

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Mastering English as a student can be challenging if you solely depend on studying textbooks. It is important to note that in the English language, there are multiple abilities that one needs become proficient in, specifically reading, listening, speaking, and writing. To optimise these four talents, a prerequisite is a thorough command of grammar and a comprehensive vocabulary in English. Proficiency in vocabulary is a crucial quality that students must possess in order to enhance their English language proficiency. Hence, it is crucial for students to acquire proficiency in English in order to enhance their vocabulary skills in this language.

Nevertheless, technology and other resources greatly improve the usage of English in the present technological era, aiding in the process of acquiring the language. Currently, educators, educational personnel, and scholars are actively investigating and determining the most effective modifications to enhance learning outcomes for contemporary pupils. There are several innovative techniques to explore more captivating approaches to learning, one of which is integrating media into the learning process. Several social media platforms are currently popular among students, offering educators a basis to customise the material and tactics used in learning to increase its enjoyment. Alternative Universe (AU) is an online creative media that is becoming increasingly popular among youths.

Alternative Universe (AU) is a fiction piece shared on Twitter across many engaging and lighthearted categories. Usually, Alternative Universe (AU) is expressed in a narrative style using a foreign language, like English, in all conversations or descriptions of events throughout the plot. AU offers a wide range of narrative forms featuring distinct backdrops, enabling readers to get fresh knowledge through their reading experience. The majority of AU readers, who are largely students in their teenage years, have integrated AU into their regular reading materials during their free time, so developing a strong acquaintance with the English terminology used in AU. Multiple sources have disclosed that reading AU provides a plethora of advantages, including as enhancing writing abilities, fostering adept language usage, and cultivating comprehension of how word meanings can be utilised in various contexts.

This chapter examines the impact of students' opinions on the usage of authentic materials as a medium for improving their English vocabulary knowledge. Additionally, it explores the perceived benefits that students acquire in terms of their English vocabulary skills through reading authentic materials. This chapter will present the findings of the research, providing a detailed overview of the research procedure, outcomes, and discussion. The research results will be displayed in a text, together with the findings on perceived viewpoints and gained advantages. This will be complemented by the use of narrative experiences shared by the interviewees.

1. Students' views about reading Alternative Universe (AU) as a media to enhance English vocabulary skills

a. Students reading interest in the Alternative Universe (AU)

According to the result of the researcher's interviews on Thursday, 28 February 2024, with three participants enrolled in the eleventh grade of secondary education, this study delves into elucidating the views and feedback of students pertaining to their utilization of Alternative Universe (AU) as a means to augment their lexical acumen. Each respondent will be denoted by the initials PA (Person A), PB (Person B), and PC (Person C). Through individual Google Meet sessions, the researcher asked the following question: “What genre of stories from the Alternative Universe (AU) do you like?”

The answer from PA, *“I like the genre of romance stories and teenage life, which relate to the lives of teenagers in college and the world of work.”* And then PB answer the question is *“I like the romance genre as well as the work life that relates to problem-solving depicted in the story”*. And other answers from PCs are also the same, *“I like the romance life.”*

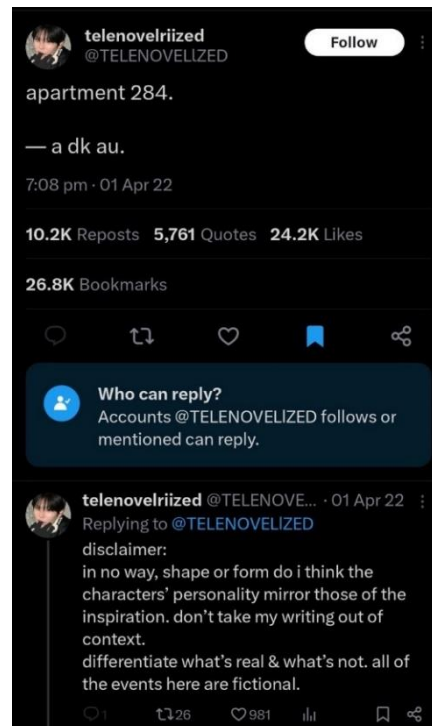


Figure 4.1 P – A Alternative Universe (AU) favorite



Figure 4.2 P – B Alternative Universe (AU) favorite



Figure 4.3 P – C Alternative Universe (AU) favorite

The responses from all participants (PA - PC) similarly favor stories in the Alternative Universe (AU) with a romantic genre. Indeed, the romantic genre is a genre pursued and beloved by teenagers in high school. By crafting genres that align with teenage interests, it can enhance students' reading engagement. While using the Alternative Universe (AU), students will be drawn to the genres they enjoy. Additionally, many alternative universe (AU) narratives incorporate or interweave foreign languages within them, such as English, thereby motivating students who read these AUs and helping them understand how English used in the Alternative Universe (AU) can still enable them to comprehend the content of the stories they read.

b. The use of English in other reading materials

The researcher is interested in learning how familiar students are with English in reading materials other than Alternative Universe (AU) through the questions in this section. Students were given the following sentences as questions by the researcher, “How familiar are you with your reading materials? Is there any word that you learned at Alternative Universe (AU) that you recognize when you read it in other reading materials?”

Students give different answers, but the general idea is always the same: even when they read other books, they feel more at ease after reading Alternative Universe (AU). PA provided the following response, such as *“I often encounter reading materials such as articles that use English. And when I read them, I already have some understanding of the content because some of the vocabulary used in the article I have encountered before when reading Alternative Universe (AU).”* Then it was continued with the answer given by PB, *“I have encountered several times in textbooks and study materials provided by my teachers, where the readings are in English. And some of the easy and everyday vocabulary I already know when I read Alternative Universe (AU), because previously I did not understand the meaning of the words, then I looked up their meanings to understand the storyline I was reading.”* Also the answer from PC, *“I have experienced it before. When I read an*

English magazine, where some of the vocabulary I often encounter in Alternative Universe (AU), so I no longer feel unfamiliar.”

Based on the results of interviews with 3 participants, they often encounter English vocabulary in their daily reading materials. Participants acquire some English vocabulary in their reading materials through Alternative Universe (AU). They know and understand these English vocabulary words because when they read Alternative Universe (AU), they come across these words. Therefore, before reading articles or magazines, they already know the meaning of these words because they have encountered them in Alternative Universe (AU) and no longer feel unfamiliar with them.

c. Students Motivations for Learning Vocabulary

The researcher then inquires about the students' motivation for picking up new terminology. Researchers are interested in the students' views regarding the important role of vocabulary development for proficient English language use. The researcher posed the following queries: “In your opinion how important is vocabulary in the process of learning and using the English language effectively?”

Peneliti mendapatkan sudut pandang yang hampir sama, PA menjawab *“It is crucial, in my opinion, because some of the vocabulary used in English books is advanced and needs to be learned in order to understand the book or to speak the language. When I read Alternative Universe (AU), for example, I found that some of the vocabulary was very challenging to*

understand. Even so, Alternative Universe (AU) assisted me in learning new words that I was not previously familiar with.” Kemudian PB juga menjawab *“In my view, it is crucial because, in this day and age, technology and English are so closely entwined that it puts indirect demands on me to be able to comprehend and expand my vocabulary knowledge in order to make English easier to understand and to strengthen my abilities.”* PC juga memberikan jawaban berupa *“Since English is required in the workplace, I believe it to be quite vital. Furthermore, I believe that increasing and broadening my vocabulary will help me look better when speaking English and make it simpler for me to find employment in the future that fits my qualifications.”*

From those answers, Students emphasizes the importance of vocabulary in effective English language learning and usage, and encountering difficult vocabulary in materials such as "Alternative Universe" and recognize its role in expanding their word knowledge. Students also emphasize the importance of understanding and expanding one's vocabulary in order to effectively navigate the language in today's interconnected world. Students believe that having a larger vocabulary not only improves communication skills, but also increases the likelihood of finding suitable employment that matches one's qualifications.

d. Alternative Universe in comparison to other fictitious platforms

In order to find out more about the students' prior fan fiction reading experiences before they read Alternative Universe (AU), the researcher asked questions in this section. The researcher ask questions such as these, “Have you ever read fiction stories other than alternative universe (AU)?”

Students convey their experiences to researchers with various stories. PA answer *“I have read Wattpad before, and I think it feels more condensed because a single section can have multiple occurrences. In contrast to Alternative Universe (AU), Wattpad has a greater risk of monotony due to its comprehensive writing format. This is not the same as the Alternative Universe (AU), which has event-related pictures or animations. Alternative Universe (AU), which offers extra options to prevent reading boredom, is, in my opinion, an improvement above Wattpad. Alternative Universe (AU) bases every writing about an event on research, so it is in accordance with several facts that actually happened or we experienced, so that can provide me as a reader with additional knowledge. In contrast, Wattpad's writing is not yet structured in its stories, and even the knowledge provided is frequently not in accordance with reality.”* PB answered the questions given by the researcher *“I once read a historical fiction book. Because the novel has told the story through to the very conclusion, I don't have to wait for updates or the author's most recent works. Simply put, I have to acquire printed novels before I can*

read them, and I become bored with reading very quickly compared to Alternative Universe (AU), the plot is presented with greater complexity and reading accessibility.” PC also giving experience such as “I have read novels both offline and online, on sites like Wattpad. Because Wattpad, in my perspective, offers a wider variety of reading materials and lets me select the genre I want to read in. Simply said, I find that Wattpad is very easily boring and that the writing style there frequently employs colloquial language instead of English. In contrast, I believe that Alternative Universe (AU) offers stories that are essentially comparable to Wattpad, only with more features. such as fictitious conversation images or stories published on websites like Notion, which let me learn more about technology and pick up new vocabulary in English from the stories.”

Based on the interview, Students appreciate Alternative Universe's event-related pictures or animations, which prevent reading boredom, and mention that Alternative Universe's writing is research-based, providing readers with additional knowledge. Students appreciate Wattpad's diverse reading materials and genre selection, they find it uninteresting due to colloquial language and a lack of structure. Students see Alternative Universe (AU) as providing similar stories but with added features such as fictitious conversation images and stories on platforms such as Notion, which help students learn technology and English vocabulary.

e. Reading about the Alternative Universe (AU) in daily life as motivation for enhance vocabulary skills

In this section, the researcher ask the question for students to find out what students views about Alternative Universe (AU) as daily reading material to enhance students' vocabulary knowledge. Researchers ask questions in the form of questions such as “What motivates you to consider or hesitate about incorporating Alternative Universe (AU) into your language learning routine?”

PA answered questions from researchers, *“I believe it is highly likely because the Alternative Universe (AU) piques my interest in reading. In addition, since the Alternative Universe presents information in English and covers general topics, I am able to obtain these things through the Alternative Universe (AU).”* Additionally, PB presents a viewpoint that is not all that dissimilar, specifically *“I believe I can because I utilize it in my own reading on a regular basis. I'm used to studying English through media intermediaries, and at the moment, I'm learning English through Alternative Universe (AU). I don't feel lazy about reading or learning languages because Alternative Universe (AU) offers easy reading material, a wealth of information, and fun.”* Almost the same as other students, PC also answered *“I believe it is possible. Because I want to write, Alternative Universe (AU) has taken center stage in my daily reading routine. It helps me learn how to write correctly and effectively, how to construct engaging storylines, and how to utilize terminology. correct English to give it a more*

fitting appearance. I also feel more excited about reading now that I have access to the Alternative Universe (AU) option, which is really enjoyable.”

Based on the point of view felt by the participants, students are highly motivated to incorporate Alternative Universe (AU) into their language learning routine. Students are drawn to Alternative Universe (AU) because it aligns with their reading interests and offers English language content on general topics, making it an excellent resource for language acquisition. Students value Alternative Universe (AU) because it helps them improve their writing skills, such as correct language usage and engaging storytelling. Their excitement about using Alternative Universe (AU) indicates a strong desire to incorporate it into their language learning activities.

f. Combining Alternative Universe (AU) with Language Instruction

The researcher's goal in this section is to investigate how students perceive Alternative Universe (AU) as a medium for learning English. In order to make the English learning experience more engaging and enjoyable, researchers solicited the ideas and suggestions of students. Researchers pose the following kinds of queries: “Can you provide feedback on the concept of integrating Alternative Universe (AU) into language education? Do you have any suggestions for optimizing such an approach or addressing potential challenges?”

Students asked various answers about this, PA answered “*Alternative Universe (AU) can be used in learning, for example, the*

teacher asks students to read a narrative that is one tweet or several tweets, then asked to guess the genre, character or plot in the story.” PB also makes good suggestions such as “I think teachers or educators can explore more creative materials that can be used during classroom learning, and Alternative Universe (AU) can be applied in the learning process. Students may be asked to read a few chapters of the Alternative Universe (AU) and then discuss the story's main idea, meaning, and takeaways.” Like other students, PC also provides answers “In my opinion, Alternative Universe (AU) have the potential to serve as educational tools. In order to prevent students from misinterpreting the meaning of stories from the Alternative Universe (AU), teachers can alter or adapt the Alternative Universe (AU) to the students they are teaching. For example, they can search for stories that are not romantic in nature but rather contain knowledge and are relevant to the subject matter they wish to teach.”

From the participant answers, Students suggests integrating Alternative Universe (AU) into language education through interactive activities, such as analyzing short narratives within tweets. This approach encourages student engagement and fosters critical thinking skills by prompting students to guess genres, characters, and plots based on limited information. They propose activities involving reading chapters from AU and discussing main ideas, meanings, and takeaways. This approach

promotes deeper understanding and encourages students to explore various aspects of the stories.

2. The benefits of Alternative Universe (AU) for enhance students' vocabulary skills

The researcher's objectives in this section are to find out what the students think and to respond to the second research question, which concerns the beneficial effects that reading Alternative Universe (AU) has on students' vocabulary skills. The researcher's question are: "What are the benefits can you feel from Alternative Universe (AU) on your vocabulary skills?"

The benefits felt by students varied, students expressed their opinions well, PA answered *"I believe Alternative Universe (AU) has an impact on my vocabulary skills. Because I spend 3-4 hours for each day reading Alternative Universe (AU), I can pick up some new vocabulary while reading the narrative. I can also compare the opposite words of the new vocabulary that I know with the opposite words..Because of the habit of reading Alternative Universe (AU), I improved my reading speed and understood the essence of English reading."* PB also conveyed what she felt, *"I have faith that through this Alternative Universe (AU), I have learned new vocabulary and understood its meaning. I also became accustomed to reading and comprehending English sentences more quickly.This Alternative Universe (AU) also taught me how to write good and correct stories, and the English I use in my writing reflects several Alternative Universes that I've read."* PC conveyed what she felt, apart from vocabulary, she also felt that his writing

ability had improved, *“Reading Alternative Universe (AU) has improved my ability to study English. I was also able to read for several hours because of this Alternative Universe's (AU) enjoyable tale writing and interactions, which helped me feel comfortable expanding my vocabulary in English.”*

There are several responses given by Students. Students emphasize the significant benefits of Alternative Universe (AU) on their vocabulary skills, attributing their progress to spending dedicated time reading AU narratives every day. They observe the acquisition of new vocabulary, the understanding of synonyms and antonyms, and the comprehension of word usage in context. Furthermore, they credit Alternative Universe (AU) with improving their reading speed and comprehension, resulting in a better understanding of English reading. Students also mention the impact of Alternative Universe (AU) on their writing abilities, implying that the English they use in writing reflects the wide range of stories they encountered at Alternative Universe (AU). Students expressed comfort in expanding their English vocabulary knowledge through exposure to AU stories, implying a relaxed and engaging method of learning through this medium.

B. Discussion

The purpose of this study is to identify the content channels provided by Alternative Universe (AU) that help students increase their English vocabulary knowledge. This section discusses the findings from interviews with three students. This section is organized around research questions, such as: 1) How are student's views about reading Alternative Universe (AU) as a

media for enhancing vocabulary skills? and 2) What are the benefits students feel when reading Alternative Universe (AU) to enhance their English vocabulary skills? The problem formulation above can be explained as follows:

1. Student's views about Reading Alternative Universe (AU) as a media for enhancing vocabulary skills

The findings of this study are based on interviews with three students from class XI. The findings of this study have an impact on students' understanding of how verbal technology media can be used effectively to improve students' vocabulary knowledge abilities. As a result, social media can be beneficial for improving English language skills.

Positive and unfavorable viewpoints from the students were revealed by the interview results, which were previously reported in the findings section. It may be claimed that this research can be added to future studies about the experience felt as an Alternative Universe (AU) reader in increasing English vocabulary knowledge skills.

In the current era of technology, students have convenient access to a wide range of reading material that caters to their personal preferences. Students will engage in reading activities according to their individual preferences. According to Putri Difria (2023), pupils are presently drawn to non-fiction narratives that are rather easy to comprehend. The preferred platform among students at present is

Alternative Universe (AU). Putri Difria (2023) further asserted that students will engage in reading activities that are influenced by their emotions, personal encounters, and shared concerns within the context of the Alternative Universe (AU) narrative. Through interviews performed by researchers, it was determined that all three students, who are enthusiasts of alternative universes (AU), shared an equal fondness for AU narratives that revolved around romantic relationships within educational institutions and professional settings.

According to the students, in the second point, they expressed that via their regular reading and study materials, they were becoming accustomed to the English vocabulary presented. They felt a sense of familiarity with the reading material despite it being in a foreign language, as they already possessed prior knowledge of it. Acquire knowledge or get new information. According to Patel & Praveen (2008), encountering idioms or terminology in reading material increases readers' engagement and intensity in reading. The Alternative Universe that students read also enhances their comprehension of foreign language vocabulary in both academic and daily reading. By becoming familiar with foreign language vocabulary, students take the initial step towards expanding their horizons in understanding English. (Brassell & Rasinski, 2008). The nearly identical responses from the three participants indicate that their knowledge of reading alternative universes (AU) facilitated their comprehension of English in both academic and non-academic texts.

All participants unanimously recognised the utmost need of enhancing their vocabulary in order to effectively learn English. According to Nunan (1991), having a good understanding of vocabulary is an essential aspect of knowing and learning English. It enables users to comprehend the purpose and significance of words. Nation (2001) also emphasised that vocabulary plays a crucial role in acquiring proficiency in the English language. Participants also acknowledged the indispensability of English in other aspects of our everyday lives, like reading literature, engaging in social media, and even seeking employment, where a proficient command of the English language is essential. Therefore, it is imperative to expand your vocabulary repertoire in order to enhance the quality of your English, particularly in oral and written communication.

All participants reported engaging with other works of fiction, such as Wattpad and novels, prior to discovering Alternative Universe (AU). Compared to the Alternative Universe (AU), they encountered numerous novel experiences and found them more pleasurable. According to Maghfiroh (2023), Alternative Universe (AU) is a successful method that presents a simple narrative yet in a captivating manner, making it more readily embraced by readers. The participants' opinion aligns with the notion that Alternative Universe (AU) prevents boredom during reading, as it incorporates images of their beloved idols. Participants expressed that they acquired new knowledge through Alternative Universe, which presented them with previously unknown facts, including general

knowledge. Additionally, the platform's departure from narrative writing websites towards screenshot conversation threads enhanced participants' familiarity with technology. This is in equilibrium as per Zhai et al. (2021). Alternative Universe (AU) fan fiction explores the idea that advancements in technology have made individuals fortunate learners, allowing them to reap several benefits from the new literacy opportunities provided by technology. Participants also perceived that accessing stories became more convenient as they merely needed to utilise social media platforms instead of purchasing costly physical books.

All participants unanimously embraced Alternative Universe (AU) as their primary source of leisurely reading content. Participants felt that Alternative Universe (AU) afforded them effortless and pleasurable access. According to Surya & Aiswarya (2021), fan fiction provides a delightful reading experience that is free from the pressure to fully comprehend the text. This is because the content of fan fiction is typically light, generic, and easy to understand. Surya and Aiswarya (2021) contend that incorporating digital literacy, such as engaging with fan fiction, as a regular practice in consuming media, can contribute to an individual's reading proficiency and accomplishments. Similar to P – C, an aspiring writer, his regular practice of reading Alternative Universe (AU) literature enhances his depth of understanding and provides valuable insights into crafting compelling plots that captivate readers.

Given the current popularity of Fan-Fiction, especially Alternative Universe (AU), among students, all participants also expressed their views on enhancing educational media to increase its appeal. All participants unanimously believed that the use of Alternative Universe (AU) could be beneficial in the English language learning process within the classroom setting. Zhai, et. al (2021) further stated that digital platforms offer the advantages of self-directed learning and a relaxed environment for students. This decision plays a significant part in the process of acquiring knowledge. Language acquisition can take place in both structured and unstructured environments. Based on the preceding information, it can be inferred that Alternative Universe (AU) can serve as a mutually beneficial and captivating tool for classroom learning, as per students' perspectives. Zhai et. al (2021) found that including fan-fiction into the curriculum can enhance student engagement and foster enthusiasm for studying. Participants also provided feedback on the implementation of Alternative Universe (AU) in the classroom, such as using plot prediction to enhance students' comprehension of a specific story.

2. The benefits students feel when reading Alternative Universe (AU) to enhance English skills

Diverse experiences of students on the advantages they perceive in relation to their English language proficiency. Regarding vocabulary skills, all students expressed a unanimous opinion on the benefits they experienced. Specifically, they found that they were able to acquire new

vocabulary that was previously unfamiliar to them. Reading Alternative Universe (AU) helped them gain a deeper understanding of the meaning of language vocabulary. In the Alternative Universe (AU), English is taught. P – A also believes that she possesses the ability to understand antonyms of words because he already comprehends the definitions of the vocabulary she reads. Aini & Kusuma (2023) have supported the notion that creating fan fiction stories, particularly those set in Alternative Universes (AU), frequently incorporate a blend of Indonesian and other languages, such as English, in their narratives. Students develop a growing familiarity with English vocabulary through their exposure to Alternative Universe (AU) writing. By reading AU texts, students gradually comprehend and acquire the meanings of various vocabulary words, particularly those that are unfamiliar to them, the definition of the vocabulary.

In addition to expanding their English vocabulary, participants also believed that their practice of reading Alternative Universe (AU) helped them develop the skills of speed reading and comprehension, leading to a deeper understanding of the texts they read. The participants have successfully accomplished the objective of reading as defined by William & Fredrika (2002), which entails readers acquiring knowledge and comprehension from the material they read in order to enhance their understanding.