CHAPTER 5
CONCLUSIONS AND SUGGESTIONS

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The last part of this study, the researcher will present the conclusion of this study, give suggestions for the use of the study, and also present some recommendations for further study.

5.1 The conclusion of the study

This research in second language reading has begun to focus on readers' strategies. Reading strategies are of interest for what they reveal about the way readers manage their interaction with a written text and how these strategies are related to text comprehension. Since reading strategies play an important role in a language learning process, this research was conducted in the area of reading comprehension which focused on reading strategies and fluent readers studies. From the results of this study, the researcher could report the following findings:

Second grade high school students at SMA Negeri 1 Surabaya used four (4) types of reading strategies to facilitate them to learn to read; cognitive strategies, metacognitive strategies, compensation strategies, memory strategies, and social affective strategies. Cognitive strategies are reported as being used the most frequently, while memory strategies (as represented in the reading strategies questionnaire) are among the least frequently used.

In the reading class, good students used a larger number of reading strategies, and used them more frequently in their language learning rather than poor students. Poor students use reading strategies which are generally considered

useful and the same as those employed by good students, but the differences lay in the degree of flexibility of the students showed when choosing strategies, the number of students used these strategies and frequency each strategy they used in reading activities.

Among good students in the classroom, the researcher found out that there were several students who can be categorized as fluent readers. Good students can be considered as fluent readers if they have certain characteristics of fluent readers such as having automatic word recognition skills, using silent reading techniques, and self-correction for something that does not sound right.

5.2 Suggestions

5.2.1 For Learners.

For the learners, the researcher would like to remind them to start recognizing their own characteristics and to choose the suitable reading strategies. To enhance the learners' ability to read English texts, the researcher would like to encourage them to read on their own outside the classroom. In helping themselves, to improve their reading achievement, the learners can start reading the various reading materials and ask other students to evaluate their reading speed and their understanding.

The learners are also suggested to use as frequently as possible memory strategies, which involve memorizing and recognizing words so that the students will be able to read the text fluently.

5.2.2 For Teachers.

For the teacher of English as a foreign language, the researcher also

provides suggestions concerning their teaching strategies. Professional teachers have to recognize the students' needs in learning and their weaknesses when they are doing reading activities or reading tests, so that the teachers can improve their way of teaching reading.

In a reading class, the teachers should encourage the students, especially poor students to use various reading strategies and motivate them to develop those strategies in reading exercises.

For reading activities, the teacher should give the students word recognition practice and evaluate the students' reading speed since the reading achievement of the students depends on how many books they have read and how many words they recognize.

5.2.3 For The Principle.

The last but not the least, to improve and motivate the students to be interested in reading, the researcher also would like to suggest the principle to give his valuable contribution to the school in providing English library so that the students have chances to read other English materials or sources on their own in their pleasure time.

5.3 Recommendation for further study

As the last part of this chapter, the researcher would like to give recommendations for future researchers who would like to conduct this study about reading strategies and fluent reader studies.

It is recommended for future researchers to use a lot of reading passages that have various topics and various types of questions.

The researcher also would be grateful if there are studies which investigate further about fluent readers and their reading strategies so that this can give contributions to the learners and teachers of English.

It would be worthwhile if future researchers conduct this study for EFL students in different levels of schools such as elementary or junior high schools to generalize the result findings.

Since this study was conducted with a limited number of students, other studies need to replicate it with bigger samples of students to explore to what extent each category of reading strategies provides the contribution to learning success.

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