CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

Based on the result of the discussion derived from the data analysis presented in the previous chapters, some conclusions and recommendations are formulated. It is expected that observing the two important variables of the present study: students’ mastery of reading skills and their reading comprehension ability of the second year students of an SLTP in Lembang gives useful contributions to the English teachers and others who concern with English education, especially the area of teaching reading comprehension.

5.1 Conclusions

Based on data from the questionnaire and the reading test given to the samples, some conclusions can be drawn.

In line with the first research question: “What is students’ mastery of reading skills?”, it was found that most of the students as the samples here face the ten chosen problems in the questionnaire which related to the questions in the reading test. The highest intensity problem that was faced by the students in reading was the third item of the questionnaire. Most of the students got the difficulty in finding the implicit meaning of the text. It was same with the result of the total score where this item was categorized as the problematic one. On the contrary, the lowest intensity problem that was faced by the students was the item number six of the questionnaire. Most of the students could find the certain
information of the text. It is also same with the result of the total score which was indicated that this item was categorized as not problematic.

By knowing the problems that students faced in reading comprehension, the students have to get more practice in learning English, especially reading. The teachers also play the important role in helping them to overcome the problems. In teaching students to read, it is valuable for the teachers to help them develop strategies for approaching reading as both a product and a process (as cited in Hood, et al., 1996:24). Besides using the strategies proposed with Tierney (1995: 251) as mentioned in the findings and discussions, the teachers can help the students by teaching and guiding them to:

- understand that reading is an active process involving comprehension of meaning;
- appreciate that reading involves testing and confirming our predictions and using our social knowledge;
- recognize that we use different reading strategies depending on our purpose for reading;
- identify the overall structures of different pieces of text, discussing with them, for example, how the structure of an instructional text differs from a newspaper report, a short story, or an academic article;
- recognize different sections of the text, and the kind of language that may be used;
- appreciate that different patterns of language are used for different types of text-for example, narratives, reports, argument texts;
recognize that the patterns of language use differ between written and spoken text.

There are also some principles that the teachers should do; encouraging students to read as often and as much as possible, students need to be engaged with what they are reading, encouraging students to respond to the content of a text and explore their feelings about it, not just concentrate on its construction, prediction is a major factor in reading, matching the task to the topic when using extensive reading texts, and exploiting reading texts to the full.

Finally, concerning with the second research question, “Is there any correlation between students’ mastery of reading skills and their reading comprehension ability?.” it was found that the correlation coefficient of the two variables is -.765 with df = 90 at the level of significant .01 is .2422. It indicates that both variables had significantly a reverse correlation. By means that the students who face less problems in reading in general are more likely to achieve higher reading comprehension ability than the students who face more problems in reading.

Thus, it can be conclude that the students have to get more practice to increase their ability in reading comprehension. Also the teachers who have the important role in the education have to help the students to overcome their problems in reading.
5.2 Recommendations

As the research findings show that generally the students still have many problems in learning English, especially reading which correlates to their ability in reading comprehension, some recommendations are proposed as follow. For English teachers of Junior High School, it is better to help the students to overcome their problems in reading by applying and creating innovation of better techniques or methods of teaching reading in the process of teaching and learning in order to increase their ability in reading comprehension. For further researches, the students’ problems in reading need to be found out in different levels of students i.e. elementary school, senior high school, and college students. It is also advised for the students to get more practice in order to increase their ability in comprehending the text.