

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

In this chapter the researcher presents conclusions and suggestions. The conclusions are drawn based on the findings and the discussions while the suggestions are proposed in line with conclusions of this study.

#### 5.1 Conclusions

Based on the findings as already discussed, the researcher drew some conclusions. Generally, the eleventh grade students' ability to read report texts was low. Less than half of the eleventh grade students of SMKN 5 Padang were not able to read report texts. It showed that there were 12 (48%) students who had high abilities and 13 (52%) students who had low abilities. For the specific details, the conclusions of this study were drawn as follows:

1. The eleventh grade students at SMKN 5 Padang had high ability to find the main idea of report texts. It was supported by the fact that 19 (76%) students were found had high abilities and 6 (24%) students had low abilities to find the main idea of report texts.
2. The eleventh grade students at SMKN 5 Padang students had low ability to understand the detailed information of report texts. It was supported by the fact that 10 (40%) students were found had high abilities and 15 (60%) students had low abilities to understand the detailed information of report texts.

## 5.2 Suggestions

Due to the conclusion of this research, the researcher would like to propose some suggestions as follows:

1. For Teacher

Relating to the conclusion, the researcher suggests that teachers should give more exercises to improve students' ability to read report texts, particularly in finding the detailed information. Frequent reading exercises with lengthy report texts will help children become accustomed to long texts and questions.

2. For Students

The students who have low ability in reading are suggested to study harder, do more reading exercises, and learn to find the main idea and understand the detailed information.

3. Other Researcher

Other researchers are expected to investigate how the students have low ability to read report texts or do research on the other aspects of reading report texts, such as finding references, inferences, and the meaning of vocabulary in context.

## BIBLIOGRAPHY

- Ardhani, R. R. V. K. (2011). The Effectiveness of Bottom-Up And Topdown Approaches in The Reading Comprehension Skill for Junior High School Students. *Journal of English and Education (JEE)*, 5(2), 80–89. <https://doi.org/10.20885/jee.v5i2.5618>
- Ariana, & Ardiana. (2021). Making Connections : A Teaching Strategy to Foster Junior High School Students' Reading Comprehension. *Journal of Language Teaching and Literature*, 8(2), 468–472. <https://doi.org/10.30605/25409190.372>
- Arikunto, S. (2018). *Dasar-Dasar Evaluasi Pendidikan* (3rd editio). Jakarta: Bumi Aksara.
- Aritonang, I. R., Lasmana, S., & Kurnia, D. (2019). the Analysis of Skimming and Scanning Technique to Improve Students in Teaching Reading Comprehension. *PROJECT (Professional Journal of English Education)*, 1(2), 101-120. <https://doi.org/10.22460/project.v1i2.p101-106>
- Asriani, F. (2018). An Analysis of Students ' Reading Comprehension of Descriptive Text at the Second Grade of Mts-Ti Batu Belah. *Journal of English Language and Education*, 3(2), 1–23. <http://jele.or.id>
- Azmi, A., Yusra, K., & Arifuddin. (2020). The Effect of Skimming and Scanning Strategies on Students' Reading Comprehension at Computer- Based Text. *Advances in Social Science, Education and Humanities Research*, 465(4), 139–143. <https://doi.org/10.2478/mjss-2018-0083>
- Banditvilai, C. (2020). The Effectiveness of Reading Strategies on Reading Comprehension. *International Journal of Social Science and Humanity*, 10(2), 46–50. <https://doi.org/10.18178/ijssh.2020.v10.1012>
- Brown, H. D. (2010). Language Assessment. *In Principle and Classroom Practice* (2nd editio). New York: Pearson Education, Inc.
- Budi, A. S., & Zuhro, C. (2023). Literal Reading Comprehension Ability of English Study Program Students of Politeknik Negeri Jember. *Journal of English in Academic and Professional Communication*, 9(1), 28–36. <https://doi.org/10.25047/jeapco.v9i1.3760>
- Cheon, H. J., & Ma, J. H. (2014). The Effects of Reading Purpose on Reading

- Comprehension and Perceived Difficulty. *English Teaching*, 69(2), 51–69.  
<https://doi.org/10.15858/engtea.69.2.201406.51>
- Davoudi, M., & Moghadam, H. R. H. (2015). Critical Review of the Models of Reading Comprehension with a Focus on Situation Models. *International Journal of Linguistics*, 7(5), 172–187. <https://doi.org/10.5296/ijl.v7i5.8357>
- Day, R. R. (2015). Extending Extensive Reading. *Reading in a Foreign Language* 27(2), 294–301. <http://nflrc.hawaii.edu/rfl/October2015/discussions/day.pdf>
- Defri, A. T., & Rozani Syafei, A. F. (2020). Enhancing Junior High School Students' Reading Comprehension in Report Text by Using Concept Mapping Strategy. *Journal of English Language Teaching*, 9(1), 1-25. <https://doi.org/10.24036/jelt.v9i1.107890>
- Dicara, Z., Aruan, R., & Syarfi, M. (2018). A Study on the Reading Comprehension Ability on Report Texts of the Second Year Students of SMK Muhammadiyah 2 Pekanbaru. *Jurnal Online Mahasiswa*, 5(2), 1–9. <https://jom.unri.ac.id/index.php/JOMFKIP/article/view/22073/21362>
- Erlita, Y. (2021). Teaching Reading by Visualization as a Strategy. *Journal Unimed*, 7(3), 307-388. <https://jurnal.unimed.ac.id/2012/index.php/bahas/article/download/30547/17198>
- Farha, N. A., & Rohani, R. (2019). Improving Students' Reading Comprehension of Report Text Using KWL Strategy. *Journal of English Language Teaching*, 8(1), 25–36. <http://journal.unnes.ac.id/sju/index.php/elt>
- Gay, L. R., Mills, G. E., & Ariasian, P. (2012). *Educational Research: Competencies for Analysis and Applications* (10th Edition). New Jersey: Pearson Education, Inc.
- Genelza, G. (2022). Phonemic Awareness as Predictor of Word Decoding Ability among Bachelor of Science in Information Technology Students. *Journal of Research and Innovation in Language*, 4(1), 24–40. <https://doi.org/10.31849/reila.v4i1.8721>
- Gilakjani, A. purhosein, & Sabouri, N. B. (2016). A Study of Factors Affecting EFL Learners' Reading Comprehension Skill and the Strategies for Improvement. *International Journal of English Linguistics*, 6(5), 180–187. <https://doi.org/10.5539/ijel.v6n5p180>

- Grabe, W., & Stoller, F. L. (2013). *Teaching and Researching Reading* (C. N. Candlin & D. R. Hall (eds.); Second Edi). <https://doi.org/10.4324/9781315833743>
- Hamra, A., & Syatriana, E. (2010). Developing a Model of Teaching Reading Comprehension. *Teflin Journal*, 21(1), 27–40. <https://www.researchgate.net/publication/47630428>.
- Hanifah, N. R. (2014). *The Reading Comprehension of Report Text of The Eleventh Grade Students of SMA NEGERI 1 Mayong Jepara in Academic Year 2013/2014 Taught by Using Two Stay Two Stray*. <https://eprints.umk.ac.id/>
- Hasibin, N., Mahmud, M., & Masrurroh, N. lailatul. (2022). Reading Comprehension of Report Text Through Scientific Approach. *Journal Darussalam; Journal Pendidikan, Komunikasi Dan Pemikiran Hukum Islam*, XIV(1), 61–74. <https://ejournal.iaida.ac.id/index.php/darussalam/article/view/1683>
- Hijazi, D. (2018). The Relationship Between Students' Reading Comprehension and Their Achievement in English. *US-China Foreign Language*, 16(3), 141–153. <https://doi.org/10.17265/1539-8080/2018.03.002>
- Iskandar, J., Delfi, S., & Syarfi, M. (2017). An Analysis of the Ability of The Second Year Students of SMAN 1 Bantan Kabupaten Bengkalis in Comprehending Report Text. *Journal Online Mahasiswa*, 2(3), 1–11. <https://jom.unri.ac.id>
- Jasuli. (2017). Increasing Students ' Reading Comprehension of Report Text Through the Use of Problem Posing Method at Muhammadiyah Junior High School. *Jurnal Pemikiran Pendidikan*, 23(2), 122–131. <https://journal.umg.ac.id/index.php/didaktika/article/view/15/8>
- Kartawijaya, S. (2017). Analysis of the Students ' Reading Comprehension Skill Through Inference. *Curricula Journal*, 2(3), 80–87. <https://ejournal.upi.edu/index.php>.
- Kendari, E., & Jufri. (2017). Teaching Reading by Making Predictions at Senior High School. *Journal of English Language Teaching*, 6(1), 252–261. <https://ejournal.unp.ac.id/index.php/jelt/article/view/9692/7172>
- Khazaal, N. E. (2019). Impact of Intensive Reading Strategy on English for

- Specific Purposes College Students' in Developing Vocabulary. *Arab World English Journal*, 10(2), 181–195. <https://doi.org/10.24093/awej/vol10no2.15>
- Kindy, A. M. Z. Al, Shah, I. M., & Jusoh, A. (2016). Consideration and Methodological Approaches in Studying Transformational Leadership Impact on Work Performance Behaviors. *International Journal of Advanced Research (IJAR)*, 4(1), 889–907. [http://www.journalijar.com/uploads/755\\_IJAR-8565.pdf](http://www.journalijar.com/uploads/755_IJAR-8565.pdf)
- Klauda, S. L., & Guthrie, J. T. (2008). Relationships of Three Components of Reading Fluency to Reading Comprehension. *Journal of Educational Psychology*, 100(2), 310–321. <https://doi.org/10.1037/0022-0663.100.2.310>
- Lai, S.-F., Li, C.-H., & Amster, R. (2013). Strategically Smart or Proficiency-Driven? an Investigation of Reading Strategy Use of EFL College Students in Relation to Language Proficiency. *Contemporary Issues in Education Research (CIER)*, 6(1), 85. <https://doi.org/10.19030/cier.v6i1.7606>
- Listyani, & Pradina, O. (2021). Vocabulary Mastery Strategies Used by Indonesian Extensive Reading Learners. *Journal of English Studies*, 4(1), 1–18. <https://doi.org/10.24176/pro.v4i1.5731>
- Liu, F. (2010). A Short Analysis of the Nature of Reading. *English Language Teaching*, 3(3), 152–157. <https://doi.org/10.5539/elt.v3n3p152>
- Marczyk, G., DeMatteo, D., & Festinger, D. (2010). *Essentials of Research Design and Methodology* (volume 2). John Wiley and Sons. [https://books.google.co.id/books?id=IhLISGyJwcwC&newbks=1&newbks\\_redir=0&lpg=PP1&hl=id&pg=PR3#v=onepage&q&f=false](https://books.google.co.id/books?id=IhLISGyJwcwC&newbks=1&newbks_redir=0&lpg=PP1&hl=id&pg=PR3#v=onepage&q&f=false)
- Marzulina, L., Pitaloka, N. L., Holandyah, M., Erlina, D., & Lestari, T. (2018). Looking at the Link between Parents' Educational Backgrounds and Students' English Achievement. *Indonesian Research Journal in Education*, 2(1), 51–60. <https://online-journal.unja.ac.id/irje/article/view/4425/8674>
- McClure, E. L., & Fullerton, S. K. (2017). Instructional Interactions: Supporting Students' Reading Development Through Interactive Read-Alouds of Informational Texts. *Reading Teacher*, 71(1), 51–59.

<https://doi.org/10.1002/trtr.1576>

- Miftah Zaini M. (2013). Implementation of Intensive-Extensive Reading Strategy to Improve Reading Comprehension. *Journal on English as a Foreign Language*, 3(1), 21–30. <https://e-journal.iain-palangkaraya.ac.id/index.php/jefl/article/view/59/587>
- Monantanez, G. N., & Antoinette, L. M. (2020). Making Connections: A Metacognitive Teaching Strategy in Enhancing Students' Reading Comprehension. *Journal of English Education*, 5(1), 49–61. <https://doi.org/10.31327/jee.v5i1.1209>
- Musdzal, M. (2019). The Influence of Visualization Strategy on Reading Comprehension Ability. *Jurnal Dimensi*, 8(2), 317–328. <https://doi.org/10.33373/dms.v8i2.2162>
- Naniwarsih, A., & Andriani. (2018). The Students' Ability in Literal Reading Comprehension. *Journal of Foreign Language and Educational Research*, 1(2), 1–8. <https://journal.unismuhpalu.ac.id>
- Nassaji, H. (2015). Qualitative and Descriptive Research: Data Type Versus Data Analysis. *Language Teaching Research*, 19(2), 129–132. <https://doi.org/10.1177/1362168815572747>
- Nasution, S. M., Sapitri, A., & Sari, R. M. (2022). An Analysis of Students' Difficulties in Comprehending Report Text at the Eleventh Grade of SMA Swasta Islam Terpadu Daar Al Uluum Kisaran. *JL3T (Journal of Linguistics, Literature and Language Teaching)*, 8(1), 48–55. <https://doi.org/10.32505/jl3t.v8i1.4047>
- Nawir, M. S., Nur, S., Abubakar, M., Asmawati, A., & Maemunah. (2023). The Analysis of Item Difficulty and Discrimination of English Summative Teacher Made Test (TMT) at MAS Madani Pao-Pao Gowa. *English Language, Linguistics, and Culture International Journal*, 3(2), 89–100. <https://doi.org/10.24252/elstic-ij.v3i2.41502>
- Nurmalasari, N., & Haryudin, A. (2021). the Students' Difficulties in Learning Reading. *PROJECT (Professional Journal of English Education)*, 4(1), 29–34. <https://doi.org/10.22460/project.v4i1.p29-34>
- Olviyanti, I., Marbun, R., & Arifin, Z. (2011). an Analysis on the Ability Comprehending a Readig Text by the Sixth Year Students. *Studi*

- Pendidikan Bahasa Inggris*, 1(2), 1–11.  
<https://jurnal.untan.ac.id/index.php/jpdpb/article/view/8523/8546>
- Paris, A. S. (2019). Phonics Approach in Teaching Reading. *International Journal of Multicultural and Multireligious Understanding*, 6(3), 204.  
<https://doi.org/10.18415/ijmmu.v6i3.739>
- Phajane, M. H. (2014). Introducing Beginning Reading Using Phonics Approach. *Mediterranean Journal of Social Sciences*, 5(10), 477–483.  
<https://doi.org/10.5901/mjss.2014.v5n10p477>
- Pransiska, S. (2016). *The Use of Cooperative Integrated Reading and Composition (CIRC) Technique to Improve Students' Ability in Reading Comprehension Achievement*. 1–68.  
[http://repository.iainbengkulu.ac.id/3444/1/SUSI FRANSISKA.pdf](http://repository.iainbengkulu.ac.id/3444/1/SUSI_FRANSISKA.pdf)
- Qizi, S. S. M. (2021). Effective Strategies for Developing Reading Comprehension. *International Journal on Orange Technology*, 3(8), 119–137. [https://doi.org/10.1007/978-3-319-31235-4\\_8](https://doi.org/10.1007/978-3-319-31235-4_8)
- Rabiah, S. (2020). *Language as a Tool for Communication and Cultural Reality Discloser*. 1–11. [http://slubdd.de/katalog?TN\\_libero\\_mab216782845](http://slubdd.de/katalog?TN_libero_mab216782845)
- Rahmah, N., Tahir, M., & Talib, A. (2023). The Effect of Vocabulary Mastery on Students' Reading Comprehension. *International Journal of Business, English, and Communication*, 1(1), 36–44.  
<https://journal.unm.ac.id/index.php/ijobec/index%0AArticles>
- Rahmasari M, A. F., Baa, S., & Korompot, C. A. (2023). The Relationship Between Vocabulary Knowledge and Reading Comprehension Ability of Senior High School Students. *Journal of Excellence in English Language Education*, 2(1), 8. <https://ijmmu.com/index.php/ijmmu/article/view/739>
- Ramadhoni, C. N. W. (2023). *The Implementation of English Teaching Learning in The Context of the Merdeka Curriculum at The Seventh Grade of Madrasah Tsanawiyah Negeri 3 Ponogoro*.  
<https://etheses.iainponorogo.ac.id/23653/1/204190111>.
- Rao, P. S. (2019). the Role of English as Global Language. *Research Journal of English (RJOE)*, 4(1), 65–79. <https://doi.org/10.33387/j.edu.v19i1.3200>
- Rashid, M. H., Hui, W., & Islam, J. (2021). Discuss the Different Types of Reading Techniques and Develop Its Skills. *Veda's Journal of English*



*Language and Literature*, 8(3), 36–40. <http://www.joell.in>

- Refnita, L. (2018). *Educational Research: A Guide for Beginners*. Padang: LPPM Universitas Bung Hatta.
- Safitri, N. T., & Melati, M. (2023). EFL Learners' Reading Comprehension Level: What Do They Portray? *Journal of English Language Teaching*, 7(2), 247. <https://doi.org/10.30998/scope.v7i2.16359>
- Sari, D. K., Pratiwi, E., & Thereana, A. (2018). Effective Reading Strategies for Reading Skills. *Esteem Journal of English Education Study Programme*, 2(2), 112–120. <https://doi.org/10.31851/esteem.v2i2.2429>
- Sari, D. P. (2015). An Analysis of Students' Reading Comprehension Based on the Four Levels Comprehension. *Journal of Linguistics and Language Teaching*, 3(1), 1–20. <https://ejournal.iainbengkulu.ac.id/index.php/linguists>
- Shanahan, T., Callison, K., Carriere, C., Duke, Nell, K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving Reading Comprehension in Kindergarten Through 3rd Grade. In *What Works Clearinghouse Practice Guide*. [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/readingcomp\\_pg\\_092810.pdf#page=16](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/readingcomp_pg_092810.pdf#page=16)
- Singh, A. S., & Masuku, M. B. (2014). Sampling Techniques and Determination of Sample Size in Applied Statistics Research. *International Journal of Economics, Commerce and Management United*, 2(96), 1–22. <http://ijecm.co.uk/>
- Sugesti, T. A., & Humaera, I. (2024). The Students' Perception on Summarizing as Learning Strategy in L2 Reading. *Al Lughawiyaat*, 4(2), 120–136. <https://doi.org/10.31332/alg.v4i2.6082>
- Suraprajit, P. (2019). Bottom-up vs Top-down Model: The Perception of Reading Strategies among Thai University Students. *Journal of Language Teaching and Research*, 10(3), 454–460. <https://doi.org/10.17507/jltr.1003.07>
- Tindall, E., & Nisbet, D. (n.d.). Exploring the Essential Components of Reading. *Journal of Adult Education*, 39(1), 1–9. <https://eric.ed.gov/?id=EJ891080>
- Tønnessen, F. E., & Uppstad, P. H. (2015). Can we read letters?: Reflections on fundamental issues in reading and dyslexia research. In *Sense Publishers*.

<https://doi.org/10.1007/978-94-6209-956-2>

- Trites, L., & McGroarty, M. (2005). Reading to Learn and Reading to Integrate: New Tasks for Reading Comprehension Tests? *Language Testing*, 22(2), 174–210. <https://doi.org/10.1191/0265532205lt299oa>
- Uden, J. (2013). The Extensive Reading Foundation's Guide to Extensive Reading. *ELT Journal*, 67(2), 270–272. <https://doi.org/10.1093/elt/cct010>
- Veda, S., Jasti, S. D., Pavani, A., & Veda, S. (2023). Enhancing Reading Ability Using Efficient Reading Technique. *Journal of english Language And Literature (JOELL)*, 10(4), 58–62. <https://doi.org/10.54513/JOELL.2023.10410>
- Zhou, R. (2011). The Impact of Reading Purposes on Text Processing Strategies. *i-manager's Journal on English Language Teaching* 1(3), 23-29. <https://files.eric.ed.gov/fulltext/EJ1071051>