CHAPTER IV

CONCLUSION AND SUGGESTIONS

IV.1 Conclusion

Since the need for better reading skills of English learner is increasing, reading strategies become important to make reading easier, and more enjoyable. The purpose of this study are identifying the types of reading strategies that are mostly used by the English Department Students of Airlangga University and finding out whether there is significant correlation between reading strategy choice and English reading proficiency of the English Department Students of Airlangga University, the strategy is assumed to contribute to the readers' success in reading proficiency.

The strategy used by most students (40%) is Compensation Strategies. Compensation strategies enable respondents to comprehend a reading passage despite limitation in knowledge. The way used by the respondents in using compensation strategies is guessing. By guessing, the respondents can actually understand the passage.

Through the Product Moment Coefficient of Correlation and Regression Analysis, the writer concludes that there is a significant relationship between reading strategies choice and English reading proficiency. The type of their relationship is a moderate positive correlation (0.479). It is also supported by its determination coefficient, 22.9%, meaning that 22.9% of the value of reading proficiency is influenced by the reading strategy choice and the remaining 77.1%

is determined by other factors. The other factors may include text, task, and characteristic of the reader (Masters, Mori, & Mori cited in Diggest, 1999).

The relationship between reading strategies choice and English reading proficiency is linear. The function of this relationship can be shown by regression equation $Y = 24.3 + 0.882 X$. The equation of regression means that per unit increase in X (Reading strategies score) will be followed by the increase of Y (Reading test score), the increase is 0.882 point.

IV.2 Suggestions

The results show that reading strategies effect reading proficiency. So, reading educators may give more attention to reading strategies to improve the English Foreign Language learners' reading proficiency. The teachers can help students expand their ability to use strategies because students need to learn how to adapt strategy use to each text.

For the future study, it is better increasing the number of sample in order to get the best result. More some experimental research on reading strategies and reading proficiency are needed, so we can find the appropriate reading strategy which promote better reading proficiency.

BIBLIOGRAPHY