CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Based on the findings and discussion in the previous chapter and previous researchers, this research is said to be good and can be used it was concluded that the increase in students' reading ability through narrative texts increased significantly and it was said that the eighth grade students of SMPK Adisucipto Penfui Kupang were able to read and narrative texts comprehension and their level of reading ability was classified as good with a score of 76.5.

5.2 Suggestion

To improve students' mastery of reading skills, the researcher proposes the following suggestions:

- 1. Future researchers are advised to develop the findings of this study to investigate reading comprehension at all levels of students, especially junior high school level. In addition, the use of classroom action research design can be the first research implication to secure an issue or problem in improving students' reading ability.
- 2. This research is seen from the scores of many students who understand literal reading better than interpretive reading, so it is recommended to students, researchers to focus more on examining the interpretive reading section.

REFERENCES

- Alfajar, D. W. (2015). Improving Students Reading Comprehension (A Classroom Action Research at Eighth Graders of FACULTY OF LANGUAGES AND ARTS.
- Amalia, N. (2017). The Improvement of the Student Ability Reading
- Behnam, B., & Niroomand, M. (2011). An Investigation of Iranian EFL learners' Use of Politeness Strategies and Power Relations in Disagreement across Different Proficiency Levels. *English Language Teaching*, 4(4), 204–220. https://doi.org/10.5539/elt.v4n4p204
- Ghorbandordinejad, F., & Bayat, Z. (2014). The Effect of Cross-cultural Background Knowledge Instruction on Iranian EFL Learners' Reading Comprehension Ability. *Theory and Practice in Language Studies*, 4(11), 2373–2383. https://doi.org/10.4304/tpls.4.11.2373-2383
- Naderi, S., & Akrami, A. (2018). EFL learners' reading comprehension development through MALL: Telegram groups in focus. *International journal of instruction*, 11(2), 339-350. https://doi.org/10.12973.11223.
- Pourhosein Gilakjani, A., & 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. https://doi.org/10.5539/ijel.v6n5p180
- Purnomo, S. (2012). Improving the Students Reading Comprehension in. *Exposure Journal*, 2(2 November 2015), 37–44. http://ocs.abulyatama.ac.id/
- Qrqez, M., & Rashid, R. (2017). Reading Comprehension Difficulties among EFL Learners: The Case of First and Second -Year Students at Yarmouk University in Jordan. *Arab World English Journal*, 8(3), 421–431. https://doi.org/10.24093/awej/vol8no3.27
- https://www.itapuih.com/2018/01/kumpulan-soal-narrative-text-smp-dan.html