

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion related to the research findings and discussion. Therefore, the researcher will explain the conclusion, identify the research problems and provide suggestions for both, teachers and future researchers.

A. Conclusion

This research was conducted to analyze the difficulties faced by students when reading English novels and the strategies they use to overcome it. Based on data analysis, the researcher found five difficulties faced by student namely vocabulary, long sentences, finding the main topic, grammar, and making conclusions. Among those, the most challenging difficulties are vocabulary and grammar. 20 students face the vocabulary difficulty, while grammar is faced by 18 students. While, for the difficulties of long sentences, finding the main topic, and making conclusions, were not considered as issues in reading English novels. In overcoming the encountered difficulties, students employ many strategies.

Based on data analysis, the strategies used were cognitive and metacognitive. The cognitive strategy is divided into two categories: bottom-up and top-down. Bottom-up strategy that focuses on small details in English novels, from this strategy there are 6-8 students who use this strategy. Top-down strategy that focuses on the information in the English novel, from this strategy there are 10 students who use this strategy. From the metacognitive strategy, 3 students used this strategy. From metacognitive strategy, students

manage the strategies they use to determine which strategies can be used when facing reading difficulties. Students use this strategy by evaluating several strategies they use in order to understand which strategies are effective in dealing with the difficulties they face.

In conclusion, it can be obtained is that using English novels can give students the freedom to read according to the storyline they are interested in. From the results obtained, vocabulary and grammar are the most difficulties that students face. From vocabulary, when students encounter idioms, they need to learn the culture of the author, while students have difficulty understanding grammar because they encounter sentences that are varied. The most commonly used strategy is top-down because they can more easily follow the storyline and know the important information when reading English novels.

B. Suggestion

Based on the findings of this research, the researcher has provided several suggestions aimed at improving conditions for the students, teachers, and future researchers.

1. For teachers

Teachers can provide English novels as a tool to encourage students' interest in reading. Teachers can also gain new perspectives to overcome the difficulties faced by students by using several strategies obtained in this study.

2. For students

Students can develop reading comprehension skills by starting to read materials they are interested in, such as novels that have various genres.

With the results obtained, students can have a new perspective on the difficulties they face and how to overcome them.

3. For further researchers

This study focuses on students at the college level who have studied reading comprehension, students' difficulties and their strategy to overcome them. Therefore, it is expected that the next researchers can expand this research by conducting research on students at school levels who do not yet have experience with reading comprehension. For the next researchers can also expand this research by focusing students' motivation when reading English novels to develop reading comprehension or students' reasons why novels can spark an interest in reading.