

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This study has been investigating EFL undergraduate students' reading profile and how it relates to their reading performance. It specifically discusses the reading profile, including students' choice of text, students' reading activity preferences, supporting factors of reading and reading obstacles. Based on the data analyses taken from the result of questionnaire, interview and document analysis, the findings have been discussed in the previous chapters and the derived conclusions are as follows.

5. 1 Conclusions

The first findings on students' reading profile reveal that many students usually spend 1-2 hours to read academic and voluntary text. In terms of their preference between online and paper based text, it is revealed that more students prefer reading online text than paper based text since on line text is admitted as easier to access, more efficient, and more convenient. Apart from the fact that the participants are English department students, most of the students prefer reading Indonesian texts than English texts due to their comprehensibility of Indonesian text and their low proficiency of English text. In terms of topics, leisure topics such as fiction, humor and gossip are preferred than heavy topics. Even though they admit that they sometimes read, most students generally have less preference on reading activity. In this case, most of them choose accessing online media and watching TV as two of favorite activities to do in their leisure time.

The findings on supporting factors and obstacles of reading reveal that finding out certain information and increasing knowledge become students' motivation of reading. Meanwhile, in reading academic text, getting good score in test and fulfilling assignments become two top motivating factors of reading. In addition, most students admit that they have supportive home literacy environment in terms of parents and family support as well as access to media and

information technology. However, students face several obstacles of reading, mostly related with their motivation of reading.

In terms of students' attitude toward reading, generally students have a positive attitude for reading enjoyment and modality but they tend to have negative attitude toward reading anxiety and difficulties. It means that the students have positive attitude toward reading activity but they still find many difficulties in reading such as unfamiliar words. From those facts, most students can be categorized as dormant readers (Beers, 1996) in which they have a positive attitude toward reading but they do not make time to read.

The second finding on how students reading habit and attitude relate to their reading performance reveals that first, there is a gap between students' reading attitude which tend to be positive with their reading habit which show students' less preference on reading activity. As a matter of fact, the students' average of reading performance shows unsatisfied result, the students' correct answers are less than fifty percents. So, it can be said that comparing to students' reading attitude, students' reading habit seems to have more influence on students' reading performance. Despite the fact that the students have a positive reading attitude, their reading habit and performance are not as well as their attitude toward reading.

5.2 Recommendations

Based on the conclusions of this study, there are several recommendations that include implications for lecturer regarding the students' reading habit and practices and suggestion for future research.

Regarding students' reading habit, it has been mentioned that students' reading habit still needs to be improved. In response to this, lecturer should encourage students' interest to read not only for the academic text but also reading other texts which are useful to broaden their vocabulary and knowledge. In addition, reading habit should be supported by the facilities in their environment,

for example a good library in campus. In addition, since reading habit is a product of repeated reading practice which is developed within home and school or institution framework, it is necessary for parents and teachers to build good literacy atmosphere which can promote the EFL students' good reading habits and attitude.

For the future research, since the present study is descriptive and does not involve application of teaching techniques, it is suggested that further studies can explore English teaching techniques which promote good English reading habits and attitude. Furthermore, it is also important to carry out further studies on what factors contribute to the development of good English reading habits and attitude of the EFL students and their intrinsic motivation to read not only for the sake of doing assignments.

