CHAPTER V

CLOSING

In this section, the writer would like to give conclusion and suggestion about the result of study. The conclusion of the study was the answer of problem of the study as stated in chapter I which the finding was based on the result of data analysis. The suggestion are expected to make related to the teaching learning of Reading Comprehension Strategies.

A. Conclusion

Based on the result of the study, the students strategy of good and poor readers and to know whether any statistically significant diference strategies between good and poor reader in reading comprehension. It can be concluded as follows:

1. Good readers' stratgeies, based on the questionnaire result there were strategies which were applied by the students in reading comprehension. For the first good readers' of before-reading strategies in order of their most common to the least common ones: looking at the picture(s) and/or illustration(s) given in order to better understand the passage; reading the first two or three sentences of the passage in order to figure out what the passage is about; they read the title of the passage first and try to imagine what the passage might be about by using their knowledge; the second While reading, the most common reading strategies good readers use while reading are: looking up the meaning of unknown words and/or usage from

an English-Indonesian dictionary; re-reading texts in order to make sure that they do not miss any important information; paying attention to the general idea of the passage; guessing the meanings of unknown words by using the context; asking their teacher or their classmates about unknown words; paying attention to key words in sentences; an then After reading, the most common "after-reading" strategies of good readers are: summing up mentally in order to confirm understanding; summning up or noting down in Indonesian what they have read; summing up or noting down in English what they have read.

2. Poor readers' strategies, presents the poor students' reading strategies used before reading. The most common reading strategies they use are as follows: they read the title of the passage first and try to imagine what the passage might be about by using their prior knowledge; they set a purpose for reading; concludes the most common reading strategies poor readers use while reading as follows: they try to understand what they have read by using imagination; they pay attention to the general idea of the passage ; They read over each sentence quickly for main ideas. Then, go back and carefully read for details; they guess the meanings of unknown words through word roots and/or affixes; they underline or mark important point of what they have read; the poor readers' reading strategies they use after reading. the most common ones are that they sum up in their mind in order to confirm their understanding; they sum up or note down what they have

read in Indonesian; and they sum up or note down what they have read in English.

Before reading, both good and poor readers used different strategies; good readers more look at the picture/illustrations to better understand the passage and poor readers more read the title of the passage first and try to imagine what the passage might be about by using prior knowledge. While reading, good readers tend to use 12 strategies. on the other hand, poor readers use 10 reading strategies. After reading, both good and poor readers use the same reading strategies, but the good readers tend to use more strategies that poor ones.

3. The result of comparison of the means of "before", "while" and "after-reading" strategies of poor and good readers. It can be seen that there is statistically significant difference between the three strategies of both groups. It could be proved from the students strategies' score that the score of poor readers was really difference with the score of good readers. For the first, before reading strategies it was found the result were compared using t-tes, it was found that t value of t observed that was greater than t table at 5% significance level (-5.37 < 2.04). The second, the mean of while-reading strategies the result were compared using t-test, it was found that t value of t observed that was greater than t table at 5% significance level (-4.11 < 2.04). The third, the mean of after-reading strategies of poor readers the result were compared using t-tes, it was found that t value of t observed that was greater than t table at 5% significance level (-3.24 < 2.04).

In addition, the result of testing hypothesis determined that the alternative hypothesis (Ha) stated that there is significant difference of Reading Comprehension Strategies used by good and poor readers at the second year students of MAN Model Palangka Raya was accepted and the null hypothesis (Ho) stated that there is no significant difference of Reading Comprehension Strategies used by good and poor readers at the second year of MAN Model Palangka Raya was rejected.

It means that both good and poor readers use the difference reading strategies or good readers tend to use more strategies than the poor readers. The result of this study showed that there is significant difference in the reading comprehension strategies between them, (Ha) accepted.

B. Suggestion

Concerned with the conclusion, the writer would like to propose some suggestions that hopefully would be useful and valuable for the students, the teacher and the next researchers.

1. For the students

   The writer recommended the students who poor readers to learn more reading strategies, since reading comprehension strategies will help them to do reading comprehension task. The result in this study there is significant difference in reading comprehension strategies used between good and poor readers at the second year students of MAN Model Palangka Raya, strategy to learn reading comprehension such as used by good readers is good to be applied.

2. For the teacher

   The teacher should pay attention to the students' understanding level, problems in learning English and students strategy in learning English. Especially, teaching technique to teach the students who have difference proficiency level.

3. For the next researchers

   This study investigated is there any significance difference in the Reading Comprehension Strategies used by good and poor readers at the second year students of MAN Model Palangka Raya. It was quantitative study with ex post facto design. For the other researchers who would like to conduct the study related to different in reading comprehension strategies, there are some domains can be used, such as different in reading comprehension strategies between difference genders, the difference in reading comprehension strategies between two or more schools.

   This study was focused on the second year students of MAN Model Palangka Raya, 2013/2014 academic year. It is possible for other researcher to conduct the same study with different school or other.