

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

A. Conclusions

After analyzing the results from observation, interview and documentations from the research, the researcher can conclude this study as follows:

1. English Learning Process

Reading is a key skill for most students in a foreign language from the pre-elementary until university and it should, therefore, take its place alongside the development of the other there skills of language; they are listening, speaking and writing. The greatest use at the end of language study is reading since most materials are printed, so it can be a basis for individual learning about theirs. Further, the ability to read will be most convenient to use. Based on English Learning Process, English is a foreign language in Indonesia and the students of MA Sholahuddin think that English is Difficult and need consistency. In learning process, teacher must be able to adapt to the abilities of the students.

In addition, MA Sholahuddin support facilities for learning process, such as classes are equipped with small speakers, LCDs and projectors that can make it easier for students to did reading comprehension together in the class. In generally, learning process started with opening – material – closing as usual. However, there was differences in facilities and teacher creativity so as not to be monotonous and easier for understand. However, because students think English was a difficult language and reading English was quite difficult to understand, it makes their thinking narrow minded and hinder to develop their English better. Practice in reading builds word knowledge and increased word knowledge supports comprehension skill. Our research has partly focused on these reciprocal ideas:

1. Learning words depends on acquiring information about word forms and meanings from word learning events, and more skilled comprehenders do this better than less skilled comprehenders.
2. Text comprehension depends on understanding words and integrating their meaning into a mental model of the text; more skilled comprehenders do this better than less skilled comprehenders.

3. The implications of these twin hypotheses for reading comprehension skill have been explored using various methods. However, “on-line” reading studies are especially important for examining word learning events and comprehension at a level of detail that can be mapped on to processes and the knowledge stores that they act upon. Here, we focus on the second claim that text comprehension depends on integrating words into a mental model of the text.

2. Difficulties in Reading Comprehension

Event though reading is an activity that is easy to do it, it turns out hat not everyone or students can understand what they read. Moreover, the activity of reading comprehension in English texts is only practice when at wchool and only during English lessons. Certainly not an easy everyone thing to get used to and understand the sentences read. From the research conducted by the researcher, two of eight respondents said liked reading English texts. Although Mrs. Sari have borrowed dictionaries to support their learning it did not last long because it was damaged and students have not effort to have a dictionary. However the difficulties generally there were five difficulties:

- *The first* difficulty of the students coming from a lack of knowledge of reading comprehension
- *The second* difficulty is students’ thought about English, namely, they think English is very difficult to understand and lack interest in reading English texts
- *The third* difficulty is the lack of mastery of vocabulary and not knowing the correct pronunciation
- *The fourth* difficulty is the lack of supporting factors for them to consistently read
- *The fifth* difficulty English book literacy in the library and students lacked interest in reading comprehension

B. Implications

Based on research results and discussion, there are some implications for reading comprehension. first, the mindet of students towards English influences their willingness to understand reading comprehension. It can be seen that 2 students who want to learn English can understand when reading comprehension process. Second, supporting media can help students practice reading comprehension. Third, mastery of vocabulary and the teaching

methods that their teacher uses can help student for understanding. And the last implication is motivation and encouragement from others actually can help students for optimism. However, the difficulties that students not just from external, but also internal each students about how they want to open their minds to learn.

C. Recommendations

the researcher presents some recommendations according to this research as follow:

1. For the author and publisher

The author and publisher must understand what the students need for development English learning one of them is reading comprehension, because it is use for understanding the students. Vocabulary adjusted to level of understanding of students.

2. For English teacher

Teaching reading comprehension is often discussed in terms of being a process involving the integration of decoding ability, vocabulary prior knowledge of the topic consider, and relevant strategies to make sense of a text and understand it. It is generally agreed by educators that even in the earliest stages, comprehension must be the central focus of teaching students to read and not something to be emphasized only after children have learned how to decode and identify a word. Although the result of this study about difficulties of reading comprehension, teacher can understand what the difficulties and next time can be used an understanding to choose the right media, although closed mindset of students still in there. In this moment, teacher's role is to motivate and make them understand that reading comprehension need to consistency.

3. For the future researcher

This research can be a reference for other researchers who also want to research about the difficulties in reading comprehension. Future researcher can use other object and more detail with practice reading comprehension solutions.