

Chapter Four

Finding and Discussion

This chapter discusses the finding of this research after the data collection by using interview. The data derives from the perspective of three students who had been selected and interviewed at English Language Education Department. The findings of this research are related to benefits and obstacles in the implementation of Extensive Reading. The findings and discussion about the implementation of Extensive Reading are reported below:

Benefits of the Implementation of Extensive Reading

The purpose of this research is to investigate students' perception towards the benefits of the implementation of extensive reading. According to the research data, there are four benefits of the implementation of extensive reading such as to get the enjoyment, grow the imagination, improve language English skill, and increase the knowledge. The findings and discussion on students' perception towards the benefits of the implementation of extensive reading are presented below.

Finding 1: Get the enjoyment. The first benefits of extensive reading is getting the enjoyment. When being asked about the advantages of Extensive Reading, two participants mentioned in the interview that reading with friends is very enjoyable. Parjo stated, "we really enjoy reading with own friends" (P1.7). Parji also stated that "it becomes a habit of reading because we enjoy it" (P2.14).

Students can enjoy their reading time because they can choose simple book freely and read with their friends. According to Waring and Takahashi (2000) students read a huge amount of very simple text with their friend so that they can read

pleasurably. It shows that when students read a lot, they will feel more enjoyable by reading with their friends in reading date activity. Nuttall (2005) stated that “it is much easier if people to read better if they are learning in a favorable climate” (p. 127). It means students will enjoy reading when they are in good condition and happy to read with their friend in reading date. Greestunberg, Rodrigo, Berry, Brinck, and Joseph (2006) stated that student who joins the program of extensive reading will express a joy of reading with their friends.

Finding 2: Grow the imagination. The next finding on the benefits on the implementation of extensive reading was to grow the imagination. Parjo argued that “I developed my imagination from reading” (P1.1). The participant declared that extensive reading is growing their imagination. They can imagine a new place, things and ideas by doing reading.

Student who have been doing a lot of reading book will have a way to process. Greenberg et al. (2006) stated that extensive reading program can be utilized by students to enhance their way of thinking. It means that students can improve their logical thinking. Tanaka and Stapleton et al. (2007) stated that reading large amounts has resulted in greater improvement in reading comprehension such as developing imagination.

Finding 3: Improve language English skill. The third finding on the benefits on the implementation of extensive reading was the improvement of English proficiency especially in terms of vocabulary and grammatical knowledge and skill. All of the participants admitted that Extensive Reading is improving language English proficiency. Parjo stated that “I feel my vocabulary size is increasing from reading English encyclopedia book” (P1.8) and added that “I think my vocabulary increases”

(P1.9). Parji also added that “Absolutely English book increase vocabulary size” (P2.3). Parto also mentioned “I learned a few words in the English language as well” (P3.4). In fact, Extensive Reading is useful to increase the vocabulary size of all the participants.

It showed that the student’s grammar knowledge improve too. Parji stated that “Absolutely English book improve grammar” (P2.4) and added that “by learning the grammar, I can form the words structurely such as S+V+O+Adv” (P2.7). Student also learn grammatical knowledge from extensive reading. She mentioned that she can arrange words to be sentence.

Extensive Reading offers great benefits in improving language skill. According to Waring et al (2006) Extensive reading increases the reader ability in acquiring vocabulary. In Extensive reading, reader will read a lot of book and text which can improve their reading ability because they will meet a lot of words to. Waring et al (2011) stated that extensive reading has its effectiveness in building linguistic competence such as reading ability, vocabulary, and grammar skills. Students will also increase other competence by reading a lot. It shows that increasing vocabulary size will affect in writing and grammar skills. Yamashita (2008) stated that the strengths of extensive reading tend in terms of general reading ability, and the linguistic abilities such as vocabulary, spelling and morphosyntax.

Finding 4: Increase the general knowledge. From the interviews, increasing the knowledge became utmost benefits that Extensive Reading offered. All the participants admitted that Extensive Reading increased the knowledge. Parjo said that “I could have more knowledge than people by reading” (P1.2) and added “I feel that I can recognize the new culture we rarely learn in general” (P1.4). She mentioned that

the knowledge is such as knowledge from the book she read. It may emotion feelings in romance novel and culture in encyclopedia. Parji mentioned that “by reading, we can get information” (P2.1) and also said that “Reading also grew good habit to develop good knowledge rather than other activity such as watching tv” (P2.5). Besides, Parto stated that “I can understand the plot, the mindset of the characters in the story” (P3.3) and also mentioned “I get the knowledge as well” (P3.5). All of the participants agreed that Extensive Reading increased their knowledge. They get knowledge based on what they have read from book such as romance, encyclopedia, historical and newspaper.

Students also increase their knowledge by reading extensively which it can help student to widen their knowledge such as in culture, politic and economic. Renandya (2007) stated that evidence of extensive reading are too strong to ignore that it has powerful strength to increase the readers’ knowledge by reading. According to Day and Bamford (2002) Extensive reading can be summarized as learners selecting reading material that they enjoy and are able to read quickly, reading for pleasure and general understanding to increase their knowledge. It means that extensive reading is a way to read fast and get enjoyable by reading book which increase their knowledge inside the book such as culture, history and also new place.

Obstacles of the Implementation of Extensive Reading

Even things extensive reading has given a lot of benefits, one can not deny that there are some obstacles in doing extensive reading. Based on the findings of this research, the researcher found that there are four obstacles in the implementation of extensive reading such as the language style of the the text, low motivation, lack of language proficiency, and have low persistency to develop the habit. Here are the finding and discussion for the obstacles that student faced.

Finding 1: The language style of the the text. Determining the language style of the text is one of the obstacles for students. This is clearly stated by one participant. Parjo stated that “The language style is more poetic and literary work” (P1.16) and also added that “if it's old literature, it's like a puzzle that we have to understand, because the meaning isn't explicit, but it's implied” (P1.17).

Students need to have the ability in understanding the meaning of the text. The lack of this skill can be obstacle for students who are love to read book. Day et al (2002) stated that students must have understanding in language style which can help them to get the point from what they read. Ellis (2003) argued that students who read large amounts of text without knowing the meaning in word recognition will lose the understanding and all part of the implicit learning system.

Finding 2: Low motivation. The next finding of obstacle on the implementation of Extensive Reading is low motivation. All the participants stated that the obstacles are getting low motivation. Parjo mentioned that “external factors are difficult to divide the time because I prefer to read at home” (P1.13) and added that “I feel lazy if the place for the gathering is far” (P1.14). Parji stated that “I am moody to read book” (P2.10). Parto also mentioned that “The time is not right because sometimes I have another business” (P3.12) and added that “I'm participating in reading date so I can get additional grades” (P3.18).

All of the participants in this research have low motivation in reading which affect in laziness. de Burgh (2011) stated that outside the classroom learners have other priorities than reading including study for other classes, work and social life which cause the learners become lazy to read. Students who have other activity will be lazy to do reading as their main activity. According to Grabe et al (2009) One factor that

fluctuates reading ability is laziness. Laziness decrease their motivation to read extensively. Renandya et al (2007) mentioned that learner will decrease their reading ability if they are lazy to renew their reading materials. Laziness is one factor that fluctuates students' motivation in reading their new reading materials.

Finding 3: Lack of language proficiency. Another obstacles faced by students on the implementation of Extensive Reading is lack of language proficiency in general such as grammar and vocabulary. Parjo that “I sometimes also get a little problem if I meet new words in English, I don't know what they mean” (P1.19). She also added that “The words have unusual form and pronunciation, so it makes hard to remember” (P1.21). Parji stated that “grammar is also more complex, because it is still in the learning stage so it is less understand about it” (P2.12) and also added “I'm confused about historical books, because there are so many characters, it's hard to remember” (P2.15). Then, Parto stated that “I sometimes do not know the meaning of the words that I read” (P3.14). He added that “It is word in past tense formed” (P3.16).

Students need to have supporting good language proficiency in terms vocabularies and grammatical knowledge. The lack of this language proficiency can be obstacle for students who like reading. Waring et al (2006) stated that students who have much vocabularies, good grammar and understanding in language will have no problem in doing reading a lot of text book. It means that students need to increase their vocabulary size and learn more grammatical knowledge. Taguchi, Gorsuch, and Sasamoto et al (2006) stated that having good grammar will support the ability in reading extensively. Students who have good grammar will back up their understanding in extensive reading.

Finding 4: Low persistency to develop the habit. Another obstacle of this finding is low persistency to develop the habit. Both of the participant two and three said that extensive reading takes a long time to grow. Parji mentioned “It's about time, because reading is growing over time, it is not instantaneously” (P2.13). It is similar with Parto stated that “reading a lot is like a waste of time, which is a long time to read” (P3.11)..

In doing extensive reading, students must have strong will which will not decrease over the long time. The challenge of extensive reading is to keep reading motivation persistently because it takes long time to grow. It can be the obstacle because it does not occur quickly. According to Karlin and Romanko's study (2008) The amount of reading that can be labeled as “extensive” varies due to curriculum and learner's abilities, however, extensive reading programs often require more than one academic term (15weeks) to see improvement in reading ability which need consistent. Grabe et al (2009) also stated that that due to difficulty in conducting Extensive Reading is taking over long periods of time which effect the effectiveness of ER has been overlooked.