

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

Based on the data analysis, it can be concluded that there is a moderate relationship between self-confidence and students' ability to understand analytical exposition texts among class XI F8 students at SMAN 11 Jambi City, with a correlation coefficient of 0.574. However, self-confidence accounts for only about 10.7% of the variation in students' reading comprehension scores, indicating that other factors such as vocabulary mastery, reading strategies, motivation, and learning environment play a much more significant role. These findings are in line with previous studies, which also showed that while self-confidence contributes to reading performance, it is not the primary determining factor. Therefore, efforts to improve students' reading comprehension should be holistic, involving not only the enhancement of self-confidence but also the implementation of effective reading strategies, vocabulary development, and the creation of a supportive and motivating learning environment.

5.2. Suggestions

1. Suggestions for Students:

Students are encouraged to continuously build their self-confidence in reading English texts, particularly analytical exposition texts, by actively practicing reading, expanding vocabulary, and applying appropriate reading strategies. They should also persevere when facing difficulties and take advantage of available learning resources, both at school and online.

2. Suggestions for Teachers:

Teachers are advised to develop teaching methods that address not only the cognitive aspect but also support students' affective development, including their self-confidence. The use of interactive learning techniques, such as group discussions, presentations, and peer teaching, can help enhance students' confidence and comprehension. Teachers should also conduct regular assessments to identify students who may need additional support.

3. Suggestions for Future Researchers:

Future researchers are encouraged to broaden the scope of the study, in terms of both sample size and variables examined. For instance, variables such as reading interest, learning strategies, or reading anxiety can be included to gain deeper insights into factors influencing reading comprehension. Further studies may also employ a mixed-methods approach to obtain more comprehensive results.

