

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusions of the research that has been conducted by the researcher. In addition, this chapter also contains suggestions that can be used as input for English teachers, students and other researchers.

5.1 Conclusion.

Based on the research findings and discussion, several conclusions can be drawn regarding the implementation of the Reading Literacy Movement at MIS Mambaul Ulum Bondowoso:

1. Implementation of the Reading Literacy Movement.

The Reading Literacy Movement is implemented through several key programs including morning reading sessions, wall magazines, and systematic book collection. The activities are well-organized and embedded into the school routine. Morning reading is conducted twice a week and involves reading, discussion, and presentations. Wall magazines serve dual functions—as an information board and a platform for student creativity. The school also actively collects books from the government, volunteers, and local communities to enrich the library collection. These efforts are supported by teacher engagement and principal-led socialization to students and parents.

2. Impact on Students' Reading Interest.

The literacy movement has had a positive influence on students' reading interest. Students show increased enthusiasm for reading, visit the library more frequently, and engage actively in discussions and presentations. The activities not only improve reading habits but also foster critical thinking, self-confidence, and creativity. Some students who

were previously uninterested in reading have become more engaged due to the interactive and enjoyable nature of the program.

3. Supporting and Inhibiting Factors.

The success of the program is supported by several factors: active teacher involvement, student enthusiasm, the availability of reading materials, and a supportive school environment. However, some inhibiting factors remain, such as limited time allocation, insufficient reading materials for some classes, and a lack of reading culture at home. Despite these challenges, the school manages to maintain student interest through creative approaches and stakeholder collaboration.

5.2 Suggestions

Based on the conclusions of the research, the author puts forward suggestions to:

1. Head of Madrasah: can organize, manage, and supervise teachers, staff, students, and all school residents or supporting facilities and infrastructure for the implementation of GLS in the madrasah so that all programs can run well.
2. Teachers/staff can be models and provide motivation to students to become lifelong literate learners.
3. Parents/school committee: can provide input to the madrasah, especially regarding the implementation of GLS. Participate in supporting the implementation of GLS and always get children used to being fond of literacy, especially in the family environment.
4. Students, make the best use of the supporting facilities and infrastructure for the implementation of GLS in the madrasah, and follow the GLS implementation programs consistently in order to become literate people as provisions for the future.