

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings regarding students' reading comprehension strategies at MTsN 1 Kota Pariaman, as framed by Brown and Lee (2015), it can be concluded that students employ ten reading comprehension strategies, namely: Identify the Purpose in Reading, Use Graphemic Rules and Patterns to Aid in Bottom-Up Decoding, Use Efficient Silent Reading Techniques for Improving Fluency, Skim the Text for Main Ideas, Scan the Text for Specific Information, Use Semantic Mapping or Clustering, Guess When You Are Uncertain, Analyze Vocabulary, Distinguish Between Literal and Implied Meanings, and Capitalize on Discourse Markers to Process Relationships. All ten strategies fall into the high-use category, with average scores ranging from 3.60 to 3.96. The "Identify the Purpose in Reading" strategy received the highest average score of 3.96, while "Capitalize on Discourse Markers to Process Relationships" received the lowest average score of 3.60. Nevertheless, even the strategy with the lowest average score still falls within the high-use category.

The most frequently used strategy was "Identify the Purpose in Reading," with a mean of 3.96. This indicates that students tend to establish the purpose or focus of their reading, particularly by reading the questions first to identify the information they need to find. The interview findings with nine students further showed how students use reading comprehension

strategies when reading English texts. Students establish their reading purpose and focus, develop an understanding of the overall content before answering questions, reread the text or particular sections when comprehension is insufficient, use familiar vocabulary and contextual clues to understand unfamiliar words, and connect information in the text with prior learning and knowledge. These strategies are not used in a fixed sequence; rather, students adjust and combine them according to the reading task and the difficulties they encounter. Thus, this study demonstrates that students at MTsN 1 Kota Pariaman not only use various reading comprehension strategies at a high level but also apply them flexibly throughout the reading process to support their understanding of English texts.

B. Suggestion

Based on the research findings and conclusions presented, the researcher offers the following recommendations.

1. For English Teacher

English teachers are advised to provide reading instruction that explicitly introduces and practices various reading comprehension strategies. Research findings indicate that all strategies fall into the “high usage” category, with “Identify the Purpose in Reading” being the most frequently used strategy.

Teachers can encourage students to determine their reading purpose before reading a text, for example, by asking students to read the questions first, identify the information they need to find, and then read the text with a specific focus. However, teachers also need to emphasize that reading

the questions first is not the only appropriate way to read. Strategies need to be tailored to the purpose and characteristics of the reading task. This is important because research by Moss et al. (2024) shows that the effects of the “question-first” and “passage-first” strategies on text processing and response accuracy can vary depending on reader characteristics and task conditions.

Teachers are also advised to provide exercises that enhance students’ ability to understand literal and implied meanings, infer meaning based on context, comprehend vocabulary, and draw conclusions from the information in the text.

2. For Students

to become more aware of the reading strategies they use. Students not only need to know these reading strategies, but they also need to understand when and why they are used.

Students can use strategies such as reading the questions first when they need to focus on specific information. When they encounter a text or section of text that is difficult to understand, students can reread it, use vocabulary they already know, pay attention to the context, and connect new information to prior knowledge.

Thus, students are expected not to rely on a single strategy but to be able to choose the strategy that best suits their goals and the reading challenges they face.

3. For Schools

Schools are encouraged to support the improvement of students' reading comprehension skills through English literacy programs or activities. Teachers should be given the opportunity to develop reading instruction that emphasizes the targeted and reflective use of strategies.

The findings of a study by Habók et al. (2024) highlight the importance of reading strategies in supporting students' comprehension skills; therefore, the development of reading strategies can be an integral part of efforts to improve English language learning in schools.

4. For Future Researchers

Future research is recommended to employ a wider variety of data collection methods. This study used questionnaires to collect quantitative data and interviews to collect qualitative data. Future research could incorporate direct observation, reading tasks, the think-aloud protocol, or eye-tracking to determine how students actually use reading strategies when reading texts.

Future research could also compare the use of strategies based on English proficiency level, gender, grade level, text type, or text difficulty level. Thus, research on reading comprehension strategies can provide a broader picture of the factors that influence students' use of reading strategies.

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