

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### 5.1 Conclusion

The purpose of this study is to explore the use of reading strategy and reading proficiency by the students at the English Education Study Program of Widya Mandala Catholic University Surabaya. Twenty six students were participating in this study by filling out the questionnaire through a link provided. Then, the answers of the questionnaire were analyzed. Based of the result of the questionnaire, the researcher arrived at two major findings that helped clarify the research questions.

Firstly, high-proficiency students reported using 15 individual strategies at different levels of frequencies as compared with lower-proficiency readers. The higher-proficiency students preferred “top-down” strategies that were planning-related and focused on holistic meaning.

Secondly, the low-proficiency reported using 13 strategy at different levels of frequencies as compared with high-proficiency readers. The low-proficiency readers tended towards support strategies and analytical “bottom-up” strategies. However, this finding show that many of “bottom up” strategies like *taking notes and breaking words into parts* are useful if they are used wisely. Low-proficiency

students also showed awareness of some “top-down” strategies, but they did not seem to apply them as successfully as efficient readers in practice.

## **5.2 Suggestions**

The suggestions are addressed for lecturer, the students of English department and future research related to the reading strategies and reading proficiency of the students at the English Education Study Program.

### **5.2.1 Suggestion for the Department and Lecturers**

Based on the results of the study, suggestions can be given to the Department and lecturers. Because of the benefit of reading strategies to improve students’ comprehension, it is better for the lecturers to teach and guide the students how to use the strategies in reading academic materials. As stated by Hall (2011), strategy training is not only a matter of “how many” and “how often” but also “how well”. Students may be made aware of reading strategies, but they may not know how to use the strategies effectively. Therefore, they need explicit instructions on how to use them effectively. As Garner (1987) stated that reading strategies can facilitate reading comprehension and are teachable, lecturers may include explicit instructions on reading strategies in reading classes. Carrell (1998) suggested some points to teach reading strategies in addition to teach what and why, namely to teach how to use the strategies, when and where to use the strategies and how to evaluate the strategies. Lecturers can help the students to use

the strategies effectively by breaking down a strategy and explaining each component as clearly as possible. Lecturers can show the students inappropriate use of strategies to teach them when and where to use strategies appropriately. Lecturers can also teach their students to evaluate the use of strategies and to fix unsuccessful strategies. These reading strategy trainings may be applied to different text complexities over a period of time to help the students use the strategies effectively.

### **5.2.2 Suggestions for Students**

The students should be aware of the selection of the reading strategies. By pointing out a range of strategies typically used by high-proficiency students while reading academic materials, low-proficiency students can adapt the strategies whenever they plan to read or solve difficulties while reading. But students also need to know that strategy awareness is not the only contributor to reading proficiency, and students should have concrete grammatical and lexical foundation as well as certain background knowledge to maximize the efficiency of the selected strategies.

### **5.2.3 Suggestion for Future Studies**

It is suggested that the future study be conducted by using the scores of other tests such as IELTS or TOEFL scores to generate a different classification of the subjects. The classification would be based on clear band descriptors to avoid

Furthurmore, a larger sample that cover students from different semesters could make future studies more informative and generalizable. Adding students from another semester would give more thorough information about English Department students' reading ability.

A mixed-method study that includes qualitative data would also generate more reliable and informative results for further study. In-depth interviews or observations are suggested to complete the quantitative data in future studies. The interviews make it possible for the researcher to get information from the students whether they actually apply the reading strategies while reading. The interviews may also include the Lecturers who would be able to give information on the reading strategy training conducted in their classes.

Finally, it is also recommended that future studies be conducted in an experimental design starting with reading strategy training at reading strategies. Such a study could be aimed at investigating the effect of training of reading strategies.

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