

CHAPTER V

CLOSURE

In the concluding chapter, the researcher summarizes the outcomes of the analysis undertaken in the previous section. This chapter encompasses the primary findings of the study, and the researcher extends recommendations for readers interested in pursuing research on a related topic. This aligns with the overarching theme encapsulated in the title, "The Students' Development in Reading English Journals."

A. Conclusion

Drawing conclusions from the research findings on students' development in reading English journals, it can be inferred that:

1. The fifth-semester students in English Language Education Department at State Islamic University of Antasari Banjarmasin demonstrate significant progress in reading English journals. Out of the surveyed students, 33.3% are rated as "Very Good," and 66.7% are classified as "Good" in their reading skills development. Those with a "very good" level of proficiency display exceptional abilities in understanding complex academic texts, actively engaging with the material, and expressing a strong interest in further exploration. Conversely, students classified as "good" also demonstrate commendable skills in reading English journals, although they face occasional challenges. While not as enthusiastic as their "very good" counterparts, they still recognize the importance of reading for their academic and professional growth. These

distinctions highlight the varying levels of student competence and motivation in academic reading among fifth-semester students at the university.

2. The reading development of fifth-semester students in English Language Education Department at State Islamic University of Antasari Banjarmasin is influenced by five key factors: linguistic competence, interest, motivation, reading ability, and reading environment. Through interviews with nine students, it is found that students struggle with unfamiliar vocabulary and complex language structures, requiring additional effort to comprehend academic journals. Their interest in the topic and relevance to coursework serve as motivations for engagement with the material. Furthermore, curiosity and enthusiasm for research drive students' persistence in reading journals. Effective reading techniques, such as skimming, scanning, summarizing, and discussing with peers, aid in comprehension. Lastly, a supportive reading environment, including peer discussions and guidance from lecturers, contributes significantly to students' overall development in understanding academic content. These findings underscore the importance of linguistic competence, interest, motivation, reading ability, and reading environment in enhancing students' proficiency with English journals.

B. Suggestions

Based on the findings in the research, the discussion, and the conclusion provided earlier, the researcher suggests the following:

1. For English Language Education Department at State Islamic University of Antasari Banjarmasin

Contemplate the integration of supportive strategies to uphold and improve reading skills, leveraging the favorable outcomes identified in the research. Furthermore, engage in routine check-ins and feedback sessions with students to grasp successful aspects and identify areas for refinement, ensuring a personalized and effective approach to reading development.

2. For Fifth-semester Students in English Language Education Department

It's encouraged for students to keep practicing and getting better at reading. Pay attention to things like understanding language, staying interested, staying motivated, improving how students read, and making sure students are in a good place for reading. These efforts will help students become even better at reading English journals.

3. For Teachers

It's important to highlight how language skills, keeping students interested, staying motivated, and creating good reading spaces all play a big role in helping students get better at reading. Teachers should think about using the good ideas and methods found in the research to help their students read better. By doing this, teachers contribute to making

sure that students in similar programs can also benefit from effective strategies that support their reading development.

4. For Future Researchers

Future researchers may examine the impact of technology on students' reading progress, investigating how digital resources and tools affect understanding and involvement with scholarly English journals. Additionally, they can explore the effects of reading communities, book clubs, or peer discussion groups on enhancing students' reading development.