

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents all the findings of the data collected and its analysis.

Data of this research is presented in the findings while analysis of the research data is elaborated in discussions.

4.1 Findings

In this part, the result of data from in-depth interview shows that both students experience some of characteristic of extensive reading such as variety of material, materials are well within the linguistic competence, students choose the book by themselves, reading is its own reward, extensive reading purpose is for pleasure, reading is individual and silent, teacher is students' role model, teachers orient students to the goals. Whereas, in terms of character in read as much as possible, they did not experience it due to the limitation of allocation time because reading log activity as only a part of final project. Likewise, in term of character in read at faster rate, they did not experience it because both of them not only doing reading for their pleasure, but also for their understandable towards their books.

4.2. Discussion

4.2.1 Read as much as possible

In this themes, both of the participants did not read as much as possible. Through the data it shows that the students are have limitation of the time, and it was only for the final project. Thus, the participants read their

books close to due date time to collect the reading log task. Meanwhile, Day and Bamford (2002) states that the most critical element in learning to read is the amount of time spent actually reading. It can be seen from statements below:

I'm not the type of person who reads books consistently, so it just depends on the mood. Thus, I don't read books often, and rarely either.

ER/RMP/015/DA

In the end I was read the book fastly, so I can finished reading the novel for the reading log and I can reach the target because we had a summarize too.

ER/RMP/03/DO

Basically they are just waiting for instructions from the lecturer to read. They only view reading activity as a requirement of the course not because they into reading activity. Therefore, the lecturer requires them to read only in terms of finishing the assignment.

4.2.2. Variety of material

The second themes is variety of reading material for extensive reading.

Day and Bamford (2002) explains that to encourage a desire to read, the books are should be ideally made available as varied as the learners who read them and the purposes for which they want to read. From this explanation, both of the participants told their experience and statement that they read variety of their reading material. This can be seen from:

For books that is provided by the lecturer at each meeting, they are usually kept in front and can be read for more or less 15 minutes while they are waiting for the other students who are late.

ER/VM/010/DO

I usually read the topic based on the activities that I want to do. Suppose I read articles about health, about fitness, like that. I'm pretty routine read that kind of topics.

ER/VM/016/DO

During reading I choose the topics that I like. For example I like the genre of romance, adventure. Then I chose that kind of topic from the book.

ER/VM/011/DA

From the statements above, Dina and Dino experienced reading variety of material that they like. Thus, they can felt enjoy while they do the reading activity. These statements are in line with Day and Bamford (2002) theory that varied reading material not only encourages reading, it also encourages a supple approach to reading.

4.2.3 Materials are well within the linguistic competence

For materials are well within the linguistic competence characteristic all of participants are experienced this stage. Day and Bamford (2002) explains that for students to be motivated to read more and learn more, and to be able to increase their foreign language and reading skills improve, they must be reading texts that consider their language ability, such as texts they find easy and enjoyable at every step of the way. This can be seen from the statements below:

For me, first I will see the language first, if the language have a difficult vocabularies, like Sherlock Holmes, I could read it but it will take a long time to read... the book will be difficult so I wouldn't choose it.

ER/MWLC/006/DA

I will choose the language that is still at my level. Hmm first, see Language.

ER/MWLC/007/DA

It was really sad. Tragic. Muslims are like losing their sun during the day, and the moon when at night. Gone like that. Well there is that scene in the novel that explains it. The second is the most memorable thing about someone who falls in love with hmm who? I forget who it is...

ER/MWLC/007/DO

Based on the data above, both of the participants have good linguistic competence considerations when choosing reading material, yet the difference is that Dina's consideration is based on the academic achievement of the vocabulary that she has. While Dino's consideration is based on the ability to understand his reading material in general. Those findings are in line with Day and Bamford (2002) explanation about the third characteristic of extensive reading. The materials are well within the linguistic competence means that the participants feel that their reading materials are in line with the abilities they have.

4.2.4 Students choose the book by themselves

In this stage, the data shows that both of the participants choose the book by themselves. According to Day and Bamford (2002), in the situation where the students can select texts as they do in their own language, they can choose texts that they expect to understand, and to enjoy or to learn from. It can be seen from the data below:

The books that are provided on the table have the level written on it. Yet the students can still choose freely, according to their level like intermediate or basic, but we are still free to choose the book.

ER/SCBT/011/DO

I usually read the book that I like.

ER/SCBT/015/DO

Yet, if for example the topic that I don't like such as horror, or murder, I don't like it and I won't choose it.

ER/SCBT/009/DA

During the reading I choose the topics that I like.

ER/SCBT/010/DA

From the data above, both of the participants choose the books based on their personal interest. It is in line with Day and Bamford (2002) who explains that the students are free, indeed urge to stop reading their book if they find it too difficult and not their interest. It is proven by Dina's statement that she explained that she would not choose books on topics she does not like. Meanwhile, Dino was more flexible to read books that is provided by the lecturer in the classroom.

4.2.5 Reading is its own reward

The participants are experienced that through reading they can understand and experience from the books. Day and Bamford (2002) explains that by students experience reading a book, it is actually already in the center process of the extensive reading, just like a regular reading activity in everyday life. It can be seen from the data below:

Not only read, but I also can know what the moral value is, "what are the lessons we can get from this book?"

ER/ROR/004/DA

There should be pressure when I'm doing reading log. Well, if for example it is not instructed to me, I will think "ah, for what it's for? I still have much time".

ER/ROR/013/DO

From the statement above, Dina and Dino experienced the interesting and useful ways from their reading. It is in line with Day and Bamford (2002) who explains that extensive reading activity purpose are to monitor and to keep track of what and how much students read and also their attitudes toward reading, and it can also make reading a shared experience. It is proven by Dina statement that she can gain the moral value from her reading. Meanwhile, for Dino the reward he gains is because there is goal, also indicators that he must be achieved. When he can do what is asked by the lecturer is the reward for himself.

4.2.6 Extensive reading purpose is for pleasure

In this stage, both of the participants are feel enjoyed while they do the reading activity. Day and Bamford (2002) explains that through extensive reading the outcome is that students can interacts with the text that they read.

From this explanation, all of the participants told their experience and statement that they felt the interaction while doing it. It can be seen from the

data below:

The reading log that I made, it was made like a newspaper. Well, I like it when I can design the reading log. So it's not so rigid, I can do anything as long as I collect the reading log

ER/ERPP/012/DO

I can enjoy it more when there is pressure. Especially when I only have one month left, I can really enjoy it.

ER/ERPP/014/DO

Second, look at the topic. If the book, for example "It seems fun", so I'm going to read it.

ER/ERPP/008/DA

Dino's statement prove that through extensive reading the focus shifts away from comprehension and knowledge gained towards his personal experience to freely design his reading log. Likewise, Dino thought that he could really enjoy it when the time period to complete was limited. Meanwhile, Dina thought that by choosing the topic of the book that was fun for her, it will make her enjoy the reading process. These statements are in line with the characteristics of extensive reading that Day and Bamford (2002) stated which the goals of extensive reading are to understand particular reading purpose and gaining information and enjoyment from the story.

4.2.7 Read at faster rate

In this theme, all of the participants did not experience read their books at faster rate. The data shows that the participants enjoy reading for pleasure purposes, which allowed students to read according to their needs. Meanwhile, Day and Bamford (2002) states in this stage, they need to practice their reading fluency, seeing that extensive reading is for general rather than academic purposes. Likewise, speed, enjoyment and comprehension are connected with one and another. It can be seen from statements below:

Well, for me I do the reading one step at the time, for example, in a week I only read a few pages, until I understand. After finishing reading one book, I wrote a summary for the reading log, then the identity of the book, page,

and author, what year was it published. It all depends on the book, if the book is thick I can read up to three weeks.

ER/RFR/001/DA

For my reading process, it had longer time to submit the final reading log. Well, maybe a few months from there, we've rarely done the reading logs in the middle of the process, because of the long time, it makes us lazy to do it.

ER/RFR/002/DO

From the data above, the participants clearly state that they read the books for their pleasure. Dina's statement is showing that her reading process is according to her comprehension. Meanwhile, Dino reads his book faster because the limited time to collect the reading log task.

4.2.8 Reading is individual and silent

For this theme, both of the students experienced reading individual and silent. Since the participants are allowed to choose the book by themselves, individual reading can contribute in students' process to discovering how foreign language reading fits their lives based on Day and Bamford (2002). It can be seen from statements below:

Thus, I'm doing it on my own, and I have target for each day, and I wrote it in the reading log.

ER/RIS/004/DO

It was my habit that I have to read in a quiet place. I can't read in a noisy place.

ER/RIS/014/DA

From the data above, it is in line with Day and Bamford (2002) who explains that in this characteristic learners are allowed to read at their own pace. Thus, learners can choose when and where to read. It is proven by Dina statement

that she explained that she have to be in quite place. Meanwhile, Dino read by himself to reach the target for each day.

4.2.9 Teacher is students' role model

In this characteristic, students did not experience their lecturers' presence as their role model. Day and Bamford (2002) explains that the teacher need to give good influence to their students, because students are not only learn from the subject they teach, yet they also learn their teachers. Which that the teacher needs to teach their students by example, thus the students will learn from their teacher. It can be seen from the data below:

The role of my lecturer was very influential towards my results. The lecturer gave me the clear instruction of the details of the reading log

ER/TSRM/016/DA

The lecturer gave us feedback as we came in front of the class. She definitely gave us the feedback.

ER/TSRM/015/DO

From the statements above, both of participants did not feel the role model presence of the lecturer through the process. They only experienced the lecturer guidance while making the reading log. From Dina, she states that her lecturer presence effect in her result. Meanwhile, from Dino statements the lecturer gave him feedback during the learning process.

4.2.10 Teachers orient students to the goals

Both of the participants experience the presence of their lecturers' guidance through the process. Based on Day and Bamford (2002), students need an accurate introduction to extensive reading. Thus, the lecturer has to

explain to their students that they will not only gain the reading proficiency but also to overall language learning. It can be seen from statements below:

In the beginning, my friends and I often read the books together, because we are in the same class, and we often play together, also discussing together.

ER/TOTG/001/DO

If I asked for advice to my lecturer, she answered by asking in what level I am in, and do I like it or not, or the vocabulary is too high, or I have to change the novel that I read. Just like that.

ER/TOTG/005/DO

Like she was guiding me, for example, she said we have to write the author's details right here, published date here on the front page, then the summary wasn't just one chapter but all of the chapter, then the moral value of the book. The point is that the lecturer guided us, like asked us on how many words have been done, and how many books we have read.

ER/TOTG/014/DA

From the data above, the participants clearly state that their lecturer are guided them during the process. Dina and Dino stated that their lecturer direct them on the details of the reading log and updating on their reading progress. This statements are in line with Day and Bamford (2002) that the lecturer need to keep track of what and how much each of the students read, also their students' reactions to what was read. Meanwhile, during the reading process Dino read his book with his friends to discuss their book. It is also in line with Day and Bamford (2002) that by sharing students reading experience it will leads them to the final goal of extensive reading.

The findings of this research are relevant with some studies. The empirical research from Ro (2013) the research use the same grounded theory by Day and Bamford (2002). The results are similar with this research, they

found that by reading is individual and silent Korean adult learner can has positive effects of increasing the learners' motivation and reading activity should be stay away from any distractions. The research also proves that Korean adult learner read book that is already familiar with the content and language can increase their comfort and ease of reading. Furthermore, the researcher acted as both researcher and a mentor. Thus, the researcher play a role in directing learner in all the process. Moreover, the researcher also found that by providing many attractive extensive reading materials can make the Korean adult learner feel more comfortable and easier to choose the books. Meanwhile, learner lack the time to read and to read fast, it can be too much for the reader because they are busy with their lives. Likewise, extensive reading must be no pressure.

Another research by Macalister (2007) is also in line with this research. The main similarity is that the university students in New Zealand were reading silent and individually, and read their book as an activity for the pleasure. There were differences between the university students in New Zealand and my research that they feel by reading the books it allowed them to read it faster because the thought that the books they read is useful. Thus the students can read faster because they read the book well within their linguistic ability, and for personal interest.