

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions of the research finding based on the questions proposed in chapter one and some recommendations. The discussions are divided into two parts. The first part concerns with the conclusions and the second part deals with the recommendations of the study.

5.1 Conclusions

This study investigated postgraduate students' strategies which were employed by social science students and natural science students in reading English academic texts, the differences and similarities between the strategies used by social science students and natural science students, and the reasons why they used those strategies.

Considering the first research question, it was found that the six groups of strategies, both direct and indirect strategies, were used by natural and social science students in reading English academic texts. The results of this study show that social science students most frequently used affective strategies followed by cognitive, compensation, metacognitive, memory and social strategies. All of the strategies were used in medium level of frequency. The data reveal that the social science students did not have confidence in reading English text materials. Hence, they preferred to use strategies to manage their feelings rather than use strategies to manage their mind (cognitive strategies). It also can be implied that, the social science students rarely employed critical reading because they were worries to face reading English texts. Based on those results, it is important for social science students to get reading strategies training and prepare themselves by learning English more in postgraduate school.

On the other hand, the natural science students most frequently used compensation strategies followed by affective, cognitive, metacognitive, memory, and social strategies. The compensation strategies were used in high level of frequency while the rest were employed in medium level. It can be inferred that the natural science students have implemented direct strategies more often in their reading. It means that they have familiar with some good strategies for reading. They are able to guess the meaning of texts and overcome their limitation in knowledge. They also always used those strategies to support other strategies.

The result of this study also indicated that there were five differences and 25 similarities of reading strategies which were employed by social and natural science students. It means that there were no great differences of frequency of using strategies in reading English academic texts by social science and natural science students. The students had differences in the strategy: using linguistic clues, using other clues, selecting the topic, taking a risk, and discussing feeling with someone else. The data prove that the natural science students employed more compensation strategies than social science. It means that there were less differences of reading strategies used by social science students and natural science students. For the similarities, natural science and social science employed similar frequency on 25 numbers of strategies. They are : grouping, associating/elaborating, semantic mapping, reviewing well, using mechanical technique, repeating, recognizing formula, practicing naturalistically, getting the idea quickly, using resources, reasoning deductively, analyzing contrastively, translating, taking notes, summarizing, using other clues, finding out about language learning, organizing, identifying the purpose of language task, self-monitoring, using progressive relaxation, making positive statements, asking for clarification, cooperating with peers, developing cultural understanding. They employed strategies on the similar frequencies because of their similar necessities in reading English academic texts in postgraduate school. They have to read English texts more often in order to operate

effectively in academic world. It can be concluded that academic majors or sciences are not a potent factor in determining the students' preferences in using strategies for reading English texts.

Furthermore, there are some reasons why social and natural science students employ strategies in reading English academic texts. First, it was found that the students employed memory strategies because those strategies helped them to remember new information they have read. Second, they used cognitive strategies because those strategies helped them to find an effective way in reading English text materials. Third, the students employed compensation strategies in order to help them find main idea, and guess the meaning of words to understand a text. Moreover, in term of indirect strategies, the students used metacognitive strategies because it enabled them to prepare their reading and monitored their mistakes in reading. Then, the students also employed affective strategies in order to increase their confidence in reading English text materials. Finally, the social and natural science students employed social strategy because they are required to discuss and check their comprehension.

5.2 Recommendation

Based on the findings, the researcher gives some recommendations that hopefully increase the students' ability in reading English academic texts. The recommendations are aimed for further research, the lecturer and academician.

This study recommends that the lecturer should encourage the natural science students and social science students to use reading strategies in reading English text materials. Many postgraduate students still have anxiety when reading English text. They need to know reading strategies for certain purposes in order to have good comprehension.

For the further research, the researcher may investigate the relationship between students' reading strategies and reading comprehension. The further study

may prove what reading strategies are effective to improve reading comprehension. Then, it is better for the further study to analyze the correlation between those variables.

For academicians, it is recommended to conduct reading strategies training for postgraduate students. It is a must for them to read English material in order to operate effectively in the academic world. Thus, it will be better if they know more varieties of reading strategies.