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


