

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In the previous chapter, the researcher explained that the aim of this research was to find out the types of strategies that EFL students use in descriptive texts and to find out the dominant reading aspects that students can use. After getting data from the reading test, the researcher analyzed the data by calculating the students' reading test scores. Then the researcher categorized students' ability levels based on the students' average scores in two reading tests. To determine students' reading abilities, researchers calculated the percentage of students' reading aspects in five aspects of reading comprehension.

The results of the research show that second grade students at SMP Assalam Pontianak have dominant reading aspects in five categories of reading aspects. Namely, determining the main idea, detailed information, understanding vocabulary, making conclusions, and looking for references. The dominant aspects of reading used by students are understanding vocabulary 24.32%, looking for references 24.09%, determining the main idea 19.55%, detailed information 18.18%, making conclusions 13.86%. This can be seen from the reading aspects that are dominantly used by students, namely from the five aspects of reading. It can be seen from the reading aspects that are dominantly used by students, that of the five aspects of reading, understanding vocabulary and finding references are the aspects that are most dominantly used by students.

Researcher also conducted interviews to collect data from respondents and analyze the types of reading strategies used by EFL students in descriptive texts. Of the many strategies classified as strategies required for (2) using clues, (3) deductive reasoning, (3) summarizing, (9) guessing and so on, which should be highly activated by skilled readers. Therefore, more attention is needed towards training/instruction in reading strategies by EFL teachers and

students themselves. In addition to regular reading strategies such as skimming, scanning, collaboration and seeking help, teachers should deliberately make students aware of, describe, model/demonstrate in detail one by one, repeatedly if necessary and then guide them to actually use other reading strategies required. , both intensively and extensively, followed by reflective/evaluative activities for overall strengthening and internalization.

B. Suggestions

In this chapter the researcher conveys several suggestions which the researcher hopes will provide a lot of insight into using reading strategies. Researchers also hope that the results of this research can provide new ideas for a better learning process. In this research, researcher provide suggestions to teachers to create a better atmosphere in the teaching and learning process. the second is for students who study English to further improve their ability to memorize vocabulary, socialize with friends and learn to control anxiety while learning English. then finally for other researchers who will conduct research related to this research.

1. English Teacher

From the results of this research, researchers provide suggestions for teachers to pay more attention to students when reading descriptive text and other things. In this case, teachers are expected to recognize and pay attention to the difficulties experienced by students in reading English texts. and researchers also hope that teachers will improve learning methods that are more interesting for students, for example through learning mode using visualization because it will be easier for students to remember and understand.

2. English Learners

The researcher hopes that from the results of this research, students can improve their understanding and ability in learning English, especially in the reading aspect and use the reading aspect very well. In this lesson, students are expected to improve their knowledge of English vocabulary and

pronunciation, so that they can realize errors in pronunciation. Students are expected to develop their reading skills to eliminate or at least reduce these errors. So students must be focused and serious when studying lessons.

3. Other Researchers

It is hoped that the results of this research can provide input and information regarding the investigation of the types of reading strategies used by EFL students in descriptive texts. Researchers hope that the results of this research can serve as guidance and inspiration for other researchers regarding the reading strategies used by EFL students.