

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

From the result of data which have been explained in chapter IV. It can be concluded that the reading comprehension of 36 students that evaluated by concerning five components of the students' reading comprehension namely, students ability to identify main idea, students ability to identify generic structure, students ability to identify language feature, students ability to identify reference, students ability to identify inference at the tenth grade of State Senior High School 12 Pekanbaru in comprehending report text falls into Sufficient Level with mean score 75.56.

The most difficult category in comprehending report texts was in Inference with the mean score of 70.56. The easier aspect was in Identify the Generic Structure with the mean score 77.78. Hence, the students should foccus and pay attention on terms of Inference without ignoring the other aspect of report text.

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## B. Suggestion

The researcher would like to give some suggestion to the people who get benefit from this research. The researcher suggests to:

### 1. Suggestion for the Teacher

The teacher are suggested to be preparing appropriate teaching method or technique to increase the students' reading comprehension in report text. After looking at the result of the research finding, the students' reading comprehension in report text was sufficient. But the teacher has to explain in detail what element or aspect should be covered in reading comprehension, especially on the elements in report text. Then the teacher has to motivate the students in learning English

### 2. Suggestion for the students

- a) The students should keep practicing reading in other to increase their reading skill and need to enjoy reading because they will be many advantages that can get. They can start their reading activity through reading report text which can entertain them.
- b) The students suggested to always ask the teacher what they do not understand when learning English especially in reading text.