CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Based on the analysis and finding, this section presents the conclusions of the research about the influence of reading habit to students' reading comprehension at MA Bilingual Krian. The result of the data analysis could be concluded as the following representation.

A. Conclusions

Reflecting on the research findings which were presented in chapter IV, there are several points that can be concluded from each research question:

1. Reading habit (X) influences the students' reading comprehension (Y). It showed with the result of F value. F value showed about 730,322. Then, F table showed about 2,34. It means that F value bigger than F tabel (730,322 > 2,34). In addition, the significant of F value showed about 0,00. Then, the significant of F table or probability value showed about 0,05. It means that the significant of F value smaller than probability value 0,05 (0,00 < 0,05). Based on two results above in F test, it can be conclude that Ha accept and Ho reject.

2. Reading habit influences to reading comprehension indicators. The reading habit not only influence one reading comprehension indicator but also the reading habit influence to all of reading comprehension indicators. The indicators influenced by reading habit were reading for main ideas, details,

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inferences, classifying, comparing, evaluating, and sequences. It showed by all of T value of reading comprehension indicators was bigger that T table about 2,046. It showed with T value of main ideas about **17,463** with the significant 0,00 was bigger than T table (17,463 > 2,046). Then, T value of details about 16,192 was bigger than T table (16,192 >2,046), T value of inferences about 15, 518 was bigger than T table (15,518 > 2, 046), T value of evaluating about 14,493 was bigger that T table (14,493 > 2,046), T value of sequences about 12, 689 was bigger than T table (12,689 > 2,046) , T value of classifying about 12.486 was bigger than T table (12,486 > 2,046), and T value of comparing about 10. 142 was bigger than T table (10,142 > 2,046).

B. Suggestion

Based on the conclusion of the study, some suggestions are given to the school, the teacher, and the future researcher

1. For the reader

The researcher recommended to the school that the school can improve students' reading comprehension through reading habit. Than, it can start from reading magazine, newspaper, article, and academic book because the students have different habits. They had habit of reading frequency, reading amount of books, academic reading, and non academic reading habit. If the school more focuses to prior students' reading habit at MA Bilingual

Students, it can increase students' reading comprehension especially reading for comparing, sequences, and evaluating.

2. For teacher

The researcher recommended to the teacher that teacher can improve students' reading comprehension on comparing, sequences, and evaluating. Because based on researcher's finding than students low in reading for comparing and reading for sequences.

3. For the future researcher

The researcher recommended to do research about how long reading habit can influence reading details, main ideas, classifying, comparing, sequences, inferences, and evaluating. Then, the resercher recommended the future researcher to take more than 46 students as research subject.