



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Introduction

This chapter presents the conclusions of important phenomenon mentioned in the previous analysis as the answers to the research problem and some recommendations, especially for further study in this area of reading. It consists of two sections: (1) the conclusion of the research conducted, and (2) the suggestions addressed to the English teachers, the schools, and the researchers who are interested in doing further research on reading, especially the reading comprehension.

5.2 Conclusions

The conclusions consist of some points related to the findings and discussion presented in chapter IV. The question addressed in this research, namely “What problems do the students face in comprehending reading materials used in their class”, has been answered through the observations and interviews.

Based on the observation and interview data analysis, it can be concluded that in comprehending reading materials students faced three types of problems. Firstly, they had problems in terms of vocabulary mastery, meaning, synonym, and reference. Secondly, they had problems in terms of structure, i.e. that they found it difficult to arrange grammatically correct English sentences, and to use tenses. Thirdly, they had difficulties in locating the main idea in paragraphs. Fourthly, they could not answer the questions based on the texts.

Several problems mentioned above occurred in this study perhaps during teaching reading activities, the topics given by the teacher could not make students interested in the reading class. The students were not familiar with topics. It can be seen from the reading topics taught: in observation one, the teacher used the topic about *Youth Exchange Program*; in observation two, the teacher taught the topic about *welcome to West Java*; and in observation three, the teacher used the topic about *Sangihe and Talaud*. Those topics taught by the teacher were not familiar with the students' background knowledge. Besides, the problems occurred due to the fact that the teacher has not much experience in teaching. She has just been teaching for three years. She has never taught in other schools yet and she has seldom obtained English teacher training from government (Ministry of National Education) or joined some private teacher trainings. Therefore, the teacher never changed her method of teaching reading and always did the same techniques. Consequently, the students seemed not motivated to follow the reading instruction.

The findings of how respondents dealt with the problems mentioned above is in line with the findings of study conducted by some researchers, such as Nagy and Scott (2000:274), Alderson (2000:8), Maswati (2006:41), Santoso (2007:39), and Finegan, et al. (1997:160). They found that the students' awareness of words (vocabulary) in language impacts their word comprehension, and they also mentioned that understanding the meaning of the sentence is very important thing for ESL/EFL students. Other theorists, such as Goldman and Rackestrow (2003:311),

and Herdiah (2005) also found that knowing the structural aspects of reading associated with surface structure feature of text is very important to be mastered.

5.3 Suggestions

As comprehending the reading text has many problems, the researcher suggests that English teachers choose familiar topics in teaching reading comprehension to SMP student levels, in order for students to take part and enjoy during teaching and learning process. For example, the teacher should choose the interesting topics in their province, such as tourist objects and interesting places. If the topics were appropriate to their background knowledge, it will be easy for them to understand and to catch the ideas. It is also suggested that school managements select experienced and qualified English teachers to teach in their schools. In addition, schools should also provide school facilities, such as teaching aids, dictionaries and handbooks. Furthermore, the school should encourage and facilitate the teachers to develop their professionalism as English teachers. For examples, by sending them to English seminars and recommending them to MGMP (English teacher trainings).

This research has investigated only nine students and two English teachers, so the findings cannot thoroughly reflect the real picture of the students' ability and the teachers' acknowledgement on students' inabilities in comprehending reading materials used in their class. Therefore, more studies with more and various samples are encouraged to further reveal the real picture of problems faced by respondents.