Chapter Five

Conclusion and Recommendation

The last chapter of this research delivers the conclusion and recommendation. The conclusion presents the summaries of the findings of this research, and the recommendation includes some suggestions. The elaboration of the conclusion and recommendation are described below.

Conclusion

Based on the result of this research, it showed that there were three factors that influence ELED students to read English textbooks. The factors involved the students interests, the students' need, and the easy vocabulary. In addition, the result represented tfive difficulties as percieved by students in understanding English textbooks. The difficulties were low frequency words, time management, personal concern, low motivation, and the lengthy of the text.

Furthermore, the findings describe the difficulties encountered by the ELED students in understanding English textbooks. The findings showed that the difficulties that were encountered by some ELED students include four major difficulties. Firstly, low frequency words. Some of the participants face difficulties when encountering unfamiliar words. Secondly, time management. As the students the participants have many activities, their activities outside the classroom makes it diffficult for them to allocate

their time to read. Thirdly, personal concern. According to the research data, some of the participants feel bored when reading textbooks and stated that reading is boring. The other showed that their feeling to read is inconsistent. Fourthly, low motivation. Means that from research data show that they are not really interested in reading. Then, the lengthy of text. The reading texts that students obtain in reading activities include theoretical and academic text.

In conclusion, this research confirms that the factors that influence ELED students to read English textbooks are obligation of the students interests, the students' needs, and the easy vocabulary. This research also presents the difficulties encountered by students in understanding English textbooks that might be fruitful for readers who have similar difficulties in understanding English textbooks.

Recommendation

Based on the result of this research, there are some recommendation or suggestions for some parties who are related to this research, such as students, teacher, and further researcher. The discussion on recommendation are elaborated below.

For students. After conducting this research, it is suggested for students to consider the factors of reading textbooks. It is crucial for knowing the factors influencing students to read English textbooks. It is

suggested that the students are more aware of these factors so that they are more motivated to read. Moreover, it is important to be aware of the types of difficulties in reading which are mentioned above, so that at least, they know about their difficulties in reading and thus solve them. The researcher suggests that students can enrich their vocabulary through activities such as listening to music, watching movies, and reading English books to avoid misunderstanding of low frequency words that demotivate them to read textbooks

For teachers. From the result of the research, the teachers can find out about several factors and difficulties faced by students in understanding English textbooks. Thus, it is suggested for teachers to choose the textbooks that are suitable to understand by the students. Furthermore, the teacher can consider in the appropriate textbooks as teaching materials, with a consideration of the difficulties elaborated above. It is one of the ways to engage students' motivation to read.

For further researchers. The result of this research can be used as one of the references for further researchers who want to conduct similar studies related to this topic. Further researchers are suggested to conduct similar studies by using some findings of this study. For example, further researchers can investigate the strategies to solve the students' difficulties on reading textbooks.