

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter summarizes the findings of the present study. The findings are concluded based on the research question. Suggestions for further studies and practices based on the findings in this study are also presented here.

5.1 Conclusion

Focusing on the relationship between readability level of text materials and vocational students' reading comprehension ability, this study concludes that there is a moderate relationship between readability level of text materials and vocational students' reading comprehension ability in EFL classrooms. Moreover, as described in the previous chapter, the degree of correlation was also investigated and explained by the coefficient of determination.

Before the data were collected, a pilot test has been administered as a form of instrument try-out. The instruments were revised based on the result of the pilot test. After that, the actual test was administered with the actual participants. The result shows that the test averagely has moderate validity and reliability. Difficulty index and discriminatory power have also been found. The result is that most test items can differentiate between higher achiever and low achiever with a combination of easy and moderate level difficulty. It was found that with the given test, the participants tended to have good reading comprehension ability.

The data about the students' reading comprehension ability and readability level of text materials were analyzed to investigate the relationship. This correlation coefficient shows that readability level of text materials is related to vocational students' reading comprehension ability in EFL classrooms. However, the coefficient is negative. Therefore, it can be concluded that variable increases as the other decreases, in this case, when the readability level of text materials increases, the students' reading comprehension ability will decrease. Meanwhile, the result of coefficient of determination indicates that the measure of readability

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THE RELATIONSHIP BETWEEN READABILITY LEVEL OF TEXT MATERIALS AND VOCATIONAL HIGH SCHOOL STUDENTS' READING COMPREHENSION ABILITY IN EFL CLASSROOMS

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in choosing text materials explains 25.40% of vocational students' reading comprehension ability.

Additionally, it is relevant to the underlying theory that readability is incapable to measure comprehensibility, the finding that the strength of correlation is not very strong may be due to that readability is not really appropriate to measure comprehensibility of a text. This is because readability only takes a certain number of aspects which contributes to comprehension.

5.2 Suggestion

From the findings of this study, a negative, moderate level of correlation between both variables was revealed. In this section, several suggestions were drawn based on the findings in relation to the reading comprehension ability and readability level. Hopefully these suggestions are useful as references for readers, particularly the future researchers and the English teachers.

In helping students to cope with their reading comprehension problems, the teacher aids should be, as stated by Ness (2010) helping in thinking abstractly, visualization, understanding vocabulary, and knowing to properly decode. The students must actually know and understand what they are reading. Knowledge about vocabulary alone would not suffice. Thus, to be able to properly comprehend what is being read, students are required to connect what is being read to their own experiences.

Unfamiliar vocabulary as the most frequent factor that affects reading comprehension is a consequence of using bottom-up model which confuse students in dealing with word recognition and structure pattern represented in a text. As the implication, teachers are suggested to use readability formula to measure the readability level to the texts they are going to teach in classroom.

On the other hand, English teacher in vocational high school should be aware that readability formula is not a tool to aid them writing their own teacher-made materials. Instead, readability should be regarded as one of the aspects worth considering in selecting and developing materials for teaching reading. It is

possible for teachers to use this study as a reference in developing reading instruction. English teachers will have a better understanding about the use of readability in teaching reading. In turn, hopefully, the students can find the suitable reading strategy to overcome the reading problems and set the best reading method. Despite considering the existence of comprehensibility, the awareness of underlying factors which determine readability is therefore necessary.

In the measurement of readability level by Coh-Metrix, the higher the value of the readability level, the higher the chance that the text is harder to read for the students. Teachers need to make sure it will not hinder the students from learning reading skill. Instead, the text should help the students to escalate their reading skills. On the contrary, if it indicates a low level of readability, teachers need to set some adjustments on their teaching method in a way that it can benefit students to make the most of the text which is easier to read.

Aside from the findings, this study has some limitations. These limitations include the instrument, participant, and text material. First, as shown by the pilot test, the validity of test items employed in this study were various. But there was no item which belongs to very high degree. Thus, it is expected to have more valid and reliable instruments. It means that high degree of validity and reliability are more preferred in further research regarding this topic.

Another limitation is the fact that statistical result shows that the students participated as sample in this study were averagely good at reading comprehension. It may be beneficial for the researchers who are interested in this topic to have more diverse data about the students' reading comprehension ability, to see if there is a different result which may occur due to more diverse data of students' reading comprehension ability. Larger number of participants is also encouraged to pursue higher validity to obtain more accurate and reliable result in representing the whole population.

Additionally, the text materials used in this study was limited to the texts presented on only one particular standardized textbook for vocational high schools

in Indonesia. Moreover, not all texts on the book are mandatory to be taught to the students. The teachers should and are encouraged to use and adapt the texts on the book as creative as possible by considering the students' needs. As the readability levels of texts may vary in many different genres, more studies are called for with different groups of learners in similar situation and context (EFL vocational high schools, especially Indonesians) to investigate their perspectives on readability based on the texts which they are to learn in their respective departments. Another way is simply conducting a survey which collects different genre of texts used in different departments. By doing this, hopefully, a particular genre which is assumed to tend to have the highest readability level among other genres can be identified.