Chapter V

Conclusions and Suggestions

Conclusions

Based on the analysis of this research about analysis of students' memory in reading, the researcher would like to present several conclusions as follows:

Firstly, memory is important skill in reading to remember the word or sentence what they have read, so that without memory students cannot remember the material what they have read.

Secondly, the dominant memory of English Deapartment Students five semester is conceptual memory, because based on the discussion total score in conceptual memory are high namely 611 and total score in lexical memory 460.

Thirdly, the percentage of dominant memory are

Total precentage score in lexical memory   = 47, 91%

Total precentage score in conceptual memory   = 63, 64%

So that, the dominant memory is conceptual memory is high.

Finally, the factor that influence of memory is age and poor reader. Because, when our age increase, our memory also lag and the students are categorized in poorr reader, therefore the dominant memory of the students are conceptual memory. When the students are good reader, absolutly the memory between lexical and conceptual are balance.

Suggestion

1. For the next researcher, this research can be a reference for the development of memory study especially of the students in State University of Gorontalo who want to learn more about it. In this research also can help the students to understand more about the theory of memory which is frequently occurs to the English department students in Gorontalo.

2. Based on the conclusion above, the researcher suggest to the teacher make appropriate method based on the memory that students use. Because in English Department Students five semester the memory that students are conceptual memory. When the memory of students use are balance, so that it can make good students in reading. But the memory that students use only conceptual memory, so that the students difficult to remember the words what they have read. So that, the teacher have to increase the reading of the students to make good reader. When the students are good reader, so that the working memory also good.

3. For the students, when they know what memory that dominant, they can use method in the learning process that appropriate with the memory that they use.

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