CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter discuss is divided into two main sections; the conclusion and suggestions from the research finding. Those sections are presented as follow:

5.1 Conclusion

This research is intended to find the difficulties that students faced in reading comprehension and the factors that cause the students' difficulties in reading comprehension by using document analysis by test and interviewing the first-grade students of English Study Program, Faculty of Teachers Training and Education of Universitas Kuningan in the academic year of 2023/2024.

➢ The finding from the document analysis showed that understanding the meaning of words have the highest percentage of difficulties students face when comprehending reading text. It can be seen in chart 4.1 that understanding the meaning of words / detail information has a percentage of 85%, as the first position, it is finding specific information with a percentage of 75%, as the second position, it is determining the main idea & making inferences with a percentage of 65%, as the last position. But in fact, from the students' answers, most of them are rewrite the paragraph of the text for answer the questions in making inference. It can concluded that most of them can not answer the question in making inferences in order to their limited background knowledge, poor mastery of grammar, difficulty in comprehending long sentences or paragraphs and limited with reading strategies are the reasons why they have most difficulties in making

inferences than determining the main idea. The indicator to find students'
difficulties in reading comprehension used four aspects from Nuttal's theory
(2018) and supported theory by (Firman et al., 2021) for determining the
main idea and making inferences, (Banditvilai, 2020) for finding specific
information and , (Adha et al., 2021) for understanding the meaning of
words.

➢ Based on the interview, the researcher found three factors that cause the
students' difficulties in reading comprehension. The factors used the theory
from Rahim (2006) in (Fauziah & Dania, 2021) there are lack of interest in
reading (long English text), lazy to learn English material and house
environment.

1). In lack of interest in reading, because their interest in reading is
minimal. The consequences in determining the main idea they are
difficulty in inaccurate word, inadequate word recognition, need more
time to comprehend, lack of attention to punctuation marks stress and
intonation Misbah, (2017); Sumarsono et al., (2019) in (Firman et al.,
2021). In addition, they have limited vocabulary or unfamiliar words
because they don't desire to read English therefore they also difficulty
in understanding the meaning of words (Adha et al., 2021).

2). In laziness to learn English material, many students answered that they
are too lazy to learn English material. Therefore in reading English texts
students often difficulty in making inferences because their laziness to
learn English material. The consequences in making inferences they are

difficulty comprehending long sentences or paragraphs because their limited with reading strategies or they don't even know what reading strategies is, their limited background knowledge and poor mastery of grammar also is the reasons why they can not make inferences from the English text Sari & Abdulrahman (2019) in (Firman et al., 2021).

3). And for the last, in students' environment, Many students' environments does not support the deepening of English. By supporting both of them to learn English, it makes students have motivation to learn English to increase their abilities especially in reading English.

➤ To overcome the difficulties, he researcher discovered that the strategies they use to overcome their difficulties. There are highlighting, translating, and reading repeatedly O'Malley et al., (1990) in (Ratnasari et al., 2023). For highlighting, it is a strategy to finding specific information (scanning). In translating, it is a strategy to understanding the meaning of words / detail information. And last is reading repeatedly, it is a strategy to understanding the main idea and making inferences of the text.

5.2 Suggestions

Based on the conclusion above, the researcher gives some suggestions can be made to lecturer of English education, students, and related furhers researchers.

1. For lecturers of English education, they should be able to spot when a student is having difficulty understanding what they are reading and help them learn the best method for understanding what they are reading. The

lecturers should have a planned reading habit such as extensive reading and using group reading, or give them more practice in reading 'fun' like what the participants answered that they started like reading when the lecturer give us to read more book because it makes students used to in reading books. It was hoped that students increased their motivation and interest to learn because in doing so, it was assumed that student learning achievement would increase.

2. For students, especially for English education, they should read English texts more diligently so that their vocabulary increases and they can more easily understand the texts they read and understanding the meaning of words. Students have to increase their vocabulary by reading many English texts, such as books, novels, poems, etc. If the students get a new word, just take a note, give the definition, find synonym and antonym of that words, make an example of sentence, and memorizing the word. It will helps the students to have a lot of vocabulary, they also can find specific information without limited reading strategies so it is easily distracted by irrelevant information, determine the main idea and making inferences without difficulty comprehending long sentences or paragraphs.

3. Further researchers who are interested in this field of study, they should make deeper research in students' difficulties in reading comprehension.