

## **CHAPTER FIVE**

### **CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS**

This chapter presents (1) a summary of the study, (2) a summary of the findings, (3) discussion, (4) recommendations, and (5) recommendations for further research.

#### **5.1 SUMMARY OF THE STUDY**

The findings of the study can be summarized as followed:

##### **5.1.1 Objective of the Study**

The objective of the study was to investigate which factors affect the reading habits of English major undergraduates at Phetchaburi Rajabhat University with regard to English language material.

##### **5.1.2 Subjects**

The subjects consisted of 60 English major undergraduates at Phetchaburi Rajabhat University. They were divided into 3 groups; first, second and third year undergraduates. There were 20 persons each group.

##### **5.1.3 Material**

The material used in this study was a questionnaire. It was divided into 2 parts; demographic information which contained 7 items and frequency of reading English language material and the reasons for reading English language materials which had 15 items.

##### **5.1.4 Procedure**

After being given the questionnaire, the subjects were asked to complete it immediately. The SPSS software (version 10.0.5) was used after collecting the data to calculate descriptive statistics relating frequency, percentage, mean ( $\bar{x}$ ), standard deviation (S.D.) and one-way ANOVA.

#### **5.2 SUMMARY OF THE FINDINGS**

The results of the study can be summarized as follows:

##### **5.2.1 Frequency of reading English language material**

It was found that material undergraduates read most was text books. The other, brochures/pamphlets, magazines/journals, newspapers and cartoon books were at moderate frequency level.

### 5.2.2 Reason to read English language material

Interest in the material affected highly the reading habits of English major undergraduates at Phetchaburi Rajabhat University with regard to English language material. Interest in the material included whether the material had illustrations, the content of the material was fun and interesting and whether it was easy to read, the material was colorful and compact in size.

However, the competency in English and the reading environment of English books didn't affect their reading habits.

### 5.2.3 Different backgrounds of the respondents affecting frequency of reading English material

According to 3 different background criteria of the respondents (year of study, number of "reading" courses taken at Bachelor level, and parents' income), the findings found that these factors had no affect on the frequency of reading English materials.

## 5.3 DISCUSSION

This section concerns discussions of the frequency of the reading material, Reasons to read English language material, the respondents with different backgrounds affect frequency of reading English language material.

### 5.3.1 Frequency of reading English language material

According to the results, the respondents chose to read text books more than other kinds of material. The answer corresponded with the findings of Lefranscois (2006). He claimed that teenagers at the age of 19-23 will be interested matters about themselves. They were in the English major stream so they mostly read English language text books more than other kind of English language material.

### 5.3.2 Reason for reading English language material

The findings revealed that most respondents read English language material because of interests in the material. They liked material which had illustrations, were colorful, were compact in size, the contents of the material was fun, interesting and easy to read. Langan (1942) identified that poor readers lack the motivation to read or spend time improving their ability to read, of course, this is as likely to be the effect of poor reading as the cause of it. One good way to motivate people to read is to make the material interesting. Also, Elkin, et al. (2003) claimed that readers are more likely to pick

short and easy reads when they are feeling stressed as a way of seeking safety, reassurance and confirmation.

As a result, it can be concluded that interests in the material can promote people to have a reading habit. The respondents liked to read English language material which was interesting. Colorful pictures will encourage people to read. Also, high difficulty of the contents will make readers bored.

However, understanding the vocabulary, the main idea, the grammar, the type of material and the ability of the readers in interpreting the concept moderately affect the habit of reading. They agreed that these factors had a little impact on them. Unlike Alderson (2000), he claimed that the difference of promoting a reading habit is the ability of the reader whether poor understanding or good understanding. The readers who have the relevant schemata or even the ability to understand what they read are likely to like to read books more than people who don't.

In addition, the respondents felt that the environment of reading was less important for them to create a reading habit of English language material. Contrast this with the ideas of Maenmas Chaovalit (แม้นมาส ชาวลิต, 2528), she said people who have the nature of curiousness are a social animal. They act as others do. Thus, they can easily be tempted by the environment.

### 5.3.3 Respondents different backgrounds affect frequency of reading English language material

#### 5.3.3.1 Year of study

Based on the findings, year of study didn't affect the frequency of reading English language material. The respondents were divided into 3 groups; first, second and third year undergraduates. Most of each group of the respondents read text books. Related to the findings of May (1994), it was found that people at nearly the same year of study will still be in the same age group. People in this group would have the same characteristics and interests. Most of their actions came from their feelings not their peers. As a result, year of study didn't matter to create a reading habit.

#### 5.3.3.2 Number of reading courses taken at Bachelor level

Most of the respondents had taken two reading courses. However, the result was the same as that of year of study. The number of reading courses they took showed no significance.

### 5.3.3.3 Parents' occupations and frequency of reading English materials.

The findings showed that the mother's occupation has significance with regard to the frequency of reading English language brochures/pamphlets. Naturally, females like to read materials that contain a lot of sensory pictures or information. When they found some interesting brochure or pamphlet, they brought them home. In addition, most of sample in this study were woman. Unsurprisingly, they would have the same behavior.

The results showed that undergraduates read text books for academic purposes, which was a good result. However, their undesirable behavior was that they read other kinds of English material infrequently, based of the figures in Table 2. It could imply that most of them do not read to widen their knowledge but their aims were simply getting good results from studying. If we examine the factors, we can see why the reading environment didn't show any significant that being because most of their parents earned their living by being agriculturists. In this case, we should encourage undergraduates to read other kinds of material by instilling that English language material is important to their lives in terms of gaining wider knowledge that was useful for their future careers.

## 5.4 RECOMMENDATIONS

The following conclusions can be drawn from the discussion above.

1. The findings provided publishers and writers facts about the effective elements in composing a book. The findings show that the subjects read English language material because of the interest of the material. They are; the material has illustrations, the contents of the material are fun and interesting and easy to read, the material is colorful, and compact in size. It is good for publishers and writers to develop their books. In addition, it is useful for teachers to choose text books with those interesting factors. The students will enjoy the lesson more if the books were well developed.

2. The findings show that competency of English, moderately affected reading English language material. Respondents chose to read material by looking at the appearance more than looking through the contents of the material. It can be implied that these undergraduates had a bad reading habit. Most of them read for necessity not for pleasure. Misulecky (1986) stated that reading for pleasure is not the same as studying. Readers gain a lot of benefit from a book, for example, read faster in English, find examples of good writing in English, learn new words, learn how English speakers use English, and learn about the culture of English speakers. On the other hand,

undergraduates read for good grades so they read text book more than other kinds of material.

Although people were likely to follow others in the group, from the findings, the environment of reading didn't have much power to lead them to have a good reading habit. It can be concluded that when people were mature, they make decisions by themselves or they didn't rely much on others. Therefore, the environment of reading had a little affect on creating a reading habit.

## **5.5 RECOMMENDATIONS FOR FURTHER RESEARCH**

Based on the findings and conclusions of this study, the following recommendations are made for future research.

5.5.1 Further research should be conducted with a greater scale of subjects and include other factors that may promote a reading habit.

5.5.2 Research can be done with in other fields of study, universities and offices where English is used.

5.5.3 Other researches could include some kind of reading strategy the subjects may use when they are reading such as guessing vocabulary, top-down and bottom-up processes to measure the subjects efficiency.