CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

This chapter presents findings from data analysis of students' task transcription. These data were processed to investigate the rank of difficulties in reading skill from the most frequent up to the rarest one.

5.1   Conclusions

This study has investigated the strategies used by the teacher to overcome students' difficulties in reading comprehension of narrative text. Based on the data obtained from task-giving, interviews, and observation, this study formed two conclusions related to the two questions: (1) What are the difficulties faced by the students in reading comprehension of narrative text?; and (2) What are the strategies used by the teachers in overcoming those difficulties? The conclusions are stated as follow:

Firstly, there were some difficulties faced by the students in reading comprehension of narrative text. The result was obtained through task score and interview. (1) limited vocabulary knowledge; (2) problems with processing information; and (3) problems in recalling information after reading. Furthermore, the lack of reading comprehension also happens because of the students' limited knowledge in constructing main idea from specific details in the text, using hints to draw a good conclusion, understanding pronouns, recognizing past form of verb, and comprehending generic structures of a text. Also, the most challenging type of task in the worksheet is questions about word meaning. This research strengthens the fact that reading failure in Junior High School level is started from their inability to access content at word level. It can be concluded that vocabulary is the core of reading comprehension.

Second, the various strategies used by the teacher to help the students to overcome those difficulties were obtained through interview and observation. They showed that the teacher served several ways to help students in mastering vocabulary. Among others are: repeating words in varied context, describing words, supporting words with visual, connecting words to students' lives, extending words with anecdotes, making associations, comparing and contrasting, questioning, charting characteristics, rephrasing sentence, analyzing structure, providing tactile examples, giving examples of correct and incorrect usage.

Moreover, to overcome the students' difficulties in each type of question, here are the strategies: the teacher asked the students to read the question carefully, to find a clue from the question, to scan and skim the text to locate the answer, and to choose the best answer by eliminating the irrelevant answers. If the students did not know the meaning of the word at all, they can guess the answer by noticing the similar word in the question and in the text.

5.2   Suggestions

On the basis of findings, the discussions, and the conclusions that have been presented in this paper, there are some suggestions for further researcher in terms of teacher's strategies to overcome students' difficulties in reading comprehension of narrative text.

Firstly, since this study concerns on student's reading skill only, it is suggested for further researcher to conduct a study with other language skills (listening, speaking, and writing).

Secondly, for the teacher who wants to improve students' reading comprehension, it is recommended to use those strategies in the classroom. It aims to make them accustomed to reading and answering those types of question. So, the students can prepare more for national examination.

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(*A Case Study at a Boarding School in Bandung Regency*)
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