CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

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

5.1 Conclusions

This study investigated reading strategies which were employed by high achiever students, middle achiever students and low achiever students in comprehending reading materials, the similarities and differences strategies and students’ reasons in employing those reading strategies. The strategy consists of direct and indirect strategies. A direct strategy deals with memory, cognitive and compensation strategies while an indirect strategy covers metacognitive, affective and social strategies (Oxford, 1990).

The result of this study shows that all levels of students (high, middle, and low achiever students) employed most of the reading strategies which were suggested by Oxford (1990). High achiever students most frequently used cognitive strategies followed by metacognitive, memory, compensation, affective, and social strategies. Middle achiever students most frequently used cognitive strategies followed by metacognitive, affective, and social strategy and memory strategies while low achiever students most frequently used cognitive strategies followed by social, metacognitive, and affective strategies.
The result of the study also indicated that the different level of students sometimes used the same types of strategies in different context. As an illustration, all the students used 11 similarities of reading strategies in different context. The use of placing new words into context, using imagery, and developing cultural understanding strategies indicated that students need to create or construct a context when reading English text. The students also need a process of social interaction in trying to find the meaning of a text. It can be seen from those strategies which were employed by all the levels of students such as: asking for clarification or verification and cooperate with peers strategies. The use of repeating, skimming, scanning, using recourses for receiving messages, planning for a language task, and self monitoring strategies also indicated that students actually have hard efforts in increasing their reading proficiency (self-improvement).

The most distinctive of using reading strategy is to understand a text. However, the low achiever students only used it to do their exercises which were given by their English teacher. The strategies which were rarely or never used by the all levels of students were writing a language learning diary and developing cultural understanding. It means that most of the students did not have English writing skills and also did not like to learn the foreign culture.

5.2 Recommendations

Based on the findings of the study, the researcher gives some recommendations that hopefully increase the students’ ability in comprehending
reading materials. The recommendations are aimed for further research, English teacher and government.

One of the data collection techniques was used of this study is questionnaire. Moreover, the researcher did not use interviews to validate the data from the questionnaires. In the case, the further research is suggested to use interview in order to validate the data from questionnaire. In addition, the options from the questionnaire (always, usually, often, rarely, never) should be stated more operational to make the students are easy to understand. This study was focused on the investigation of reading strategies and students’ arguments in employing those strategies. In this case, the next studies are recommended to consider on how to apply those strategies in improving the low achiever students’ abilities in reading comprehension.

For English teacher, the use of reading strategy is useful for students in increasing their reading comprehensions. In this case, the teachers are recommended to encourage the low achiever students to employ those reading strategies which were most frequently used by high achiever students. Besides that, the English teachers are also recommended to use authentic materials when teaching such as: magazine and newspaper in English because those materials will encourage the students to learn many English words in different context.

For the government, this study recommends to conduct teaching training for English teacher in terms of how to improve students’ reading proficiency. The second recommendation is to provide facilities such as: book, magazine, and
newspaper in English for all senior high schools. By preparing those facilities, students are motivated to read as much as possible.