

## **Chapter Five**

### **Conclusion and Recommendation**

This chapter presents the conclusion and recommendation of this research. The conclusion discusses the result of the findings based on data collection, while the recommendation presents some suggestions for other researchers, for students, and for the teacher.

#### **Conclusion**

This research is aimed at investigating “What are the factors that motivate ELED students’ to reading academic English texts?”. In addition, the study is to find out “What strategies do ELED students use to improve their motivation to read academic English text?”. The two objectives were discussed based on the four participants’ perceptions.

The finding of the first research question revealed that the participants found the factors that motivate ELED students’ to reading academic English texts. Two types of motivation were mentioned by participants including the intrinsic and extrinsic motivation. All participants also admitted that they were motivated extrinsically. As in extrinsic motivation, there were six sources of motivation revealed from the interview. This motivational factor included to desired to gain knowledge, desire get grades, demands from lecturers to read, appropriate level book, social sharing, and academic reading demands to do theses.

The findings of the second research question showed that all participants acknowledged that they had several strategies to increase their own motivation to read the academic English text. The first strategy that students employed to motivate themselves was reading frequently. This method was carried out by one participant who admitted that he believed that by reading frequently, he would be motivated to read the academic English text. Regarding the second strategy, some participants revealed that their strategy to motivate themselves in reading academic English text was discussing the reading materials with their friends.

The third strategy used by students in increasing their motivation in academic English was by building self-confidence. Finally, students' strategy to increase their own motivation was sharing with lecturers. This method was found from participants who stated that sharing with the lecturer aimed to get a solution when he was lazy to read. This made him able to get excited in reading the academic English text.

### **Recommendation**

After the findings have been shown the researcher proposes some recommendations dealing with this research. The recommendations are suggested for other researchers, for the students and for the lecturers.

**For other researchers.** This study aims to study the motivational factors of students to read their academic English text and what strategies students use to improve students' motivation in reading academic English text. The future researchers were suggested to elaborate the previous research with the new

objective. In addition, the researcher recommends the future researchers to conduct other participants and using another method .

**For the students.** Based on the results of this study, the researcher found that one of the factors of their motivation to read academic English was the desire to obtain good grades. Thus for those who want the desire to obtain good grades they are suggested to further improve their reading, in order to be able to do the quiz given by the lecture. Furthermore, if students do not understand the material in their books, the researcher suggest discussing with friends. So students will be motivated because they have friends to study together.

**For the lecturers.** Based on the results of this study, lecturers are advised to motivate students when students are lazy to read academic English text in the class. Lecturers should motivate students to improve reading by giving students materials to read. Furthermore, the lecturers should demand students to read academic books to do the thesis. When students do not understand the material from the book, the researcher suggest that lecturers can provide explanations that are easily understood by students. Finally, if students need motivation in reading, the researcher suggests that lecturers provide support to students through shering ideals.