

## DISCUSSION

Results in this experiment, as compared with the study done by David G. Tieman in 1972 has been found to be different from the latter. In the preceding effects, it is considered that there was confounding of variables. First, the practise effect, the subjects were instructed, already knew of the 15-minute break that they were to be allowed after the presentation of the first set of sentences so in the following sets, some tended to focus well on how they could memorize the sentences. Second was cheating. The experimenters have observed that some subjects were consulting with each other and comparing how their sentences read. Due to time constraints, experimenters were able to administer only 3 sentences and that contributed to the easiness of memorizing them. Taking the number of errors into account, most errors were committed in the condition consisting of meaning-focused instructions and concrete adjective sentences.

The theory presented by Tieman states that the features of a sentence are retained by people in a way that follows whatever features prior instructions would put emphasis on this way have been possibly experienced by the Ss if only the extraneous variables were eliminated but somehow the errors cannot be accounted to the independent variable's effect because they are just simple subject variance. In Tieman's study, difficult words were used. On this research, elementary words/adjectives were used when in fact the subjects were university college students. The preceding analysis clarifies the reason why the subjects found the sentences very easy.