

**Students' Perception of the Existence of “the
English Department Reading and Writing
Laboratory”, of the Teacher Training and
Education Faculty of Widya Mandala Surabaya
Catholic University**

**A Thesis
As Partial Fullfillment of the Requirements
for *Sarjana Pendidikan* Degree in
Faculty of Teacher Training and Education**



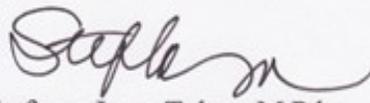
***Written By:*
Vivi Marta Kristantiana
1213005029**

**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
JURUSAN BAHASA DAN SENI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
2009**

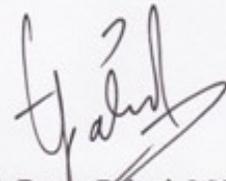
APPROVAL SHEET

(1)

This thesis entitled *“STUDENTS’ PERCEPTIONS OF THE EXISTENCE OF “THE ENGLISH DEPARTMENT READING AND WRITING LABORATORY”, OF THE TEACHER TRAINING AND EDUCATION FACULTY OF WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY”*, which is prepared and submitted by Vivi Marta Kristantiana (1213005029) has been approved and accepted as a partial fulfillment of the requirements for the Sarjana Pendidikan Degree in Faculty of Teacher Training and Education by the following advisors:



Drs. Stefanus Laga Tukan, M.Pd.
First Advisor

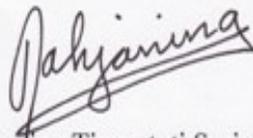


M. G. Retno Palupi, M.Pd.
Second Advisor

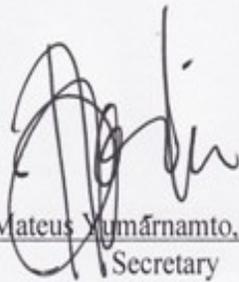
APPROVAL SHEET

(2)

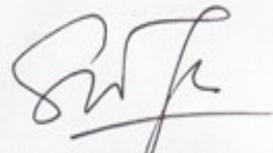
This thesis has been examined by the committee on oral examination with
the grade of _____



Dr. Tjahjaning Tingastuti Surjosuseno, M.Pd.
Chairperson



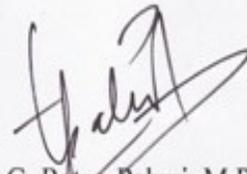
Mateus Yumarnanto, M.Hum.
Secretary



Dra. Susana Teopilus, M.Pd.
Member



Drs. Stefanus Laga Tukan, M.Pd.
Member

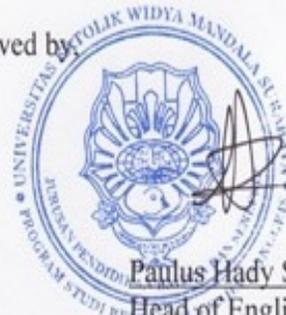


M. G. Retno Palupi, M.Pd.
Member



Dra. Agnes Santi Widiati, M Pd.
Dean of the Teacher Training Faculty

Approved by



Paulus Hady Sutris W., M.Sc.
Head of English Department

ACKNOWLEDGEMENTS

First of all, the writer would like to thank God for His guiding, wisdom, and strength granted to her during the preparation and examination of this thesis.

She would also like to express her deepest appreciation and gratitude to:

1. Drs. Stefanus Laga Tukan, M.Pd., the first advisor, who has been outstandingly patient and understanding in guiding her and suggesting ideas for the improvement of this thesis.
2. M. G. Retno Palupi, M.Pd., the second advisor, who has given her valuable time, guidance, advices, and suggestions to the writer for finishing this thesis.
3. The board of examiners whose valuable inputs and suggestions have contributed a lot to the improvement of this thesis.
4. All the lectures of the English Education Study Program of Widya Mandala Surabaya Catholic University who have taught her so much knowledge during her study in this university.
5. All the students of the English Education Study Program who have helped the writer in obtaining the data by filling in the questionnaires and answering the interviews questions.
6. The writer's family who has emotionally and financially supported and encouraged the writer to finish her thesis.
7. Yoseph Santoso, S.T., the writer's boyfriend for his support to the writer to finish this thesis.

8. The writer's fellow students, especially to Patrisia Aci, Fianti, Lia, Steven, Maya W., Maya Yesica, Grace, Evelin, Indah, and PD Sion members who have supported and prayed for her to finish her thesis.
9. The writer's boarding house friends and Rheina, Holly, Yulin, Wahyuni, Yovita, Meggy, and Yohan who have helped her in administering the questionnaires to their classmates so the writer could get the data needed for the study under report.

The Writer

TABLE OF CONTENTS

APPROVAL SHEET (1).....	ii
APPROVAL SHEET (2).....	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	vi
LIST OF TABLES.....	xi
LIST OF FIGURES	xv
ABSTRACT	xvi
CHAPTER I: INTRODUCTION	
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Objective of the Study.....	4
1.4 Significance of the Study.....	5
1.5 Scope and Limitation	5
1.6 Definition of the Key Terms.....	6
1.7 Organization of the Thesis.....	7
CHAPTER II: REVIEW OF RELATED LITERATURE	
2.1 Perception	8
2.2 The Reading Center	10
2.2.1 Use of the Reading Center	12
2.3 The Writing Center	14
2.3.1. The Interactive Online Writing Center (via internet)	14
2.3.2 Writing Center (ordinary)	15
2.4 The Reading and Writing Center	17
2.5 The English Department Reading and Writing Laboratory (ED-R2 Lab) of Widya Mandala Surabaya Catholic University	18
2.5.1 The Definition of the ED-R2 Laboratory of WMSCU	18
2.5.2 The Brief History of the ED-R2 Laboratory of WMSCU	19
2.5.3 The Functions of the ED-R2 Laboratory of WMSCU	19
2.5.4 The Materials of the ED-R2 Laboratory of WMSCU	20
2.5.4.1 Articles	20
2.5.4.2 Text Books.....	20
2.5.4.3 Compiled-materials	21
2.5.4.4 Novels.....	21
2.5.5 The Programs of the ED-R2 Laboratory of WMSCU	21
2.5.5.1 Regular Practicum	21
2.5.5.2 Tutorial	22
2.5.5.3 Wall Magazine Competition	22
2.5.5.4 Writing Competition	23
2.5.5.5 Novel Review Competition	23
2.5.5.6 Book Review	24

2.5.5.7	Talk Show	24
2.5.5.8	Seminar and Workshop	25
2.5.5.9	Publishing Students' Work	25
2.5.6	The Facilities of the ED-R2 Laboratory of WMSCU	26
2.5.6.1	Room	26
2.5.6.2	Computer with Internet Service	26
2.5.6.3	Printer	26
2.5.6.4	Scanner	27
2.5.7	The Staff of the ED-R2 Laboratory of WMSCU	27
2.6	Review of the Previous Study	27

CHAPTER III: RESEARCH METHODOLOGY

3.1	Research Design	29
3.2	Respondents	31
3.3	Research Instruments	31
3.4	Procedures.....	32
3.4.1	Data Collection of the Questionnaires	33
3.4.2	Data Analysis of the Questionnaires	34
3.4.3	Data Collection of the Interviews	36
3.4.4	Data Analysis of the Interviews Answers	37

CHAPTER IV: FINDINGS AND DISCUSSIONS OF FINDINGS

4.1	Findings of the Data	39
4.1.1	Findings of the Questionnaires Analysis	39
4.1.1.1	The Students' Knowledge of the ED-R2 Lab.	39
4.1.1.2	The Number of the Students who have Visited the ED-R2 Lab.	40
4.1.1.3	The Frequency of the Students Visit to the ED-R2 Lab. in a Week.....	40
4.1.1.4	The Activities Done at the ED-R2 Lab.	41
4.1.1.5	The Functions of the ED-R2 Lab. as an Effective Center..	43
4.1.1.6	The Number of the Students who have Read the Articles..	43
4.1.1.7	The Influence of the Articles to the Students' Reading and Writing Skills.....	44
4.1.1.8	The Articles are Interesting	45
4.1.1.9	The Updating of the Articles	46
4.1.1.10	The Arrangement of the Articles	47
4.1.1.11	The Number of the Students who have Read the Text Books.....	47
4.1.1.12	The Influence of the Text Books on the Students' Reading and Writing Skills	48
4.1.1.13	The Text Books are Interesting.....	49
4.1.1.14	The Updating of the Text Books.....	50
4.1.1.15	The Number of the Students who have Read the Compiled-Materials at the ED-R2 Lab.	51

4.1.1.16	The Influence of the Compiled-Materials on the Students' Reading and Writing Skills.....	52
4.1.1.17	The Compiled Materials are Interesting.....	53
4.1.1.18	The Updating of the Compiled-Materials.....	53
4.1.1.19	The Number of the Students who have Read the Novels at the ED-R2 Lab.	54
4.1.1.20	The Influence of the Novels on the Students' Reading and Writing Skills.....	55
4.1.1.21	The Novels are Interesting.....	56
4.1.1.22	The Addition of the Novels.....	57
4.1.1.23	The Students' Knowledge about Regular Reading and Writing Practicum.....	57
4.1.1.24	The Number of the Students who often Make an Appointment with the Counselor to Do Tutorial/Consultation.....	58
4.1.1.25	The Influence of Tutorial/Consultation on the Students' Reading and Writing Skills.....	59
4.1.1.26	The Students' Knowledge about Wall Magazine Competition.....	60
4.1.1.27	The Number of the Students who have Joined the Wall Magazine Competition Held by the ED-R2 Lab.	61
4.1.1.28	The Influence of Wall Magazine Competition on the Students' Reading and Writing Skills.....	62
4.1.1.29	The Themes of Wall Magazine Competition are Interesting.....	63
4.1.1.30	The Number of the Students who have Joined the Writing Competition Held by the ED-R2 Lab.....	63
4.1.1.31	The Influence of Writing Competition on the Students' Writing Skill.....	64
4.1.1.32	The Technique Done in the Writing Competition.....	65
4.1.1.33	The Topics of Writing Competition are Interesting.....	66
4.1.1.34	The Number of the Students who have Joined the Novel Review Competition Held by the ED-R2 Lab.....	67
4.1.1.35	The Influence of the Novel Review Competition on the Students' Reading and Writing Skills.....	68
4.1.1.36	The Novel Review Competition are Interesting.....	69
4.1.1.37	The Number of the Students who have Joined the Book Review and Talk Show Held by the ED-R2 Lab.....	70
4.1.1.38	The Influence of Book Review and Talk Show on the Students' Reading and Writing Skills.....	71
4.1.1.39	The Themes of Book Review and Talk Show are Interesting.....	72
4.1.1.40	The Quality of Speakers in the Book Review and Talk Show.....	73
4.1.1.41	The Number of the Students who have Joined Seminar and Workshop Held by the ED-R2 Lab.....	74

4.1.1.42	The Materials in Seminar and Workshop are Interesting.....	75
4.1.1.43	The Quality of Speakers in the Seminar and Workshop	76
4.1.1.44	The Number of the Students who have Read the Students' Published Compositions.....	77
4.1.1.45	The Copies of the Students' Published Compositions Sold	78
4.1.1.46	The Useful of the Students' Published Compositions.....	78
4.1.1.47	The Inspiration from the Students' Published Compositions	79
4.1.1.48	The Working of the Computers	80
4.1.1.49	The Number of the Computers	81
4.1.1.50	The Working of the Internet Services	82
4.1.1.51	The Influence of the Computers with Internet Services on the Students' English Knowledge	83
4.1.1.52	The Influence of the Printers on the Students' Assignments.....	83
4.1.1.53	The Affordable of the Price for a Printing.....	84
4.1.1.54	The Influence of the Scanner on the Students' Assignments.....	85
4.1.1.55	The Affordable of the Price for a Scanning.....	86
4.1.1.56	The Temperature of the Room.....	87
4.1.1.57	The Comfort of the Room	88
4.1.1.58	The Cleanliness and Neatness of the Room	88
4.1.1.59	The Friendliness of the Staff.....	89
4.1.1.60	The Availability of the Staff.....	90
4.1.1.61	The Helpfulness of the Staff.....	91
4.1.1.62	The Quality of the Staff.....	91
4.1.2	A Summary of the Percentage of the Questionnaires	93
4.1.3	Findings of The Interviews	100
4.1.4	A Summary of the Percentage of the Interviewees' Responses.....	149
4.2	Discussion of the Findings	157
4.2.1	The Students' Perception of the Existence of the ED-R2 Lab.	157
4.2.2	The Students' Perception of the Functions of the ED-R2 Lab.....	158
4.2.3	The Students' Perception of the Materials of the ED-R2 Lab.	159
4.2.4	The Students' Perception of the Programs of the ED-R2 Lab.	162
4.2.5	The Students' Perception of the Facilities of the ED-R2 Lab.....	170
4.2.6	The Students' Perception of the Staff of the ED-R2 Lab.	172

CHAPTER V: CONCLUSION

5.1	Summary	174
5.2	Suggestions	178
5.2.1	Respondents' Suggestions for the ED-R2 Lab.	179
5.2.2.1	Writer's Suggestions for the ED-R2 Lab.....	181
5.2.2.2	Writer's Suggestion for the English Education Study Program of WMSCU	182
5.2.2.3	Recommendation for Further Researches.....	183

BIBLIOGRAPHY	185
Appendix 1 Questionnaire	187
Appendix 2 Interview Questions	190
Appendix 3 Numbers and Percentage of the Questionnaires Answers.....	191
Appendix 4 Numbers of the Questionnaires Answers.....	193
Appendix 5 Percentage of the Questionnaires Answers	195
Appendix 6 Average for Each Group of Materials at the ED-R2 Lab.....	197
Appendix 7 Average for Each Group of Programs at the ED-R2 Lab.	198

LIST OF TABLES

Table 4.1.1.1	The Students' Knowledge of the ED-R2 Lab.	40
Table 4.1.1.2	The Number of the Students who have Visited the ED-R2 Lab.	40
Table 4.1.1.3	The Frequency of the Students' Visit to the ED-R2 Lab. in a Week	41
Table 4.1.1.4	The Activities Done at the ED-R2 Lab.	42
Table 4.1.1.5	The Functions of the ED-R2 Lab. as an Effective Center.....	43
Table 4.1.1.6	The Number of the Students who have Read the Articles	44
Table 4.1.1.7	The Influence of the Articles on the Students' Reading and Writing Skills.....	45
Table 4.1.1.8	The Articles are Interesting	45
Table 4.1.1.9	The Updating of the Articles	46
Table 4.1.1.10	The Arrangement of the Articles	47
Table 4.1.1.11	The Number of the Students who have Read the Text Books..	48
Table 4.1.1.12	The Influence of the Text Books on the Students' Reading and Writing Skills.....	49
Table 4.1.1.13	The Text Books are Interesting.....	49
Table 4.1.1.14	The Updating of the Text Books.....	50
Table 4.1.1.15	The Number of the Students who have Read the Compiled-Materials at the ED-R2 Lab.	51
Table 4.1.1.16	The Influence of the Compiled-Materials on the Students' Reading and Writing Skills	52
Table 4.1.1.17	The Compiled Materials are Interesting.....	53
Table 4.1.1.18	The Updating of the Compiled-Materials	54
Table 4.1.1.19	The Number of the Students who have Read the Novels at the ED-R2 Lab.	55
Table 4.1.1.20	The Influence of the Novels on the Students' Reading and Writing Skills.....	55
Table 4.1.1.21	The Novels are Interesting	56
Table 4.1.1.22	The Addition of the Novels	57
Table 4.1.1.23	The Students' Knowledge about Regular Reading and Writing Practicum.....	58
Table 4.1.1.24	The Number of the Students who often Make an Appointment with the Counselor to Do Tutorial/Consultation	59
Table 4.1.1.25	The Influence of Tutorial/Consultation on the Students' Reading and Writing Skills	60
Table 4.1.1.26	The Students' Knowledge about Wall Magazine Competition	60
Table 4.1.1.27	The Number of the Students who have Joined the Wall Magazine Competition Held by the ED-R2 Lab.	61
Table 4.1.1.28	The Influence of Wall Magazine Competition on the Students' Reading and Writing Skills	62
Table 4.1.1.29	The Themes of Wall Magazine Competition are Interesting ...	63

Table 4.1.1.30	The Number of the Students who have Joined the Writing Competition Held by the ED-R2 Lab.	64
Table 4.1.1.31	The Influence of Writing Competition on the Students' Writing Skill	65
Table 4.1.1.32	The Technique Done in the Writing Competition	66
Table 4.1.1.33	The Topics of Writing Competition are Interesting.....	67
Table 4.1.1.34	The Number of the Students who have Joined the Novel Review Competition Held by the ED-R2 Lab.	68
Table 4.1.1.35	The Influence of the Novel Review Competition on the Students' Reading and Writing Skills.....	69
Table 4.1.1.36	The Novel Review Competition are Interesting.....	70
Table 4.1.1.37	The Number of the Students who have Joined the Book Review and Talk Show Held by the ED-R2 Lab.	71
Table 4.1.1.38	The Influence of Book Review and Talk Show on the Students' Reading and Writing Skills.....	72
Table 4.1.1.39	The Themes of Book Review and Talk Show are Interesting..	73
Table 4.1.1.40	The Quality of Speakers in the Book Review and Talk Show .	74
Table 4.1.1.41	The Number of the Students who have Joined Seminar and Workshop Held by the ED-R2 Lab.	75
Table 4.1.1.42	The Materials in Seminar and Workshop are Interesting.....	75
Table 4.1.1.43	The Quality of Speakers in the Seminar and Workshop	76
Table 4.1.1.44	The Number of the Students who have Read the Students' Published Compositions.....	77
Table 4.1.1.45	The Copies of the Students' Published Compositions Sold	78
Table 4.1.1.46	The Useful of the Students' Published Compositions	79
Table 4.1.1.47	The Inspiration from the Students' Published Compositions ..	80
Table 4.1.1.48	The Working of the Computers	81
Table 4.1.1.49	The Number of the Computers	81
Table 4.1.1.50	The Working of the Internet Services.....	82
Table 4.1.1.51	The Influence of the Computers with Internet Services on the Students' English Knowledge	83
Table 4.1.1.52	The Influence of the Printers on the Students' Assignments ...	84
Table 4.1.1.53	The Affordable of the Price for a Printing	85
Table 4.1.1.54	The Influence of the Scanner on the Students' Assignments...	86
Table 4.1.1.55	The Affordable of the Price for a Scanning.....	86
Table 4.1.1.56	The Temperature of the Room.....	87
Table 4.1.1.57	The Comfort of the Room	88
Table 4.1.1.58	The Cleanliness and Neatness of the Room	89
Table 4.1.1.59	The Friendliness of the Staff	89
Table 4.1.1.60	The Availability of the Staff.....	90
Table 4.1.1.61	The Helpfulness of the Staff.....	91
Table 4.1.1.62	The Quality of the Staff.....	92
Table 4.1.2	A Summary of the Percentage of the Questionnaires	93
Table 4.1.3.1	The Frequency of the Students' Visit to the ED-R2 Lab. in a Week	101
Table 4.1.3.2	The Activities Done at the ED-R2 Lab.	102

Table 4.1.3.3	The Functions of the ED-R2 Lab. as an Effective Center.....	103
Table 4.1.3.4a	The Number of the Students who have Read the Articles	104
Table 4.1.3.4a.1	The Influence of the Articles on the Students' Reading and Writing Skills.....	105
Table 4.1.3.4a.2	The Articles are Interesting	105
Table 4.1.3.4a.3	The Updating of the Articles	106
Table 4.1.3.4a.4	The Arrangement of the Articles	107
Table 4.1.3.4b	The Number of the Students who have Read the Text Books..	107
Table 4.1.3.4b.1	The Influence of the Text Books on the Students' Reading and Writing Skills	108
Table 4.1.3.4b.2	The Text Books are Interesting	109
Table 4.1.3.4b.3	The Updating of the Text Books	109
Table 4.1.3.4c	The Number of the Students who have Read the Compiled-Materials at the ED-R2 Lab.	110
Table 4.1.3.4c.1	The Influence of the Compiled-Materials on the Students' Reading and Writing Skills	111
Table 4.1.3.4c.2	The Compiled Materials are Interesting.....	112
Table 4.1.3.4c.3	The Updating of the Compiled-Materials	112
Table 4.1.3.4d	The Number of the Students who have Read the Novels at the ED-R2 Lab.	113
Table 4.1.3.4d.1	The Influence of the Novels on the Students' Reading and Writing Skills.....	114
Table 4.1.3.4d.2	The Novels are Interesting	114
Table 4.1.3.4d.3	The Addition of the Novels.....	115
Table 4.1.3.5	The Students' Knowledge about Regular Reading and Writing Practicum.....	116
Table 4.1.3.6	The Number of the Students who often Make an Appointment with the Counselor to Do Tutorial/Consultation	117
Table 4.1.3.6a	The Influence of Tutorial/Consultation on the Students' Reading and Writing Skills	118
Table 4.1.3.7*	The Students' Knowledge about Wall Magazine Competition	118
Table 4.1.3.7	The Number of the Students who have Joined the Wall Magazine Competition Held by the ED-R2 Lab.	119
Table 4.1.3.7a	The Influence of Wall Magazine Competition on the Students' Reading and Writing Skills.....	120
Table 4.1.3.7b	The Themes of Wall Magazine Competition are Interesting ...	121
Table 4.1.3.8	The Number of the Students who have Joined the Writing Competition Held by the ED-R2 Lab.	122
Table 4.1.3.8a	The Influence of Writing Competition on the Students' Writing Skill	122
Table 4.1.3.8b	The Technique Done in the Writing Competition	123
Table 4.1.3.8c	The Topics of Writing Competition are Interesting.....	124
Table 4.1.3.9	The Number of the Students who have Joined the Novel Review Competition Held by the ED-R2 Lab.....	125
Table 4.1.3.9a	The Influence of the Novel Review Competition on the Students' Reading and Writing Skills.....	126

Table 4.1.3.9b	The Novel Review Competition are Interesting	127
Table 4.1.3.10	The Number of the Students who have Joined the Book Review and Talk Show Held by the ED-R2 Lab.	128
Table 4.1.3.10a	The Influence of Book Review and Talk Show on the Students' Reading and Writing Skills	129
Table 4.1.3.10b	The Themes of Book Review and Talk Show are Interesting..	130
Table 4.1.3.10c	The Quality of Speakers in the Book Review and Talk Show .	131
Table 4.1.3.11	The Number of the Students who have Joined Seminar and Workshop Held by the ED-R2 Lab.	132
Table 4.1.3.11a	The Materials in Seminar and Workshop are Interesting.....	133
Table 4.1.3.11b	The Quality of Speakers in the Seminar and Workshop	133
Table 4.1.3.12	The Number of the Students who have Read the Students' Published Compositions	134
Table 4.1.3.12*	The Copies of the Students' Published Compositions Sold	135
Table 4.1.3.12a	The Useful of the Students' Published Compositions	136
Table 4.1.3.12b	The Inspiration from the Students' Published Compositions ..	137
Table 4.1.3.13a	The Working of the Computers	138
Table 4.1.3.13b	The Number of the Computers	138
Table 4.1.3.13c	The Working of the Internet Services	139
Table 4.1.3.13d	The Influence of the Computers with Internet Services on the Students' English Knowledge	140
Table 4.1.3.14a	The Influence of the Printers on the Students' Assignments ...	140
Table 4.1.3.14b	The Affordable of the Price for a Printing	141
Table 4.1.3.15a	The Influence of the Scanner on the Students' Assignments..	142
Table 4.1.3.15b	The Affordable of the Price for a Scanning.....	143
Table 4.1.3.16a	The Temperature of the Room.....	143
Table 4.1.3.16b	The Comfort of the Room	144
Table 4.1.3.16c	The Cleanliness and Neatness of the Room	145
Table 4.1.3.17a	The Friendliness of the Staff	146
Table 4.1.3.17b	The Availability of the Staff.....	146
Table 4.1.3.17c	The Helpfulness of the Staff.....	147
Table 4.1.3.17d	The Quality of the Staff.....	148
Table 4.1.4	A Summary of the Percentage of the Interviewees' Responses	149

LIST OF FIGURES

Figure 3.1 Research Design.....	30
---------------------------------	----

Abstract

Kristantiana, Vivi Marta. 2009. **Students' Perception of the Existence of "the English Department Reading and Writing Laboratory", of the Teacher Training and Education Faculty of Widya Mandala Surabaya Catholic University.**

Advisors: (1) Drs. Stefanus Laga Tukan, M.Pd.
(2) M. G. Retno Palupi, M.Pd.

Key Word: perception, reading and writing center, EDR2 Laboratory

The study under report was carried out to see whether the objectives of the ED-R2 Lab. stated in its establishment proposal has been fulfilled or not. So far, there hasn't been any survey about it. As such the questions to be answered are divided into one major and five minor questions. The major question is about the students' perception of the existence of the ED-R2 Lab. The minor ones are about the students' perception of the functions, materials, programs, facilities, and staff of the ED-R2 Lab.

To answer these questions, the writer sent 288 questionnaires to be answered using Likert Scale in the respondents' spare time. There were only 150 questionnaires distributed successfully of which 107 were returned but 10 of them could not be analyzed because of the incompleteness of the answers. Some interviews to 10 respondents randomly had also been conducted to know what the students' reasons were in giving their answers besides to crosscheck the questionnaires. Both of the percentage analysis of the questionnaires and interviews were counted using the percentage formula.

The analysis of the responses brings out the following results:

In general, 84.35% of the 97 respondents have a positive opinion about the existence of the ED-R2 Lab. of Widya Mandala Surabaya Catholic University and the rest, 15.65% of them have a negative opinion about it.

In particular,

- (1) 97.94% of 97 respondents think that the ED-R2 Lab. has played its functions very well. On the other hand, 2.06% of them disagree that the ED-R2 Lab. could improve their reading and writing skills.
- (2) 87.07% of the respondents having read the materials at the ED-R2 Lab. think that those materials are helpful to improve the students' reading and writing skills, interesting, and updated periodically. The rest, 12.93% of the respondents having read the materials at the ED-R2 Lab. think negatively about them.
- (3) 86.30% of the respondents having joined the programs of the ED-R2 Lab. claim that those programs are helpful to improve the students' reading and writing skills, good, interesting, and also useful. The rest, 13.71% of the respondents having joined the programs of the ED-R2 Lab. claim negatively about it.
- (4) 72.26% of 97 respondents think that the facilities in the ED-R2 Lab. are working well, useful, and help them to improve their knowledge especially in

English. The rest, 27.74% of them think negatively on the facilities of the ED-R2 Lab. especially for the number of the computers and the work of the internet service.

- (5) 96.65% of 97 respondents think that the staff of the ED-R2 Lab. are friendly, available regularly, helpful, and competent in giving personal assistances. 3.35% of them think negatively about it.

Based on the findings, it is suggested that future researches which have the same or similar topics should be carried out with better instruments and a larger population or sample to obtain more conclusive findings.