**CHAPTER V**

**CONCLUSION AND SUGGESTION**

1. **Conclusion**

Based on the results of statistical calculations using the Pearson Product Moment formula, the correlation coefficient value (r-observed) = -0.12 was obtained. This value was then compared with the r-table value at a significance level of 5% = 0.49 and 1% = 0.62 with degree of freedom (df) = 16. Because the r-observed value obtained (-0.12) was lower than the two r-table values, it was statistically stated that there was no significant relationship between reading anxiety and reading comprehension in second semester students of Islamic University of Indragiri.

In other words, the reading anxiety experienced by second semester students did not directly affect their performance in reading activities. This could have been caused by various factors, such as students' ability to adapt to reading materials, previous experience in learning English, or techniques for managing anxiety individually. In addition, it could have been that students were used to dealing with reading-related tasks and were able to overcome anxiety in their own way so that anxiety did not interfere with students' reading comprehension. This study showed that to improve reading comprehension, it was important to consider other factors beyond anxiety, such as the reading techniques used, consistency of reading practice, learning environment, and students' intrinsic motivation in learning English.

1. **Suggestion**

Based on these findings, the researcher provided several suggestions that were expected to be positive input for all related parties:

* 1. Students

Even though the results of this study show that reading anxiety does not have a direct relationship with reading comprehension, students are still encouraged to build their confidence and maintain a positive attitude during reading activities. This is important to create a more comfortable and less stressful learning experience, which can help increase motivation and participation in class. Students are also advised not to focus too much on the fear of making mistakes, but instead to concentrate on improving their understanding of reading materials gradually.

* 1. Lecturers

Lecturers are encouraged to continue paying attention to students’ emotional and psychological conditions, including reading anxiety, even if it does not directly affect reading comprehension. A supportive and friendly classroom atmosphere remains important to help students feel safe and willing to participate actively in reading activities. In addition, lecturers should consider focusing more on other factors that may have a greater impact on reading comprehension, such as vocabulary mastery, reading strategies, or students’ general English skills.

* 1. Researcher

Researcher is advised not to limit their focus only to reading anxiety as a factor influencing reading comprehension. Since this study found no significant relationship between the two, it is important to explore other possible factors, such as students’ background knowledge, cognitive reading strategies, or language proficiency. This will help provide a more complete understanding of what really affects students’ ability to comprehend English texts.

* 1. Other Researchers

Future researchers are recommended to conduct further studies using different approaches, such as qualitative or mixed-method research, to explore the possibility of indirect effects or the role of other variables that may act as mediators or moderators between reading anxiety and comprehension. Expanding the sample size and including more diverse participants can also lead to broader and more generalizable findings. Additionally, it is still valuable to explore ways to reduce reading anxiety, as it may affect other aspects of language learning, such as motivation, participation, and confidence.