

## Chapter V

### Conclusion & Suggestion

#### What I can Conclude

Finding out and exploring the circumstances that establish my student's reading motivation are, again, what this study tried to discover. Through my own experiences as a reader and finally as an ESL teacher that undermining the born of this study, I have this desire to see why some or many of my ESL students are so unmotivated when it comes to reading class. As this study evolve around two crucial research questions that could spare us a whole new information about reading motivation, I finally unveiled some of the possible factors and explanations that could answer not only how reading motivation is established and influenced within oneself, but also the general perception towards reading motivation between my overall students – this could not be possibly done without the cooperation of my students-respondents and cherished four participants who were willing to share their experiences and be involved in this study process.

Throughout the whole procedures of this motivational study, I as the writer, researcher, and ESL teacher myself really hope that this study would be another resourceful work on motivational issues, particularly in reading motivation and the factors that might establish and/or influence it within the frame of Self-determination theory (SDT) and several factors, such as: family and peers. In my study, the findings suggested that my participants' motivation are influenced by several factors, one of which could come from their closest social circle which is family and might as well their peer circle which, without closing any possibility, demoralize their spirit in reading or vice versa.

On the other hand, those factors mentioned above might only be the tip of the iceberg; while in the depth, we know that there is a chance that our kids' inner-selves are not confident enough to fulfill their aspiration to be self-dependent – as sometimes the parents or maybe us, the teacher, are still trying to take control towards their lives – that eventually they feel as if

they do not have enough prospect to show their competence and find a network for themselves to develop their ability. As this happens, the inner and outer motivation, as the main impetus of an achievement, will not be established within themselves.

The impact of motivation to reading affinity itself is notable as reading is one of the ways to gather as many information and/or competence as we can, even though when we are reading for pleasure, both in L1 and L2 contexts. Nevertheless, in my study and according to the theory presented, if someone is motivated in L1 reading, he/she might behave differently in L2 reading because of the different aspects, such as: different structure and/or vocabulary also reading strategies used; and in this study, all of the participants, either high or low motivated, showed that they are less motivated or not motivated at all in L2 reading due to the factors mentioned earlier.

In consequence, from the summary of the whole study which was made into this conclusion, I hope that this overall study would help us, the teachers and may be some of the readers to be aware that we should be more observational towards our student's literacy needs and try to make connections with them in order to find out what works the best for them in reading class and the way to ignite a little of their reading motivation. If the teachers can do it in classroom situation, there is a possibility that this can also be implied in school level in the pursuit of literacy program policy that is proper for the students – many of schools, across all levels around the world, have already had a reading or literacy program for their students, but does it answer the student's needs on literacy? Some of these schools might only give the students compulsory books to read and ask them to work on some assignment, while they forget that the appointed books might not be suitable to the student's preference and/or level and that is why I hope that the results of this study could pave a way for the better literacy program in school's practice because educational community is the second go-to-place when the family is insufficient to help the kids to become more proficient.

### **Suggestion for Further Study**

Imperfections are something inevitable including in this study, and so in this last part of my study, I would like to give several suggestions that might come in handy for the other writers who would like to continue or replicate this study.

The first suggestion is about the dynamics of the theory of motivation and the factors that influence it. Motivational theory is something that is altering over time and in the future, there must be another depth to dive in the theory that follows the human's current motivational state along with the factors that undermine it, particularly in field of literacy in which there are still limited numbers of this study; hence, I hope that the next research about this would try to go deeper in terms of the basic theory so that the analysis for each participant's story or the data would also become deeper and clearer to the readers who want to understand the topic more.

The next suggestion is the interviewee. In my study, my participants were the students of the Blue Star Senior High School, but for the upcoming related study, the future researcher might consider to reach wider prospect of participant (*e.g.*: male participants) and also interview the related teacher of the participants as well in order to know more about the reading motivation from the respective participants.

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