

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

Based on the data analysis, findings, and discussion on the previous chapter the following conclusions are drawn:

Students responded uniquely to the same text based on their previous knowledge with texts and life. This is in accordance with the statements revealed in the theoretical review by some experts that previous experience with text and knowledge will frame the student response to a text.

Students from different countries responded similarly to the same story, if they were impressed by the story dealing with universal values like love, friendship, loyalty, courage. They responded differently to the same story, if it dealt with familiarity of the characters, events, places of the story. The foreign respondents identified the natural character with their own ones, because the character was recognized in their daily life.

Students' interests, social interaction, and their awareness of the importance of reading played important roles in their reading habit. The availability of many kinds of reading materials facilitated them to enhance their reading habit, the students were able to choose the reading materials they wanted. Their parents, siblings, relatives, teachers, and friends had also significant influence to the students' reading habit. The students were aware of the importance of reading, so that they made some efforts to develop their reading habit. This awareness is a powerful asset to do it and makes adults easy to encourage them to love reading.

## 5.2 Suggestions

From the issues revealed in the first chapter, the existing theory, methodology of the research, the analysis, the findings, and discussion, there are some suggestions put forward to give contribution to the parties interested in reading.

To make students interested in reading, their people around them-inside and outside their family- should facilitate them to create a good atmosphere and provide facilities to love reading.

To teach students to respond aesthetically to a text, teachers should possess good reading skill, good teaching skill, and favorable attitude to literature as it is cited from Alwasilah ( 2001).

It is advisable to conduct a longitudinal research on the development to know more about development of reading habit of children,

Further research is suggested to examine the influence of activities (e.g. retelling, mapping, oral interpretation, role play, book or movie review) on reader response.

