

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **1.1 Conclusion**

Based on the research problem, it can be concluded that the highest score from sixth-semester English department students at Jambi University was 84, and the reading comprehension was 97. Then, the correlation computation result between reading habits and reading comprehension was a low correlation with a significance of 0.872, which is bigger than 0.05. the relationship between the two variables was also negative, with the  $R_{\text{count}}$  being -0.019, less than the  $R_{\text{table}}$  (0.2303). Despite this result, three of six indicators from reading habits had a positive relationship with reading comprehension, i.e., “attitude toward reading” with the  $R_{\text{count}}$  is 0.043, “time spent on academic reading” with  $R_{\text{count}}$  0.043 and “time spent on non-academic reading” with  $R_{\text{count}}$  is 0.120. However, it does not correlate with reading comprehension.

Based on this research, the researcher concluded that there was no significant correlation between reading habits and reading comprehension of sixth-semester English Department students at Jambi University. This result may have happened because the students’ scores in reading habits were mainly at the level of moderate, while the scores in reading comprehension were mostly at the level of high. This means that they mostly have an excellent understanding of the text given in the text. However, it does not correlate to their reading habits. Since there was no significant correlation between the two variables, the  $H_a$  in this research is rejected. Based on the pearson correlation which is stated that there is negative relationship between two variables, it means that the relationship is not in one

direction. It implied that the higher students' reading habit is, the lower their reading comprehension they will get and vice versa. Thus, there may be another component that can affect reading comprehension.

## **1.2 Suggestion**

### **1) For Lecturers**

The lecturers are suggested to show more reading likeness during the class and give activities to make the students spend more on their academic reading.

### **2) For Students**

The students should be able to read their academic books even when the lecturers are not instructed to read. It is helpful for them to increase their prior knowledge before the class starts, expand their vocabulary range, and widen the meaning of academic text.

### **3) For Further Research**

Further research may find why some students still struggle to do reading comprehension tests by applying another approach, such as the qualitative approach with deep interviews. Also, the researcher can find another indicator that may affect reading comprehension, such as knowing the students' reading strategies and reading difficulties. It is also suggested to the further research during collecting the data, it will be good if it is done with offline test or onsite, because the possibility of cheating is smaller and the result may the same as the researcher's expectation.