

CHAPTER V CONCLUSIONS AND SUGGESTION

This chapter focuses on two points relating to the results of the data analysis and discussion after conducting the research. Then, it can be taken some conclusions and also suggestions from the research.

5.1 Conclusions

Based on the research at the first grade of MTSN 1 Kotabumi and analyzing the data, the reseacher would like to give the conclusion as follows:

1. The Students' Problems in Finding the main idea

Based on the result and discussion explained in chapter IV it has been found that, there are six problems the students face in finding the main idea of reading text in Class VIII A at MTSN 1 Kotabumi, that is: 1). there were 19 students lack of the students interest, 2). there were 25 students lack of vocabulary knowledge, 3). there were 17 students had problem in identifying the main idea of the passage with very long sentence, 4). there were 19 students poor reading strategy, 5). there were 18 students have the problems in sentence pattern or grammatical confusion, and the last 6). there were 21 students ignorance of paragraph components.

2. The Students' Perception toward a Reading Test

The results of students perception toward a reading test are that according to them, reading test in finding main idea is a difficult task. They said that the text given by

the researchers is hard to understand, because many difficult of words that they do not know. The students in Class VII A still confused in finding the main idea in reading test, it caused of limited of students knowledge in interpreted the meaning of word in English into Bahasa. They feel confused in determine the main idea because they do not know the meaning of main idea is.

Reading comprehension and vocabulary are closely related. The ability to decode or identify and pronounce words is self-evidently important, but knowing what the words mean has a major and direct effect on knowing what any specific passage means. Students with a smaller vocabulary than other students comprehend less of what they read and it has been suggested that the most impactful way to improve comprehension is to improve vocabulary.

Vocabulary refers to the words we must understand to communicate effectively. Educators often consider four types of vocabulary: listening, speaking, reading, and writing. Listening vocabulary refers to the words we need to know to understand what we hear. Speaking vocabulary consists of the words we use when we speak. Reading vocabulary refers to the words we need to know to understand what we read. Writing vocabulary consists of the words we use in writing. Vocabulary plays a fundamental role in the reading process, and contributes greatly to a reader's comprehension. A reader cannot understand a text without knowing what most of the words mean. Students learn the meanings of most words indirectly, through everyday experiences with oral and written language. Other words are learned through carefully designed instruction.

Hedge (2000: 193) noticed vocabulary is another major component of reading ability with which language learners will experience difficulty, but the degree of difficulty will vary with the demands of the text, the prior knowledge of the reader, the degree of automaticity a learner has achieved in general word recognition, any specialist lexical knowledge a students might have, and the learner's first language. In line with the statement above, we can conclude that vocabulary is one of major component reading skill which it is too difficult for the students' second or foreign language. Without understanding the meaning the words or have a limited vocabulary knowledge, it will make the students difficult to understand about the content of text. Thus, activating prior knowledge and applying word recognition are very useful used in reading.

5.2 Suggestions

Based on the conclusions above, the following conclusions are put forward:

1. The students should understand the meaning of word in complete sentence. So that, the students should not only focus on word in isolation, because the students will be difficult to find the meaning of word if they focus on word by word.
2. The teacher should lead the students to think about the topic that will be discussed in teaching learning process. So, the students have schemata related to the passage.
3. And the last, for the other researcher try to find other problems not only about main idea, but also about all components of reading. So that, the researcher can find more problems faced by the students in leraning reading.