

## CHAPTER V

### CONCLUSIONS

#### 5.1 Conclusion

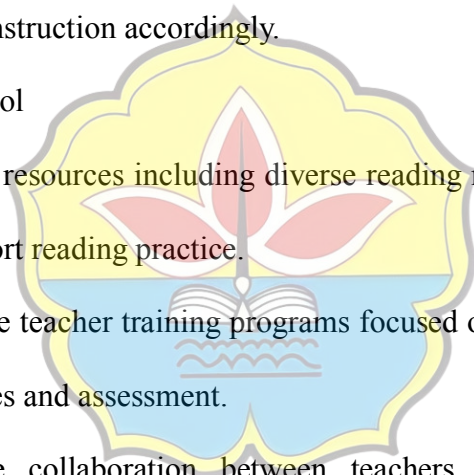
Based on the findings of this research, it can be concluded that the eleventh-grade students of SMA Negeri 11 Kota Jambi still experience considerable difficulties in comprehending English reading texts. From a total of 238 incorrect responses, the most dominant difficulty was found in determining the main idea (34.45%), followed by identifying detail information (22.69%), making inferences (21.85%), and understanding vocabulary (21.01%).

The predominance of errors in identifying the main idea indicates that many students have not yet developed the ability to grasp the central message of a paragraph or text holistically. Although vocabulary remains an important factor, the findings show that students' difficulties are not limited to lexical knowledge but also relate to ineffective reading strategies and limited ability to process information beyond literal meaning. These results confirm theoretical perspectives that reading comprehension requires the integration of linguistic competence and strategic processing skills.

In conclusion, the students' reading comprehension difficulties are primarily associated with weaknesses in extracting global meaning and locating explicit information within descriptive texts. Therefore, greater emphasis on strategy-based instruction and guided reading practice is necessary to support the development of students' comprehension skills.

## 5.2 Suggestions

1. To the Teacher
  - a. Implement explicit instruction on reading strategies such as skimming, scanning, and making inferences.
  - b. Integrate targeted vocabulary building activities that connect new words to context.
  - c. Provide varied and engaging reading materials to increase exposure to different text genres.
  - d. Conduct regular assessments to identify individual students' needs and adjust instruction accordingly.
2. To the School
  - a. Provide resources including diverse reading materials and digital tools to support reading practice.
  - b. Organize teacher training programs focused on reading comprehension strategies and assessment.
  - c. Enhance collaboration between teachers and parents to support students' reading development at home.
  - d. Allocate time within the curriculum specifically for developing reading comprehension skills across subjects.
3. To the Students
  - a. Encourage consistent reading habits beyond the classroom to build vocabulary and background knowledge.
  - b. Practice active reading strategies such as note-taking, summarizing, and questioning while reading.



- c. Use technology and multimedia resources to make reading more interactive and motivating.
  - d. Engage in group discussions or study groups to develop critical thinking and comprehension skills.
4. To the Researcher
- a. Consider expanding future studies to include different text genres and larger, varied populations.
  - b. Incorporate mixed-method approaches such as think-aloud protocols for deeper cognitive insight.
  - c. Explore interventions that focus on metacognitive strategy training and motivation enhancement.
  - d. Address limitations by using varied assessment tools beyond essay tests to measure comprehension accurately.

