

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting several stages of data collection, the data have been analyzed by the researcher and made the conclusion below:

1. There are four skills as the most difficult skills for English Education Department Students. They are main idea, stated detail, implied question, vocabulary question of determining the meaning of difficult word through the context. For more detail, it can be seen that from students' result of reading comprehension, 78,3 % students have difficulty in answering main idea question, 75,7% students have difficulty in answering implied question, 73,7% students have difficulty in answering stated detail questions. 67% students have difficulty in answering vocabulary question of determining the meaning of difficult word through the context.
2. The difficulties that are encountered by students are that EED students are difficult to get the meaning of words without opening dictionary with the total percentage 66, 7%. It includes EED students are 77% difficult to use context to guess the meaning of difficult words, 72% difficult to use context to guess the meaning of everyday English words, 59% difficult to use structural clues to guess the

meaning of words, 59% difficult to use word parts to guess the meaning of words. Meanwhile, the reading problems are many EED students difficult to understand vocabulary, difficult to understand the meaning within sentences and to relate the ideas among paragraph, difficult to get meaning through grammar. Likewise, they need more times to understand the text because they cannot read fast and catch the ideas sluggishly. Their background knowledge also has distributes their difficulties. They cannot relate the information in the text to their background knowledge even they are difficult to relate the question to text (have no idea what should do after reading the question and they are difficult to choose the best answer because the word that they assume in the text as answer are not totally the same as the words in answer choices (paraphrasing).

B. Suggestion

Considering the result of this research, the research would like to give some suggestion are as follow:

For students

1. The students can use the information of this research to improve their ability in reading comprehension.
2. The students should change the way of their reading from read passively to read actively.

3. The students should more passionate to read academic content like content in TOEFL reading, newspaper and report in English.
4. The students should get used to dealing with reading comprehension test.

For Lecturer

1. Hopefully, by gaining information of this study about English Education Department (EED) students' difficulties on reading comprehension test of TOEFL, it can be useful to overcome the difficulties. The lecture more concern to teach the students about how to deal with 13 skills on TOEFL reading. These 13 skills are 1) main idea, 2) organization of idea, 3) stated detail, 4) implied/inference question, 5) unstated detail, 6) transition question, 7) pronoun referents, 8) vocabulary: determining the meaning of difficult word through context, 9) determining simple word through context, 10) determining definition of word through structural clues, 11) determining the meaning of word through its word part, 12) specific information and 13) authors' purpose, tone and course.