CHAPTER V
CONCLUSIONS, IMPLICATION, LIMITATION, AND
RECOMMENDATIONS

The conclusion of the research is written based on the sequenced research question. The highlighted findings in the discussion are reported in a body text with the comparison between the implementation of extensive reading program groups thematically, including the benefit and drawback. Also, the direction of future research and the anticipation of the unexpected occurrences during the implementation of an extensive reading program is presented briefly.

5.1. Conclusions

This research builds on the literature and offers context-specific insights on teaching reading in English as a foreign and second language. This research also has pointed out the importance of extensive reading as an approach for teaching and learning languages for improving language skills including reading, writing, vocabulary knowledge, and overall language proficiency. The increasing reading motivation, changing reading habits, and positive attitudes toward the target language also studied (Cho & Krashen 1994; Day & Bamford 2000; Elley 1991; Elley & Mangubhai 1981; Hafiz & Tudor 1989; Mason & Krashen 1997; Nation 1997; Robb 7 Susser 1989). The Extensive reading programs have been growing in popularity worldwide as a significant support to the teaching of English, whether in L1, EFL or ESL (Davis 1995). However, in spite of its effectiveness and popularity, most of the senior high school English teachers have not known and employed extensive reading. As an English teacher at a senior high school in Indonesia, the researcher was interested in examining what effect extensive reading would have on Indonesian EFL learners' reading comprehension and the responses of students in implementing the extensive reading program as well as the challenges encountered with the aim of enhancing Indonesian learners' English reading ability.

Based on the computation that was presented, the result of the research revealed that there is a significant contribution to extensive reading programs to

increase the students' reading comprehension. The significant difference in the reading comprehension achievement happened after the students gave the implementation of extensive reading program treatment. In other words, the extensive reading program is effective in improving students' reading comprehension achievement for senior high school students. Based on the interview, field notes, and observation conducted during the program, it can be identified that there are some factors that improved the students' reading comprehension as follows: 1) The extensive reading program can increase knowledge of vocabulary. 2) The extensive reading program can increase students' exposure to the language. 3) The extensive reading program can provide comprehensible input for general language competence. 4) The extensive reading programs can help to build confidence with extended texts. 5) The extensive reading program can facilitate the development of prediction skills.

Overall, the students gave positive responses during the implementation of an extensive reading program, and they showed a greater interest in participating in the program. It was marked by an increase in students' reading motivation, changing their reading habits, and changing their reading attitude. The increase of students' reading motivation was calculated by comparing the score of the first questionnaire and the second questionnaire. There was a statistically significant difference between the first questionnaire and the second questionnaire of students' motivation for reading. It can be inferred that there was a significant influence on students' motivation for reading by implementing the extensive reading program as determined statistically by paired T-test. The improvement of students' reading motivation could be seen from these reasons; goal to improve their English, perceived progress, interesting and available reading materials, and positive attitude towards the English language.

The changing of students' reading habits were investigated through an interview that consist of five questions. The answer to all questions showed that there was a significant difference between before and after implementing the program. Similar to the reading habits, the students' reading attitude also investigated through an interview by asking ten questions which figure out about

the students' feeling of reading. All of the students' answers indicated that they had a positive attitude for an extensive reading program.

Furthermore, there were some challenges encountered by students, teachers, and program administer during the implementation of the program which can be a consideration for the next researcher. There are two challenges encountered by students in this research they are reluctant readers and lack of time. The challenges of implementing an extensive reading program encountered by the teacher reveal several important things. The teacher encountered (1) the difficulty in a change of teachers' role, (2) they did not give enough encouragement to her students reading a large number of books, (3) the difficulty to monitor the type and the quantity the students reading at home. The last challenges were encountered by program administer they were; (1) was the procurement of books as a source of reading for students, (2) the limited time and the tentative schedule, (3) finding and preparing the proper place.

5.2. Implications

The empirical evidence of this study yields insights into the implementation of the ER program and timed reading in the actual classroom in the Indonesia context. The results of the study, which stand in line with previous research, show that extensive reading produced positive outcomes in terms of reading comprehension, the changes in the students' literacy engagement, and challenges in an extensive reading program. Some implications for the teaching and learning of EFL reading skills are suggested 1) integration of ER into the English curriculum, 2) teacher's guidance and encouragement, 3) reading is in a controlled situation. Further details are as follows.

1. The program administers (school/headmaster), teachers, and parents have to integrate the ER program in the English school curriculum in order to get more benefits from extensive reading. Especially for EFL contexts where most learners have not or little access to reading materials or speakers of the target language, which is different from ESL contexts, where learners are exposed to the target language and culture. The ER should not be used as a

stand-alone tutorial, resembling a self-study for individuals but as an important supplement to instruction and practice within the format of traditional English courses in the classroom. If ER is included in the curriculum, this means that the ER is important and necessary for teaching and learning performance. Waring (2004) insisted that the ER is a completely indispensable part of all language programs.

2. Teacher's guidance and encouragement are needed for a successful program of ER, and students need to be guided and encouraged by teachers, who provide a clear and direct purpose for the reading. If ER is left to be done by students alone, the program aiming to get students to read extensively will be unsuccessful. For example, Green (2005) described the disappointing results of the implementation of the Hong Kong Extensive Reading Scheme in English (HKERS) because in the vast majority of schools the ER lesson did not take the form of a teacher-led reading conference to check progress and help students choose appropriate books, activities recommended in official guidelines. Elley and Mangubhai's (1983) studied the Fijian 'Book Flood' recommended regular class meetings in which teachers read aloud to students. Bell's (1998) practical advice on running an ER program emphasized that regular conferencing between teacher and students played a crucial role in motivating students in Yemen to read the books. This corresponds to the findings of this research, showing that most of the students preferred to spend time doing the reading and reading activities in class rather than doing them alone out of class. They enjoyed doing activities with friends.

3. Reading is in a controlled situation. During the ER session, everyone, including the teacher, has to do the actual reading, namely sustained silent reading for about twenty minutes or less. This is due to the Indonesian students' cultural background; they like reading in a controlled situation in class. This is to develop in students the habit of reading in English and to make students accustom to a sustaining silent reading and to prepare them to read a large number of reading materials as well. This control can be

conducted by using timed reading or fluency tests, which are similar to the ones used in this study. The results of which revealed that timed reading is suitable for use as a pedagogical tool to increase fluency in reading English in more limited contexts and with the provision that learners move onto real fluent reading at a later stage. In controlling the students' reading activities outside of class by using written report likes reading logs.

5.3   Limitations of the Study

This study revealed some significant results of the reading comprehension and fluency tests taken by the student groups who were exposed to the ER. However, limitations should also be taken into account. It is important to acknowledge the limitations of the study to assist future researchers who plan to use similar methods and ideas. This will also pave the way for extending this study into any future research. These limitations are presented as follows.

First, this study is limited to the implementation of the ER program in terms of out-of-class reading or as an extracurricular activity only due to the school curriculum does not have a special reading class. The ER program was introduced as an extracurricular activity or an optional activity for students.

Second, the participants were not randomly selected but were subject to purposive sampling due to the fact that they were interested to join in the English club from the eleventh class.

5.4   Recommendations for Future Research

This research is one of the few studies on the implementation of extensive reading programs for senior high school students in the Indonesian context. This research also investigates the effects of the ER program in enhancing students' reading comprehension, responses of students toward the implementation extensive reading program, and the challenge encountered during the implementation extensive reading program of EFL students in Indonesia. The results have a number of implications for further research as suggested below.

It is clear that the students' reading comprehension improved in general after a short period of exposure to extensive reading. The suggestion for further research is to investigate the deeper about the components of reading comprehension that influenced by extensive reading.

Regarding the reading habits, further research is suggested to investigate the impact of extensive reading programs toward students' reading profile if the students' reading profile changes as their extensive reading proceeds. This further study would take more time consuming and the cooperation and contributions of parents are needed to control the students' reading activity. The next research comprises both quantitative research, e.g. in the form of a number of different questionnaires and structured interviews administered at different points during the duration of the project and qualitative research, e.g. observation of classroom sessions and unstructured interviews.

Finally, the subjects of the study were all Indonesian with one language background and the same level of education. This avoided introducing other variables caused by differences in language background. It would be relevant to see whether the results of research on other language and educational backgrounds differ from the findings of this study.