CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter describes two things. First, it summarizes everything discussed in the previous chapters, concentrating on the findings and discussion of the findings. Second, it presents the writer's suggestions for the improvement of the ED-R2 Lab., the English Education Study Program, future researches on the same or similar topic, and also the respondents' suggestions for the improvement of the ED-R2 Lab.

5.1 Summary

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. This is the answer to the major question, which reads, "What is the students' perception on the existence of the ED-R2 Lab.?"

In particular,

(1) 97.94% of 97 respondents think that the ED-R2 Lab. has played its functions very well. On the other hand, only 2.06% of them think that the ED-R2 Lab. could not help them 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 their 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 these materials.

To be more specific, Table 4.1.2 shows that 97 respondents (100%) have

read the articles, 63 respondents (64.95%) have read the text books, 67

respondents (69.07%) have read the compiled-materials, and 48 respondents

(49.48%) have read the novels kept in the ED-R2 Lab.

Appendix 6 shows that out of the 97 respondents having read the articles,

85.31% think positively about them and 14.69% think negatively about them.

Then, out of the 63 respondents having read the text books, 85.71% think that

they are useful and 14.29% do not think so. Next, out of 67 respondents

having read the compiled-materials, 91.04% think positively and 8.96% think

negatively about them. The last, out of 48 respondents having read the novels,

86.81% think positively about them and 13.19% think negatively about them.

(3)   86.30% of the respondents having joined the programs held by the ED-R2

Lab. claim that those programs are helpful to improve their 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 them.

To be more specific, Table 4.1.2 shows that 30 respondents (30.93%) have joined the reading and writing tutorial/consultation, 51 respondents (52.58%) have joined the wall magazine competition, 52 respondents (53.61%) have joined the writing competition, 26 respondents (26.80%) have joined the novel review competition, 62 respondents (63.92%) have joined book review and talk show, 67 respondents (69.07%) have joined the seminar and workshop, and 65 respondents (67.01%) have read the students' published compositions.

Appendix 7 shows that out of the 30 respondents having joined the reading and writing tutorial/consultation, 96.67% think positively about it and 3.33% think negatively about it. Then, out of the 51 respondents having joined the wall magazine competition, 90.20% think positively and 9.81% think negatively about it. Next, out of the 52 respondents having joined the writing competition, 91.67% think positively and 8.33% think negatively about it. Out of the 26 respondents having joined the novel review competition, 92.31% think positively and 7.69% think negatively about it. Out of 62 respondents having joined book review and talk show, 95.16% think positively and 4.84% think negatively about it. Then, out of 67 respondents having joined seminar and workshop, 92.54% think positively and 7.46% think negatively about it. At last, out of 65 respondents having read the students' published composition, 82.31% think positively and 17.69% think negatively about it.

(4) 72.26% of 97 respondents think that the facilities in the ED-R2 Lab. are working well, useful, and can 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.

It is clear from the above summary of findings that the percentage of the positive answers in each research question is bigger than the negative answers. This means that the majority of the respondents perceived the existence of the ED-R2 Lab. positively. It is helpful for them in their efforts to read and write better in English. Thus, the research questions have been answered. This indirectly shows that the objectives of the ED-R2 Lab. stated in the laboratory establishment proposal have been fulfilled although not 100%. The second sub objective, "to provide training on writing and reading for students and teachers of high schools.", however, has not been observed yet because it needs the opinion of the high school students and teachers whereas the respondents of this thesis are the English Department students of WMSCU.

The students' positive opinion about the functions of the ED-R2 Lab. is in line with the first, third, fourth, and fifth sub objectives of the establishment of the ED-R2 Lab. Next, the students' positive opinion about the materials of the ED-R2 Lab. is in line with the first sub objective of the ED-R2 Lab. establishment. It is

"to provide means through which students may improve their reading and writing skills on their own pace and time."

The students' positive opinion about the programs of the ED-R2 Lab. is in line with the third, fourth, and fifth sub objectives of the establishment of the ED-R2 Lab. For seminar and workshop and book review and talk show answer the third sub objective "to run seminars and workshops on reading and writing issues." For wall magazine competition, writing competition, and novel review competition answer the fourth sub objective "to run competitions on reading and writing for students of high schools and universities." For students' published compositions answer the fifth sub objective "to edit and publish writing students' "best" essays each semester."

The students' positive opinion about facilities and staff of the ED-R2 Lab. is in line with the first sub objective of the ED-R2 Lab. establishment. It is to provide means through which students may improve their reading and writing skills on their own pace and time. All of the explanation can be seen in the previous Chapter 4.

5.2 Suggestions

The suggestions here are divided into two types. First, the suggestions given by the respondents for the ED-R2 Laboratory. Second, the suggestions given by the writer of this thesis directed to the ED-R2 Lab., the English Education Study Program of WMSCU, and the future researchers.

5.2.1. Respondents' Suggestions for the ED-R2 Lab.

There are many suggestions given by the respondents from the questionnaires and the interviews. The materials provided in the ED-R2 Lab. are articles, text books (reading and writing), compiled-materials, and novels. To them, the articles should be laminated, more varied, more interesting, upgraded, and added at least once in a month, twice in a month, once in a week, and once in two months. The photocopies of the articles should be checked more often because some articles are lost on the right side of papers. The staff should give numbers to the articles to make it easier for students to borrow and return them. They also suggest that the text books of reading and writing should be more interesting, upgraded and added more periodically at least twice in a semester, once in a semester, once in a month, and once in two months. According to the respondents, the copy of the compiled-materials should be added. The novels should also be more varied (such as teen lit, fable, fiction, non fiction, comedy novels, etc), interesting, and added with the new ones periodically at least once in a semester, twice in a semester, once in a month, once in two months, twice in a month, and five times in a semester.

Concerning the programs, they give the following suggestions. The novel review competition should be held every year. The respondents say so because there is no novel review competition in 2007. According to the respondents, the book review and talk show should be held more often and not in a long time. One of the students also suggests to the ED-R2 Lab. to discuss about a book entitled "Supernova" written by Dewi Lestari for the next book review and talk show. The

other suggests that this program should review books written in English such as, books of teen lit. The staff of the ED-R2 Lab. should announce that the five best compositions from each class will be published in the form of booklet. This way the students will be motivated to write the best. In majority, the respondents suggest that the topic for all of the programs (wall magazine competition, writing competition, novel review competition, book review and talk show, seminar and workshop, and publishing students' works), should be more interesting and varied. To them, the publication and socialization of a program should also be conducted more intensively to all the English Department students in order they know anything about that program and they will be interested to join it. The respondents also suggest some programs to be conducted by the ED-R2 Lab. such as writing short story competition, writing novel competition, writing poem competition, news reading competition, sport news competition, rally competition, learning games, writing workshop to improve students' writing skill outside the class and writing competition throughout East Java universities.

In terms of facilities such as the internet service, printers, scanner, and the laboratory room, the respondents suggest that the number of the computers should be added as there are still many empty boots. Facing this reality, the respondents also suggest that each student should have only one hour to use the computers so that other students can also use them. The processors and the antivirus should also be updated regularly. Some of the computers in the laboratory are not able to accept flash disc and sometimes have errors so the respondents suggest that the ED-R2 Lab. should provide the computers which are able to accept flash disc and

the computer technician should be ready when there are troubles with the computers. The respondents also suggest that the connection of the internet should be repaired in order they work faster. Next, the printing price is considered expensive so that most of the respondents suggest that the price for printing a paper should be decreased Rp. 300, 00 and there should be a printer for printing a transparency. While one of the interviewees suggests that the price for printing one up to ten pages can be Rp. 500, 00/paper, but printing more than ten pages should be Rp. 300, 00/paper and its fold. They also suggest that the room should be more neat, larger, more comfortable for studying by changing the arrangement, and also livelier by giving decoration on the wall and giving music.

Concerning the staff of the ED-R2 Lab., the respondents suggest that the number of the staff should be added. Besides, the staff should also be friendlier and never stop to improve their English skills.

It is better for the ED-R2 Lab. to have longer working hours due to the limited computers. Most of the respondents suggest that the working hours of the ED-R2 Lab. are 07.00 am – 03.00 pm, 07.00 am – 04.00 pm, 07.00 am – 05.00 pm.

5.2.2.1 Writer's Suggestions for the ED-R2 Lab.

The writer would like to give several suggestions for the ED-R2 Lab. in order to give better services to the English Department students. First, it is better for the ED-R2 Lab. to have longer working hours. These longer working hours will provide a big chance for the students to improve more their reading and

writing skills. Second, it will better for the ED-R2 Lab. to announce the consultation time for the students. Thus, introvert students will not be afraid to do the consultation. Third, the head of the ED-R2 Lab. should also collaborate with reading, writing, and literature lecturers in reinforcing the students' interests to read more and to ask the students to go to the ED-R2 Lab. for their learning sources.

Next, the number of the novels should be added in order to improve the students' reading skills and produce a good writing. Another suggestion is the number of the computers should be added in order to give better services to the students. The last is the staff should consider the price of printing a paper. The writer suggests that the price should be decreased into Rp 300, 00 because usually the students still use their parents' money.

5.2.2.2 Writer's Suggestions for the English Education Study Program of WMSCU

The writer would like to give some suggestions to the English Education Study Program. Those are for the lecturers especially those who teach reading, writing, and literature subjects. First, the lecturers should visit the ED-R2 Lab. regularly to know the materials, programs, and facilities there. It is very useful for them to acquaint and encourage their students to go to the ED-R2 Lab. to use the materials and facilities as their learning sources. Second, the lecturers should also give assignments which materials are taken from the ED-R2 Laboratory. For example, they can ask the students to analyze the novels at the ED-R2 Lab. Third;

the lecturers should also encourage the students to join the programs held by the ED-R2 Lab. They can relate those programs with their class. For example, for students who join book review and talk show, seminar and workshop will get addition mark for their subject lessons. For the students who become the winner of wall magazine competition, writing competition or novel review competition will also get addition mark for their subject lessons.

The other alternative is the lecturers should ask the students to join the events such as book review and talk show or seminar and workshop. Then, the students should give a report about it to their lecturer. The writer thinks that it will be useful for both of the lecturer and the ED-R2 Lab. The lecturers will have some addition materials to be taught easily and their students can think more critically because they have many learning sources gotten either from the materials or programs of the ED-R2 Lab. It will make teaching-learning process will be livelier. The benefits gotten by the ED-R2 Lab. is the laboratory will be a successful effective center in improving the students reading and writing skills. The head of the English Education Study Program should help and give a support for the ED-R2 Lab. and the lecturers in collaborating each other.

The head of the ED-R2 Lab. can also collaborate with the head of the SAC, Language Lab., Multimedia Lab, and Digital Language Laboratory for the completion of the materials and programs.

5.2.2.3 Recommendation for Future Researches

The writer has several recommendations for the future researches. First, there should be more specific discussions about the ED-R2 Lab. The point discussed can be from one of the materials, programs, or facilities in the ED-R2 Lab. such as, about the using internet at the ED-R2 Lab. by the English Department Students or the perception of the ED-R2 Lab staff. Second, a deeper study can be conducted to know the differences results of Mid/Final Semester assessments in reading and writing subjects between the students who often go to the ED-R2 Lab. and the students who seldom go to the ED-R2 Lab. Third, a comparative study between the ED-R2 Lab. of Widya Mandala and the ED-R2 Lab. of other universities in Surabaya can be an alternative to be developed. The last, the further study can concern on the problems faced by the staff of the ED-R2 Lab. and the solutions.

Bibliography

Berg, Bruce L. 2004. *Qualitative Research Methods for the Social Sciences*. Boston: Pearson.

Gray, Lee Learner. 1970. *Better and Faster Reading*. New York: Cambridge Book Company.

Hynd, Chintya et all. 1992. *Developing Perspectives*. London: HarperCollins Publisher Inc.

Introduction to the Reading Center. (Retrieved from http://www.joewitt.org/reading/ on April 24th, 2008)

Pengertian Persepsi. (Retrieved from http://www.infoskripsi.com/Article/Pengertian-Persepsi.html on January 19th, 2009)

Perception. (Retrieved from http://en.wikipedia.org/wiki/Perception on February 26th, 2008)

The Campus Writing Center at CSU. (Retrieved from http://writing.colostate.edu/wcenter/ on April 24th, 2008)

The Reading/Writing Lab. (Retrieved from http://www.cecil.edu/current-students/student-services/academic-labs/writing-lab.asp on April 24th, 2008)

The Writing Center. (Retrieved from http://www.writingcenter.com on April 24th, 2008)

Valeri, Albertus. 2007. *The Students' Attitude toward the Existence of the Self-Access Center at the English Education Study Program, the Faculty of Teacher Training and Education, Widya Mandala Surabaya Catholic University*. Surabaya: Thesis. English Education Study Program. Teacher Training and Education Faculty. Widya Mandala Surabaya Catholic University.

Welcome to Essay Writing Center. (Retrieved from http://www.EssayInfo.com/ EssaywritingCenter.htm on April 24th, 2008)

Widener University, College of Arts and Sciences. (Retrieved from http://www3.widener.edu/Academics/College_of_Arts_Sciences/T

he_College_at_a_Glance/Writing_Center/What_is_the_Writing_C
enter_/1358/, on April 24th, 2008)

Wilding, John M. 1983. *Perception from Sense to Object*. United States of
America: St. Martin's Press, Inc.

Yuliatin. 1998. *The Effects of Using Video to Teach Writing in the
Second Year Students of SMUK Santa Agnes Surabaya*.
Surabaya: Thesis. English Education Study Program. Teacher
Training and Education Faculty. Widya Mandala Surabaya
Catholic University.