

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this final chapter, the researcher explains the conclusions and suggestions from the results of this study. This chapter is divided into two parts. The first part is the study's conclusion and the second part contain the research suggestions for those in need.

5.1 Conclusions

From the research that has been conducted on factors causing Students' difficulties in their recount text reading comprehension in class D of Eighth grade of SMPN 6 Purwokerto. The researcher concluded that:

5.1.1 Students' Difficulties in Their Recount Text Reading Comprehension

The study results indicate that students' reading comprehension difficulties in recount text in class 8D at SMP Negeri 6 Purwokerto can be identified well. These results can be seen from the observations used to answer this research question. Several findings about students' difficulties were identified from non-participant observations of the recount text learning process. First, the teacher focused on the main idea and reference material in the first meeting. At this meeting, students needed help to correctly determine the main idea and answer teacher questions about the references in the text. A few students could not connect references with relevant information in the text and most of them still needed help understanding the recount text.

Furthermore, in the second meeting, Students made a joint presentation related to the recount text, most of the students again needed help with the lack of vocabulary and could not determine the conclusion in the text on the test and questions that the teacher gave them. Students' presentation related to the recount text. Therefore, it shows that most students found it difficult to determine the main idea, needed more vocabulary, and difficulty in concluding meaning in the text.

5.1.2 Causal Factors of Students' Difficulties in Their Recount Text Reading Comprehension

In this study, the researcher found several difficulties that affect reading comprehension in recount texts: limited vocabulary, lack of fluency, lack of familiarity with the subject matter, and problems with processing information. So, they need help understanding the meaning of sentences in the text and connecting important information contained in the text. Based on the confessions of students interviewed, this was caused by slow understanding factors and difficulty in arranging the information. These four factors are interrelated and significantly impact students' ability to understand the contents of the text in recount texts. Limited vocabulary and fluency in reading affect accuracy in understanding the text, while lack of understanding of the subject matter and difficulty in processing information can make students unable to analyze and conclude the information available in the text.

5.1.3 The Solutions for Students' Difficulties in Their Recount Text Reading Comprehension

Based on the results of interviews with teachers, several important focuses in this study are that teachers can use engaging learning media, improve some skills in reading, change the way of teaching, and provide motivation and feedback. In this study's results, the researcher found several solutions from teachers that can be implemented, namely, using engaging and interactive learning media to reduce student boredom during learning. Teachers also prioritize easier learning skills first; for example, teacher teach students vocabulary in reading first compared to grammar; this is done so that students become focused and capable of English skills, based on the results of interviews with teachers, namely students' ability in vocabulary will improve readers faster in understanding the contents of the text. With an understanding of vocabulary, sentences and paragraphs with perfect grammar are easier to understand. The last solution is that teachers need to provide feedback to students because by using reflection after learning, teachers can find out the improvement in student performance in participating in learning, give motivation to students, and create a classroom environment that supports learning.

5.2 Suggestions

After the conclusion is presented, the researcher provides some suggestions. Some suggestions in this study will be submitted to students, teachers,

and other researchers as follows:

1. To Teacher

In this study, it is expected that teachers can teach students to improve their reading comprehension skills in their reading, especially in reading comprehension test skills and methods. This aims to help students overcome obstacles when understanding texts that use English. Based on observations, students are more interested and motivated if teachers use different learning methods when carrying out the learning process. Therefore, it is recommended that teachers teach creative strategies to improve reading skills, not only in recount texts but also in various other texts and other English skills taught in class.

2. To Students

This study shows the positive side of knowing the difficulties, difficulty factors, and solutions to reading comprehension difficulties in recounting texts in eighth-grade students at SMPN 6 Purwokerto. The results of the study can prove this. Some students have difficulty reading comprehension while learning in class. Based on these facts, students must be more focused and concentrated when doing reading activities in formal education. Therefore, it would be better if students often practice reading to understand the contents of a text, and students must pay attention to the teacher during class learning to understand reading comprehension.

3. To Other Researchers

The results of this study indicate that students often find it challenging to understand reading, so they usually need help understanding the contents of the text being read. This study can be a new reference for other studies on the same

topic. The researcher hopes that this study can be studied further, in more detail, to analyze aspects of reading difficulties. In addition, the researcher hopes that it needs to be followed up by other studies to find more variations of actions to improve reading skills in students. Last, the researcher recommends that other researchers conduct research in different schools because many students have the same problems in the learning process at school.

