

## **CHAPTER V**

### **CLOSURE**

#### **A. Conclusion**

After conducting the research, there are several important understanding that can be concluded, they are:

1. From this study, the highest result of most used strategies can be inferred were Q8, Q11, Q15, Q18, Q24, Q25, Q27 with average score more than 2,0. For the most least score are Q5, Q9, Q10, Q12, Q14, Q17, Q19, Q22, Q23 with result lower than 1,69.
2. The result taken from all samples showed that overall students have tendencies to apply (PROB) Problem-Solving Strategies and followed by (SUP) Support Reading Strategies and (GLOB) Global Reading Strategies as priority. Furthermore, the result of interview also emphasized that the students' major chosen preferences shares a similarity with their most and least used strategies revealed in questionnaire result. So by comparing the result from both instrument it can be inferred that students preferences in reading strategies have high tendencies towards their practical.

#### **B. Suggestions**

Based on the findings of this research, researcher would like to recommend following suggestions:

1. In the field of reading activity, teacher or instructor in English class might consider to start to teach reading strategies more explicitly to students at least inductively because students need realize as soon as possible that processing a reading materials if only more focused towards the use of dictionaries and words-to-words translation might lead them to false answer and understanding in case of implicit expressions or written text. With having versatile reading strategies, hopefully students will be able to make good decisions on how to process various reading materials and also not forget experiencing meaningful context within the materials itself.
2. Students should start to grow their awareness on reading activity by not just too much depending on dictionaries and word-to-word translation but also realizing many characteristics of reading text, context of words and expressions, as well as understanding that their first language has so many differences on characteristics which at some point it cannot be applied the same to English, and therefore realizing those things and having a good awareness on reading strategies would be a good tools and compass to guide them on processing reading materials effectively.
3. The researcher hopes this study able to provide readers an insight of how reading strategies used and preferred in case of Indonesian students in junior highschool level which for the researcher himself think that eventhough junior highchool graders are considered as a

beginner level learner it is better to start growing students awareness on reading strategies since earlier time. For future research, those who wants to conduct similar field of study, reseacher recommend to apply a more in depth and narrow samples to be applied and making a correlation on certain area or maybe specific evaluation because the current research is meant to be more abroad insights for junior highschool level samples.