

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter, provide conclusions after analyzing the findings and discussion in the previous chapter. Researchers draw conclusions and provide suggestions based on the results of data analysis.

#### 5.1 Conclusion

Based on the results of research findings and discussion, the researcher has concluded that there are several things that beme challenges for class IX-B students of MTs Nurul Islam Kediri in understanding reading narrative texts including the difficulties faced by students in determining the main idea with a difficulty level of 51% classified fair, then finding specific information with a difficulty level of 72% which means it is categorized as difficult, then making inferences with a difficulty level of 41% can be categorized as a fair question. Identifying references with a difficulty level of 33% is in the fair category, and the last one is understanding of words with a difficulty level of 29% which means it is categorized as easy. From the several aspects that have been presented, it can be seen that the most difficult aspect faced by grade 9 students is reading to find specific information 72%. Which shows that most students have difficulty achieving standard scores for reading comprehension tests. Besides that, to find out more about the difficulties faced by students, based on the test results, interviews were conducted with questions related to the results of the reading test from the interview, the researcher found that understanding words and finding certain information were indicators of the most difficult difficulties for students in working on reading comprehension questions. This is caused by difficulties in

understanding the meaning of reading English in general. Which shows that most students have difficulty achieving standard scores for reading comprehension tests. Besides, to find out more about the difficulties faced by students, based on the test results, interviews were conducted with questions related to the results of the reading test from the interview, the researcher found that understanding words and finding certain information were indicators of the most difficult difficulties for students in working on reading comprehension questions. This is caused by difficulties in understanding the meaning of reading English in general. This shows that most students have difficulty achieving standard scores for reading comprehension tests. Besides , to find out more about the difficulties faced by students, based on the test results, interviews were conducted with questions related to the results of the reading test from the interview, the researcher found that understanding words and finding certain information were indicators of the most difficult difficulties for students in working on reading comprehension questions. This is caused by difficulties in understanding the meaning of reading English in general.

In addition, the researcher also analyzed the factors causing students to experience difficulties in understanding English narrative texts faced by students of class IX-B MTs Nurul Islam Kota Kediri. there are external and internal factors that influence a person's ability to read narrative texts. External factors include environmental conditions, text complexity, and teaching techniques. Internal factors include background knowledge, motivation, and student interest.

while From external factors, teaching technique factors have the highest contribution with a total score of 344. This shows that teaching methods that are

less interesting, inadequate explanations, limited time, and lack of use of media can be obstacles in reading comprehension

Of the internal factors, the motivational factor has the highest score, namely 300. This indicates that uncertainty in understanding, worry about other students, uncertainty during reading, and low motivation in reading can affect students' ability to understand texts.

Overall, external factors have a total score of 835 with a percentage of 50.3%, while internal factors have a total score of 823 with a percentage of 49.6%. This shows that these two factors have a significant contribution to the difficulties faced by students, but external factors have a slightly higher contribution. Thus, it can be concluded that the factors that most contribute to difficulties in reading comprehension of narrative texts are external factors and teaching techniques are one of the external factors that have the highest total difficulty.

## **5.2 Suggestions**

Based on the results of the data analysis and conclusion, the researcher suggests the following:

### **A. For School**

In this case, the school has a role for students by providing or providing facilities according to the needs of students. By providing media such as providing English reading books or exercise books that are appropriate to the topic. This book can be used for students to add vocabulary that they do not know or also help students to practice analyzing reading texts.

### **B. For teacher**

The results of this study determine the students' difficulties in understanding reading narrative texts. Therefore the teacher must have a good preparation before learning activities begin by preparing strategies or reading learning models that are interesting for students so that students can easily and happily read English texts effectively. In addition, the teacher must know what reading difficulties students are experiencing so that the teacher can help students' reading problems and can play an active role in student's reading development.

C. For students

To improve reading comprehension students should practice more in reading English texts or reading books according to their level of ability and interest such as English story books, novels, and comics, in order to enrich their vocabulary mastery because that is the key to understanding texts. and students can also ask the teacher if there are some difficulties while reading or studying.

D. For the Next Research

For future researchers, they can conduct further research on other aspects and factors that can cause students' difficulties in understanding English texts in other schools, so that it will provide different insights to solve this problem sequentially to improve reading achievement.