

CHAPTER V

CONCLUSION

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This chapter consists of two parts, a summary that briefly reviews what has been discussed in the previous chapters, and some suggestion.

5.1 Summary

Miscue analysis, introduced by Goodman, which shows the reading processes make the writer interested to conduct this case study. The aim of this study is to determine the relationship between the use of language cueing system and the reading comprehension that is reflected from retelling the story and answering reading questions. The subjects of this study are 6 students of SMPK/YMKA I Surabaya who have different English abilities.

As already discussed in the previous chapter, the study can be summarized as follows:

First, the miscues used by the students are described in substitution, omission, correction and reversal. Most of the substitution cases are of the influenced by their first languages' dialect of the students. They cannot speak

out English well as their articulations of speech had already shaped by their mother tongue, Indonesian articulation. These dialectical substitutions are always happen in as English is a second language. Those four categorize then described into graphic similarity, sound similarity, grammatical function, correction, grammatical acceptability, semantic acceptability, meaning change, meaning construction and grammatical relationships.

Second, of the 3 categories of subjects (good, average and poor learners) the writer found that the English abilities of the students are not the only factors which interference their reading English comprehension. The two subjects who are poor learners are also the poor English readers. They pay attention too much in pronouncing words and found difficulty to absorb the meaning of the text. Most of them read word-by-word. They try to speak out very carefully in order to show that they could read. On the other hand, they forget that in reading aloud besides pronouncing the words well, they should also get the message behind the language read. One of the subjects, subject 5, who is the average learner is a good English reader. Her English reading ability is interferenced more by her reading ability in Indonesian, their first language. Another average learner, subject 3, is a poor reader. She also pays attention in pronouncing too many words which become

hindrances in getting meaning of the passage. The two subjects of good readers are also good readers. They do not exactly pronounce every word in the passage correctly, but could get the message inside the passage.

5.2. Suggestions

The writer finds it is necessary to give some suggestions to the English teachers and students of the English department, in order to increase the reading English reading ability of the students. The suggestions are:

1. The students should be taught English at an early age so that they know the right English pronunciation as early as possible before they have fossilized their mother tongue dialect.

2. The students should be taught efficient reading. It is difficult for them to understand the passage through 1 time reading. As they find difficulty to find out the idea of the passage, it is not easy for them to retell what they read. Some examples of reading techniques that can be used are looking for the main idea in the passage, looking for the supporting ideas in the passage and predicting what will be happen in the passage.

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