

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Most students of SMA YPPI-I Surabaya find reading in English class difficult to learn. It is proved by the fact that most of them get troubles in their reading lesson. To avoid the problem of reading difficulties faced by the students, the English teachers of SMA YPPI-I should be able to provide reading materials that are suitable for them.

To analyze whether the reading materials presented to the students are readable for them or not is the most important factor that should be concerned in selecting reading materials for the students. Providing materials that the students can read with ease will cause them experience a success with the passages, and it will arouse the students' interest in the topics. The students will be looking forward to read more and more and they will develop the desired reading habits. In this case, the materials will be as an aid to facilitate and reinforce learning, and; therefore, the ability to read will increase. On the other hand, if the materials are far beyond the students' range of knowledge, the students will

only experience failures with the texts, and they will never have interest to read more. Consequently, their ability to read will never increase.

To measure the readability of reading materials for a group of readers should be judged on the basis of the learner's language competence and experience; therefore, five major components should be concerned: vocabulary, structures, background knowledge, personal interest, and illustrations. These factors intertwine with one another - the absence of the requirement of only one component will influence the readability of the reading materials for the intended readers.

Reading materials will be readable if they consider the vocabulary and structures the learner has learned in the language course, his experience and interest, and the use of illustrations. The presence of many new or difficult words in a text decreases the learner's understanding of the passage; however, a sentence may not be understood although all the vocabulary is known. It is often because the sentence is too long and complicated to be analyzed syntactically. Syntactic complexity together with unfamiliar vocabulary doubles the problem. Furthermore, materials which present content within the learner's experience and interest are likely to be readable as long as familiar vocabulary and structures are used. In other words, the familiarity and interest in the

contents alone won't guarantee that the passages are readable. Finally, to increase the readability of the materials, certain illustrations (i.e. pictures, diagrams, graphs, tables, etc.) may be used to simplify the vocabulary, structures, and background knowledge unfamiliar to the learner.

In this descriptive study on the readability of the reading materials in the "Penuntun Pelajaran Bahasa Inggris Berdasarkan Kurikulum 1984" presented to the first year students of SMA YPPI-I, the writer draws a final conclusion that the materials found in the books are moderately readable for the students. The data analysis in Chapter IV support this conclusion. The result of the questionnaire shows that the topics discussed in the passages are mostly within the students' range of knowledge and interest (sufficiently readable). However, the students still have to face many difficulties in comprehending the messages conveyed in the materials since, as the cloze-tests shows, the reading materials are moderately readable in term of vocabulary and structures. There are many new or difficult words and complicated structures that are beyond the learner's range of knowledge used in the passages. Moreover, the passages are lowly readable in term of illustrations since there is no single illustrations that may help the students comprehend the unfamiliar vocabulary, structures, and background

knowledge. With all these conditions, the students undergo continuous frustration whenever they come to the English reading class, with the result that they are never encouraged to overcome these difficulties.

In the part of the teachers, as it can be seen from the reading class of the first year students of SMA YPPI-I described in Chapter I, they have to work hard, helping the students comprehend the passages. They spend most of the time for explaining every word, phrase, and sentence which are unfamiliar to the students. Consequently, the main objective of the reading lesson - learning how language is used for conveying content - will never be achieved.

5.2. Suggestion

From the findings of this study, the writer would like to say that this study may not be as perfect as it is expected to be. However, she sincerely wishes that the result of this study can give the SMA YPPI-I's teachers of English insights on the readability of reading materials which is comprehensible so as the students' ability to read will increase.

Finally, the writer wants to give some suggestion concerning this study.

5.2.1. Suggestion for Selecting Reading Materials

Since the reading materials in the "Penuntun Pelajaran Bahasa Inggris Berdasarkan Kurikulum 1984" presented to the first year students of SMA YPPI-I are proved to be moderately readable for them, the English teachers there have to find more suitable materials to overcome this problem. Therefore, the writer suggests the teachers to select another book available containing reading materials with the same topics as the previous, but with more simple vocabulary and structures and with the presence of useful illustrations.

5.2.2. Suggestion for Further Research

The writer wants to say that what she has done in this study is only a preliminary study in which the subject is limited to the first year students of SMA YPPI-I Surabaya. She hopes that this study will arouse the readers' interest to develop it further, with more general subjects. It can be either for the same reading materials in the "Penuntun Pelajaran Bahasa Inggris Berdasarkan Kurikulum 1984" or for different ones in other books.

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