

## CHAPTER V

### CONCLUSIONS

This chapter deals with the summary and suggestions of the study. The conclusions of the study is also discussed in the summary. While the suggestions discussed as feedback for the teaching of English of SMA students.

#### 5.1 Summary

This study is made to analyze the correlation between familiar and unfamiliar reading materials and the students' reading comprehension achievement. In order to support this study, the writer takes the third year students of A3 program of SMAK Dapena I Surabaya as the subject of the study. They are given two kinds of reading materials--familiar and unfamiliar passages. Then the students' comprehension is tested. The test is in the form of multiple choice which consists of four options. The students are assigned to choose only one correct answer of the four options.

The Biserial Correlation is used to analyze the correlation between familiar and unfamiliar reading materials and the students' reading comprehension achievement. The calculation result of data analysis shows that the  $r$  value is greater than the  $r$  table for the familiar reading materials as well as for the unfamiliar reading materials. Based on the findings, it is proved that there is a correlation between familiar and unfamiliar reading materials and the students' reading comprehension achievement. It means that if the students are familiar with the passage, their reading comprehension will be higher. If they are unfamiliar with the passage, their comprehension will be lower. The data analysis in chapter IV supports this conclusion. It shows that the familiar reading materials support the students' reading comprehension. It means that such material can be used as a helpful device to motivate the students to learn English more.

## **5.2. Suggestions**

In this section, the writer would like to give some suggestions that might be useful for all the readers.

To make the students interested in learning English through reading, the teacher should help them to lessen the burden. There are many factors that influence the students' comprehension and one of those factors is the students' background knowledge about the content of the passage. The students' knowledge about the passage is actually a useful device to attract the students' interest in learning English.

When the students have the background knowledge it will help them to comprehend the passage easier because they have some clues to guess what the passage is. Knowing some facts about the passage will be better for the students because they will be more motivated to express their ideas. Conversely, students will feel discouraged before they start to read the passage if they have nothing in mind about the passage. Completely unfamiliar material will only confuse them and they do not know what to comprehend. If this condition repeatedly occurs, it is the students who will suffer. Then their marks will be lower and these do not motivate them to learn English.

Giving the students unfamiliar materials will affect their main intention, that is to learn English. The teacher usually needs much more time to teach the content first if the material is completely unfamiliar. This will lessen the time to learn English, especially when the teacher cannot teach about the content well.

If the teacher can act as a good 'content teacher' while teaches English, it is good, but allocation of time should be taken into consideration. Compared to familiar material, the teacher does not take too much time to explain the material because the students already have the background knowledge about the passage. Then it will save more time to learn English. And since reading comprehension is a device to motivate the students to learn English, it is wise if the teacher does not make the English learning more difficult by giving them unfamiliar material.

For further research, the writer expects that:

1. The number of the questions in the passages should be more than five questions. The more questions given to the students will be more accurate the result to check the students' comprehension.
2. The instruments used in this study are in the form of objective test with multiple choice. This kind of test might make the students to use the guessing technique if they cannot choose the correct answers. The subjective test can be used to avoid this problem. Thus, it may probably give different effect to the correlation result.

Finally, the writer is fully aware that this study is not 100% perfect, so he expects another study that is in line with this study could be conducted. It is

hoped that the study will help teachers to improve the teaching of reading comprehension.



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