

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents: (1) conclusion, and (2) suggestion

#### **5.1. Conclusion**

In this chapter, the findings and discussion in the previous chapter has been concluded. Based on the result of the data analyzed by using thematic analysis, the researcher found that there were some EFL students' difficulties in reading comprehension at MAN 1 Muara Enim. They are: (1) lack of vocabulary knowledge, (2) low level of grammar mastery, (3) unfamiliar with the topic of the text, (4) unable to use reading strategy for effective reading, (5) too long reading text.

The first one was the students' lack of vocabulary knowledge in order to comprehend reading. Most students still often found vocabulary that they did not know and vocabulary that was too difficult for them every time they read, which interfered with their understanding of the reading. Even if they overcome this by looking up the vocabulary in the dictionary, if they encounter too many foreign words, they will lose focus while reading. Because the students rely too much on the dictionary, wasting time and decreasing their intention to read, or they are having an exam where they can't open a dictionary, so they are forced to skip a lot of vocabulary that they don't know in the text. This often makes students just guess the answer because they don't really understand what they read.

Second, students' low level of grammar mastery made them difficult in reading comprehension because they tended to misinterpret the meaning they got from the text. Almost all of the students claimed that their grammar knowledge was

still low and they still had difficulty with the grammar in a text because they often forgot what the teacher had taught about grammar. The inability of students to master grammar properly will make them misunderstand the structure or arrangement of sentences and cause a mistaken interpretation of the meaning in the text.

Third, some of the students still had difficulty when they were unfamiliar with the topic of the text. Their unfamiliarity with the material that was being discussed, combined with a lack of background knowledge, made it difficult for them to comprehend the text they were reading. This was because they could not relate to the events in the text. On the other hand, if the text given to them was familiar to them, they would find it easier to understand the reading.

Fourth, most students were unable to use reading strategy properly in order to help their reading comprehension. The students who were unable to use reading strategy tended to struggle with understanding the content of the text well, and the inability of students to use strategies effectively in reading also makes them waste more time understanding the content of the text, finding specific information, determining main ideas, and making inferences since they have only limited time.

Last, some of the students stated that when they faced a text that was too long, it was difficult for them to comprehend. They agreed that texts that were too long often made them lose motivation to read, forget the content they were reading, and lose concentration because the texts tended to be boring and too difficult for them. According to the students, the text was too long, contained more vocabulary,

and made them open the dictionary too often due to their lack of vocabulary, which made reading comprehension difficult for them.

## **5.2. Suggestion**

The aim of this research is to find out the EFL students' difficulties in reading comprehension. From the conclusion explained above, the researcher would like to give some suggestions to the English teacher, the students, and the next researchers.

First, because English teachers are expected to be good at motivating students to read, perhaps teachers can provide interesting reading topics and current trends for young people today so that students are more interested and do not get bored reading. After that, teachers should teach students how to use reading strategies properly so that they can easily get the main ideas, inferences, and specific information in a text. The researcher also hope that the teacher can remind students to bring a dictionary for every English subject, because it's very important when the students do not recognize the vocabulary in their reading.

Second, the students are expected to learn more about reading comprehension, such as by adding their vocabulary and learning reading strategies in English, so that they are more proficient in answering English reading tests.

Last, this research can be useful as a reference for other researchers, and the researcher also hope that other researchers will continue this study by conducting further studies, such as studying how to overcome students' difficulties in reading comprehension or conducting research to find out students' difficulties in reading for young learners.