CHAPTER IV

CONCLUSION

IV.1 Conclusion

Reading process involves identification of genre, formal structure and topic, all of which activate schemata and allow readers to comprehend the text. This schemata activation could be mediated by pre-reading activities in which helping students/readers build background knowledge on the topic prior to reading (Carrel, 1988).

In this study, the writer is encouraged to seek the difference of the use of a set of pre-reading activities in reading comprehension. In doing this, the writer set up two groups of respondents selected through several sampling qualifications. All of them are the second-year students of SMP Negeri 16 Surabaya.

The writer collected the data from these two groups of respondents. The pre-reading group produced the pre-reading data while the non pre-reading group produced the non pre-reading data. The intended treatment in this study, which is a set of pre-reading activities prior to the given reading tasks, only applied on the pre-reading group. In order to have the better validity of this study, the writer repeated this data collection procedure up to three times or sessions.

43
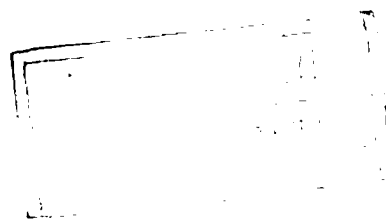
Consequently, each group produced three groups of data from three sessions of reading tests. Thus, there are three pairs of data, each consisting of two versions of data. The basic idea of this study is to compare the two variables in each of these pairs of data and to test the proposed hypotheses independently.

In Chapter 3, the writer presented the data collection, which is the respondents' scores of given reading tasks, and conducted the analysis using the statistical analysis of Paired t-test. As a result, the statistic correlation values are 0.925, 0.939, and 0.940 for Pair 1, Pair 2, and Pair 3 respectively. The results indicate that there is a significant difference between the two groups of respondents relating to the pre-reading activities. In other words, the intended treatment—pre-reading activity— has a significant influence on the recipients. Similarly, the confidence intervals of the three pairs also indicate significant differences between the pre-reading and non pre-reading group. (Pair 1: 0.1057 – 0.8388; Pair 2: 0.5333 – 4.1334; and Pair 3: 0.5187 – 2.0369).

Moreover, the hypothesis testing for the three pairs of data resulted the statistic critical region: 2.718 > 1.740; 3.790 > 1.740; and 3.551 > 1.740 for Pair 1, Pair 2, and Pair 3 respectively. These results stated that the null hypothesis (H0) is rejected while the alternative hypothesis is (H1) accepted.

In general, the outcomes of the analysis of the data finally reveal the objective of this study. The writer is able to draw a conclusion that there is a difference of the use of pre-reading activity in reading comprehension. Furthermore, the writer has proved that, through Paired t-test analysis, the proposed alternative hypothesis (HI), stating that there is a difference of the use of pre-reading activity in reading comprehension, is acceptable.

REFERENCES