

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

5.1 Conclusions

This is the final chapter of the research report which provides the main points on the basis of the findings of the study obtained from the data analysis by which the research questions posed in the beginning chapter are answered. Some recommendations along with suggestions and implications are also given on the basis of the strengths and the weaknesses of the study. Based on the findings, some conclusions can be drawn as in the following:

1. The score levels of students' reading comprehension of academic journal articles in English were 11.65 % excellent, 43.69 % good, 40.78 % fairly good, 3.88 % poor and none of them was in very good level. According to the lecturer, the score levels of students' reading comprehension of academic journal articles in English were 11.65 % excellent, 43.69 % good, 40.78 % fairly good, 3.88 % poor and none of them was in very good. In addition, based on the interview data and analysis, it could be concluded that the students had low reading comprehension on academic journals, especially the ones with international standard, where the students only got approximately 19 %.
2. Most of students still had the difficulty in reading academic journal articles which was 67%. Only 33 % of them did not have much difficulty in reading academic journal articles. Based on the interview data, the students

lacked motivation in reading academic journal articles. So, lack of motivation and lack of interest were the major causes of their difficulty in reading academic journal articles. Their other difficulties lied on understanding large words that they read and poor vocabulary.

The students' reading strategies in English were categorized as high, medium and low. 41 students were in high level (39.42%), 21 students were in medium level (20.19 %) and 42 students were in low level (40.38 %). On the basis of the interview data it could be concluded that all students depended on support strategies like using dictionary, asking lecturers or friends and underlining key words to aid comprehension. Besides, they used titles, pictures as part of the story orientation and did not elaborate, infer, predict or summarize while reading. The next, they seemed to use scanning, skimming, and detailed reading techniques.

The academic reading lecturer used e-book and e- journal as the reading materials. The academic journal articles goal is to develop students' competence in interpreting reading materials. The implementation of reading academic journal articles in the classroom is identifying the content of article, retelling the text, discussing the vocabulary and sentence development, discussing the contents of the articles, planning the next topic to read. The interview results showed that most of the students were interested in reading academic journal articles. They liked the way the lecturers presented the lecture. They thought it was challenging, but

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somehow, it also brought stressful a situation because they thought reading academic journal articles was difficult and caused much pressure while reading.

5.2 Implications

This study identifies some important implications for reading academic journal articles and future research. Firstly, it is absolutely essential for English as foreign language (EFL) students to become aware of the various strategies and reading difficulty through reading academic journal articles. More specifically, reading strategy and reading difficulty's awareness may help Islamic University of Riau graduate students to become more effective in reading academic journal articles and to recognize and determine an effective strategy that works for them. It will also enable them to understand how reading strategies can have positive effects on their reading comprehension. Secondly, the findings suggest that it is beneficial to identify students' reading difficulty and reading strategy in reading academic journal articles.

The results of the current study reminds that one should be aware of several limitations. First, the participants of the study were English Study Program students, and the possibility of generalization to other students is limited due to the specific academic experiences. Second, the design of the study may have affected the results. In all strategic tasks students applied a particular reading strategy and have various reading difficulties. Although this procedure provides data on students' reading strategy and difficulty in academic journal articles, it certainly does not indicate the actual level of reading strategy use and difficulty in

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various learning situations. The question is whether the students used these strategies and faced reading difficulty if they were not explicitly be instructed to do so. Third, the obtained results may have been biased as a result of features of texts used in the study.

5.3 Recommendations

Based on the findings of research, some recommendations can be recommended to all stakeholders involving in the process of students' development in learning, even at campus or out of campus give more attention toward the ways to improve or increase students reading strategy and decrease the students' reading difficulty. Reading strategy is one of factor in determining students' success in reading process learning and can reach their goal easily. This can be seen from the influence of reading strategy to reading comprehension of academic journal articles.

1. Lecturers

The research findings remind the lecturers to be aware that their success in teaching can be seen from the independence of students to manage their study, so that the lecturerers could produce independent, creative, active, and innovative students. At last, independence learning can be realized through the variation of reading strategies used in reading academic journal articles.

Furthermore, since the results revealed that reading difficulties and reading strategies are necessary for the students' reading comprehension in academic journal articles, it seems reasonable to suggest that reducing difficulties may positively affect their reading comprehension in general. In order to help students

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improve their reading comprehension in academic journal articles, lecturers must be able to understand their students' reading difficulties which might vary from one individual to another. It is thus important that lecturers be made aware of reading difficulties their students may be suffering from. Consequently, the lecturers should try to provide educational practices and strategies that can tackle students' reading difficulties, reduce reading difficulties, and enable learners to deal with new stressful situations. Thus, English lecturers ought to be trained the methods and techniques of reducing the level of reading difficulties. Moreover, the students with poor reading strategies must be identified and treated in order to enhance their reading comprehension.

2. Students

The students would be more sensitive to the remaining difficulties and reading strategies in reading academic journal articles. Second, in terms of their reading academic journal articles comprehension, the students would be more motivated because they would be more aware of reading strategies and reading difficulties in reading process.

3. Government

Based on the research findings, it is recommended that the stakeholders who teach at English Education program in Islamic University of Riau and all stakeholders/ government being involved in the process of students in learning or out of the campus to give more attention to Academic Reading subject. English stakeholders/ government should make program to develop and train the students on reading strategies and consider their difficulties in reading academic journal

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articles. So, the students can comprehend the academic journal articles better. Furthermore, students reading strategies take an essential place for their success in learning English. In this case, they will give awareness to the students that reading strategies are very important, and they also give more knowledge to students about reading strategies to be applied in learning. The stakeholders also should be creative and innovative to create strategies that suit to students' needs in order to improve their reading comprehension.

4 Further Researcher

In conjunction with the obtained results and recognizing the limitations of the study, some guidelines for the future research could be suggested. The future studies should focus on students with different educational backgrounds, provide texts with different levels of difficulty, and assess reading strategies use in realistic settings. As reading strategies especially the ones that are more complex strategies like summarizing, future studies should also focus on implementing and evaluating reading strategies and providing students with the trainings that can benefit them.

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