

CHAPTER V

CONCLUSION

Here the writer will present the last chapter, chapter five. This chapter consists of two parts. The first part is the summary of the thesis. The second part is some suggestions for English teachers in selecting materials to support literacy and using the suggested technique to present the materials.

5.1 Summary

Education in our society is now far more complex than three or four decades ago. The need for reading and writing skills or literacy is greater than it has ever been. Therefore, EFL students need to acquire literacy which is not only the ability to read and write, but the ability to go beyond simply getting the main ideas from a text. Moreover, EFL students who have literacy ability will be able to talk and write about the language and to speak and write for many purposes in appropriate forms.

The teacher can support the EFL students literacy by selecting appropriate reading materials. Selected reading materials can be divided into three text versions: native-speaker text (original English reading text), input

modified (the simplification of native-speaker text), and structure modified versions (consideration on the structure of the text). The implications of these materials are: native-speaker version may be effective for advanced level students; whereas input and structure modified versions may be effective for beginner and intermediate level of students.

The writer chooses two models of selected reading materials because they encourage students to read, appropriate for the age and interest level of the students, and permit them to use written language appropriately for wide range of purposes. The first model uses input modified version and the second model uses structure modified version.

What is important to remember is that a good selection of materials is not enough, no matter how well selected they are. Consideration must also be given to modifying the technique to accommodate the wide range of students proficiency. For example, Alfredo Schifini's suggested technique can be used for a teacher to teach selected reading materials connected with literacy. Here the students use the materials appropriately and make the messages understandable. Besides the suggested technique, the teachers' role in teaching in the classroom is very

important. A teacher has to provide time for students to read and talk together about the text.

5.2 Suggestions

In helping students develop their literacy ability, the teacher can also give materials such as: drama, poetry, games, or song that have been selected. Such materials not only help the students grasp and interpret the ideas better, the materials will also make the students get excited and have great enthusiasm on them. Thus, the students will not easily get bored.

The most important thing is that the teacher has to select an interesting materials and should be creative in conducting the reading sessions. If the students are interested, they will like to read and get enthusiastic in reading and they will learn to be literate.

Besides the materials, technique in teaching is also important to attract the students attention. The teacher is suggested to use the teaching technique that suitable to help students acquire literacy. For example, Alfredo Schifini's technique. The technique which is used to help students has to in accordance with the selected materials. For example, the technique to teach a modified book or "real world" print.

Finally, the writer also suggests giving students some writing exercises at the classroom rather than at home as a homework. For example, the teacher asks the students to make a short composition of their experience. Then each short composition is read by each student as a reading material. If there are mistakes in the student's short composition, the teacher has to correct and discuss immediately. Thus, the students will become aware of their mistakes. The students will get a habit to write and use their writing as materials to discuss in a whole class.

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