

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the student teachers' reading habit level and followed by the most common factor that influences reading habit level. Moreover, this chapter includes the suggestion regarding the research for student teachers and future researchers.

A. Conclusion

Based on the research findings, the researcher will divide the conclusion into two main point related to the research questions.

1. Moderate Level of Student Teachers' Reading Habit

According to the findings above, it can be concluded that this research has answered the research questions in the first chapter. Research findings show that mostly student teachers reading habit level at English Teacher Education Department are in moderate level. It is proved by the statistical analysis, the table shows that mostly student teachers give answer in the option number 2, it known as Sometimes and it can be indicated as Moderate readers. It is proven by statistical report using SPSS. Each items that has analyzed using SPSS shows the dominant number that is number 2 and it indicates moderate readers. Meaning that, the subjects give the answer that they are in medium level, they do not enough to be categorized as Constant and they are in higher level to be categorized as Seldom readers. Based on Oguz theory, it means that mostly student teachers read between 6-20 readings with time spending between 30-60 minutes in one reading.

Being a Moderate level actually is not really bad level. It is kind of good first step to improve to the higher level that is Constant Level. Besides, reading habit level has revealed, additional information related to reading habit level including what the most dominant of the kind of English reading and type of reading habit of student teachers is. Moreover, it has shown in the previous chapter that student teachers mostly read for

certain purpose such as they read something that they suppose that is important for them and they concentrate to read it. In addition, they mostly like to read Non-Academic reading, but some of them also like to read Academic Readings in order to increase their score in their study.

2. Intrinsic Motivation of Student Teachers' Reading Habit

The most common factor that influences reading habit has captured in the previous chapter. Furthermore, it shows that they are mostly intrinsically motivated to read. Meaning that they are affected by intrinsic motivation where they read because they have desire to read and they are not affected by the others factors that come from outside their desire to read such as receiving good score or others.

B. Suggestion

According to the conclusion of the study, several suggestions are given to the Student Teachers at English Teacher Education Department of State Islamic University Sunan Ampel Surabaya and future researchers who desire to do the same field research.

1. Student Teachers at English Teacher Education Department of UIN Sunan Ampel Surabaya

The researcher offers the suggestion to the student teachers to keep maintaining the Moderate Level as their level of Reading Habit and Intrinsic motivation as the most common factor that affect their reading habit. It is good level as the beginning. Next, they are expected to reach higher level that is Constant Level of reading habit. Moreover they can keep their reading habit as routine activity and they can read for completing their desire in reading as their intrinsic motivation.

2. Future Researchers

Finally, this research has a lot of weaknesses, it would be pleased if future researchers will do better than the researcher did. Specifically, this research is limited only to know the reading habit level and the most common factor that influence their reading habit. Furthermore, finding the best way to increase students' reading habit is one of an interesting thing to be observed regarding to this research.