

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is intended to elaborate on the researcher's evaluation of the findings and the discussion regarding the reading habit and attitude toward reading. It also contains some suggestions for future related study.

5.1 Conclusions

This study was proposed to investigate the reading habit among junior high school students and to find out the students' attitude toward reading activity. After analyzing and interpreting the findings from data collections, the conclusions are drawn.

Based on the result of this study, it can be concluded that the junior high school students lack proper reading habit. Reading is considered as a less-significant activity during the students' leisure time. The result indicates that the students preferred to spend a major of their time watching TV, surfing the internet and other technology-related activities rather than to read. Most of the students read-only for 1-2 hours daily and some even read less than an hour in a day. The students read various types of reading material such as novel, comic, and storybook which indicated for extensive reading. Moreover, eight out of ten students preferred to read books in Indonesia language. The result also found that the students read less than one book for a month. The poor reading habit practice among junior high school students was ingrained from poor family literacy. These participants were expected to read more due to their engagement in the academic process that requires them to read, however they prefer to do others activities.

To answer the second question regarding students' attitude toward reading, the result revealed that the students had overall negative attitude toward reading. It showed that the students lack of motivation in reading activity. They also did not draw enjoyment in reading as much as other technology-related activities. Then, they faced difficulties in reading due to their anxiety in reading. Lastly, the family literacy environment did not engage the students to have positive attitude toward reading.

1.2 Limitation of the Study

The study had some limitation regarding to the methodologies and research design. First, this study is limited in site and participant. It involved a small number of participants and in the specific context. This study was conducted in one class of 7th-grade student at one of junior high schools in West Bandung Regency. It included ten participants in observation, questionnaire, interview, and three participants in home visit. As the data were only collected for a short period of time; it was only ten meetings.

Second, this study only investigated the students' reading habit and reading attitude without looking at the students' individual differences. Some specific research should be taken into measuring the students' reading habit and attitude regarding gender and economic status. However, those limitations seem to provide a suggestion for further research on how reading habit and attitude toward reading might be further investigated.

1.3 Pedagogic and Social Implication

The findings in this study brought some implication particularly for pedagogic and social to more encourage the students to have a strong reading habit. The implications are purposefully addressed to school authorities and family.

Firstly, as a vital role for students' development, the teachers need to understand the importance of reading in order to motivate and encourage the students for both intensive and extensive reading. The teacher could assign the students to read for pleasure in the classroom in a certain amount of time in a week. The school's literacy program could be supported with various types of promotional activities like a book club, book fairs, and book promotions rather than only read book together.

Secondly, for older family members (parents/older siblings), reading habit needs to be built and promoted from an early age. Therefore, the family members should encourage the students in reading activities. Expectantly, the family member could be a good reader model for the students, provide appropriate reading material, control the students' time for watching TV, playing games, and create a lovely reading environment.

1.4 Suggestions

After conducting this study, there are some suggestions for further research. First, further research could be conducted to address cultural and social intervention in developing reading habit within families. It could be conducted in other learning settings such as pre-school since habits were developed from childhood.

Second, this study only discovered the students' reading habit and attitude toward reading. Hopefully, the future research is expected to find out the factors that influence reading habit and reading attitude toward reading.