

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings, the reading habits of eighth-grade students at SMPN 12 Kota Bengkulu who have a low interest in reading English texts remain relatively low. Students generally read English texts only during English lessons, when completing assignments, or when preparing for tests. Low reading frequency, short reading duration, and limited reading materials, mainly textbooks and materials provided by teachers, are the main characteristics of the students' reading habits. In addition, students rarely read English texts independently outside the classroom, indicating that reading has not yet become a regular and independently initiated activity.

This study also found that students' low interest in reading English texts and their specific reading habits are influenced by both internal and external factors. Internal factors include limited English vocabulary, difficulty understanding sentence structures and text content, and low motivation to read. Meanwhile, external factors include teachers' teaching methods, a lack of family support in fostering reading habits, and students' preference for digital media. Teacher explanations and guidance help students

understand English texts, while the lack of a regular reading environment at home limits opportunities for independent reading. Students also tend to use smartphones because they provide easy access to information, translations, and word meanings.

. The study further found that students deal with English reading tasks despite their low interest by using several strategies and sources of support. Students use dictionaries and translation applications to understand unfamiliar words, ask teachers or friends for assistance, and reread texts when they experience difficulties. Some students try to understand the text independently before asking for help, while others depend more on teachers, friends, or digital resources. Thus, students do not completely avoid English reading tasks; instead, they make efforts to complete the tasks through practical strategies and available support.

B. Suggestion

Based on the result of the research and discussion conducted, the researcher offer following suggestion:

1. For Student

Students are encouraged to gradually develop a reading habit by setting aside time each day to read English texts. In addition, students should expand their vocabulary and use dictionaries or translation apps for

help when they encounter unfamiliar words, so that reading becomes easier and more enjoyable.

2. For English Teachers

Teachers are expected to implement reading instruction strategies that are more engaging, interactive, and tailored to students' characteristics. Teachers can also provide a variety of reading materials at appropriate difficulty levels and utilize digital media as a means to foster students' interest in reading.

3. For Parents

Parents are encouraged to support reading at to support reading at home by creating an environment that fosters a culture of literacy, motivating their children, and providing reading materials that match their needs and interests.

4. For Schools

Schools are expected to strengthen their literacy programs particularly English literacy by providing a wider variety of reading materials, improving library facilities, and organizing various literacy activities that encourage students to read more regularly.

5. For Future Researchers

Future researchers are encouraged to expand on this study by involving a larger number of participants, participants from different educational levels, or by

employing different research approaches, in order to gain a broader understanding of reading habits and the factors that influence students' interest in reading in English language learning.



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