

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter presents three subchapters including conclusions, implications of this study, and recommendations. The conclusions as the first subchapter consists of an overall summary of the findings, followed by the implications of the study that include the impacts of this study toward reading in EFL context theoretically and practically. Meanwhile, the recommendations as the last subchapter provide some insights and information for future researchers related to this study.

5.1 Conclusions

As stated in prior, the aim of this study is to find out how Pomodoro time management technique can help students improve their EFL reading comprehension. In order to answer the research question, this study has investigated students' significant improvement in reading comprehension test scores after the technique implementation statistically, followed by the explanation of two areas in students' reading comprehension that was improved and supported by the technique, they are the reading productivity and reading distractions.

By testing the data statistically, this study established that the null hypothesis (H_0) was rejected, meanwhile the alternative hypothesis (H_a) was not rejected and there was a significant difference between students' reading comprehension before and after the implementation of Pomodoro time management technique. This suggests that the use of Pomodoro technique as a tool used for reading strategy has helped students improve their EFL reading comprehension. Following the statistical data, this study also revealed that the technique has supported and improved students' EFL reading comprehension in two aspects, they are students' reading productivity and reading distractions.

Firstly, as discussed previously, the implementation of Pomodoro technique has improved EFL students' reading comprehension by supporting their reading productivity, marked by the enhancement of students' focus and concentration

during reading and their better performance in time management. The concept of dividing reading time into several time intervals with short breaks in between has made the students gain more focus and led them to complete the task within the time required, whether it is with or without the timer being displayed. This study also found that students were gradually able to manage and organize their reading time more effectively when using the technique. They dedicated their time for reading without interruptions when it was time to focus, and used the break time properly by not resuming the reading. In regards to the break session, students showed better time management when there was a game played altogether during the break session in the classroom. Hence, when students are more focused and utilize the time for reading and break sessions effectively as the impact of using Pomodoro technique, their reading comprehension is improved compared to the times when they were not using the technique as a reading strategy.

Secondly, Pomodoro technique has shown some supports for distractions that students encounter during reading, both internally and externally. In terms of internal factors of students' reading distractions, the presence of Pomodoro technique made the reading activity become less monotonous and less tiring, which are the main reasons for students' development of boredom and lack of interest/laziness. The short breaks in between the reading and a long break after four focus sessions has diminished these distractions, and replaced it with reading motivation when they returned to reading. Students were feeling entertained by the break activity and ready to resume the reading with freshen up mind.

As for the external distractions caused by an unconducive reading environment, using Pomodoro technique were able to cut down interruptions from friends while reading because the system required them to be committed not to break the rules. With less interruptions and less noise made by students who have a conversation while it was time to read, the classroom became calm and conducive. Such classroom conditions allowed students to concentrate more on the text and gain better reading comprehension. Therefore, this study found that students' reading comprehension has improved due to the less internal and external distractions encountered while reading as a result of the Pomodoro technique implementation.

5.2 Implications

By referring to the findings, there are two implications that can be inferred from this study, they are the theoretical and practical implications. Theoretically, this study has provided new insights related to students' reading comprehension strategy that is quite unfamiliar to use in EFL classrooms. The results indicated that the Pomodoro time management technique is beneficial to be applied as a tool to help students improve their reading comprehension. By implementing Pomodoro technique, students are able to enhance their concentration and time management performance during reading, as well as reduce the reading distractions that are coming from the internal and external factors.

Practically, EFL teachers can implement the Pomodoro technique in reading classroom to help the students improve their reading comprehension. With Pomodoro technique, students will learn to be committed to the task they have to complete within the required time while still being entertained by the breaks between the tasks. Moreover, students can also use the technique by themselves outside of the classroom as the process is easy to follow and highly accessible.

5.3 Recommendations

Regardless of the advantages of using Pomodoro time management technique to help improve EFL students' reading comprehension, this study has discovered three limitations along with the recommendations that can be considered for future research. Firstly, the treatment session of Pomodoro technique to students' reading in this study was limited to four meetings only due to the short study period. Hence, it is recommended for further researchers that will conduct research in a similar topic to plan a longer period of the study in order to achieve more discoveries of this issue.

Secondly, the one-group pretest-posttest design used to obtain quantitative data in this study indeed has several factors that can jeopardize the internal validity of the data due to the absence of a control group to make a data comparison (Ary et al., 2010; Campbell & Stanley, 1963). If it is possible to carry out, the researcher suggested another experimental design with a control group such as quasi-

experimental design to be employed in future research with a similar research question to eliminate the validity threats.

Lastly, this study was limited to the use of Pomodoro technique to improve students' reading activity inside of the EFL classroom with a considerable amount of reading time. Therefore, the findings do not cover the explanation of the impacts of the technique when it is used by the students to read outside of the classroom or inside of the classroom with a situation where students do not have plenty of time to read and spare some time to take a break in between, such as in the exam situations. It remains open for future researchers to consider investigating the use of Pomodoro technique to help EFL students improve reading comprehension in different kinds of reading contexts as mentioned.