

CHAPTER 5

CONCLUSION AND SUGGESTION

In this chapter, the researcher describes the summary of the research based on research findings in previous chapter and recommendation for further research.

1.1. Conclusion

The result of this study shows that although the teacher in Ummul Quro Junior High School does not teach their students to use reading strategies, the result of this study is still in the highest score. The strategies that mostly used by the students are statent number 7 of problem solving (Mean = 4.08, SD = 0.96) with statement “I read slowly and carefully to make sure I understand what I am reading”, statement number 10 of support strategies (Mean = 3.92, SD = 0.96) with statement “I underline or circle information in the text to help me remember it”. And the last is statement number 6 of global reading strategies (Mean = 3.79, SD = 1.05) with statement “I think about whether the content of the text fits my reading purpose”. This mostly about reading comprehension rather than vocabulary builds.

1.2. Suggestions and Implications

In general, this study implies that teaching English in junior high school not yet fully give vocabulary acquisition. Furthermore, the researcher categorizes suggestion in this study into three points below:

1. For teachers in junior high school context to be able to give an opportunity to the students choose the books they want to hear and read, and add more activity that includes learning vocabulary.
2. This is a recommendation for the teacher at Ummul Quro Islamic Junior High School Yogyakarta. The researcher suggests that the teacher should more add reading task or activity to make the students familiar with English words.
3. The current study offers a recommendation for the further study; this study takes a part of the population in Ummul Quro Islamic Junior High School Yogyakarta and produces the data already outlined above. Hopefully, the next study can continue this research on the variety of departments, so it can get more variety of data.