

CHAPTER V

CONCLUSIONS

This chapter puts together the findings discovered in the previous chapter into conclusions. From the conclusions elaborated, the implications, limitations, and suggestions are also served to contribute in making improvement in further studies.

5.1 Conclusions

The present study has investigated the implementation of RfP in supporting a young EFL learner's enjoyment in reading. Particularly, suitable principles were generated to maximize the implementation of RfP so that the young EFL learner in this study can enjoy reading more. The RfP principles that were suitable in supporting the learner's enjoyment in reading in this study were 13 out of 15 principles offered by Willshaw in his 15 principles of rooted in reading (2013). The principles implemented were reading for enjoyment involving reading aloud to others is worth to be promoted, readers read based on their own interests, reading is good when involving some variety, reading is a rewarding activity in itself, reading activity is done better if learners talk and write about them, it is linked to academic performance, reading more means better reader, better reader is better writer, reading can increase your understanding of others and the world around you, reading can help you understand yourself, reading is private but include a social aspect, young learners should see how adults enjoying reading, and reading experiences are important enough to record and share.

In applying those principles, the researcher relied on the learner's English language proficiency and reading situation. Furthermore, the learner's characteristics as a young learner also came as important. The study has shown that the implementation of RfP utilizing those principles could contribute in supporting the young EFL learner's enjoyment in reading. The learner can also showcase his reading comprehension skills since he enjoyed the reading. It was shown through how the learner's aesthetic responses that reflected his uncertainty decreased and ones that reflected his excitement

improved throughout the ER sessions. These responses further contributed in maximizing the learner's efferent responses that involved the learner's comprehension skills.

5.2 Implications

Conclusions obtained in the present study has drawn new insights in English language teaching (ELT), specifically when conducted outside of the classroom. Based on the findings of the research, theoretical and practical implications could be addressed. Theoretical implications refer to how the teaching of reading could be done through RfP to a young EFL learner. The implementation of each principle has contributed in shaping the learner's enjoyment in reading. Those principles were seen as a guide rather than as a rule in establishing a successful RfP practice. By doing so, the implementation could be modified suiting the learner's English language proficiency and language learning situation through reading.

The present study has also presented new insights regarding how different participants utilized as the subject of the research would affect which principles to implement in supporting enjoyment in reading. This was due to the learner's reading situation, English language proficiency, and the learner's characteristics. Young learners' characteristics might appeal as one, but how each of them showed it might differ to one another. To illustrate, Putra, a young EFL learner who was the participant in this study, was a young learner who really relied on his lively and imaginative traits. When he did not like something, he directly said it to the researcher and refused to continue. This case regardless might not work quite the same with other learners.

Addressing the practical implications, the findings in this study can be utilized as an input for many researchers and teachers that want to use the RfP teaching program in teaching reading and support its enjoyment to a young EFL learner both inside and outside of the classroom. The findings in this study could also develop reflections in implementing a successful RfP practice by modifying the principles that suited the learners' situations in learning EFL. This might further achieve the best result in teaching reading to a young EFL learner.

5.3 Limitations

This qualitative case study was appropriate to the investigation of the present study as it observed the implementation of a learning program based on relevant theories. Even though the program conducted was proven to be effective in this study, the findings obtained were not aimed for generalisations. The limitation of the study is the subjectivity in conducting the research. Moreover, the RfP approach should actually be an approach that allows the learner to read more. Yet, the researcher had limited free reading materials to use that suited the learner's English language proficiency. This might further affect the result of the study. However, in utilizing case study with one primary unit of analysis, how one views the experiences is what one chooses to record. Therefore, limitations of the study were reported primarily as a guide for further studies.

5.4 Suggestions

Based on the conclusions addressed in this study, some suggestions are proposed for further studies in similar fields. Further studies can rely on the practical implications of the present study by conducting the implementation of RfP to teach reading with enjoyment inside the classroom, in a more formal situation, to young EFL learners. Those studies can address what RfP principles are suitable referring to the learners' EFL learning situations and each of their characteristics. The process of how each young EFL learner perceives RfP with different topic liking and characteristics as well as how it can support their enjoyment in reading can further be investigated. Moreover, strategies such as giving reward both verbally or in a form of object as well as utilizing creative tools such as colour markers could further be investigated to maximize the result. More variety of reading materials that suited a variety of learners' English language proficiencies could also be prepared. This study is expected to give a contribution in the development of reading with enjoyment through RfP teaching program. More studies are necessary to generate the suitable RfP principles considering different situations of many young EFL learners.