CHAPTER V
CONCLUSION & SUGGESTION

A. Conclusion

Based on the results of the research and discussion that was carried out, it can be concluded that Third Semester Students of English Education Study Program Institut Keguruan dan Ilmu Pendidikan Pontianak in the Academic Year of 2022/2023 emphasized the significance of employing diverse reading strategies, including skimming, scanning, active reading, and note-taking, when reading academic texts in English. Additionally, the interviewees acknowledged vocabulary acquisition as a common challenge, but suggested different approaches to handle unfamiliar words.

Furthermore, they expressed their preferences for either print or digital materials based on portability, accessibility, and searchability. Despite the differences, the interviewees agreed that a multifaceted approach to reading and learning, utilizing a variety of reading strategies and resources, can help improve students' comprehension and retention of important information, ultimately leading to academic success in English.

B. Suggestion

Based on the conclusions that were obtained, the suggestions that the writer can give are:

1. Further investigate the effectiveness of different reading strategies for academic texts in English, including skimming, scanning, active reading, and note-taking, in improving students' comprehension and retention of information.

2. Explore different methods for teaching vocabulary acquisition, considering the challenges students face in this area, and examining which approaches are most effective for improving their ability to handle unfamiliar words.

3. Conduct a comparative study of the benefits and drawbacks of print and digital materials for reading and learning, examining factors such as portability, accessibility, and searchability.

4. Investigate the impact of a multifaceted approach to reading and learning on academic success in English, assessing how the use of a variety of reading strategies and resources can improve students' comprehension and retention of important information.

5. Consider the perspectives of other stakeholders in the English education process, such as teachers and curriculum developers, to gain a more comprehensive understanding of how best to support students in this area.