

## **CHAPTER V**

### **CONCLUSION AND SUGGESSTIONS**

This chapter consists two sub chapters based on the finding of this study. The first is the conclusion of the finding and discussion and the second is the suggestion toward the finding of reading strategies employed by the first year students.

#### **5.1 Conclusion**

The objective of this study was finding out the reading strategies used by the first year students of SMA Negeri 1 Gending as EFL (English as a Foreign Language) learners. The instrument of this study was questionnaire adapted from Sheorey and Mokhtari (2002) namely SORS that consisted of 30 statements divided into 13 statements of global reading strategies (GLOB), 8 statements of problem solving strategies (PROB) and 9 statements of support strategies (SUPP). To calculate the mean from the data obtained, scoring guideline adopted from Sheorey and Mokhtari (2002) was used in this study. If the mean of each category was 3.5 or higher, the use of reading strategies was high. While 2.5 to 3.4 indicated medium use and 2.4 or lower was low use. There were a total of 115 questionnaires that were completed by the respondents of this study.

The findings of this study indicated that students employed the three reading strategies which were global reading strategies (GLOB), problem solving strategies (PROB) and support strategies (SUPP). The use of all the three reading strategies (GLOB, PROB, SUPP) were high because the overall mean of each

strategy was 3.5 or higher. Further, the overall mean of GLOB was 3.56, PROB 3.75 and SUPP 3.63. It was concluded that the condition for the students' use of reading strategies was high. There was no low-level of reading strategies used by the students. It meant that students had high awareness to the use reading strategies in reading academic reading materials in English such as textbook, class notes, journal article, etc. In addition, the finding of this study showed that the strategy mostly used by students was reread to increase the students' understanding. This reading strategy was categorized in problem solving strategies.

This study was supported by several theories discuss similar topic that was reading strategies. Afflerbach & Paris (2008, cited in Anastasiou & Griva 2009, p.284) defined reading strategies as the readers' attempt to decode a text and construct meaning of a reading text. This study also used Mokhtari and Sheorey's theory that focused on reading strategies. Besides, previous studies were also used by the researcher to conduct this study. Wirda (2017) conducted a study to find out reading strategies used among second semester students. The first previous study and present study conducted study in different setting and instrument. The second, Poole (2009) conducted a study to investigate reading strategies used by students in Columbia University. Poole (2009) and the present study found that students tend to use problem solving strategies (PROB) as their reading strategies.

To sum up, based on the finding that was found, analyzed, and discussed by the researcher, there were several phenomena revealed from the field. The data that was presented in chapter IV indicated that the first year science students were

the high users of reading strategies because the overall mean of three categories of reading strategies are high. The reading strategy that highly used by the students is rereading the difficult part of the text to improve the students' understanding.

## **5.2 Suggestions**

These suggestions are intended for two subjects. The first is for the English teacher and the second is for the future researcher.

For the English teacher, realizing the students' reading strategies is favorable to help teacher in planning and monitoring students' development in learning process. The researcher suggests the teacher to support students to keep being aware about the importance of reading strategies to help them in comprehending English reading text. It is because efficient readers use reading strategies to understand reading text and solve problems appear while reading. Specifically, students who reported medium use of strategies should be helped by the English teacher. Teacher may consciously improve the students' reading strategy awareness by introducing several reading strategies through explicit instruction of strategies use. Teacher may also ask students to use supporting tools such as highlighting textual information, paraphrasing, using dictionary while reading since the result revealed that students have tendency to use support reading strategies rather than global reading strategies.

The second is for the future researchers. The finding of this research can be useful for them who want to conduct survey study on students' reading strategies. The future researcher can consider the wider data to get more various analyses by considering other characteristics background such as grade, level of English

proficiency, age and etc. The future researcher can survey reading strategies used by students across different characteristic backgrounds in order to know whether they affect the process of reading and reading comprehension. Moreover, the future researcher can provide reading comprehension test in order to know the students' achievement specifically in reading skill to get a complementary data.