

Chapter Four

Findings and Discussion

This chapter discusses the findings and discussion of the study. The researcher explains the findings and relates them to the theory. Moreover, in the discussion of the finding, the researcher also presents the result with further explanation in this chapter.

In this part, the researcher presents the findings from the two research questions of this research. The first research question is “what motivates the ELED students in using English novel?” and the second question is “what demotivates the ELED students in using English Novel in reading class. To collect the data, the researcher used the interview as a technique to know the students' perception based on their experiences in reading novels in their reading class.

The use of English novel as teaching material in reading class

The first aim of this research is to find the students' motivation in reading English novel in reading class as teaching material. The researcher interviewed the participants who already took the reading class with the lecturer who used English novels as teaching material for more than one semester. Based on the participants' experience, the lecturer who used English novels as teaching material in the classroom helped the students improve their students' reading skill.

According to Jasmine, participant 3, the lecturer in her class used an English novel as one of the teaching materials. The following is her statement “...using books

like a novel, fairy tale book, and textbook for the teaching material in the classroom” (P3.1). The other participant, Tulip, said, “...In the first semester, the lecturer used two novels. First was an Indonesian novel and second was English novel. In the fifth semester, they also used English novels as teaching material in the reading class” (P2.2). Aster, participant 4, also stated, “... in the reading class the lecturer used English novel, textbooks, also Indonesian novel” (P4.1).

From the interview, it confirmed that English novels used as one of the teaching materials in the teaching and learning process in reading class. This means the use of English novels in the classroom supports the idea of using English novels as a means or an instrument to guide students' interest in reading activities. Tsai (2012) stated that although novels do not include lists of vocabulary, grammar charts, writing exercises, and drawings as they are often present in textbooks, they have their own authenticity and appeal that are not in the textbook. They are not edited, are natural in speech and writing, and are written to communicate meaning. Therefore, it is hoped that the use of English novel in reading class can give the students exposure to authentic teaching materials.

Motivating Factors in Reading English Novel

After collecting the data, the researcher found some students' motivating factors in reading English novels in reading class. These factors categorized as intrinsic motivation and extrinsic motivation in reading novels in reading class. These motivations make the student keep reading. These findings were obtained from the answers of four participants after the researcher did the interview.

Intrinsic factors. There were two findings of showing intrinsic motivation in reading an English novel namely; students' curiosity and students' enjoyment in using English novels.

Students' curiosity. The first intrinsic motivation in reading an English novel was students' curiosity. Jasmine, participant 3 stated that she has an intrinsic motivation because of the curiosity in reading English novel. Besides, she had also curiosity if the pages of the novel were had a lot of new vocabulary for her. The authentic statement is presented in the following statement "...I was really curious to read an English novel because by reading a novel we know lots of new vocabulary and it is useful when we want to write" (P3.6).

From the participant's statement, it revealed the reason why the participant got motivated in reading. It was because she was curious when reading an English novel in reading class. The English novel has a lot of vocabulary on each page, so the participant feels curious to know the new vocabulary to know the content of the story by reading the novel. According to Salikin *et al*, (2017, 82), the students' motivation increases in the learning process when they find relevance in the material or there was a need to know about the specific content. Guthrie *et al*. (2017) stated that the students' curiosity in reading comes from intrinsic motivation. Therefore, the students' curiosity will be fulfilled when they succeed to get new things.

Enjoyable feeling. The second intrinsic motivation in reading an English novel was the students' enjoyment in using English novels. Rose, the first participant mentioned that she enjoyed reading English novel because the vocabulary is familiar.

"In my opinion, using English novel is more enjoyable than other books because the vocabulary is easier to understand (P1.18)".

Tulip, the second participant also confirmed, "the factor that motivated me to read an English novel was the content of the novel that was really interesting, so I felt comfortable using it" (P2.6). Jasmine, the third Participant stated "...I felt using an English novel more fun than use textbooks..." (P3.2). On the other hand, she also stated that "... I could get the main point of the story, so it is one of my motivation..."(P3.4). Jasmine continued that "...reading novels is more fun than watching a movie because by reading we can imagine the story and also can increase our vocabulary" (P3.10).

The finding revealed the reasons why the participants enjoyed reading an English novel. It was because the text of the English novels was more interesting than a textbook and the vocabulary was already familiar for them. The enjoyment of reading novel because the novel was interesting and easy to understand made the participants get motivated in reading. The finding of the reading motivation especially intrinsic motivation was in line with Takaloo and Ahmadi (2017) who explained, "A student is intrinsically motivated to read something for enjoyment, pleasure, to get new knowledge, or for some other positive things because of the content or the text attracts them within the story".

Awareness of the advantages of reading English novel. Another finding in this study showed that the students got motivated in reading because of the advantages of reading English novels that they realized. It was found that there were

two advantages in reading English novels that the participants knew. They were improving grammar and increasing vocabulary.

The first advantage of reading English novels was improving students' grammar. Aster, the fourth participant, stated that she believed that her grammar improved because she often read an English novel. "My grammar improved because when I read English novels automatically I learned the grammar which was good" (P4.11).

The participant realized that her grammar was improving when she read English novels. When she routinely read the novel indirectly improved her grammar improve. Knowing the improving grammar as the advantage of reading English novel made the participant motivated to read the English novel.

Further, Aster, the fourth participant, stated that her vocabulary also increased when she read an English novel in reading class. She stated, "One of the positive impacts in reading English novel is that it can improve my vocabulary because we need to open the dictionary more than one or two times when reading the novel then my vocabulary increases" (P4.15).

Therefore, besides, the improving grammar, the participant also got the increasing vocabulary from reading English novels. The participants realized the advantages of reading English novels. This made the participant motivated in reading English novels.

Extrinsic Factors. Two findings categorized as extrinsic motivation in reading English novels. They are fulfilling the class requirement and student's competition. The details of the findings are explained below.

Teacher's Requirements. The first finding that was categorized as extrinsic motivation in reading an English novel was the teacher's requirements to use an English novel as part of reading class. Based on the interview with the participants, all participants stated that the biggest factor of their motivation to read the English novels came from outside. The outside, in this case, is teacher's requirements used English novel by the teacher and the department. Most of the participants said that they read English novels as teaching material in the reading class because the lecturer asked the students to use it during one semester. Rose, participant 1, said that she got the biggest motivation to read an English novel from the lecturer. The original statement is "... I do not like to read, but have the motivation to read because the lecturer asked the students to read the novel (P1.2)".

According to Rose, she got motivation in reading an English novel because it was a necessity. She said "...because it is the requirement from the lecturer to read the novel, so I automatically have the motivation to read it..." (P1.5).

Jasmine participant 3 argued "...the motivating factor to read an English novel because we are an English language education department students, so we need to do it..." (P3.5). Then, Aster, participant 4 also stated the same in the following statement "...from the lecturers themselves asked us to read an English novel in her class and ... because the system in the course is required like that..." (P4.14).

From the statements above, it can be concluded that there was a factor that motivated the students to read the novel. The teacher's assignment made the student get motivated in reading. The lecturer asked the students to read an English novel in her class during one semester and the lecturer motivated the students to get the best score. The teacher assigned the students to read an English novel to meet the competency required by the English department. This finding of the motivation in reading English novels are in line with (Cohen *et al.*, 2011) who stated that extrinsic motivation is one of the motivations that comes from the outside. For example, the students will do something to achieve the goals in the learning process because they avoid being punished by the lecturer. In other words, the students just do something because they are afraid, not because they want satisfaction. The finding concludes that the outside makes the students motivated to read the English novel. The outside, which are teachers' assignments and the best scores, make the students motivated in reading novels.

This finding was in line with Protacio (2012) who said that the classroom situation and home environments can influence students' motivation to read English context as a second language. In this research, the situation in the classroom is represented by the teacher's assignment and encouragement. Meanwhile, the actual physical of students' motivation environment is the concept of the sociocultural environment of family and their friends on the influence of the reading motivation.

Good grades. The second extrinsic motivation in reading an English novel was achieving good grades. Rose, participant 1 mentioned that the motivation in

reading an English novel also came from the competition among the students. Her argument is as follows "...after we read the novel, the lecturer gives us the quiz in the classroom and I would like to get the best score more than my classmates, so it is like my enthusiasm to compete with my friends in the classroom" (P1.6). Tulip, participant 2 also stated a similar idea as the first participant. I got motivated to read an English novel because I want to get good grades in rewriting assignments in class (P2.8). Aster, participant 4 also had the same opinion "... we needed to get good grades" (P4.14).

From the participants' statements, it was revealed the reason why the participants had willingness in reading English novel in the reading class. It was because after the students read the novel, the lecturer would give the assignment and the students had to answer the questions based on the stories of the novel. Therefore, the questions given by the teacher motivated the students to achieve good scores or the best score. The competition to get the best score resulted in the motivation of reading. Getting the best score then became the motivating factor in reading as the effect of the teacher's implementation of using novels as the teaching material. The willingness to achieve the good or the best score is considered the outside factor or categorized as extrinsic motivation in reading.

According to Ningrum and Matondang (2017), student motivation naturally comes from the students' desire to take part in the learning process. But it also concerns the causes or goals that underlie their involvement or noninvolvement in academic activities. Although the student may be equally motivated to do a task, the

sources of their motivation may differ from each other (p. 3637). In this research, the participants were motivated to read an English novel because of the desire to achieve the good or the best grades. Furthermore, according to (Salikin *et al.*, 2017: 82) the students' motivation increases in the learning process when they find relevance in the material or there was a need to know about the specific content. Besides, they also want to be the best by competition with their friends.

Demotivating Factors to Reading English Novels

The second research question in this study is about demotivating factors in reading English novels. It found there were two kinds of demotivating factors in reading English novels. The demotivating factors came from the difficulties in reading an English novel. They were difficulties to understand the text of the novel and difficulties in translating the idioms.

Difficulties in understanding the text of the novel. The first difficulty that the participant found is related to grammar. The lack of grammar mastery caused difficulty for the students in reading English novels. Aster, the fourth participant said, "I get the difficulties in understanding the sentence because my grammar is not good so it is difficult for me to understand all of the stories in the novel" (P4.5). This statement shows that the participant could not understand the novel because she did not master the grammar well. The lack of grammar mastery has become one of the sources of difficulties in understanding the novel. According to Takase (2004), difficulty in reading material become the demotivating factor. This means if the

students do not master the grammar, there is a possibility they will feel demotivated to read an English novel

The second difficulty is related to vocabulary. Rose, the first participant argued, "...the problem in reading English novel is that there are new words that I just met, so I have to open the dictionary and look for their meaning. Besides, I cannot memorize well so I need to open the dictionary again when I met the same word before. So I get the difficulties in understanding the text." (P1.9). A same statement is from Tulip, the second participant. She also stated, "...the difficulty is there are many vocabularies that I have not yet known, so I need to open the dictionary more than two times and look for the meaning when reading the novel..." (P2.9).

Jasmine the third participant also mentioned, "...when I read an English novel in the first semester, sometimes the word in the novel was more difficult than in the senior high school, so I need to open the vocabulary to find the meaning more than one times..." (P3.7). Aster the fourth participant also confirmed that the first time reading an English novel was interesting but then she got difficulties when finding unfamiliar vocabulary. The original statement is "...the difficulties when using English novel is there some vocabulary unfamiliar for me..." (P4.2).

The participants' statements showed that the participants faced difficulties related to the vocabulary in the English novel. The difficulty happened when the participants did not know the meaning of the words in the novel. In other words, they

lacked vocabulary. Their lack of vocabulary becomes the students' source of difficulty in reading English novels.

Related to the difficulty in reading, Tulip, the participant two, argued, "... sometimes the idiom in the novel makes me confused because I cannot translate it one by one..." (P2.12). This statement shows that this participant tried to translate the words in idiom one by one, and she failed. This finding is in line with Robo (2014) who mentioned, "Idiom translation poses a serious problem for the translator because each culture has its own way of expressing things. Some idioms might be difficult to translate. It is because of the lack of these idioms in the target of language" (p.313). Therefore, it is understandable when the participant could not translate the idiom in the novel and it made them difficult to understand the novel.

From the participants' statements, it concluded that two factors made the students difficult to understand the reading. The first is the grammar and the second is the vocabulary of the English novel. In addition, the students cannot understand the idiom they found in the novel. The students tend to translate the words in the idiom one by one. The difficulty caused by the lack of grammar mastery and lack of vocabulary became the demotivating factor in reading English novel. Takase (2004) mentioned that difficulty is a demotivating factor in reading.