

## Chapter V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestions based on the findings of the research. The conclusion of the research is a judgement based on the process of interpreting and discussing the findings of the research.

#### 5.1 Conclusions

The implementation of extensive reading activity in learning new vocabulary got positive responses from the students. There are two types of positive responses given by the students, those responses are: affective response and purpose-driven response. Both affective and purpose-driven responses showed positive results from the students.

The affective response shows that most of the students enjoyed to do extensive reading activities and most of them stated that the use of extensive reading activities has given positive impact on their learning, especially when learning new vocabulary. The findings from questionnaire, interviews and observations stated that students gave positive response to the implementation of extensive reading activities. Most of them agreed that extensive reading activities were interesting activities, and they felt happy to do the activities.

The second type of response is purpose-driven response. Most of the students also gave positive responses that extensive reading activity is one of beneficial teaching learning activity.

In general the students who are driven by the purpose of learning new vocabulary have positive response. By implementing extensive reading, students have reached their purpose in improving their vocabulary mastery. Besides improving vocabulary, extensive reading activities also helped students to understand the material deeper since they have already read the reading material before they were attending the class. This one influenced students' confidence in the class room. They felt more confident when they thought that they were ready to attend the class.

Although most of the students gave positive response, in implementing extensive reading, the students still encountered some difficulties such as difficulties which are categorised into three types of difficulties. The first type is knowledge-related difficulties where students encountered difficulties in translating new vocabulary founded in the text, and difficulty in choosing the appropriate word from various meanings available in the dictionary. Then the next type is personal difficulties when students are getting lazy to read because reading is not their hobby and when the students have difficulties in time management. The last type is text-related difficulties; when the students think that the text is not appropriate enough for their age, so they feel bored when trying to read the text.

The students generally can solve the difficulties immediately because they were interested in learning and keep trying to follow the extensive reading activities given by their teacher.

## **5.2 Suggestions**

After having the findings and discussion of the research, there are some suggestions for teachers who are interested in implementing extensive reading activities in learning new vocabulary based on students' responses and for the next related research as recommendation.

### **5.2.1 For Teachers who are Interested in the Implementation of Extensive Reading Activities**

- a. Teachers who are interested in the implementation of extensive reading activities in learning new vocabulary should know the concept of extensive reading before implementing it as teaching learning activity.
- b. Before assigning students to read the text outside the class, teachers should give clear information about the objectives or the learning targets of the subject, therefore students know the aim of the learning activities and the reasons why they are assigned to read outside the class.
- c. Before assigning the students to read the text, teachers should give clear instruction about what the students have to do, so they will not be confused about their assignment.
- d. In giving reading text, teachers should give the students choices to choose which text they want to read. This is in line with Day and Bamford (2004) that in extensive reading, students feel free to choose which text they want to read.

- e. Teachers should ask the students not only to understand the content of the text, but also to find the meaning of difficult words including its categories/synonym/antonym and its example.
- f. In classroom discussion, teachers should give students opportunity to ask many things about students's difficulties related to the reading text. Teachers also should give students opportunity to explain their opinion about the content of the text (or about the appropriate meaning of a vocabulary).
- g. To implement extensive reading activity in a big class (containing more than 20 students), teacher should divide students into group, so all students can be facilitated to convey their opinion to their group.
- h. Teacher should apply various kinds of learning activities in the classroom to make the learning process more enjoyable in order to avoid students' boredom. It can be through presentation, discussion, debate, or games.

### **5.2.2 For the Next Further Study**

For other researchers who are eager to investigate more about the implementation of extensive reading, the next research can consider the following suggestions:

- a. The research investigates the implementation of extensive reading in different area, such as young learners.
- b. The research investigates the comparison of extensive reading in two different schools.

- c. The research investigates not only students' responses but also teachers' responses toward the implementation of extensive reading activity in learning new vocabulary.

