

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Conclusion

Based on the report data and the discussion that has been reviewed, it can be concluded that the students' interest in reading in the Extensive Reading course at UKAW Kupang is varied but tends to be positive. This variation is reflected in the distribution of students' reading interest, where 40% of the students demonstrated very high interest, 30% showed moderate interest, and the remaining 30% had low interest. These percentages indicate that most students (70%) have a good inclination toward reading activities, although there are also some who show lower levels of interest. This diversity reflects that reading interest is not uniform, but rather influenced by a combination of internal and external factors that shape the students' attitudes and engagement with the reading materials they encounter. Students who show a high level of interest demonstrate openness in exploring various readings, while those with moderate or low interest still maintain their engagement in reading activities, albeit driven by different motivations. This affirms that reading interest is not solely the result of personal preference, but also of the learning dynamics in the classroom and the students' awareness of the importance of reading as part of their academic process.

This conclusion illustrates that, in general, despite varying levels of interest, students are still able to adapt to the demands of learning in the Extensive Reading course. In other words, this course has succeeded in

sustaining, and in some cases even sparking, students' interest in reading by providing an environment that allows for more open exploration of reading materials. Awareness of the benefits of reading appears to play a role in encouraging students to remain engaged, so it can be said that success in fostering reading interest depends not only on the presentation of reading materials but also on how students perceive and respond to their reading experiences. Thus, these findings provide a clear picture that, although challenges remain, students in this class have demonstrated a fairly good level of engagement in reading activities, which ultimately supports the expected learning objectives of the Extensive Reading course.

5.2. Suggestion

Based on the summary of the research findings discussed above regarding students' reading interest in the Extensive Reading course at UKAW Kupang, the researcher offers several suggestions addressed to various related parties, with the hope that this research will not only serve as an academic document but also make a real contribution to efforts to enhance students' reading interest. These suggestions are directed to the course lecturers, the students as the learners, and future researchers who wish to explore similar topics in greater depth. The researcher gives the following suggestion below:

1. For the Lecturer (Instructor of the Extensive Reading Course).

The lecturer, as a facilitator in the learning process, plays higher strategic role in fostering and maintaining students' reading interest. Based on the findings of this research, it is recommended that lecturers be more

creative in designing and presenting reading materials, for example, by utilizing contextual texts that are relevant to the students' daily lives. Reading materials that are closely related to students' personal experiences tend to be more engaging and motivate them to read actively.

In addition, lecturers are also advised to provide students with the freedom to choose their reading materials so that they feel more involved and develop a sense of ownership over their own learning process. In this way, students read not only because of assignment demands but also due to intrinsic motivation. Lecturers can also take advantage of technology, such as digital platforms or online reading applications, to tap into the interests of students who are more accustomed to electronic media.

Equally important, lecturers should regularly provide constructive feedback on students' reading outcomes. Positive feedback will appreciate the students' efforts and encourage them to continue enhancing their reading interest. Furthermore, creating a supportive, inclusive, and enthusiastic classroom atmosphere in every learning session will greatly help foster students' overall enthusiasm for reading.

2. Recommendations for Students

Students, as the main actors in the learning process, should realize that reading is a fundamental skill that is highly important, especially in learning English. This research shows that some students already have an interest in reading; however, further efforts are needed to enhance that interest into a sustainable positive habit.

Students are encouraged to broaden their reading references beyond the materials provided by the lecturer. Getting used to reading various types of texts, such as articles, essays, short stories, or even novels in English, will be very helpful in expanding their knowledge and improving their language skills. Moreover, students are also expected to actively seek reading topics that match their personal interests, as reading materials they enjoy will make the reading process more enjoyable and feel less like a burden.

In addition to independent reading, students are also recommended to form discussion groups or reading clubs, so they can exchange opinions, share reading recommendations, and discuss reading content together. This activity not only enhances their reading interest but also strengthens social interaction and enriches their perspectives on various topics they read.

3. Recommendations for Future Researchers

For next researchers who are interested in continuing or expanding this study, it is recommended to broaden the scope of the research, both in terms of the number of informants and the data collection methods. This study focused on interviews as the main method; therefore, for future research, researchers may consider using mixed methods such as questionnaires, classroom observations, or even longitudinal studies that monitor the development of students' reading interest over a longer period. In addition, future researchers can also explore other factors that were not deeply examined in this study, such as the influence of supporting facilities

(for example, libraries, internet access, or electronic reading materials), the influence of the social environment (family, peers), as well as the impact of internal and external motivation on students' reading interest.

Thus, the results of further research can provide a more comprehensive picture and sharper recommendations for increasing students' reading interest, particularly in the context of Extensive Reading in higher education. It is hoped that these subsequent studies can serve as a foundation for the development of curricula, learning strategies, and more effective academic policies in fostering a reading culture among university students.