

Chapter V

Conclusion and Suggestion

5.1. Conclusion

Based on data in the finding and discussion, it can be conclude that all the result of students' competence in understanding reading explanatory text was 346 with the percentage of 57.7%. There were 6students competences classify into low level (26.7 % - 43.3%), 3 students competences classify into high level (63.3% - 76.7%) and 1 student competences classify into very high level. Thus, the result of the research showed that the students' competences in understanding reading explanatory text were categorized into medium level.

Furthermore, the researcher also found the students ability in understanding reading explanatory text based on 6 indicators that can be conclude as; (a) The totalscore of understanding topic was 70 with the percentage 70% and can be categorized into high;(b) the total score of understanding explicit meaning was 81 with the percentage 80% and can be categorized into very high; (c) the total score of understanding implicit meaning was 59 with the percentage 60% and can be categorized into medium; (d) the total score of understanding main idea was 48 with the percentage 40% and can be categorized into low;(e) the total score of understanding vocabulary in context was 42 with the percentage 40% and can be categorized into very low;and (f) the total score of understanding generic structure of text was 42 with the percentage 40% and can be categorized into very low. Thus, through Djwandono (site in Ibrahim 2014, p. 15) theory that consists

of 6 indicators the researcher found that students still have low ability in understanding 4 indicators are main idea, implicit meaning, vocabulary and generic structure.

5.2. Suggestion

Based on the result of this research, the students' competence in understanding reading explanatory text was medium, means that it is good for the students. However, they still need to improve their ability in understanding the generic structure of text. It is because there was just 1 student that has high score level. In addition, for the teacher I suggest to improve the students' ability in understanding reading explanatory text. The teacher may choose a suitable method that can be used in teaching English.

References

- Abraham, P. (2002). Skilled Reading: Top-down, bottom-up. *Field NoPteS*, 10(2); Retrieved May 4, 2017, from http://www.sabes.org/resources/fieldnotes/vol10/fn_102.pdf
- Alfassi, M. (2004). Reading to Learn: *Effects of Combined Strategy Instruction on High School students*. *Journal of Educational Research* 97(4): 171-184
- Arikunto, S. (2006). *Prosedur Penelitiaan*. Jakarta: PT. RinekaCipta.
- BadanStandarNasionalPendidikan.(2012) *Kisi KisiUjianNasionalTahunpelajaran 2012/2013*.Depdikbud. Jakarta
- Brumitt, Joulle. (2012). what is Reading Comprehension. April 27, 2017. Retrieved from <http://www.k12reader.com/what-is-reading-comprehension/>
- Desitawardhani, Nurika. (2014). *Improving Students' Skills Of Writing Explanation Texts Through Picture Series For The Grade Xii Students Of SMA Negeri 2 Sleman In The Academic Year Of 2013/ 2014*. Yogyakarta State University
- Saleh, D. F. (2014). *Improving Students' Reading Skill by Using Group Investigation Technique in Report Text*. Gorontalo: Universsitas Negeri Gorontalo.
- Elvira Syamsudin. (2017). *An Analysis Students' Motivation in Learning English on General English Class at Non-Formal Education*. UniversitasNegeriGorontalo. Gorontalo
- Harmer Jeremy. (1991). *The Practice of English Language Teaching*, (New ed: Longman)
- Harmer, Jeremy. (1991). *The Practice of English Language Teaching*. Longman. UK.
- Ibrahim, A. (2014). Thesis :*Collaborative Strategy Reading (CSR) for teaching Narative Text in Reading Comprehension*. Gorontalo: UniversitasNegeriGorontalo, Partialof requirements for degree of education scholar

- Margono, S. (2009). *Methodology Penelitian Jakarta*: PT. RinekaCipta
- Mitchell, S. (2002). *What are explicit and implicit meanings in reading comprehension?* Retrieved april, 27, 2017 from <http://www.ehow.com/m/info-8365402-exlicit-implicit-reading-comprehension.html>
- Monfort, Nick. (2003). *The New Media Reader*. USA: Library of Congress Catalogue Publishing.
- Nation I.S.P. (2008). *Teaching Vocabulary: Strategies and techniques*. USA: Heinle.
- Paltridge, Brian. (1996). *Genre, text type and the Language Learning Classroom*. *ELT Journal Volume 50/3 july*. Oxford University Press. UK
- Pearson Higher Education. (2010). *Main Idea*. London : Pearson education.inc
- Rustam, M. (2010). *An analysis students' motivation on English by shoot game*. Universitas Negeri Gorontalo. Gorontalo.
- Sugiyono. (2012). *Metode penelitian kuantitatif dan kualitatif dan R&D*. Bandung: Alfabeta
- Sugiyono, P. D. (2014). *Metode Penelitian Pendidikan*. Bandung: Alfabeta Bandung.
- Spratt, Mary, Pulverness, Alan, and Williams, Melanie. (2005). *The TKT (Teaching Knowledge Test) Course*. Cambridge: Cambridge Press.
- Williams, E. (1996). *Reading In Language Classroom*. UK: HertFortshire.