

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents findings and discussion of the data of this study that have been collected during the study process.

A. Findings

1. Affective

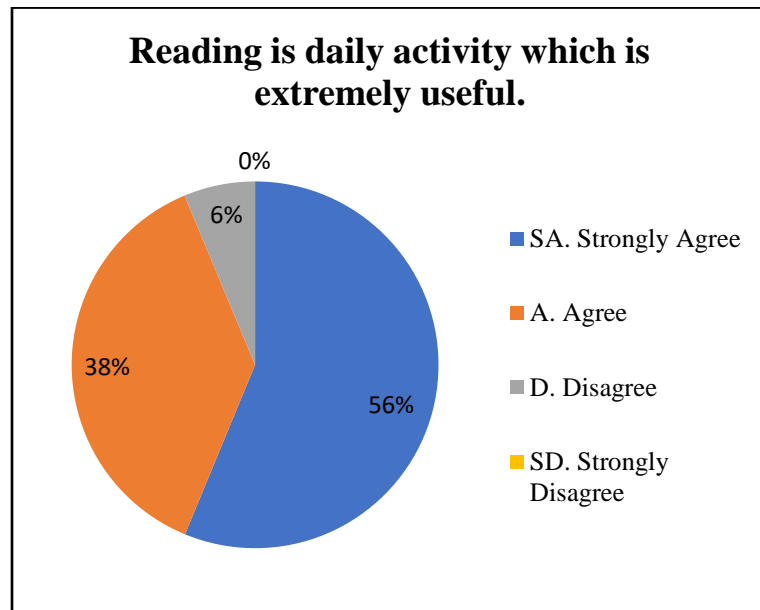


Figure 1

Questionnaire result regarding affective aspect.

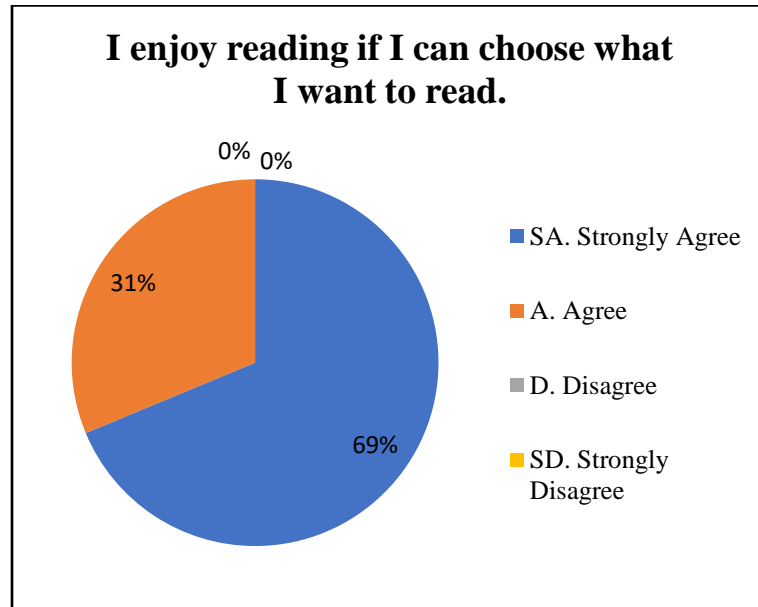


Figure 2

Questionnaire result regarding affective aspect.

The researcher analyzed the affective aspects of each sample through the first and second statements that was “Reading is daily activity which is extremely useful” and “I enjoy reading if I can choose what I want to read”. In addition, the researcher conducted several questions in interview to find out more in the reasons behind their responses to the questionnaire they have got. Those both responses of affective aspect through the questionnaire summarized as described above.

The responses of “Reading is daily activity which is extremely useful” (Figure 1) obtained were 9 samples for Strongly Agree, 6 for Agree, 1 for Disagree and 0 for Strongly Disagree. The responses of “I

enjoy reading if I can choose what I want to read” (Figure 2) were 11 for Strongly Agree, 5 for Agree, 0 for Disagree and 0 for Strongly Disagree.

By asking both “Reading is daily activity which is extremely useful” and “I enjoy reading if I can choose what I want to read” in the beginning of the questionnaire, found 9 samples that give “Strongly Agree” and 6 samples “Agree” response to the statement “Reading is daily activity which is extremely useful” generally assume that reading is activity that useful due to its benefits as a world window to add insight due to the fact that reading is an activity can be used as a source of information and knowledge. Reading is considered as a good activity to be used as an alternative even to the hobby of spending time and also needs for students who still absorb of information from various sources as well.

Some also see reading as a basic activity in getting information and knowledge. This is because reading is also the main source that is used as the basis of doing other activities such as writing and speaking. The simplest thing that can be obtained from reading is finding new vocabulary that appears on each source even though the mother tongue, it is proper that the source raises new terms that have never been known before. Discovery of new vocabulary is certainly very useful for the next learning process also proper to occur that reading can help to bring new ideas, for example for a writer, it will help in the process of conveying his thoughts in his/her writing. A “Disagree” response that directed at the statement argued that

although reading is an important activity, it can still be replaced by other activities that can also be sources of information such as watching videos so that the role of reading as a useful activity does not become the main alternative.

The 11 “Strongly Agree” and 5 “Agree” responses of “I enjoy reading if I can choose what I want to read” means all samples have positive attitude toward the statement. Mostly, they assume that when choosing their own reading material according to their own wishes and when based on their own choices, they tend to choose topics that are appropriate to their interests. Therefore, reading activities become more relaxed and will make it easier for them to read the material in its entirety and understand it well. Reading activities will also not be boring even for those who do not like to read though. Moreover, they will look for the material with more quantity than usual because of that interest.

Partly said that even though they read in order to complete a college assignment which in this case meant they were not reading because they wanted to, they could choose reading material that was appropriate to the level of reading ability they had. Due to the fact that the process of understanding is good, in the end they can develop the information they get from reading activities better. At this point, reading activities will have a positive impact on them.

2. Behavioral

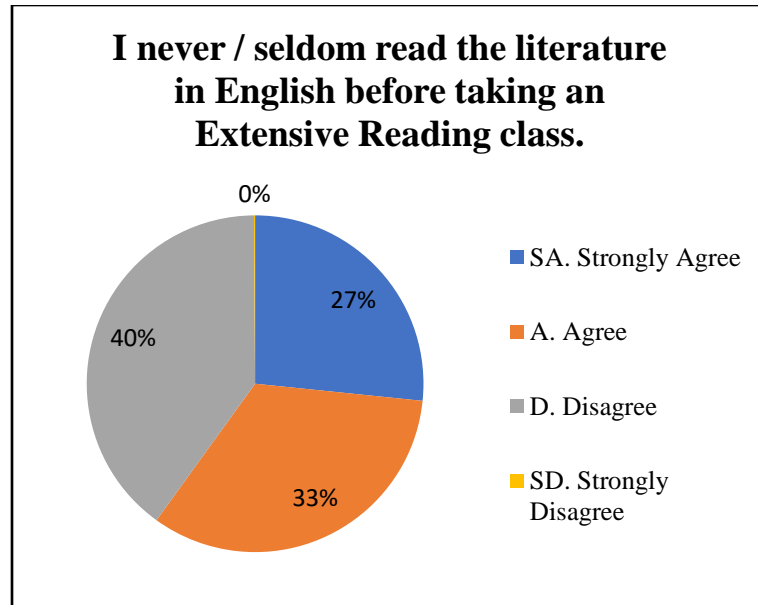


Figure 3

Questionnaire result regarding behavioral aspect.

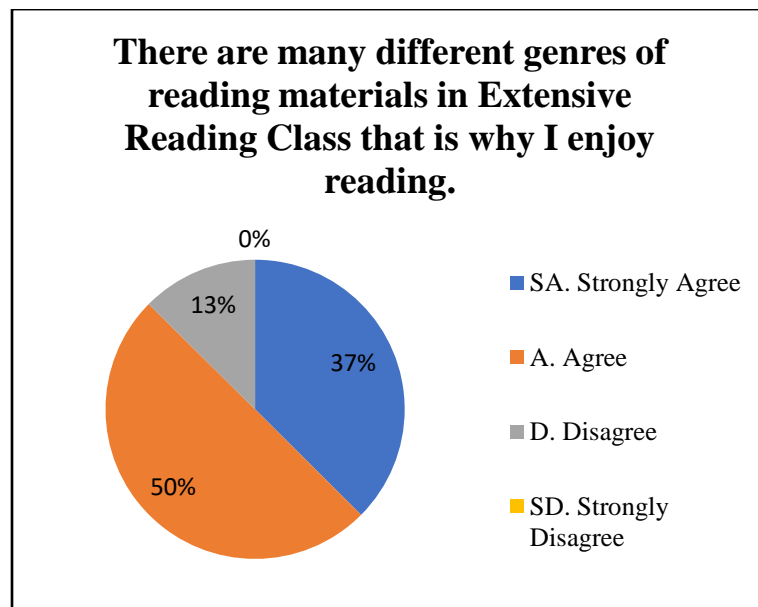


Figure 4

Questionnaire result regarding behavioral aspect.

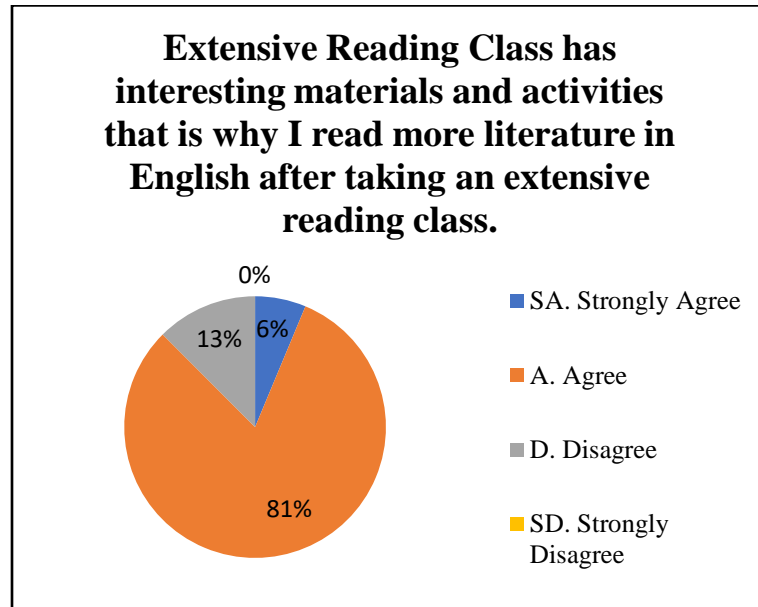


Figure 5

Questionnaire result regarding behavioral aspect.

Statement 8 (I never / very rarely read the literature in English before taking an Extensive Reading class), statement 9 (There are many different genres of reading materials in Extensive Reading Class that is why I enjoy reading), and statement 10 (Extensive Reading Class has interesting materials and activities that is why I read more literature in English after taking an extensive reading class) aimed to analyze Behavioral aspects of English Department Students' Attitude toward Extensive Reading.

“I never/very rarely read the literature in English before taking an Extensive Reading class” (Figure 3) got 4 Strongly Agree, 5 Agree, 6 Disagree, and 1 Strongly Disagree. “There are many different genres of

reading materials in Extensive Reading Class that is why I enjoy reading” (Figure 4) obtained 6 Strongly Agree, 8 Agree, 2 Disagree, and 0 Strongly Disagree. For “Extensive Reading Class has interesting materials and activities that is why I read more literature in English after taking an extensive reading class” (Figure 5) the responses of Strongly Agree is 1, Agree is 13, Disagree is 2, and Strongly Disagree is 0. All of those responses summarized as follows.

Conducting these three “I never / very rarely read the literature in English before taking an Extensive Reading class”, “There are many different genres of reading materials in Extensive Reading Class that is why I enjoy reading”, and “Extensive Reading Class has interesting materials and activities that is why I read more literature in English after taking an extensive reading class” in the questionnaire, the researcher have 4 “Strongly Agree” and 5 “Agree” responses of “I never / very rarely read the literature in English before taking an Extensive Reading class”.

Those who do not like reading assume that reading was very boring and had a high level of difficulty. They will only read when there is a necessity such as reading the materials used to do college assignments. They also only read without understanding the reading material as a whole. As for those who really like to read at first, they only focus on the reading material according to genre that interests them only. They will not consider genre does not appeal to them. So they will only focus on certain genres.

After Extensive Reading class, in general those who do not like to read are motivated to read because during the Extensive Reading class, they are accustomed to reading various genres by choosing their own reading material. Meanwhile, those who like to read certain genres just start reading other genres because in the Extensive Reading class they are introduced to various new genres. In general, those who do not like or like to read are easy to understand various reading genres that were previously difficult to understand due to Extensive Reading class.

The 6 “Disagree” and a “Strongly Disagree” of “I never / very rarely read the literature in English before taking an Extensive Reading class” responses tell that they have often read before during Introduction to Literature and Intensive Reading class. In addition, others say that they also like to read before even though only in certain genres. Therefore, in general they assume that Extensive Reading is less influential on their reading activities because previously they already had a lot of reading quantity.

The 6 “Strongly Agree” and 8 “Agree” of “There are many different genres of reading materials in Extensive Reading Class that is why I enjoy reading” responses regard that the Extensive Reading class used a variety of methods followed by interesting and varied reading material. Lecturers of the Extensive Reading class always introduce new methods at each meeting such as outdoor class, so that the class becomes enjoyable. They choose and find the desired reading material themselves,

they become enthusiastic in reading then. The curious level of the new genre they found also increased.

The 2 “Disagree” of “Extensive Reading Class has interesting materials and activities that is why I read more literature in English after taking an extensive reading class” responses reasoned that the genres offered are many, but still not attractive to them because basically they have no interest in reading. Extensive Reading is not enough to increase their reading interest.

“Extensive Reading Class has interesting materials and activities that is why I read more literature in English after taking an extensive reading class” has 1 Strongly Agree and 13 Agree responses. Most respondents explained how the class became interesting, starting from the lecturer who was fun, to the daily or weekly assignments that did not get them burdensome even though the assignments were given in large amounts.

They can enjoy the class because of the varied learning methods. They were invited to learn with the method they just met in this Extensive Reading class such as poster, digital story telling, role play, new games, etc. There were also respondents who said that through Extensive Reading class, they found many new references which opened new information as well. Because of that they finally had a new interest in reading English references that they had never read before. In the end, they became

increasingly aware of the importance of reading English references in daily life and they were challenged to read more as well.

On the other hand, 2 Disagree respondents viewed Extensive Reading class as other monotonous and unattractive classes. Besides reading material and learning activities that are not interesting, they only occasionally feel attracted to an Extensive Reading class when the reading genre that discussed is material they like. So even though now they like to read, that is due to the fact that before Extensive Reading class they already like to read, even though only in certain genres. They assumed that there was not much impact they felt while also after Extensive Reading class.

Based on the results of interviews to the lecturer, most respondents were active in class both in terms of attendance and participation in the teaching and learning process. According to result of interviews to students, they followed the class enthusiastically due to its interesting material, attractive method and pleasant lecturer. There were several students did not attend the class for one to two meeting, but they still completed either the individual or group assignment. Students motivated finishing the assignment well due to its easiness

3. Cognitive



Figure 6

Questionnaire result regarding cognitive aspect.

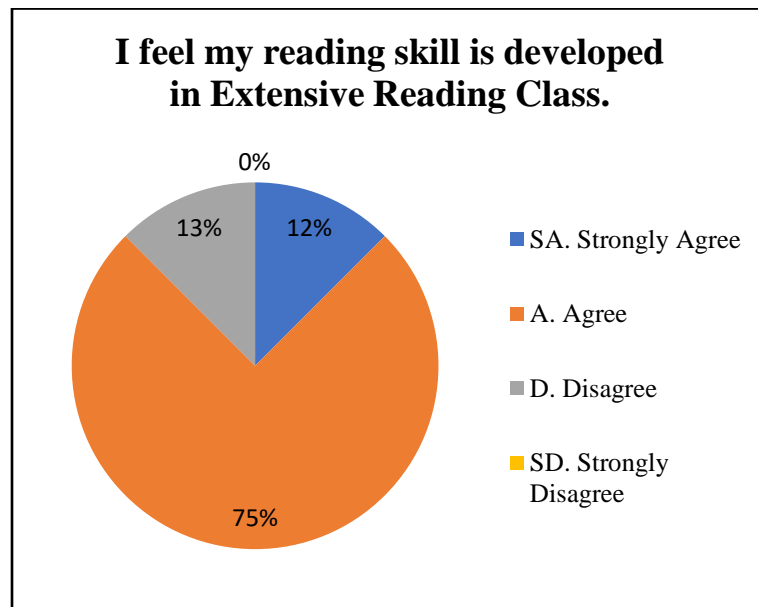


Figure 7

Questionnaire result regarding cognitive aspect.

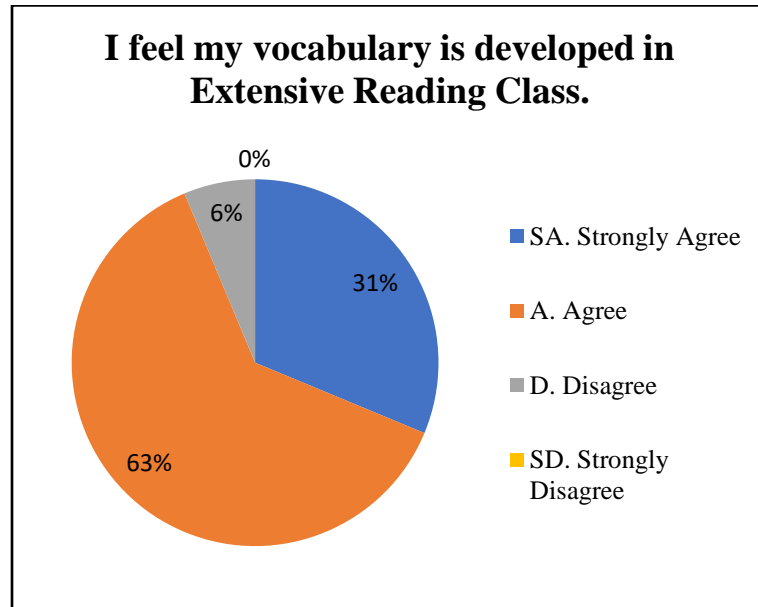


Figure 8

Questionnaire result regarding cognitive aspect.

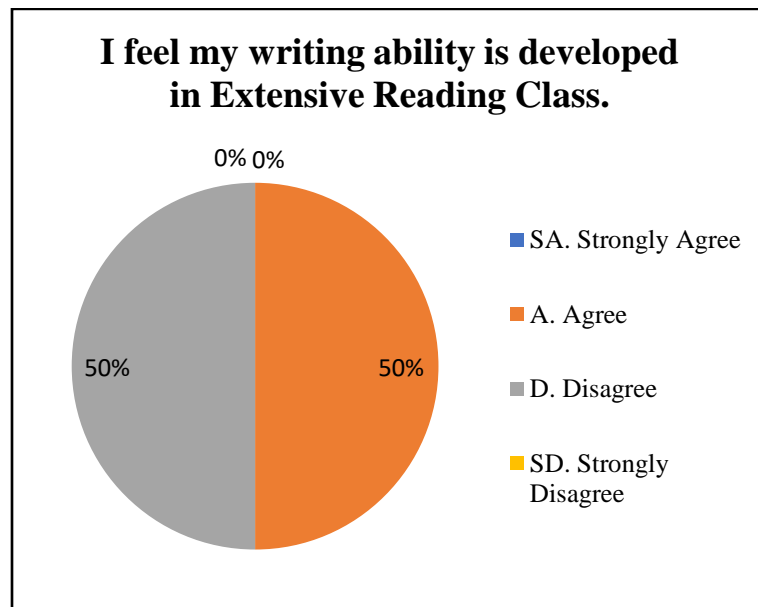


Figure 9

Questionnaire result regarding cognitive aspect.

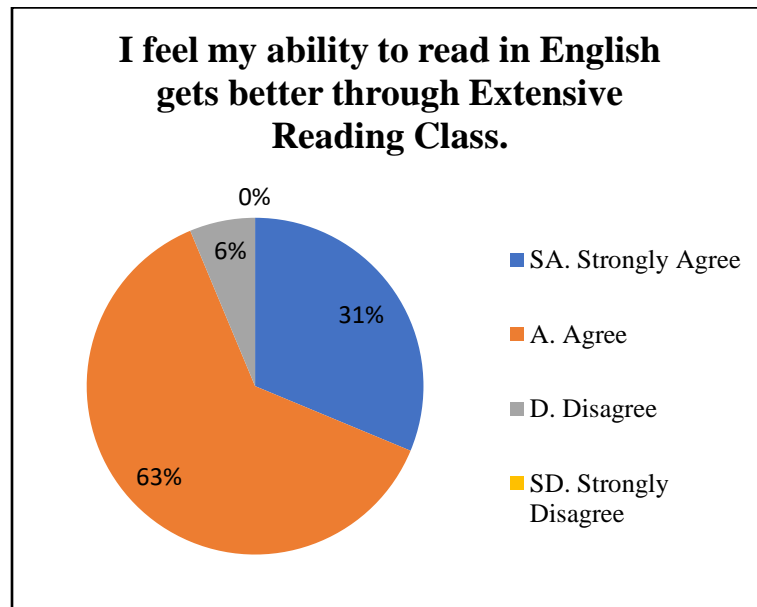


Figure 10

Questionnaire result regarding cognitive aspect.

In analyzing of Cognitive aspect, the researcher utilize 5 statements of the questionnaire which are statement 3 (I find Extensive Reading personally rewarding), statement 4 (I feel my reading skill is developed in Extensive Reading Class), statement 5 (I feel my vocabulary is developed in Extensive Reading Class), statement 6 (I feel my writing ability is developed in Extensive Reading Class), statement 7 (I feel my ability to read in English gets better through Extensive Reading Class).

The questionnaire responses show that “I find Extensive Reading personally rewarding” (Figure 6) got 4 Strongly Agree, 12 Agree, 0 Disagree, and 0 Strongly Disagree, “I feel my reading skill is developed in Extensive Reading Class” (Figure 7) obtained 2 Strongly Agree, 12 Agree,

2 Disagree, and 0 Strongly Disagree, “I feel my vocabulary is developed in Extensive Reading Class” (Figure 8) got 5 Strongly Agree, 10 Agree, 1 Disagree, and 0 Strongly Disagree.

The responses for “I feel my writing ability is developed in Extensive Reading Class” (Figure 9) is 0 Strongly Agree, 8 Agree, 8 Disagree, and 0 SD. Strongly Disagree and “I feel my ability to read in English gets better through Extensive Reading Class” (Figure 10) obtained 5 Strongly Agree, 10 Agree, 1 Disagree, and 0 Strongly Disagree. Those responses above summarized as follows.

The 4 Strongly Agree and 12 Agree responses show that “I find Extensive Reading personally rewarding” generally agreed that Extensive Reading had introduced many new references to them when compared to Intensive Reading so that the knowledge and information obtained would be even greater. In addition, Extensive Reading also improves their ability to read, especially in techniques and vocabulary. There were also respondents who initially always read in Indonesian, after the Extensive Reading class actually became more like and easier to understand reading in English so they felt their level of proficiency in English increased. One thing that they think is most important is that Extensive Reading has provided a new experience in reading, namely reading with pleasure.

The 2 Strongly Agree and 12 Agree responses to “I feel my reading skill is developed in Extensive Reading Class” reasoned that

Extensive Reading has a considerable influence on their reading techniques. There are those who feel the benefits of Extensive Reading in pronunciation because lecturers often ask them to read with the correct pronunciation so that their speaking skills are also considered in this class. There are also those who feel the benefits of Extensive Reading because reading material is appropriate to their level so that their understanding of reading is better and the methods that are suitable for them such as skimming and scanning are used in the classroom as well. There were also those who at first had been fond of reading became more because of the interesting new references and all that was found in this Extensive Reading class.

On the other hand, 2 Disagree of “I feel my reading skill is developed in Extensive Reading Class” state that methods are often applied in class can not give impact to each students, such as group assignments that there will always some people who do not take a part in the group work, so they do not feel the benefits of Extensive Reading approach. In addition, there were those who explored more readings themselves outside Extensive Reading class, so that they felt less benefit in the class in which according to the has limited time as well.

The 5 Strongly Agree and 10 Agree to “I feel my vocabulary is developed in Extensive Reading Class” generally have the reason due to varied references that found in Extensive Reading, students automatically

found many varied new vocabularies as well. According to them, more we read more we learn, especially in vocabulary improvement due to the fact that every writer has their own style in order to convey his/her idea. In addition, resume that usually they do in the class has its good impact in vocabulary as well.

A disagree response of “I feel my vocabulary is developed in Extensive Reading Class” assumes that group work has great influence to their vocabulary improvement. As mentioned above that some students could not take a part in the group due to various reasons. The student referred here get obstacles in vocabulary improvement then. This disagree response focuses on group work that hinders the learning process.

The 8 Agree responses for “I feel my writing ability is developed in Extensive Reading Class” tells that the quantity of reading a lot automatically creates new memories about the structure of the sentence so that in writing process, it will be affected by previous readings such as vocabulary, grammar and diction which appear in their writing later. The remaining 8 responses, in which Disagree to “I feel my writing ability is developed in Extensive Reading Class” argue that in reading process, they usually only focus on understanding the text so that they do not pay attention to other aspects that might affect their writing ability. Others claimed that they did not have the interest in writing so that Extensive Reading did not give any effect on their writing ability.

The 5 Strongly Agree and 10 Agree of “I feel my ability to read in English gets better through Extensive Reading Class” during the Extensive Reading class, they make it a habit to read in an interesting way so reading becomes a habit even after the Extensive Reading class is finished as well. Some even make reading activities as a new hobby. This has an effect on their ability to read, especially in English. Others who are interested in speaking feel that Extensive Reading helps to improve because pronunciation is also considered in this class. New techniques for reading that they get in this class also influence their reading ability as well. While a response of “I feel my ability to read in English gets better through Extensive Reading Class” is still focused on group work that is often applied in the classroom just like the explanation above, there are several students including the respondents concerned who do not feel this Extensive Reading effect in reading ability.

Most lecturers give freedom to students on selecting their own reading material, so that the reading for pleasure experience can truly be felt by their students. In methods, there are lecturers who use technology namely Google Classroom to ensure that the class is interesting. There are also lecturers who provide transparent assessments so that students can determine their own values according to the business they are doing. The point is all lecturers of Extensive Reading have made various efforts to make an interesting and enjoyable class for their students.

B. Discussion

The Discussions of Affective

Both statements of affective aspect of questionnaire implemented to student aims to spontaneous responses of their feeling or emotion toward both reading in general and reading for pleasure especially. In other word, the affective aspect here expresses an individual's preference for an entity as mentioned by Alex (2014). The response can be favourable or unfavourable as mentioned by Natalia Kalengkongan (2012).

The first statement that asked their attitude toward reading in general. Most of them agreed that reading is daily activity which is extremely useful. There are various reasons on selecting the agreement, starting from reading as their hobby to reading as their need. Moreover, one disagreement response there indirectly agreed that reading is useful. The student just does not into reading that much, so that, the student offers an alternative in order to gaining the benefits just the same as reading did.

The second one, asked students' attitude toward reading for pleasure. All of them agreed that they enjoy reading if they can choose what they want to read. The reason on selecting the agreement mostly in the same way. Self-selecting of reading material is the important point. Their selection according either their interest or their language level, facilitated well by the lecturer that set them free on the process of selecting reading material as stated by Helgessen (2005, cited in Natalia Kalengkongan, 2012) that Extensive Reading is where

students read simplified and pleasurable books in order to make them enjoy the reading activity.

The researcher considers that both the first and the second statement of affective aspect took positive attitude as a whole based on explanation above. In addition to that, as mentioned in iedunote.com (2017), a person has positive attitude moving toward stimulus. Stimulus or reading in this case, the students put it as a good choice for spending time and also as an importance activity. It means, students have positive attitude toward reading in general and reading for pleasure especially through affective aspect.

The Discussion of Behavioral

Those three statements of behavioural aspect of questionnaire implemented to student aims to get a real reaction or behavior that students reveal toward Extensive Reading as a stated by Yamashita (2004, cited in Natalia Kalengkongan, 2012). In other word, Visser, Krosnick & Simmons (2003, cited in Kalengkongan, 2012) stated if students are confident with their thoughts and beliefs toward Extensive Reading, it will be expressed through their behavior.

The first statement asked their attitude toward English literature before the Extensive Reading class. Those who rarely read English literature before, reading for completing an assignment and the another who read it for pleasure, focus on their interest in which about one to two genres only. Extensive Reading gives them a motivation due to many interesting sources and genres they have

just found in which suitable to their both level and passion. In other side, those who often read English literature before Extensive Reading class has many practices in previous reading classes.

The second statement asked their attitude toward the reading material in Extensive Reading class. Both students that like reading and does not like reading agreed the reading material in Extensive Reading class has various interesting genres, so that they enjoy the class due to its easy of comprehension process. In the other side, some students that do not like reading, cannot enjoy the class due to its various genres are not interesting for them. In short, they do not like reading at first, but Extensive Reading does not enough to occur their interest on reading.

The third statement asked their attitude toward English literature after taken the Extensive Reading class. Most students agreed that Extensive Reading class motivated them to more read English literature even after the class has over. The various reading material, attractive class activity and pleasant lecturer encourage reading become as their habit unconsciously. They find read English literature as an interesting activity lately. The lecturer confirmed it as well. They have participated in the class in a good way, through both their attendance and completing the assignments.

Despite several students still have no interest toward reading because they do not like reading, both various material and activity have provided in this class. Most students rarely read English literature before, agreed interesting

reading material and activity conducted during Extensive Reading class that enjoyed them, affects their habit in reading after the class ends. Visser, Krosnick & Simmons (2003, cited in Natalia Kalengkongan, 2012) stated that if people are confident with their thoughts and beliefs toward certain matter, it will be expressed through their behavior. Most students here expressed better habit in reading after the class due to several reason as mentioned above. It means, they have positive attitude toward Extensive Reading according to behavioral aspect.

The discussion of Cognitive

Mathewson (1994, cited in Kalengkongan, 2012) stated cognitive refers to belief, thought, or rational argument. It is a set of thoughts or beliefs toward a thing such as particular person, idea, rational arguments, and situation. All of statements of cognitive aspect of questionnaire implemented to student aims to find out their thoughts or beliefs toward Extensive Reading.

According to Alex (2014), the cognitive response is a cognitive evaluation of the entity to form an attitude. Students here provide responses as mentioned above through the interview. They give positive or negative arguments regarding Extensive Reading, including the benefits and the effects they feel caused by Extensive Reading, starting from better knowledge of Reading to better skill. All students agreed that Extensive Reading rewarding in various ways.

On the other hand, the lecturers assisted both the quantity and quality of students' reading during Extensive Reading class for a semester. The result is reflected in the form of score they get at the end semester. The lecturers stated that the scores they obtained in the Extensive Reading class were also good. It means both students' belief and students' achievement toward Extensive Reading is positive according to cognitive aspect.