

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusion

This research is a qualitative descriptive study. This is conducted to analyze the strategies used by English teacher in teaching reading comprehension of analytical of exposition text and also students' problems towards the teacher's strategies in eleventh grade of the second social class at SMA Negeri 1 Bangun Purba.

Based on the analysis, the conclusions were stated as follows:

1. The teacher of eleventh grade in second social class applied six strategies for teaching reading comprehension of analytical text. The teacher applied two strategies in each reading stage. In pre reading stage, the teacher applied introducing the text and setting the reading purposes strategies. In while reading stage, the teacher applied skimming the text and translating the text. And for post reading stage, the teacher applied answering question and identifying answer strategies.

2. Students got difficulty in while reading strategies. Students responded that they found problems in skimming the text and translating the text. Since analytical exposition text contained many advanced vocabularies, the students found it hard to understand the text when they were skimming it. They actually got nothing

because they were lack of vocabularies mastery. In translating text, students responded that some of the words meaning were not available in their dictionary, these strategies were not appropriate for them and those also be a problem for students to implement the next strategies which were answering question and identifying the answer.

5.2. Suggestion

In relation to the conclusions, suggestions were offered as follows:

1. For the English Teacher

Reading comprehension may be difficult for some students especially when students are required to read some text which are not usual for them which contains advance vocabularies list. However, to master language skills, students are required to be able to communicate both orally and written. Therefore, to solve this problem, English teacher is expected to find strategies that will be a solution to solve students' problems so that the purpose of learning will be achieved considerably.

Evidently, in reading comprehension of analytical exposition text, the source of students' problem is lack of vocabularies mastery. Therefore, applying skimming text for reading comprehension of analytical text give them nothing. The teacher should reform the strategies to settle the students' problem which is vocabularies mastery. The teacher can add other strategies that stimulate them to know more vocabulary context in the text that is being read by them. The teacher can do warm up activity to stimulate students to become more active in

identifying the vocabularies that will be stated in the text which will be read by students.

2. For the students

Nowadays students can learn anywhere and anytime from their smart phone. All of students already have a smart phone. Students should access and download some application to improve their vocabulary. There are so many free access applications that can be downloaded by students to improve their vocabularies mastery issue.

3. For other researchers

If other researchers have the same intention to conduct the research with the same topic, the researchers should consider adding a few more theories to support the research about the effect of lack of vocabulary masteries in reading comprehension of analytical exposition text.

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