to emphasize reading comprehension.