CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This last chapter provides the conclusion of the research findings and some recommendation concerning the research.

5.1 Conclusions

Previewing used in the experimental group in general was more effective than the conventional method used in the control group to improve students' reading comprehension. The statistical computation results (t = 6.047, p = 0.000) it means that the reading comprehension improvement of the experimental group was more significant than the improvement of the control group.

Moreover, the fact also showed that the previewing as the pre-reading activity can help the students to predict the content of the text through the title and the picture of the text.

Additionally, the questionnaire computation result indicated that most of the students confirmed that the previewing technique was an interesting technique in reading because it made them comprehend the text easily. In addition, they said that previewing method made the classroom reading situation interesting. Nevertheless, there are small numbers of the students who believed that the previewing technique was difficult and made the reading process difficult.

Based on the research findings, it can be concluded that previewing method in pre-reading activity was proven to be helpful to improve students'

reading comprehension and can be used as a pre-reading technique in the teaching reading.

5.2 Recommendations

The research findings indicate that previewing method in pre-reading activity can be applied in teaching reading since it can motivate the students to want to read and can help the students to understand and comprehend the text easily by guessing the content of the text based on the title and the picture of the text. As the result, some recommendations are proposed as follows:

1. Teachers must be able to encourage and strengthen students' motivation.

2. Teachers should decide the appropriate technique in teaching reading.

3. Teachers should be more creative to select the various techniques to avoid monotonous in reading class.

4. Teachers should give the opportunity to the students to bring their prior knowledge in their reading process.

5. For future researchers who want to use previewing, it would be better if the next research is conducted in a longer period.

6. Further research should be conducted in a longer period.