

BAB V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This study aimed to identify the types of errors made by students in reading comprehension and the underlying causes of these errors, focusing on 7th grade students at SMPN 37 Medan. Data collected through reading tests and interviews with students indicate that students face significant difficulties in understanding descriptive texts, particularly in identifying the main ideas and making inferences.

1. This study concluded that all seven types of reading comprehension errors were found in the classroom. Students exhibited **Literal Errors, Inferential Errors, Critical Errors, Vocabulary Errors, Structural Errors, Errors in Connecting Prior Knowledge, and Interpretive Errors**. Each type of error contributed to the challenges students faced in comprehending the reading material, indicating the need for more focused support to overcome these difficulties.
2. This study revealed that all seven causes of reading comprehension errors were present in the class. Students struggled with **Cognitive Skills, Inability to Use Reading Strategies, Limited Vocabulary Knowledge, and Inadequate Connection to Prior Knowledge**. **Motivation and Interest** affected their comprehension, and some students were influenced by **External Factors**. **Limited Reading Experience** was also common, especially among students who rarely read outside of school. All these factors contributed to the reading comprehension difficulties in the class.

B. Suggestions

From the results of the discussion that has been carried out, along with the conclusions that have been made by the researcher, the researcher states that:

1. For students, Students should practice reading a variety of texts outside the classroom to expand their vocabulary and critical thinking. Engaging with reading strategies and seeking materials of interest can boost motivation and comprehension.
2. For teachers, Teachers should focus on improving students' critical thinking and inferential skills by incorporating challenging texts and ensuring effective application of reading strategies like summarizing. Vocabulary development activities should also be prioritized, along with creating a distraction-free learning environment to enhance focus.
3. For future researchers, Future researchers should explore the effectiveness of interventions targeting critical thinking and connecting prior knowledge, while studying the impact of external factors like home environment and technology on reading habits.
4. For the researcher, the researcher should reflect on study limitations and continue exploring teaching strategies for vocabulary development, critical thinking, and reading motivation. Collaborating with educators to implement targeted interventions can provide valuable insights for future studies.