CHAPTER V

CONCLUSIONS

This chapter presents conclusions drawn from the results and discussions on the findings of this study and suggestions for further studies related to the topic of this current study.

5.1.   Conclusions

This current study focused on investigating the frequently-used extensive reading principles in a university in Indonesia as well as the benefits and challenges of the implementation through students' perceptions.

The result from the interview and students' documents revealed that only six out of ten extensive reading principles proposed by Day and Bamford (2002) were used in the extensive reading activity in this study. Those principles are learners choose what they want to read (principle number 3), the purpose of reading is usually related to pleasure, information, and general understanding (principle number 5), reading is its own reward (principle number 6), reading is individual and silent (principle number 8), teachers orient and guide their students (principle number 9), and the teacher is a role model of a reader (principle number 10). Moreover, a number of benefits and challenges of the implementation of extensive reading were also found. For instance, students reported that they gained benefits in terms of the improvement of their reading comprehension, speed, and motivation, writing skills, grammar knowledge, vocabulary, etc. Also, they admitted that they faced some challenges during the extensive reading activity, such as having limited vocabulary and grammar knowledge, less consistency in reading, limited reading sources, and writing a reading report. In this case, the benefits and challenges that students gained and faced were found to be influenced by the use of extensive principles. Therefore, it is worth noting that extensive reading principles indeed play a pivotal role in leading extensive reading to avoid challenges and generate the desired results.

5.2.   Suggestions and Limitations of the Study

The findings of this study propose several suggestions for both teachers/ lecturers and students who are going to conduct and join the extensive reading program. In this case, both teachers/lecturers and students need to familiarize themselves with the extensive reading principles before running and joining the program so that it can help them to have a clear picture of what things that can be done to achieved desired results. Specifically, those teachers/lecturers who are interested in conducting an extensive reading program are suggested to use those principles as a guideline for running the program. In this case, taking extensive reading principles as the guideline is expected to help them to design the program more carefully and lead to its successful implementation. For instance, since the findings of the study also found that students have several problems related to their limited vocabulary, reading resources, and follow-up activities, teachers/lecturers can try to offer students some reading materials that suit their proficiency level or provide some access to get them, and design more interesting and fruitful follow-up activities, such as design a bookmark to suit the book, role-play the story, write a letter to the author, etc. (Renandya & Jacobs, 2002). Moreover, since extensive reading offers a great number of benefits, incorporating extensive reading activity with a longer duration in the early years of English major students' reading course can be worth considering since it allows them to be exposed to a wide variety of English reading materials that can also help them to improve their overall language proficiency. For instance, even though the extensive reading activity that was investigated in this current study was conducted in their first-semester reading class within a short duration, a number of benefits that were reported gained by students helped them to improve their English proficiency throughout their study. As reported by Channuan and Wasanasomsithi (2013) and Huang (2015), indeed reading can help students in pursuing a successful career in their education. A study conducted by Al-Homoud & Schmitt (2009) also revealed that extensive reading can show positive results even though it was conducted in an input-poor environment (students have lower English proficiency and are not active readers) within a short duration. It also supported by a study conducted by Krashen (2004, as cited in Anandari & Iswandari, 2014), which revealed that the longer extensive

reading program is being conducted, the stronger the effect will be. Therefore, extensive reading can be a viable language teaching approach and can be promoted to students as soon as they enter college to help them to get exposure to the approach that can help them to improve their reading skills as well as their English proficiency.

Moreover, since this current study had a limited number of participants and only investigated the frequently-used extensive reading principles, benefits, and challenges of the implementation through students' perception, further researchers are suggested to include a larger number of participants exploring both students' and teachers' perceptions so that it can provide more thorough and reliable findings on those matters. Nevertheless, the findings of this study can add to the corpus of empirical evidence supporting the importance of extensive reading principles in its implementation since it also showed its relation with the benefits and challenges that students gained and faced. Then, the number of benefits that were found to be offered by extensive reading can be taken into consideration for involving extensive in the curriculum as a part of a compulsory activity in reading class. Some challenges that were revealed in this study can also help teachers/lecturers design the program more carefully in the future.