

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions drawn from the research findings described in the previous chapter and contains the researcher's suggestions on how various stakeholders can benefit from this research.

A. Conclusion

This research aimed to analyze the correlation between reading interest, reading strategies, and reading comprehension among students. It is titled "The Correlation Between Reading Interest, Reading Strategies, and Reading Comprehension of All Students at MTs Tarbiyatus Shibyan Petung Panceng Gresik High School." The results showed a significant correlation between reading interest and writing skills among students at MTs Tarbiyatus Shibyan Petung Panceng Gresik Junior High School.

First, the correlation between students' reading interest and their reading comprehension skills shows a significance value (two-tailed p-value) of 0.000, less than 0.05. This means that H_0 is rejected and H_a is accepted. This indicates a significant relationship between students' reading interest and their reading comprehension skills. In other words, students' reading interest significantly influences the development of their reading comprehension.

Second, the correlation between students' reading strategies and their reading comprehension skills also shows a significance value (two-tailed p-value) of 0.000, less than 0.05. This means that H_0 is rejected and H_a is accepted. It is concluded that students' reading strategies significantly influence their reading comprehension.

Third, the correlation between students' reading interest and their reading strategies shows a significance value (two-tailed p-value) of 0.000, less than 0.05. In other words, H_0 is rejected and H_a is accepted, indicating a significant relationship between students' reading interest and their reading strategies.

Fourth, the correlation between students' reading interest, reading strategies, and reading comprehension, analyzed using SPSS 25, yields a coefficient (R) of 0.605 for the combined variables. According to the standard interpretation, this value falls into the moderate category. This suggests that students' reading comprehension tends to improve when they possess a strong reading interest and effective reading strategies. Conversely, improvement is less likely if students lack interest or do not employ appropriate strategies. The conclusions of this study can be briefly summarized. This research aims to examine the relationship between reading interest, reading strategies, and reading comprehension among students at MTs Tarbiyatus Shibyan Petung Panceng Gresik School. The school was selected based on initial observations that showed students already possessed relatively good reading comprehension skills.

The results of the hypothesis test indicate that all variables are significantly correlated. Interest in reading and reading comprehension show a fairly strong correlation (0.488; $p < 0.000$). Reading strategy and reading comprehension show a weak but significant correlation (0.276; $p < 0.005$). Similarly, interest in reading and reading strategy also show a fairly strong correlation (0.491; $p < 0.000$). Overall, the three variables have a coefficient of determination (R^2) of 0.605 (60.5%), indicating a significant combined correlation. Overall, most students fall into the moderate category. Regarding interest in reading, 2 students demonstrate a high level, 98 a moderate level, and 2 a low level. Regarding reading strategies, 1 student demonstrated a high level, 100 a moderate level, and 1 a low level. Regarding reading comprehension, 2 students demonstrated a high level,

97 a moderate level, and 3 a low level. These findings indicate that students' reading comprehension is generally moderate and is supported by their interest in reading and their reading strategies.

B. Suggestion

Based on the explanations and conclusions presented, the researcher offers some suggestions for students, teachers, and future researchers. The first is the correlation between students' reading interest and their reading comprehension.

a. For the teacher

To assess students' reading comprehension level, teachers can assign readings. Furthermore, it is essential to improve students' reading strategies so they read more, with the teacher's support. Frequent reading allows them to acquire reading strategies, and it is also important to foster their reading interest through rewards and an engaging teaching process.

In practice, teachers are advised to regularly provide structured readings to monitor and improve students' comprehension levels. They should also actively guide students in developing effective reading strategies so they become more independent and proficient readers. Teacher support is crucial to motivating students to read more, as frequent reading helps them acquire and refine their reading strategies naturally. Furthermore, students' interest in reading should be continuously fostered through engaging teaching methods, interactive learning activities, and appropriate rewards, so that the learning process is enjoyable and meaningful, ultimately leading to improved reading comprehension.

b. For the Students

Students will improve their text comprehension. To achieve this, it is necessary to increase their interest in reading and develop strategies that facilitate their understanding. If students show great interest and master various reading strategies, they should also develop their reading skills, as this is fundamental in any case.

c. For the Researcher

While there are some limitations that prevent the study from being perfect, the researchers hope that it will serve as a reference for future research. Moreover, this study can be used as a basis for developing similar research and thus expanding the field of study