Chapter 5

Conclusion and Suggestion

Research findings and data analysis have been presented in the previous chapter. In this final chapter, the major findings and the data analysis are briefly summarized. Recommendations for teacher, students and future researchers are also explained in the last section of this chapter.

Conclusion

The first research question examines what EFL high school students' motivation is for reading in English as a foreign language. Quantitative data from the Motivation for Reading Questionnaire and descriptive statistics are used to answer the first research question. The findings reveal that *curiosity*, *competition*, and *challenge* were the students' motivations for EFL reading. In the findings and analysis presented in Chapter 4, it is found that *curiosity* obtains the highest mean score. It means most of the students are

motivated to read in English as a foreign language when they have curiosity over a topic of their interest, such as hobbies, and they eager to learn more.

The perceived *competition in reading* is found to have the second highest mean score. It means that high school students who become participants of this study are motivated to read in English as a foreign language because they want to outperform their peers in English reading subject. They will read more in English as they want to perform better than others. It can be inferred that competition is necessary for these high school students to trigger them to read more in English as a foreign language.

The perceived *challenge in reading* obtains the third highest mean score which describes EFL high school students' reading motivation. It can be concluded that reading passage which is challenging for the students and inquiring their critical thinking may trigger the students to be more motivated in reading. Moreover, challenge from projects given by teacher

may also give them reasons to read in English as a foreign language as they want to read more information in order to comprehend a difficult concept.

On the other hand, *social reasons for reading* is found to be the dimension of students' reading motivation with the lowest mean score. It shows that these high school students do not really consider English reading as a social activity. Thus, sharing what they read in English to their families or friends do not really encourage them to read more in English.

Referring to the overview of all six dimensions of reading motivation, it can be concluded that the motivation level of the high school students who participated in the study was average. It can be inferred from their mean score which is 2.69 out of 4 as the maximum score (See Table 4.1).

The second research question examines the correlation between each dimension of reading motivation and students' reading comprehension ability. Students' score in the Motivation for Reading Questionnaire and score of the reading

comprehension test are used as the instruments to answer the second and third research questions. The results of Pearson correlation and multiple regression analysis reveal that *enjoyment in reading* has a positive and significant correlation with students' reading comprehension. However, the relationship is considered weak. The other dimensions such as *challenge in reading, curiosity in reading, social reasons for reading, reading competition* and *compliance* do not show significant relationship with students' reading comprehension ability as their p-values are higher than 0,05. Most of them have linear correlation with students' reading comprehension ability. However, *social reasons for reading* and *reading competition* dimension are surprisingly found to have nonlinear correlation with students' reading comprehension ability. The correlation between all dimensions and students' reading comprehension can be considered as weak since the Pearson product moment coefficients are less than 0,4. The dimension of *social reasons for reading* has coeffcient which is near to

zero, meaning there is no relationship between this dimension and students' reading comprehension.

The third research question examines the dimension which has the strongest correlation with students' reading comprehension. It is found that *enjoyment in reading* is the only dimension which has a significant and the strongest correlation with students' reading comprehension ($r = 0.321$, p-value $= 0.03$). The multiple regression analysis confirms the result of Pearson correlation by revealing that *enjoyment in reading* is the dimension which has the strongest correlation with students' reading comprehension ability. It also reveals that *enjoyment in reading* is the only dimension which has acceptable p-value (0.056), thus confirming its considerable effect and relationship to students' reading comprehension ability.

Suggestions

For the teacher

These findings show that the students had average level of motivation for EFL reading. And the result of the reading comprehension test shows that the students' reading comprehension ability can be considered as 'average' with the mean score of 71 (scale 0-100). Related to the students' motivation, it was found that they read primarily for curiosity. Thus, to encourage the students to be more engaged in English reading, the teacher may tailor the learning activities to meet students' preference. Since interesting topic becomes their primary reason for English reading, the teacher should carefully choose the reading topics studied in the classroom. The teacher should be aware of the topic which gains interest from these high school students. Topics about hobbies, new things happening around the world, and cultures about people in different countries are preferred by these students. The teacher may use such reading passages in order to teach

comprehension. As the students develop willingness to read and have higher motivation to read, it may result in positive improvement of reading comprehension.

The result also reveals that the students enjoy competition and challenging reading passages. Thus, the teacher may utilize some activities using English reading passages that challenge the students' critical thinking and that are tailored to meet the students' level of competence. The teacher is encouraged to give recognition to the students who perform better than other in English reading subject. It is aimed to encourage the students to be more motivated for EFL reading.

Moreover, this study also found that *enjoyment in reading* is the only dimension with a significant correlation with students' reading comprehension. However, in this dimension, the participants' score was found to be lower than the other four dimensions. Thus, it is suggested for the school to encourage the students to be more engaged with the English

books they read and improve their enjoyment in EFL reading. For instance, the school may facilitate students with English books with various genres or topics to attract students' interest. Informal survey should be conducted in order to determine what genre the students enjoy to read, or what kind of English articles the students often read. Then, it may be utilized as teaching materials in English reading subject. Teachers are encouraged to help the students to enjoy experiencing different kinds of literary text. Group work or activity aimed to explore kinds of different English text is suggested.

For students

The suggestion for the students is to find English materials related to a topic of their interest or different kinds of literary texts or books they enjoy to read. It is suggested that the students exercise more in English reading by utilizing those reading materials. As the students find answers for their curiosity through reading English materials and their reading

enjoyment increases, they will become more motivated for EFL reading. It may finally give positive contribution for their reading comprehension ability.

For future researchers

The following are recommended for future researchers who wish to conduct a motivational research. First, similar study may be conducted to larger groups of students from several schools. One of the weaknesses of the present study is the inability to generalize the result to other schools, especially schools with different characteristics. Thus, it is recommended for future researchers to conduct similar research with probability sampling as the sampling method if they wish to generalize the result to a larger population .

Second, qualitative study may be conducted to examine how reading enjoyment affects students' reading comprehension since significant correlation was found between both. Third, it is suggested for the researchers to examine

students' motivation using qualitative analysis, by using interview or observation as the instruments along with the questionnaire. It is aimed to get more in-depth information regarding students' motivation, in case there is other motivation which is not stated in the questionnaire.

Fourth, factor analysis may also be conducted to examine students' motivation in Indonesian context in order to avoid irrelevant dimension of reading motivation. Fifth, it is suggested that the researchers conduct an experimental study by exposing the students with some treatments in order to see how their motivation and reading comprehension ability change and impact each other in order to confirm the relationship between both variables since motivation is not constant and may change over time. In fact, there are many factors which may change students' motivation, such as: teacher, school system and classmates. And lastly, a study examining the impact of students' reading motivation to other

aspects of reading, such as their reading amount and breadth, is recommended.

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