

## CHAPTER V

### CONCLUSION AND SUGGESTION

Based on the finding and discussion, this chapter presents the conclusion of the research and giving suggestions for teachers, students, and future researchers. The results of the findings and discussion of this study can be presented as a representation as follows:

#### 5.1. Conclusion

Reading is an interactive process between reader and a text that needs background knowledge or schemata to better comprehension. Carrell and Eisterhold states there are several kinds of schemata that can affect reading comprehension. One of them is Content Schemata; the background knowledge of the content area of a text, or topic of a text. They include topic familiarity, prior knowledge, cultural knowledge and previous experience with a field.

Based on the data analysis and research finding in chapter IV, finally the research about the correlation between content schemata and reading comprehension on expository text of the second year students at MAN 2 Jombang can be concluded that the students' content schemata was 0.244. It was categorized Low level.

Furthermore, the researcher found that there was significant correlation between content schemata and reading comprehension on expository text of the second year students at MAN 2 Jombang. In conclusion,  $H_a$  (Alternative hypothesis) is accepted and  $H_0$  is rejected. It can be concluded that Content

Schemata has Positive correlation with students' reading comprehension on expository text, with categorization of "Low correlation"..

## **5.2. Suggestion**

### **a. To student**

1. It is better for the students to review the previous lessons at home in accordance with reinforcing their understanding about the subject matters to reinforce their schemata.
2. It is better for the students to try to be active in pre-reading activities and also other activities in English classes.
3. It is better for the students to have good critical thinking in order to develop their reading comprehension of several types of text, especially narrative text.
4. It is better for the students to realize their needs to develop understanding in studying English.

### **b. To teacher**

1. It is better for the English teacher to review the previous lessons in accordance with reinforcing students' understanding about the subject matters to reinforce their schemata.
2. It is better for the English teacher to open the class by pre-reading activities in order to reinforce students' schemata.
3. It is better for the teacher to provide enough facilities and creative media in order to develop students' reading comprehension of several types of text.