CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter explains the conclusion drawn from the findings and discussion. Besides, suggestions are also included in this chapter, which contains suggestions for students, teachers, and other researchers.

5.1 Conclusion

After conducting this qualitative research with a descriptive-qualitative approach about students' difficulties in reading comprehension at grade XI-9 of SMAN 1 Randudongkal in the academic year 2023/2024, it can be concluded:

5.1.1 Students' Difficulties in Reading Comprehension

The students' difficulties in reading comprehension at grade XI-9 of SMAN 1 Randudongkal in the academic year 2023/2024 were text structure understanding, problems in language ability and comprehending the text, reading strategies, fluency, and lack of motivation. The data were gathered from interviews, which were represented by five students who had the lowest score among 36 students. Among those difficulties, all the difficulties were centered on vocabulary problems. It indicated that vocabulary was the main reason why students faced those difficulties or challenges. Vocabulary was often said repeatedly in almost every answer by the students. Beside vocabulary, there were factors displayed in table 4.3 that also affect students' comprehension. The detailed explanation is in the next subchapter.

5.1.2 The Influential Factors Affecting Students' Reading Comprehension

To measure how influential factors were affecting students' reading comprehension, the researcher had distributed the questionnaire online to all students at grade XI-9 of SMAN 1 Randudongkal in the academic year 2023/2024. A Likert-questionnaire can measure each factor that had divided into some category, such as: a) knowledge, b) vocabulary, c) fluency, d) comprehension, and e) motivation (see table 4.3). The result was that vocabulary took first place among those factors. The result is 75%, which was high based on the description of the percentage by Satriani (2018). Besides vocabulary, fluency took second place with 68%, which was also considered high. The knowledge and comprehension category has the same percentage, which is 66%. The lowest was in the in the motivation category, which was 54%, and it was considered as moderate, which meant it did not really affect students reading comprehension. It showed that vocabulary was the most influential factor affecting students' reading comprehension among the others. It was also proved by the students who were interviewed before that they repeatedly said vocabulary was the main reason they faced those difficulties.

5.2 Suggestions

Based on the conclusions before, there were suggestions by the researcher for students, teachers, and other researchers. Here is the complete explanation.

5.2.1 For students

Students should more aware to improve their skill in reading comprehension, especially vocabulary. Enrich vocabulary could helped students to have a deep comprehension of hortatory exposition text without reading block and could overcome students' lack of knowledge too. Besides, knowing vocabulary means know how to pronounce it and it could help students to read the text smoothly without any interruption.

5.2.2 For teachers

Teachers should be brave enough to try a different style of learning. Some students thought they could better understand if they discussed it in the learning process. It means the discussion is needed in the class, not only by listening to the teacher. It could also help the teacher identify the students' progress in their learning activity. In addition, it could be a good way for teachers to make students memorize some vocabulary and their meanings that encountered in any English text and then report them to the teacher before the lesson starts. It helped the students enrich their vocabulary.

5.2.3 For other researchers

There are some gaps in this research that could be explored more. Other researchers could make another study about students' difficulties in reading comprehension in another text genre, in a specific textbook, in an article, etc. This research could also help other researchers make further research.

In conclusion, students should focus on improving their vocabulary to enhance reading comprehension, while teachers are encouraged to incorporate discussions into their lessons to better engage students and track progress. Teachers can also help students enrich their vocabulary through interactive activities. Lastly, future researchers can build on this study by exploring students' reading difficulties in other text genres or contexts.