

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the results of the data analysis and their discussions, conclusions are drawn as follows.

1. The students comprehended the story differently in different narrative discourse. In the story comprehension in narrative discourse one, which used simple language with salient words of the topic of the narration and chronological order, the subjects comprehended the story as actors and chronological order of the events, while in narrative discourse two, in which the order of the events is organized in flash backs, the subjects comprehended events without sequences, and in narrative discourse three, in which words of less salient with chronological order, the subjects didn't comprehend the event too. This leads to the conclusion that in comprehending story of narrative text even with different narrative discourses, the readers comprehended events but not for the order.
2. The reasons students understand the story the way they do are due to three main reasons: (1) students understand the story by focusing on keywords in the narrative discourse, (2) students understand the story because they have background knowledge or experience in narrative discourse, and (3) students understand the story for personal and logical reasons. According to the theory put forward by Van den Broek et al. (1999) regarding factors that

influence a person's understanding, there are two types of background knowledge: formal schemata and content schemata. Formal schemata can be categorized into reason one and content schemata can be categorized into reason two.

5.2 Suggestions

1. For English Lecturers/Teachers

Lecturers are suggested to pay closer attention to the structure and presentation of narrative discourse, as changes in discourse format influence students' focus and interpretation. Teachers should explicitly teach narrative structure (orientation, complication, resolution) to strengthen students' formal schemata and guide them to focus on core story elements (events and entities). In addition, vocabulary enrichment and contextual reading practice are recommended to minimize misunderstandings caused by limited linguistic knowledge.

2. For Students

Students are encouraged to develop both formal and content schemata by increasing their exposure to various types of narrative texts. They should also practice identifying main events and actors before interpreting deeper psychological aspects of the story. Expanding vocabulary knowledge and improving reading concentration can help them construct meaning more accurately.

3. For Future Researchers

Future researchers are suggested to explore students' narrative comprehension using different text genres or discourse patterns to see whether similar shifts in understanding occur. Further studies may also examine the relationship between linguistic competence and schema activation in greater depth, or involve a larger number of participants to obtain more comprehensive findings.

