

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the results and analysis of the research, some conclusions and suggestions are described as follows:

5.1 Conclusions

After analyzing the data, the conclusions were drawn as the following:

1. The analysis result showed students reading interest and their perception toward English at School are good. Unfortunately they still read English text the same way with how they read in elementary level, by decoding word by word. They read and re-read the text, translated word by word and when the whole text still doesn't make sense, they simply quit reading. The evaluation of the existing reading materials result stated that the available reading material is lack with a crucial feature, the directions on how to comprehend the text.
2. To learn English effectively, high school students need to be taught the intermediate level reading. They need a clear direction on how to read and able to comprehend the text properly. The reading directions for the students should focused on skills needed to comprehend text as a whole (as opposed to read by translating word by word method) because it is believed students' comprehension is intrinsically related to their engagement and interest in reading. These students need reading directions

which explicitly guide the students to apply metacognitive strategies such as: activating background knowledge, questioning, searching for information, inferring, maintaining their focus while reading, and fixing the broken meaning if it happens.

3. In designing the new material, the researcher used the metacognitive strategies used by a good reader to comprehend the ideas beyond the text. Each chapter started with common problems faced by the students in reading English text followed by a metacognitive strategy to overcome the problem. As for the stages within chapter, the IDEAL was applied. IDEAL stands for introduction, define the problem, exploration of reading strategies, action and look back. If High school students could read better, then more content could be covered. They could read at home and understand the information, and teachers could move through material faster. Many students aren't reading at home, and they don't understand what they read in school. The material students encounter in secondary school is complicated and not understood by just "reading the words." It requires a variety of thinking processes, many of which need to be taught. High school students don't automatically know how to cope with rigorous reading material just because they've left elementary school. These students can decode the words but don't understand or remember what they've read. Understanding how meaning is constructed from print is essential if teachers are to improve the comprehension of their students. Decoding word is not synonymous with comprehending. The school literacy movement will be more effective to increase the literacy index if

the students are taught how to comprehend the written source around them.

5.2 Suggestions

In relation to the conclusion, it is suggested that:

1. To English teacher at Senior High School, learning a language is greatly different with acquiring language. Foreign language is not merely a set of rules need to be memorized by the students. Foreign language, such as English in particular is a global language that is spoken by more than half global citizen nowadays. Language studies at school need to shift their point of view in teaching speaking, reading, writing and listening to students. Related to literacy, teacher should be fully aware, we can't asked the students to read critically difficult material without giving them a clear instruction on how to do it.
2. To the other researcher, it is suggested that this study could be further expanded, elaborated and explored in other field as well as in linguistics field, in order to contribute the development of Educational Research and Development.
3. To all the readers, this study can be used as a reference to do Educational Research and Development.