

CHAPTER IV

CONCLUSION AND SUGGESTION

In the final part of this study, the researcher will present several conclusions and recommendations based on the research findings and the discussions in Chapters 2 and 3 regarding the phenomena that have been explored. Followed by recommendations that aim to guide future studies or practical applications in the field.

4.1 Conclusion

The conclusion of this research is drawn from the findings presented in chapter 2 and chapter 3. There are two main parts that consist of what types of text that generate the interest and factors that contributing to reading preferences for specific texts for Junior High School Students in 21st century.

Reading is a crucial aspect of the learning process for acquiring new knowledge. Unfortunately, it is often considered difficult and boring by students. In fact, many of them are not even interested in the content of what they are reading, let alone understanding it. Therefore, to make reading an enjoyable activity and for students to become really proficient at reading and understanding the content, they need both interest and preference for what they read. Students' reading interest and preference are important because each student has different reasons for choosing what they want to read. Reading interests and preference are two different things, but are equally important in developing student literacy. Interest is a natural interest that exists within oneself that encourages students to actively explore and pursue something temporarily. Preference is the tendency to choose one thing over another without special effort to seek it out. This can be linked from a psychological process or from environmental factors. This is especially important in making the reading process more enjoyable for adolescents, particularly junior high school students.

The results in chapter 2, show that adolescent reading interests are in line with their needs and expectations in daily life. Most of them interest to read fiction as their favorite genre, although they also occasionally read non-fiction depending

on the situation. The most consistent and even a hobby for some teens is reading graphic novels. Of the 10 sub-genres of fiction they chose, the most popular are romance, comedy, fantasy, fable, adventure, detective, family, horror, drama, and mystery. Then from the fiction sub-genres that students are interested in, there are 4 types of reading texts that they are interested in, namely: self-help or self-development, encyclopedia, psychology, and science. Then the last one is graphic narrative, which is a term for narrative works in the form of fictional stories that combine visual elements and text, including graphic novels, comics, and manga, which although both visual storytelling media, have significant differences in cultural origin, storytelling style, and format. It is only natural that they like these types of texts, as they are in the midst of prefrontal cortex development and puberty which affects emotions and decision making. They face complex developmental challenges and often seek solutions and develop an interest in reading through texts that reflect their values and life relationships. Therefore, these genres appeal to them because they reflect the experiences and issues they are facing. In addition, it is important to combine text and images to provide an engaging, coherent and context-rich learning tool that can generate the reading interest and memory.

To understand the types of texts that students are interested in, it is also important to know the factors that contribute to their decisions to their reading preferences. Research shows that students consider both internal and external factors when selecting texts. First, the purpose of reading is the main factor, where students choose reading based on their desire to obtain information or entertainment, which is influenced by habits, mood, and desire to fill free time. Second, emotional connections play an important role in the reading experience, giving the contribution in reading preference as well as the way students process information and their learning outcomes. Third, real-world relevance makes texts more meaningful and easier to understand, because students tend to choose stories that relate to their life experiences. Furthermore, personal interpretation allows students to understand and appreciate the text in greater depth. Additionally, relatable characters are also important, because adolescents often feel connected to characters that reflect their psychological and emotional experiences. Lastly,

external factors also play a significant role in contributing to reading preference. Engaging plots or interesting storylines can attract students' attention. Social influences, such as recommendations from friends or family, also influence their choices. Recommendations from certain media or platforms, as well as visual appeal such as cover design and illustrations, can make text more interesting. Accessibility, or the ease of obtaining texts, is also an important factor that contributes to reading preference. By understanding both these internal and external factors, teachers can better generate the interest in reading among students.

Therefore, it is very important for students, teachers, and parents to stay informed and generate reading awareness. Even if only a small number of students are active, they can drive significant change by promoting empathy and caution in peer interaction. With the right approach, it can foster a generated interest in reading and engage more students in reading activities.

4. 2 Suggestion

Based on the conclusions drawn earlier in the study, here are some recommendations for the following stakeholders.

4.2.1 Material Developers

For material developers, it is important to create content that suits students' interests and needs. For example, they can develop graphic and text novels that combine visual elements with text, which fit into popular genres such as romance, comedy, and fantasy. Considering that junior high school students tend to like fiction, especially romance, integrating romance elements into reading material can increase their interest. Combining romance stories with topics such as science and technology in English, as well as including cultural elements, can make reading more relevant and interesting. Additionally, materials should be designed to connect emotionally with students, reflecting their experiences and challenges. Accessibility is also key, so make sure materials are available in a variety of formats and platforms.

4.2.2 The Teachers

For teachers, it is very important to combine readings to students' interests. Choosing texts that suit their preferences, such as genres they prefer, can increase their engagement. Given that students are often interested in romance, creating an emotional connection with the text through discussion about their feelings about the characters and story can deepen their understanding. Connecting reading to students' real lives, and giving them opportunities to interpret texts personally, can also enrich their reading experience. Do not forget to take advantage of social influence, such as recommendations from friends or family, to help students choose interesting reading.

4.2.3 Future Research

For future research, because there are time limitation. To exploring of reading interests and preferences, future research should focus on a few key areas. First, strengthen the theoretical background by integrating established theories from education and psychology. Increase the number of participants and ask more detailed questions to get a clearer picture of students' reading habits. Also, look into how psychological factors and gender differences affect reading choices. Providing specific examples of text types and visual aids, like book covers or sample pages, can help illustrate students' interests more clearly. These steps will lead to a better grasp of what engages students and how to tailor reading materials to their preferences.