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CHAPTER V

THE CONCLUSION, IMPLICATION OF THE RESEARCH AND RECOMMENDATION

V.1 Conclusion

Based on the analysis displayed at chapter IV, the conclusion could be drawn as follows:

A. Descriptive statistics.

1. Based on the analysis of the data, the mean score obtained for the students' reading comprehension was **64,7**. It means that the students' reading comprehension was **Good** category. The highest percentage of student classification of students reading comprehension test score was **75%**. Thus, the majority of the respondents was classified into **Good**.
2. Based on the analysis of the data, the mean score obtained for the students' motivation was **81,1**. It means that students' motivation was **Excellent** categorized. The highest percentage of student classification of students' motivation questionnaire scores is **52,5%**. Thus, the majority of the respondents is classified into **Excellent**.
3. Based on the analysis of the data, the mean score obtained for the students' attitude was **80,25**. It means that students' motivation is **Good** categorized. The highest percentage of student classification of students' attitude questionnaire score is **55%**. Thus, the majority of the respondents are classified as **Excellent**.

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B. Inferential statistics.

1. According to hypothesis testing 1. There is no significant relationship of the students' motivation toward students reading comprehension with size correlation category is **a small correlation (1%)** and p is 0.103 ($p > 0.05$).
2. According to hypothesis testing 2. There is no significant relationship of students' attitude toward students reading comprehension with size with size correlation category **small correlation (7%)** and p is 0.276 ($p > 0.05$).
3. According to hypothesis testing 3. There is a significant influence of students' motivation and attitude toward students' reading comprehension with size with size correlation category **small correlation (10%)** and p of motivation is **0.263** ($p > 0.05$) and p of attitude is **0.042** ($p < 0.05$). It can be concluded that only students' attitude has relationship with students reading comprehension.

V.2 Implication of the Research

Based on these results, it is known that the student's motivation appears to have no impact on students' reading comprehension, but the students' attitude had an influence on students' reading comprehension. This research, in fact, supports the analysis data made by Burcu üentürk (2015), this study investigated EFL (English as a Foreign Language) Turkish students' attitudes and motivation towards reading in English with regards to their proficiency level and gender. The study was carried out at Zonguldak Bülent Ecevit University, the School of

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Foreign Languages. The analyses of the data from the questionnaire revealed that the students' attitudes towards reading in English were neutral, and there is a statistically significant difference between intermediate level learners and preintermediate and beginner level learners. Furthermore, the results revealed statistically no significant difference between males and females in relation to the participants' attitudes toward reading. The comparison of the different levels of students indicated that high proficiency learners had a positive attitude towards reading.

In other words, Maryam Habibian et al (2015) state that the importance of psychological factors in the process of reading, two major concerns can be drawn. First, reviewing the above studies in terms of reader cognition, emotion, and motivation indicated that psychological factors have a prominent impact on students' reading process. Having a positive attitude, self efficacy, and motivation do not only reduce their anxiety in comprehension, but also encourage them to accomplish their task successfully and solve their issues or difficulties while reading. Moreover, it was evident from previous works that FL reading anxiety had a definite influence on performance, particularly, reading comprehension. Hence, it was obvious that in the process of reading and teaching curriculum, considering psychological factors could be profitable for the students.

While, the findings of this research did show a significant influence of students' motivation and attitude towards reading comprehension. Which the students' attitude has relationship with students reading comprehension.

V.3 Recommendation

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Based on the data analysis conducted in the chapter IV, and the conclusion, this research found that students' motivation and attitude correlate to the students' reading comprehension score. In other words, there is a significant correlation of students motivation and attitude of students reading comprehension at STAIN BENGKALIS. The researcher proposes some suggestions as follows:

1. For the students, motivation in learning, especially reading is absolutely indispensable; students are expected to further increase their motivation to learn. All students should be motivated in learning and then they can develop their learning through reading comprehension.
2. For students, they should study harder. Even though their motivation and attitude result was good, they still need to learn more and they have to do more practice to increase their reading comprehension.
3. For the lecturer and the school should also create the awareness among the parents of the need for differentiated learning, as well as request for their assistance so as to inculcate positive reading attitudes at home to ensure that there is a positive extension and continuation between what happens at school and at home.
4. For the lecturer may benefit from employing a repertoire of teaching strategies in the reading classrooms. The mismatch between teachers' teaching strategies and students' learning needs and abilities can impact upon their learning as they may not address their academic reading needs. Consequently, students' attitudes toward reading, as well as their level of engagement, can be affected.

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5. For the lecturer, English lecturer is motivators and stimulators. The lecturer should support the students' expectation about reading and arouse their interest to increase their reading comprehension, the lecturer should know and be able to implement a better method in teaching reading and the lecturer should also give a high motivation to the students to read more and more English literature to increase their reading comprehension.
6. Finally, this research recommends for conducting further research in the form of correlational research in order to find out which variable is better to correlate the students' reading comprehension. Beside, this research also recommends for conducting further research in the form of mix method research. It means that the further research can conduct it either quantitatively.