

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the analysis of students' reading strategies using think aloud method in comprehending report text and also some suggestion for the readers.

A. Conclusion

This study shows that translating, scanning, and highlighting are the reading strategies frequently used by the students in comprehending report text. All students in this study are categorized as active readers because they apply many reading strategies while reading. The different strategies used by proficient and less-proficient reader is in their way using some reading strategies, such as self-questioning, taking notes, highlighting / underlining, translating, and linking to prior knowledge. It is due to students' reading habit.

From this research it can be interpreted that the reader must be aware of the use of reading strategies in order to be able to know the differences in each reading strategy, how the reading strategy is used, when the reading strategy is used, and in what type of text the strategy is appropriate to use.

Many studies have focused on improving reading skills by using specific reading strategies, and the results of their research show that reading strategies can improve students' reading skills. It would be very useful if instructions for using the reading strategy are included in the learning curriculum. Because all the knowledge gained by students is from reading.

B. Suggestion

It is suggested that in reading a text readers should apply the reading strategies actively by trying to apply another strategies when reading. Also try to get used to read English reading texts. It can make readers become strategic reader. Reading strategies are useful not only in reading activities but also in other learning.

In teaching reading strategy lectures must pay more attention to cognitive strategy because this strategy is the strategy that frequently used by all of the students. Lectures should raise awareness by simply informing students about strategies for effective reading and pay more attention to the less-proficient reader. Not only teach about the theory of reading strategy but it is important to teach the practice of reading strategies by providing more practices and tasks on applying reading strategies for the students because they may know and understand the strategies, but they may not know how to apply them. Reading strategy instruction must also be taught so students can apply their reading strategies consciously and can apply appropriate strategies to different type of reading texts.

The analysis of reading strategies should be investigated further. The results of the study will more representative if the participant is larger. It may have different result if the type of the text used is different from the present study. Because the possibility of readers using different reading strategies in different types of texts.