

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections. The first section describes the research conclusion. The second section describes the research suggestions.

5.1 Conclusion

After analyzing the interview data, it can be concluded that what factors influencing EFL students' high interest in reading scientific papers. Scientific papers are inherently complex, not only due to their dense content and formal structure, but also because of the specialized academic vocabulary they employ. These characteristics often pose a significant cognitive challenge, particularly for EFL students. However, based on empirical findings obtained through qualitative interviews, this study reveals that EFL students enrolled in the English Education Study Program at Jambi University demonstrate a notable degree of intrinsic motivation toward reading scientific papers.

Contrary to common assumptions that scientific papers are burdensome or solely instrumental, several participants reported engaging with academic texts voluntarily and even expressed that reading scholarly articles had become an intellectually fulfilling personal habit. The data shows that students' interest in scientific reading is not only influenced by academic obligations but also arises due to affective and cognitive involvement. Furthermore, the researcher identified various internal factors

such as motivation, emotional, epistemic curiosity, self-efficacy in reading comprehension, and prior vocabulary knowledge as well as external factors including the instructional approaches used by lecturers, the availability of academic resources, and the digital learning environment that collectively shape students' attitudes towards reading scientific texts. These findings underscore the multidimensional nature of reading interest in the context of EFL and demonstrate the importance of pedagogical and environmental support in encouraging ongoing engagement with academic reading.

Although differences in perception between individuals are normal in qualitative research, the results of interviews show that there are some students whose reading interest in scientific papers is more influenced by motivation from within themselves than by external environmental factors. This participant said that encouragement from peers, institutional support, and academic atmosphere did not affect their decision to read scientific papers. Instead, they feel that the desire to read comes from a strong personal drive and sense of satisfaction they gain when reading scientific texts. This suggests that intrinsic motivation can be a key factor that drives students' active involvement in reading academic literature, regardless of the influence of the surrounding environment.

5.2 Suggestion

Strengthening Students' Intrinsic Motivation Considering that some students show that their interest in reading scientific papers comes from internal motivation, educational institutions and lecturers should design a learning approach that supports the growth of intrinsic motivation. This

strategy can be done by providing space for students to choose reading topics that suit their interests, relate the material to the real-life context, and provide positive reinforcement to the learning process, not just the final result. In addition, although not all students feel that the environment has an influence on their reading interests, creating a conducive academic atmosphere is still important. Institutions can provide comfortable reading spaces, hold scientific literacy programs, and build academic communities that encourage discussion and collaboration around scientific literature.

Lastly, for future research, it can expand the scope of respondents by comparing the reading interests of students from various study programs or universities. This aims to see whether institutional context, curriculum, or academic culture also influences reading interest in scientific literature. It is also recommended to conduct experimental research to test the effectiveness of certain instructional approaches, such as project-based learning, flipped classroom, or blended learning in increasing interest in reading scientific papers. This is important to formulate a more targeted teaching strategy.