

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

According to the results derived from the application of the instruments explained in the previous chapter, the researcher summarizes that even though the application of the instruments produces different results, it can be concluded that the reading materials used in the reading instruction II at the English Department Faculty of Teacher Training and Education Widya Mandala Catholic University Surabaya are readable for the intended readers. The results of the calculation can be described in the following table:

Table 5.1 The Results of The Calculation

ITEMS	FRY	RAYGOR	READING EASE	CLOZE TESTS
Sentence length and syllables	Grade 16 (6,5 & 176,7)	Grade 7 (6,7 & 26,5)	Level 5 and 4 (College level) (4,6 ; 4,3 ; 4,2)	16 and 15 (High level in terms of readability)
Sentence length and long words				
Word length (wl) and sentence length (sl)				
Correct answers				

According to table 5.1, some different instruments produce different results. However, it can be concluded that the reading materials investigated are readable for the intended readers. Fry graph formula indicates that the materials are readable for students in grade 16 which equals to students in the third grade of Senior High School in Indonesia. The materials can be used by students in the third semester since in Indonesia, English is a foreign language. Raygor graph formula indicates that the materials are readable for students in grade 7 which equals to students in first grade of Junior High School in Indonesia. Since students in Indonesia have lower English competence than students' English competence in countries where readability formula originated, the materials are still readable for students in the third semester in college students. REEF also indicates that the materials are readable and appropriate for college students in the third semester. This conclusion is supported by the results derived from the administration of the cloze tests which indicates that the level of readability of reading materials used in the reading instruction II at the English Department Faculty of Teacher Training and Education Widya Mandala Catholic University Surabaya is high. It means that the materials are such that the students can comprehend without any outside assistance.

The previous explanation is the answer to some questions stated in the statement of the problems which include one major problem:

What is the readability level of reading materials used in the reading instruction II at the English Department Faculty of Teacher Training and Education Widya Mandala Catholic University Surabaya?

Even though the instruments used in this study produce different levels of readability, based on the application of the three readability formulas, it can be concluded that the readability level of reading materials used in the reading instruction II at the English Department Faculty of Teacher Training and Education Widya Mandala Catholic University Surabaya are for college students. That is why these materials are appropriate for the intended readers or students of Reading Instruction level II at the English Department Faculty of Teacher Training and Education Widya Mandala Catholic University Surabaya who use the reading materials in their reading instruction. This conclusion is supported by the results derived from the administration of the cloze tests that indicate the readers are able to understand the contents of the reading materials without any outside assistance.

More specifically, the above answer can be expounded based on the minor problems stated in the statement of the problems as follows:

- (1) What is the readability level of reading materials used in the reading instruction II at the English Department Faculty of Teacher Training and Education Widya Mandala Catholic University Surabaya measured by using Fry Graph formula?

Fry Graph formula indicates that the reading materials used in the reading instruction II at the English Department Faculty of Teacher Training and Education Widya Mandala Catholic University Surabaya are appropriate for students in grade 16. In this case, the researcher assumes that “grade 16” indicated by Fry Graph formula equals to the eighth semester in Indonesian college level. If the reading materials are used by college students in the third semester, the researcher concludes that those reading materials are readable and appropriate for the intended readers.

This conclusion is based on the reason that students in countries where English is a foreign language need easier reading materials than students in countries where English is a mother tongue.

- (2) What is the readability level of reading materials used in the reading instruction II at the English Department Faculty of Teacher Training and Education Widya Mandala Catholic University Surabaya measured by using Raygor Graph formula?

Raygor Graph formula indicates that the reading materials used in the reading instruction II at the English Department Faculty of Teacher Training and Education Widya Mandala Catholic University Surabaya are readable and appropriate for students in grade 7. In Indonesia, this grade equals to the first grade of Junior High School. Based on the reason that native speakers' English competence is higher than non-native speakers' English competence, the researcher in this case can conclude that the reading materials are still readable and appropriate for the intended readers – they are college students in the third semester or Reading Instruction II. This conclusion is based on the researcher's assumption since students in the United States have higher English competence than students in Indonesia, reading materials for low grade in the United States can be used in reading instruction for higher level of class or education in Indonesia.

- (3) What is the readability level of reading materials used in the reading instruction II at the English Department Faculty of Teacher Training and Education Widya Mandala Catholic University Surabaya measured by using Reading Ease Flesch formula (REFF)?

Reading Ease Flesch Formula (REFF) indicates that the reading materials used in the reading instruction II at the English Department Faculty of Teacher Training and Education Widya Mandala Catholic University Surabaya have Reading Ease score that ranges from 0 to 30. According to Rudolf Flesch Readability Estimation, this score indicates Estimated Reading Grade for college graduates. In this estimation, it is also explained that one level lower than college graduate grade is thirteenth to sixteenth grade in college. Based on this score, the researcher can conclude that the reading materials are readable and appropriate for college students in the third semester who use those materials in their reading instruction. This conclusion is based on the researcher's assumption that if the calculation of REEF indicates that particular reading materials have a range of reading ease score for particular estimated reading grade in countries where English is a mother tongue, whereas in Indonesia English is a foreign language, those reading materials are readable and appropriate for students at least in one estimated reading grade lower than the former one.

- (4) What is the readability level of reading materials used in the reading instruction II at the English Department Faculty of Teacher Training and Education Widya Mandala Catholic University Surabaya measured by using cloze tests?

From the result of the data analysis, the means of the correct answer for cloze test I, II, and III which each consists of 20 deletions are 16, 16 and 15. As table 3.1 shows, these scores indicate that the level of readability of reading materials used in the reading instruction II at the English Department Faculty of Teacher Training and

Education Widya Mandala Catholic University Surabaya is high. It means that the materials are such that the students can comprehend without any outside assistance.

5.2 Suggestions

The researcher would like to say that this study may not be as perfect as it is expected to be. However, the researcher hopes that the result of this study can give insights to English teachers on the readability of reading materials they use in the reading instruction. Concerning this study, the writer wants to give some suggestions.

The first suggestion is for the English Department Faculty of Teacher Training and Education Widya Mandala Catholic University Surabaya. For this institution, the reading materials used in the reading instruction II at the English Department Faculty of Teacher Training and Education Widya Mandala Catholic University Surabaya can be continuously used in the teaching of reading as they are appropriate in terms of readability level.

The second suggestion is for teachers/text users. Teachers should not rely on one readability formula only in selecting readable or appropriate reading materials. They should employ some readability formulas so that they can measure the readability level from some different points of view and the result becomes more valid. Besides, teachers should consider that all readability formulas are just rough screening devices of texts readability. They should also use another instrument to measure the readability level of reading materials they use like administering cloze tests to the students. The last, in cloze tests, the employment of contextual words

scoring method is suggested, especially for the teachers whose students learn English as a foreign language.

The third suggestion is for other researchers. In this case, reapplications of the same study are suggested by taking more texts as the sample texts and more subjects as the sample of the students, correlating any other readability formulas with any other reading comprehension tests, and correlating various readability formulas with various reading comprehension tests which further come to the construction of readability formula which successfully eliminates some weaknesses of prediction.

REFERENCES

REFERENCES

- Alderson, J.C. (2001). *Assessing Reading*. Cambridge: Cambridge University Press.
- Alexander, J.E. (1988). *Teaching Reading at Elementary School* (3rd ed). Glenview: Scott, Foresman and Company.
- Aprilianti, N. (2002). *The Analysis of Readability of "New Standard Expand" for Senior High School used in Kartika V-3 Senior High School*. (Unpublished Thesis). Surabaya: Wijaya Kusuma University Surabaya.
- Bachman, L. F. (1985). Performance on Cloze Tests With Fixed Ratio and Rational Deletions. TESOL Quarterly. Vol 19, No.3, pp 535-555.
- Deboer, J.J. Kaulfers, W.V. Miller, H.R. 1982. *Teaching Secondary English*. Westport, Connecticut: Green Wood Press.
- Dupuis, M., and Askov, E.N. (1982). *Content Area Reading: An Individualized Approach*. New Jersey: Prentice Hall.
- Fry, E. (1965). *Journal of Reading*. A Readability Formula for Short Passages.
- Ginting, S. (1990). *A Study about Readability Testing Methods as the Determinator of Reading Materials Effectiveness*. (Unpublished Graduate Thesis). Malang: Institute of Teacher Training and Education of Malang.
- Harris, L.A., and Smith, C.B. (1986). *Reading Instruction. Diagnostic Teaching in the Classroom* (4th ed). New York: Macmillan.
- Holsti, O.R. (1969). *Content Analysis for the Social Sciences and Humanities*. New York: Addison-Wesley.
- Ibadiyah, N. (1995). *The Readability level of Reading Materials in the Textbooks Used by the First Year Students of SMA*. (Unpublished Thesis). Malang: FPBS IKIP Malang.
- Irwin, J.W. (1986). *Teaching Reading Comprehension Processes*. New Jersey: Prentice-Hall.

- Karuniawati, N. (1995). *The Readability of Reading Materials in the "Communicative Learning English for SMA"*. (Unpublished Thesis). Surabaya: Universitas Katolik Widya Mandala, Fakultas Keguruan dan Ilmu Pendidikan, Jurusan Pendidikan Bahasa dan Seni, Program Studi Pendidikan Bahasa Inggris.
- Klare, G.R. (1974). *Readability handbook of Reading Research*. New York: Longman.
- Krashen, S. (1982). *Principles and Practise in Second Language Acquisition*. England: Pergamon.
- Krashen, D., and Terrel, D. (1983). *The Natural Approach: Language Acquisition in the Classroom*. London: Pergamon.
- Ngadiman, A. (1990). *The Effective of Purpose-Based Model for Teaching Reading Comprhension at the English Department*. (Unpublished Graduate Thesis). Malang: Institute of Teacher Training and Education of Malang.
- Nuttal, C. (1982). *Teaching Reading Skills in a Foreign Language*. London: Heinemann.
- Oller, J.W. (1989). *Language Test at School*. London: Longman.
- Oller, J.W. and Perkins, K. (1980). *Research in Language Testing*. Rowley, Mass: Newbury House.
- Richard, A.J., Platt, G.B., and Weber, M. (1985). *The Measurement of Readability*. Ames: Iowa State University Press.
- Richards, J.C. and Schmidt, R. (2002). *Longman Dictionary of Language Teaching & Applied Linguistics*. London: Longman
- Shohamy, P. (1983). *Cloze Procedure*. New York: Brooks/Cole.
- Sujito. (2000). *Readability Level of Reading Materials Used in the Reading Instruction at the English Language Education Program of Graduate School of State University of Malang*. (Unpublished Graduate Thesis). Malang: Institute of Teacher Training and Education of Malang.
- Sulistyaningsih. (2005). *An Analysis on Reading Subskills of Reading Tests of the TOEFL, IELTS, and TOEIC Books Published by Longman*. (A Thesis Proposal). Surabaya: Widya Mandala Graduate School Surabaya.

- Suryawati. (1989). *The Readability of reading Materials in the "Buku Teks Wajib Untuk SMTA – Bahasa Inggris – DEPDIBUD"*. (Unpublished Thesis). Surabaya: Universitas Katolik Widya Mandala, Fakultas Keguruan dan Ilmu Pendidikan, Jurusan Pendidikan Bahasa dan Seni, Program Studi Pendidikan Bahasa Inggris.
- Sutaria, M. C. (1980). *Basic Readers for English Teaching*. Quezon City: Phoenix.
- Utami, G. D. (1997). *The Readability Level of Reading Texts in English for Senior High School Book I for The First Year by Depdikbud*. (Unpublished Thesis). Malang: FPBS IKIP Malang.
- Vacca, R. T. (1981). *Content Area Reading*. Canada: Little, Brown & Company.
- Wiyono, L. (1988). *The Readability of Reading Materials in the Penuntun Pelajaran Bahasa Inggris Berdasarkan Kurikulum 1984*. (Unpublished Thesis). Surabaya: Universitas Katolik Widya Mandala, Fakultas Keguruan dan Ilmu Pendidikan, Jurusan Pendidikan Bahasa dan Seni, Program Studi Pendidikan Bahasa Inggris.
- Zakaluk, B. L., and Samuels S. J. (1984). *Readability, Its Past, Present, and Future*. Newark, Delaware: International Reading Association.