

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Nowadays, the ability to understand English texts becomes an urgent requirement for most university students. It has been taken for granted that most journals, text-books or other references are usually written in English. They all are the source of information to develop students' knowledge of their subject. Due to this main reason, the ultimate objective of English teaching in Non-English Department should be focused on the **students'** reading ability in understanding English text-books related to their subject of learning.

However, the writer still finds that many **Non-English** Department students of Widya Mandala Catholic University Surabaya have problems in understanding their English text-books. A reason that **this problem** is caused by **students'** lack of vocabulary is not relevant to the real fact since it frequently happens that although students know word by word, he still **cannot understand** what the sentence **actually means**. According to Arunee

Wiriyachitra⁶¹, reading problem is caused by the length and the complexity of sentences found in the reading comprehension text given. This view attracts the writer to make a case study to the Non-English Department Pharmacy students who have just finished their English subject both in the first and second **semesters**. In this case, the writer is curious to **prove whether** it is really true that there is a correlation between students' mastery of English Complex Sentences found in the text given and their reading comprehension ability.

In order to find out the coefficient correlation of both variables, the writer administers two kinds of achievement tests- the first is The Grammar Test to test how far students are able to use English **Complex** Sentences and the second is The Reading-Comprehension Test **to test** how far students understand the reading comprehension passage given. After being statistically calculated, the data shows that the coefficient correlation of both score tests at the significant level of 95 % is below 0.602 (the-coefficient of table). In **other** words, this means that at the **confidance** interval of 95 % we believe there is a significant relationship between **students'** mastery of English Complex Sentences and **students'**

⁶¹ Wiriyachitra, loc.cit

reading comprehension ability. Furthermore, the findings also ~~inform~~ ~~that~~ the coefficient determination of students' mastery of English Complex **Sentences** towards their reading comprehension achievement is 34 %. This prosentage leads to the conclusion that the other 66 % is influenced by other factors.

Often, whether it is realized or not, in searching the meaning of a teat, students deal with the four **kings** of meanings stated by Christine Nuttall⁶², namely :

- 1) Conceptual meaning - that is the meaning of concept found from the whole text down to a single word or morpheme,
- 2) Propositional meaning or similarly to signification of plain sense - that is the meaning of a clause or sentence- can have even it is not being used in a context, but it is just standing on its own.
- 3) Contextual meaning similarly to functional value- that is the value of a sentence used in a given situation or context.
- 4) Pragmatic meaning - ~~it~~ manifests the writer's attitude which the reader should understand.

The knowledge of these four meanings can make a reader aware of how to overcome his problems in understanding

62 Nuttall, op.cit, p. 80-81

a reading-text like the problem of syntax and the problem beyond the plain sense. A **reader's** sensitivity towards the occurrence of discourse marker may also help him comprehend the reading-text. Difficult words, phrases, even clauses may not block his understanding of reading comprehension by skipping those difficult words and try to make some guessing and hypothesizing. In addition, the **student's** interest to read the text and the **student's** background information about the text can also stimulate them to make guessing and **hypothesizing**.

Having provided by such knowledge, the students of Non-English Department are ready to study how to analyze a paragraph or a whole piece of writing as what has been explained by **Sujeni Braga** in her thesis "How to Teach Reading Comprehension to Non-English Department".⁶³

5.2. Suggestion

Through her thesis, the writer would like to make **some** suggestion that :

1. The orientation of English Teaching in Non-English Department, especially in Widya Mandala Catholic University Surabaya, should be focused on reading

⁶³ Braga, *op.cit*, p.2-3

comprehension not on structure or translation.

Analyzing paragraphs and discourse will **be much** beneficial to improve students' reading comprehension skill.

2. Before the teacher comes to the analysis of head and modifier, it would be better if he provides his students with four skills to understand the reading comprehension text. They are the understanding of **conceptual, propositional, contextual and pragmatic meaning**. These skills may give much help in making guessing and hypothesizing while they are searching meaning to identify the topic sentence or the thesis sentence in the paragraphs or the whole discourse.
4. In order to **conduct** all of this teaching, the teacher should give students a lot of assignments on paragraph or discourse analysis. They can be in the form of individual or group assignments.
5. The writer believes that to teach all these skills is not an easy job. It requires much time and energy besides students' willingness to participate. Finally, it is also required that the teachers be qualified.

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