

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Introduction

This chapter delineates the conclusions and suggestions of the research. The conclusions are formulated from the research questions, while the suggestions present the recommendation for the further research and the related parties.

5.1 Conclusions

This study focuses on the correlation between students' ability in comprehending Indonesian texts and English texts. This study also attempts to find out the factors that help students comprehend reading materials in both first and second languages.

Referring to the findings and discussions that have been elaborated in the previous chapter, it was found out that there is a strong correlation between students' ability in comprehending Indonesian texts and English texts. Students utilize the "transfer" to share knowledge from their first language to their second language, thus they are able to accomplish their English reading tasks efficiently. Besides, they also apply the threshold hypothesis that states students share their knowledge and experiences from reading ability in first language to second language if they have enough basic linguistic and experiential aspects in their second language.

Regarding to the second research question, it was found out that there are many factors that help students comprehend the reading materials in both first and second languages. The result shows that the factors are students' preferences and knowledge of a text, their background knowledge and experiences, and their reading purposes. Those factors may help students comprehend reading materials in both languages, and even improve their reading ability. Besides, students also need to develop reading strategies to support their reading in both first and second languages.

5.2 Suggestions

After drawing the inferences, there are several suggestions that hopefully can give the constructive ideas for the readers, especially for English teachers and future researchers.

Most of English teachers tend to consider that using Indonesian in English class can blunt their students' ability in using English. Considering to the result, it is recommended to use Indonesian in English classes if it is necessary, since it facilitates the students to learn materials in English efficiently. By using Indonesian as medium language, it helps students overcome the misunderstanding that may occur in mostly second language settings. The teachers may want to use different methods in teaching reading skill to make English class be more interesting and fun. Thus, they are expected to expand their knowledge by attending workshops or reading some related books to improve their teaching

methods. They should be opened to the new invention and innovation in matters concerning the teaching and learning in general.

Furthermore, the further researchers can focus on other issues in reading, such as reading strategies in whether first or second languages, or even both languages. Besides, the further researchers can also investigate the correlation between students' ability in comprehending Indonesian text and English text in depth to reinforce the result of this research and find out the better result.

