

CHAPTER V

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5.1 Conclusion

The research that the writer conducted to the third year students of A1 and A2 program of SMA Kristen Petra I was due to the writer's curiosity of the readability of reading materials in a text book. Since readability of reading materials is very important factor in reading lesson. Moreover, it was also intended to complete the previous studies which were done by Liliana Wiyono (1988) and Suryawati (1989).

There are so many factors which influence the success of reading comprehension class, such as: intelligence, attitude, motivation, scheduling, class-size, reading materials, etc.

One of the most important factors that should be concerned in making the reading comprehension class successful is selecting the reading materials for the students.

It is necessary to know whether the reading materials presented to the students are readable or not. Since providing the right kind of materials which

the students can read easily, make them enjoy those materials. Consequently, 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 never have interest to read more. Therefore, 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, there are five major components that should be concerned: structures, vocabulary, background knowledge, personal interest, and illustrations. These factors interrelated with one another, the absence of the requirement of only one component will influence the readability of the reading materials for intended readers.

Reading materials will be readable if they consider the learner's vocabulary and structure, the learner's experience and interest, and the use of illustrations, since these factors are very important in determining the readability of a reading material. The presence of many new or difficult words in a text decrease the learner's understanding of the passage. On

the other hand, a sentence may not be understood although all the vocabulary is known, it is often because the sentence is too long and complicated to analyse syntactically. Syntactic complexity together with unfamiliar vocabulary doubles the problem.

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 do not guarantee that the text are readable.

Certain illustrations, such as pictures, diagrams, graph, tables, etc increase the readability of the reading materials ,since they are used to simplify the contents of the reading materials unfamiliar to the students.

In this descriptive study on the readability of the reading materials in the "Communicative Learning English For SMA" used to the third year students of A1 and A2 program of SMA Kristen Petra I Surabaya, the writer wrote a final conclusion that the materials found in the books were **highly readable** for the students. However, in term of vocabulary, the reading materials still had to increase the level of difficulties of the vocabulary. The result of the Fry readability

estimate and cloze procedures presented in Chapter IV on page 56-59 proved this conclusion.

5.2 Suggestions

Here the writer would like to give some suggestions that might be useful for the readers of this study.

The first two suggestions below are concerned with the revision of the previous studies that are discussed in chapter I on page 3-4.

The result of the research dealing with the readability of reading materials in the "Communicative Learning English For SMA" in term of illustrations shows that illustrations have an important role in reading comprehension since an appropriate illustration gives a help to the students in understanding the content of the passage. Therefore, it is suggested to use a text book which is completed with suitable illustrations.

While, from the result of the Fry Readability Estimate indicates that this formula is more appropriate to be used to measure the readability of reading materials in term of school level than the other formulas such as SMOG and Fog index, since they do not give an exact result. As it has been stated before that SMOG and Fog index are devised for use with L1 learner,

while our country regards English as the first foreign language to be used. Consequently, it is suggested to use Fry Readability Estimate as a formula in measuring the readability of reading materials in term of school level.

The third suggestion is intended for the English teachers of SMA Kristen Petra 1 Surabaya in which they use the same kind of book analyzed by the writer. The result of the research generally indicates "highly readable" concerning with the reading materials in the "Communicative Learning English For SMA" for the third year students of A1 and A2 program. However, it doesn't guarantee that the students will always succeed in reading comprehension class since there are many other factors which influence the success of reading comprehension class such as intelligence, attitude, motivation, class-size, scheduling, etc. Therefore, the English teachers are suggested to improve the other factors which influence the success of reading comprehension class by giving more attention and support to the low students, so that the reading comprehension class is more succesful.

The fourth suggestion is concerned with the vocabulary found in the "Communicative Learning English For SMA" for the third year students of A1 and A2

program, the reading materials in this book only indicate the number of vocabulary of more than 2000 words, while according to "GBPP" the third year students of Senior High School need \pm 4000 words. Therefore, the English teachers of SMA Kristen Petra 1 are suggested to add supplementary reader to the students, so that the objective of the "GBPP" can be realized.

The last suggestion is intended for further research. This research is far from being perfect, consequently the writer hopes that further researchers who are interested in analyzing the same kind of study will improve it, by making more specific evaluation dealing with all the components of readability especially in term of vocabulary and structure, since these two factors are very prominent in readability.

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