

Chapter V

Conclusion and Recommendations

A. Conclusion

The findings identified the top 4 types of materials highly needed by FT students. They are computer-presented reading materials, journal articles, workbook or laboratory instructions, and newspaper articles to support their academic life. MKU BING is not responsive to these top 4 needs.

In terms of reading activities, the top 4 FT students' needs are activities in understanding the main points of text, guessing unknown words in a text, general comprehension, and reading a text quickly in order to establish a general idea in the content. MKU BING is responsive to activities of understanding the main points of text and general comprehension. Meanwhile, MKU BING is not responsive to activities of guessing unknown words in a text and reading a text quickly in order to establish a general idea in the content. The interview findings reveal that the students need to understand the main point of the text since they have to read many books and get the points of them. They also need to guess the unknown words in a text since they often deal with special vocabulary related to their field of study.

The findings also identified top 3 reading skills highly needed by FT students. They are analyzing written materials, having knowledge of vocabulary, and summarizing materials. Interview findings show that the students consider having knowledge of vocabulary as highly important since the lecturers of other courses often ask them to translate a text related to their field of study. In terms of responsiveness, however, MKU BING is not responsive to these top 3 needs.

It can be concluded that MKU BING is not responsive to types of materials needed by FT students. It is indicated by the overall mean 2 (MKU BING responsiveness) of 2,9 on a 4-point scale which is lower by 0,21 than the overall mean 1 (students' needs). MKU BING is also not responsive to the reading skills needed by FT students. It is indicated by the overall mean 2 (MKU BING responsiveness) of 2,49 on a 3-point scale which is lower by 0,43 than the overall mean 1 (students' needs). In terms of reading activities, MKU BING is responsive to FT students' needs. It is indicated by the overall mean 2 (MKU BING responsiveness) of 2,83 on a 4-point scale which is higher by 0,05 than the overall mean 1 (students' needs).

B. Recommendations

Based on the findings and discussion, UPT MKU need to give sufficient attention to MKU BING, especially in terms of types of

materials and reading skills needed by FT students. This can be done by doing the followings:

1. Providing types of materials that FT students highly need in teaching and learning activities.
2. Providing FT students with competent and qualified lecturers who have similar educational background, if possible.
3. Adding the MKU BING credit unit since the students perceive that 2-credit unit is not enough for them to master some reading skills needed (Sulastini, 2011).