Chapter V

Conclusion and Suggestion

Conclusion

Based on the analysis of this research about analysis of student difficulties in reading based on cognitive domain, researcher would like to present conclusion. In this research, the number of students consists of 24 students.

Based on the analyzing the data, the researcher found that the students' difficulties in reading based on cognitive learning domain available in evaluating level. The researcher conclude that the students have difficulty in this level because of most of students have lack in answering question related to this level weather in first or second test. Many students answered by get low score, from the 24 students there is no one student who can answer the question by correctly. In this level too, showed that many of students about 4 students could not answer the question, 8 students who got score 1, 6 students got score 2, 3 students got score 3 and 4 in question of first test. Therefore, total percentage of students is 35 % and categorized high difficulty. In addition, in the second test, it showed that there are 15 students who got score 1, 2 students got 2, 5 students who got 3 and only 2 students got score 4. Thus, the total percentage of this level same as the first test is 35 %. Furthermore this level categorized as high difficulty. It showed by the total average of percentage is 35 %.

Suggestion

The researcher suggestion goes to the teacher, students and to next researcher. For the teacher, to solve the students' difficulties in reading test particularly in answering narrative test. Teacher should give more tests which related to level cognitive domain. Thus, it helps to improve students' reading and to reduce their difficulties. For the students, the students should study hard more especially to the students who have difficulties in level of cognitive domain. There are some ways that the students can do to improve their reading ability and reduce their difficulty. Therefore, they can understand and know what they should answer in the tests of reading later. For instance, reading narrative text and try to find the meaning of the text read. Thus, it will help them to understand every single word from what they read. For the next researcher, to find out another of students' level difficulties based on cognitive learning domain, but viewed by different method.

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