

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the whole research is concluded, and some suggestions are offered as the result of the research entitled “The Students’ Perception of Extensive Reading Activity through Reading Log in Reading A Class of the English Department”.

5.1. Conclusion

The students of the English Department are expected to have sufficient English proficiency because they are trained as professional English teachers. However, in reality the students still have problems in comprehending the language as well as mastering all the skills and components. To improve the students’ language proficiency, the English Department conducts varied programs including extensive reading activity which is aimed to help the students read more and enhance their reading skills. Hence, the purpose of this study was to find out the students’ perception on the extensive reading activity in Reading A course, and the main subject of this study were 29 students who have already passed Reading A course in the academic year of 2017/2018. They were asked to answer a questionnaire containing 26 items of Likert Scale statements and five items of open-ended questions. Furthermore, the lecturer of Reading A course was interviewed in order to gain more validity in the study.

**The Students' Perception of Extensive Reading Activity
through Reading Log in Reading A Class of the English Department**
(Gabriella, 2019)

The analysis of the students' responses in the questionnaire was proceeded, and their responses with the lecturer's answers in the interview section were associated. The result of the analysis showed that 81% of the students' perception was positive toward extensive reading activity in Reading A course despite the difficulties they experienced. In other words, the students agreed that extensive reading was motivating them to read more and beneficial in improving their English skills and components especially reading skills. It also means that the students' perception in this study was in line with the theories of extensive reading proposed by some researchers including Bamford and Day (1997), Ghanbari and Marzban (2013), Hofer (2011), and Mikulecky (2008).

5.2. Suggestions

Finally, the researcher gives some suggestions in this section as the result of the study entitled "The Students' Perception of Extensive Reading Activity through Reading Log in Reading A Class of the English Department". Those suggestions are aimed at the English Department, the lecturers of Reading A course, and the next researchers who intend to conduct similar researches.

1. Suggestions for the English Department

Considering the students' positive perception toward extensive reading activity, it indicates that extensive reading activity has been fulfilled its purposes in encouraging the students to read more, so they could get enough language exposure in order to improve their reading skills. Based on the students' suggestions in the questionnaire, the activity designed by the English Department was actually

**The Students' Perception of Extensive Reading Activity
through Reading Log in Reading A Class of the English Department**
(Gabriella, 2019)

sufficient, but it would have been better if they took the activity more seriously. However, some students suggested the English Department to make some variation in technical things such as the time of deadline or the types of texts allowed. Similar to the first students' suggestions, the lecturer also stated that the English Department has arranged the most suitable activity for fulfilling the students' needs even though the students did not do their best in the activity.

Despite the lecturer's and the students' tendency to express their positive perception toward extensive reading, the contrast between the students' survey results and the lecturer's responses during the interview indicates that there should be further evaluation conducted by the English Department to improve the program. The lecturer and the students indeed expressed their agreement that extensive reading is beneficial for the improving the students' language proficiency especially reading skills. However, their perception was not in line with the real practice in the classroom. Most students displayed their positive perception toward extensive reading in the questionnaire. They felt that extensive reading motivated them and helped them enhance their skills. On the contrary, the number of negative responses was quite high in some statements of the questionnaire, and some students kept dealing with problems which should be tackled by implementing extensive reading. The lecturer clarified previous situation by saying that there were only 30% of the students following the instructions given at the beginning of the activity. She added that most of the students barely read the feedback she had given.

According to the result, it is discovered that not all students were engaged in the activity. Either the English Department or its lecturers have been

**The Students' Perception of Extensive Reading Activity
through Reading Log in Reading A Class of the English Department**
(Gabriella, 2019)

trying to put a lot of efforts to make the activity suitable for the students. Nevertheless, it is still undeniable that every student has different level of motivation in doing some activities. Reading is no exception. To make extensive reading more effective, the English Department has to assign the assistants of EDR2 laboratory to help the lecturers conduct the activity. Consequently, the English Department should have certain criteria to recruit the assistants. The other alternative is that the English Department has to make sure that every classroom has one lecturer.

Another suggestion is that the English Department can add oral examination besides reading log as the follow-up activity of extensive reading. The examination is aimed to ensure that the students really conduct extensive reading activity and write the reading logs themselves. Besides, it can make the students more seriously because they are afraid of getting bad scores in the examination. During the examination, the English Department can have other lecturers test the students in order to obtain objective assessment.

2. Suggestions for the Lecturers of Reading A Course

It was found that most of the students did not follow the instructions correctly while the lecturer seemed to neglect extensive reading activity since she focused more on the main activity inside the classroom. As a result, extensive reading did not run well as expected. To improve the program, the next lecturers are expected to monitor the students more because extensive reading is also a part of the whole Reading Course.

**The Students' Perception of Extensive Reading Activity
through Reading Log in Reading A Class of the English Department
(Gabriella, 2019)**

What's more, the students suggested the lecturer to give feedback for each student and discuss about the reading logs they made after reading extensively. Hence, the lecturer is expected to give the students feedback which focuses more on the content rather than the grammar or the format of reading logs, so the students can present one of their reading logs in the oral examination. Because there are many students in one class, the lecturer may set the limitation of the options. There may be some titles of novels provided for the students to choose, and it has to be ensured that the lecturer knows about those stories. Besides avoiding the students to get confused, it can help the lecturer to give suitable feedback and assess the students in the oral examination. Another suggestion is that the lecturers can change the material for the activity. Instead of asking the students to read novels or compilations of short stories, the lecturers may lead the students to read news items or article with topics which are appealing for the students. By doing that, the students are expected to get more motivated besides gaining important information.

3. Suggestions for the Next Researchers

The main focus of the study was to prove whether extensive reading was motivating and advantageous in improving the students' language proficiency. The next researchers who are interested in extensive reading have broader opportunities in figuring extensive reading in other aspects. Some recommended aspects include extensive reading from the lecturer's point of view, other implementation of extensive reading besides making reading logs, or even figuring out the differences of the students' reading skills before and after doing extensive reading. The last area that the next researcher can investigate is the comparison between the extensive

**The Students' Perception of Extensive Reading Activity
through Reading Log in Reading A Class of the English Department**
(Gabriella, 2019)

reading activity done in the lower Reading course and the one in the higher level of course. The next researchers also have to pay more attention toward the validation of the data they obtain by providing solid proofs that support their researches. If they want to investigate the direct effects of extensive reading toward the students' reading skills, they can conduct an experimental study by carrying out treatment and tests. Different scores from pre-test and post-test can reveal how effective extensive reading in improving the students' reading skills. To make the researches more convincing, the next researchers are suggested to combine both non-experimental study and the one using experimental procedure. By doing that, the researchers are able to discover the students' perception as well as the concrete proof of their opinions.

**The Students' Perception of Extensive Reading Activity
through Reading Log in Reading A Class of the English Department**
(Gabriella, 2019)

References

- Alderson, J.C. (2000). *Assessing Reading*. Cambridge: Cambridge University Press.
- Alexander, J. E. & Filler, R. C. (1975). Measures of Reading Attitudes. *Elementary English*, 52(3), 376-378. Retrieved on September 6, 2018, from National Council of Teachers of English, <https://www.jstor.org/stable/41592628>.
- Aliponga, J. (2013). Reading Journal: Its Benefits for Extensive Reading. *International Journal of Humanities and Social Science*, 3(12), 73-79. Retrieved from <http://www.ijhssnet.com>.
- Atilgan, A.B. (2013). Effects of Extensive Reading on Writing in Terms of Vocabulary. *INTESOL Journal*, 10(1), 53-63. Retrieved from <https://journals.iupui.edu/index.php/intesol/index>.
- Bamford, J. & Day, R.R. (1997). Extensive Reading: What Is It? Why Bother?. *TLT Online Editor*. Retrieved from <http://www.jalt-publications.org/tlt/files/97/may/extensive.html>.
- De Morgado, N. F. (2009). Extensive Reading: Students' Performance and Perception. *The Reading Matrix* 9(1), 31-43. Retrieved on December 13, 2018, from <https://www.researchgate.net/publication/253319496>.
- Démuth, Andrej. (2013). Perception Theories. Retrieved on April 28, 2019, from https://www.researchgate.net/publication/310832124_Perception_Theories
- El-Hindi, A.E. (1997) Connecting Reading and Writing College Learners' Metacognitive Awareness. *Journal of Developmental Education* 21(2), 10-12, 14, 16, 18. Retrieved on May 3, 2018, from National Center for Developmental Education, <http://www.jstor.org/stable/42775722>.
- Essays, UK. (November 2018). Theories of Perception. Retrieved from <https://www.ukessays.com/essays/psychology/theories-perception-2618.php?vref=1>

**The Students' Perception of Extensive Reading Activity
through Reading Log in Reading A Class of the English Department**
(Gabriella, 2019)

- Ghanbari, M. & Marzban, A. (2013). Effect of Extensive Reading on Incidental Vocabulary Retention. *Procedia-Social and Behavioral Sciences*, 116(2014), 3854-3858. Retrieved from <http://www.sciencedirect.com>.
- Gibson, E.J. & Levin, H. (1975). *The Psychology of Reading*. Cambridge: The MIT Press.
- Hann, F. (2018). *The Effect of Choice on Reading Anxiety, Reading Autonomy, Reading Interest, Reading Self-Efficacy, and Reading Performance* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (ProQuest No. 10784436).
- Hausheer, H. (1928). A Theory of Perception. *The Journal of Philosophy*, 25(24), 645-651. Retrieved on May 3, 2018, from Journal of Philosophy, Inc., <http://www.jstor.org/stable/2014608>.
- Hofer, B. (2011). *Motivation in the College Classroom*. (Svinicki, M. & McKeachie, W. J., Ed.) *McKeachie's Teaching Tips*. Belmont: Wadsworth.
- Huang, Y. C. (2015). Why Don't They Do It? A Study on the Implementation of Extensive Reading in Taiwan. *Cogent Education*, 2(1), 1099187. Retrieved on December 21, 2018, from <https://doi.org/10.1080/2331186X.2015.1099187>.
- Hunt, J. R. (2014). Extensive Reading in English in Hitotsubashi University PACE Classes: Justification, Establishment, and Objectives. *Hitotsubashi Journal of Commerce and Management*, 48(1), 43-53. Retrieved on May 3, 2018, from JSTOR, <http://www.jstor.org/stable/43295051>.
- Lee, H. N. & Mallinder, M. (2017). Role of Extensive Reading in EFL Vocabulary Development: Review and Recommendation. *The English Teacher*, XL, 145-163. Retrieved from <https://journals.melta.org>.
- Lyutaya, T. (2011). Reading Logs: Integrating Extensive Reading with Writing Tasks. *English Teaching Forum* 49(1), 26-34. Retrieved on May 8, 2019, from ERIC, <https://eric.ed.gov/EJ936092>.
- Mikeladze, T. (2014). *Extensive Reading*. Retrieved on April 27, 2019, from <https://www.researchgate.net>

**The Students' Perception of Extensive Reading Activity
through Reading Log in Reading A Class of the English Department**
(Gabriella, 2019)

- Mikulecky, B.S. (2008). *Teaching Reading in a Second Language*. Retrieved from <https://www.longmanhomeusa.com>.
- Neufeld, K. (1975). A Kaleidoscopic Reading Organization Plan. *Elementary English*, 52(5), 673-675. Retrieved on May 3, 2018, from National Council of Teachers of English, <http://www.jstor.org/stable/41592587>.
- Pollitt, A. & Taylor, L. (2008). *Cognitive Psychology and Reading Assessment*. (Sainsbury, M., Harrison, C., & Watts, A.) *Assessing Reading from Theories to Classrooms*. Retrieved on May 8, 2019, from www.nfer.ac.uk.
- Rankin, J. (2005). Easy Reader: A Case Study of Embedded Extensive Reading in Intermediate German L2. *Die Unterrichtspraxis / Teaching German*, 38(2), 128. Retrieved on September 6, 2018, from Wiley on behalf of the American Association of Teachers of German, <https://www.jstor.org/stable/20060000>.
- Takase, A. (2012). The Impact of Extensive Reading on Reluctant Japanese EFL Learners. *The European Journal of Applied Linguistics and TEFL*, 1, 97-113. Retrieved on September 6, 2018, from <http://www.theeuropeanjournal.eu/>.
- Tip Sheet on Question Wording*. (2007). Retrieved on December 13, 2018, from Program on Survey Research of Harvard University, <https://psr.iq.harvard.edu>.
- Touhid, T. (2015). *Analyzing Implementation of Extensive Reading in ESL Classrooms* (Bachelor's thesis). BRAC University, Dhaka, Bangladesh. Retrieved on December 21, 2018, from <https://dspace.bracu.ac.bd>.
- Ushenko, A. (1940). A Theory of Perception. *The Journal of Philosophy*, 37(6), 141-151. Retrieved May 3, 2018, from Journal of Philosophy, Inc., <http://www.jstor.org/stable/2018782>.