

CHAPTER 5

CONCLUSION AND SUGGESTION

Finding good reading materials to teach reading comprehension is important. The reading passages should have readability levels (vocabulary and sentences) suitable to the grade levels of the students using the coursebooks. The exercises should also help the students to develop their competences in comprehending the texts. Considering the importance of passages which are readable in terms of language and exercises which develop the students' comprehension skills, this study was conducted to know the readability levels of the passages and the comprehension levels of the exercises in *Scaffolding for Grade 7, 8, and 9*.

The readability levels of the passages were assessed using Flesch-Kincaid readability formula and Fry graph. Based on Hamsik (1984) and Greenfield (1999) studies, the readability levels for native English students obtained from Flesch-Kincaid formula and Fry graph can be directly converted for the EFL students. While the comprehension levels of exercises were judged using Barrett's Reading Comprehension Taxonomy. The readability level of reading passages in *Scaffolding for Grade 7* is for the fourth grade Indonesia EFL students. The readability levels of reading passages in *Scaffolding for Grade 8* and *Scaffolding for Grade 9* are for the sixth and the eighth grade Indonesia EFL students. The exercises in *Scaffolding for Grade 7* are 95% literal comprehension and 5% reorganization, in *Scaffolding for Grade 8* are 76% literal comprehension, 22%

reorganization, and 2% inferential comprehension, and in *Scaffolding for Grade 9* are 56% literal comprehension, 36% reorganization, 7% inferential comprehension, and 1% evaluation.

In overall, the readability levels of reading passages in *Scaffolding for Grade 7, Grade 8, and Grade 9* are already graded along with the grade level increasement, but the language readability are below the levels of Indonesia EFL students using the coursebooks. While most of the exercises are dominated by literal comprehension level, followed by adequate reorganization level, and very low numbers of inferential comprehension and evaluation levels. The comprehension levels in *Scaffolding* coursebooks increase along with the grade level of students using the coursebook, but there is only a small increasement in the reorganization and evaluation exercises.

Considering the result of the study, teachers using *Scaffolding* coursebooks might supplement the passages in the coursebooks with passages suitable to the grade level of the students. Passages which are language readable for the students will motivate the students. Since the difficulty of the passages match the language ability of the students, the students will not be bored or frustated. Teachers might also enrich the exercises with exercises working on inferential comprehension, evaluation, and appreciation levels. Providing exercises with higher levels of comprehension will help the students challenged to deepen their understanding of the content of the passages. It is also suggested that the writers of *Scaffolding* coursebooks consider the readability levels involving language factors in writing the passages. The writers might use the readability formulas or graph to evaluate

the passages written as preliminary prediction of the readability levels of the passages. Passages with right readability levels will help the students develop their reading skills in a graded way. It is also suggested that the writers of *Scaffolding* coursebooks provide more exercises in inferential comprehension, levels, and appreciation level. This would help the students to move into deeper comprehension of passages, which help the students to develop their reading skills.

It is also hoped that further study might be done for evaluating the reading passages in the coursebook by considering linguistic and rhetorical factors, such as coherence and unity, and reader factors, such as the backgrounds and interests of the students, which might help the improvement of the coursebooks studied.

REFERENCES

- Beaglehole, V. J. (2010). The full stop effect: Using readability statistics with young writers. *Journal of Literacy and Technology*, 11(4), 53-82.
- Browne, C. M. (1996). Japanese EFL reading texts: How readable are they? *Working Papers in Applied Linguistics*, 8(28), 1-12.
- Carrell, P. L. (1987). Readability in ESL. *Reading in a Foreign Language*, 4(1), 21-40.
- Carrell, P. L. & Grabe, W. (2002). Reading. In Schmitt, N. *An Introduction to Applied Linguistics*. London, UK: Hodder Arnold, 234-250.
- Cunningsworth, A. (1995). *Choosing your coursebook*. Oxford, UK: Macmillan Education.
- Fry, E. (1968). A readability formula that saves time. *Journal of Reading*, 11, 513-516.
- Fry, E. (1990). A readability formula for short passages. *Journal of Reading*, 33 (8), 594-597.
- Gibson, E. J. & Levin, H. (1985). *The Psychology of Reading*. Massachusetts, US: Murray Printing Company.
- Goodman & Kevin, S. (1970). Comprehension-centered reading. In Douglas, M. P. (Eds). *Claremont Reading Conference Conference Thirty-Fourth* (pp. 125-135). Claremont.
- Grave, M. F. & Graves, B. B. (2003). *Scaffolding Reading Experiences: Design for Student Success*. Christopher-Gordon.
- Greenfield, J. (2004). Readability formulas for EFL. *JALT Journal*, 26(1), 5-24.
- Grzybek, P. (2010). Text difficulty and the Arens-Altman law. In Grzybek, P., Kelih, E., & Macutek, J. (Eds). *Text and Language: Structures, Functions, Interrelations, Quantitative Perspectives* (pp. 57-70). Wien: Praesens Verlag.
- Heilman, A. W., Blair, T. R., & Rupley, W. H. (1981). *Principles and Practices of Teaching Reading*. Ohio, US: A Bell & Howell Company.

- Nuttal, C. (2005). *Teaching Reading Skills in a Foreign Language*. Oxford, UK: Macmillan Education.
- Richards, J.C. The role of textbooks in a language program. Retrieved from www.professorjackrichards.com/pdfs/role-of-textbooks.pdf
- Ruddell, M. R. (2008). *Teaching Content Reading and Writing*. New Jersey, USA: John Wiley & Sons, Inc.
- Shepherd, D. L. (1973). *Comprehensive High school Reading Methods*. Ohio, US: A Bell & Howell Company.
- Tamor, L. (1981). Subjective text difficulty: An alternative approach to defining the difficulty level of written text. *Journal of Literacy Research*, 8(2), 164-172.
- Ulusoy, M. (2006). Readability approaches: Implication for Turkey. *International Education Journal*, 7(3), 323-332.
- Urquhart, S. & Weir, C. (1998). *Reading in a Foreign Language: Process, Product, and Practice*, New York, US: Longman.
- Vacca, R. T. *Content Area Reading*. (1981). Canada, US: Little, Brown & Company
- Weaver, P. (1979). Improving reading comprehension: Effects of sentence organization instruction. *Reading Research Quarterly*, 15, 129-146.
- Yong, B. C. S. (2010). Can students read secondary science textbooks comfortably? *Brunei International Science and Math Education*, 2(1), 59-67.