

Chapter Four

Finding and Discussion

This chapter delivers an elaboration of the finding and discussion about the factors that influence English Language Education Department students to read English textbooks. Moreover, the discussion highlights the difficulties encountered by the English Language Education Department students in understanding English textbooks. The findings explained in this chapter are based on the research questions and purpose of this research. Furthermore, the theories of experts are also provided in this chapter, as well as an elaboration of the discussion of the findings. All of the reported findings are based on the information from these participants. The researcher labeled the participants with P1, P2, and P3.

The Factors that influence students to read English textbooks as perceived by the students

The first research question is to find out the factors that influence English Language Education Department (ELED) to read English textbooks as perceived by students. The second, to find out kinds of the difficulties encountered by the ELED students in understanding English textbooks. There are three findings about the factors that influence ELED students to read English textbooks. Then, five findings about the difficulties encountered by the ELED students in understanding English textbooks. Those findings are further elaborated in these following paragraphs, and related to some experts' statements.

Finding 1: The student interests. The first factor that influence English Language Education Department students to read English textbooks was the student concerns. When being asked about the factors to read, one of the participants mentioned in the interview that reading is an obligatory for the students. Layla stated that “Reading is the obligation of the students” (P1.4). In addition, Layla said, “As students, reading or reading textbooks is the obligation and command from the lecturer.” She also stated that most of the lecturers used textbooks as the teaching material. Thus, from the case above, the students should increase the frequency of reading textbooks.

Moreover, as students, reading textbooks is the process to obtain information and knowledge. Additionally, textbooks are defined as useful resources and easy to access for both teachers and students, which they can apply it and give the information or source according to their needs (Mahmood, 2011). The teachers and students will get benefits when textbooks are used in reading activities. Furthermore, students can practice on reading activity to prepare for class assignments. By doing so, they felt that reading is the obligation that students must do.

The researcher also revealed other finding related on the factors that influence English Language Education Department students to read English textbooks as perceived by the students was the command from the lecturer. Layla argued that “I read textbooks because the lecturers command us” (P1.5). Layla also said, “The first is command from the lecturer, after that I like to read textbooks”. She said that usually the lecturer asked the students read one chapter

in one week. After that, sometimes, the lecturer asked the students to retell the chapter that they have read. Those finding was in line with the finding of McKool and Gespass (2009). They revealed that teachers, after parents, are the ones who have the greatest opportunity to influence students' reading habits.

Finding 2: The students' need. The second finding on factors that influence English Language Education Department students to read English textbooks as perceived by the students was as the needs. Reading activity can encourage students' academic life and increase their knowledge. Reading is an activity that can be done everywhere. By reading, students' knowledge can be extended. Not only learning in the class, by reading students can enrich their knowledge. One of the participants stated that reading is one of the the needs of the students. As Miya said, "I want to read because it is my need" (P.2.4). In addition, Miya felt unconfident when she attend the class and have not read the material beforehand. Nevertheless, Miya only read the core of the text. Moreover, this finding is line with Kucukonglu (2013). He mentioned that reading is one of the most basic skills that should be mastered by students because it plays an important role at school.

Finding 3: The easy vocabulary. The next finding on factors that influence English Language Education Department students to read English textbooks as perceived by the students was the easy vocabulary. Reading textbooks provide some challenging in order to increase their vocabulary knowledge. However, the participant acquired some reason from the reading textbooks that enlarge their vocabulary knowledge. Roger argues, "I want to read

the textbooks which use an easy vocabulary” (P3.4). In addition, Roger want to read textbooks when the vocab of the textbooks is simple. There is more interest for Roger to read the textbooks. Puspita (2017) stated that students have difficulty in understanding a written message, because it contains a lot of unknown words.

In addition, the third participant did not directly say that he read the textbook because his GPA was low. Thus, his motivation was too low to read the textbook. He wanted to read if there are pictures in the textbook.

The difficulties encountered by the students in understanding textbooks.

The purpose of this research is to find out about the difficulties encountered by the English Language Education Department students in understanding English textbooks. According to the research data, there are five difficulties encountered by the students in understanding English textbooks, such as low frequency word, time management, personal concerns, low motivation, and the types of text.

Finding 1: Low frequency words. The first, the researcher found that the difficulties encountered by English Language Education Department in understanding textbooks is unfamiliar vocabulary. The textbooks provides some challenging words in order to understand the meaning of textbooks. The participant found some difficult words from the textbooks that increase their vocabulary knowledge. Their vocabulary knowledge does not stop on certain level, but it keeps growing during the time. Thus, the more the participants use the textbooks, the harder the words will be. According to Nuttal (2000), a word with

several meaning is difficult to understand because students need to find a close meaning or other possible meaning. So, they are demanded to read and think carefully.

Moreover, the students feel difficult when they encounter unfamiliar vocabulary. When this research was conducted at ELED at this Islamic private university, the other finding revealed that students were reluctant to read especially reading English textbooks because the students lack English vocabulary. One of the participants admitted that the difficulty to read is caused by unfamiliar vocab. Layla stated, "The difficulty is when I encounter unfamiliar vocab" (P1.7). In addition, the other difficulty of the participant is in the first time reading. Layla stated that the first time reading is so hard, such as to build the reading habit, improve the motivation, and understand unfamiliar vocabulary. After that, it is easier than the first time. In line with that, Mourtaga (2006) stated that language differences between first language and second language is one of the problems encountered by foreign language students because the students need more time to construct the meaning of the target language.

Moreover, Layla said, "Sometimes, the vocabulary in textbooks is too advanced, so they cause misinformation" (P2.8). Moreover, Layla needed up to three times reading to understand the text. The first is when she tried to translate the vocabulary. After that, she tried to find the meaning of the sentence. Then, she tried to find the meaning of all of the pages on the chapter.

In addition, Roger stated that, “I face difficulty when the vocabulary is too advanced” (P3.8). Roger felt difficulty because he needed to search the meaning of the word one by one. Roger stated that it can make him bored and lazy to read. According to Baiba (2015), the existence of various meaning within the same word becomes a problem for foreign language students in reading using other languages. In line with the case above, low frequency vocabulary is one of the difficulties encountered by the English Language Education Department students.

Finding 2: Time management. The researcher found that there are some activities that make students have no time to read such as doing assignments, joining organizations and doing house chores. Those activities are consuming the students’ time which make them have no time to read. There is one participant who argues that they lack the time to read because they have assignments that should be done Furthermore, the students in college have live independent. Means that the students are not only busy with their activities in college but they are also busy their activities out of campus. Those statement related with the finding. Miya said, “Right now, I have a lot of assignment and I also join an organization. I have many assignments from other courses then automatically, thus I lack time to read”. In addition, Miya said, “I am doing other assignments because it is already the deadline.” Another finding revealed that the student spent her leisure time to do house chores. Layla said, “During leisure time in daily life, I used to do house chores such as washing clothes, cleaning up my dorm and doing my assignment”. As Miya said, “The difficulty is to allocate the time to read” (P2.6). That way, they still have the chance to read even though they are busy with their schedule.

These findings are in line with the findings of Hoeft (2012). He revealed that one of the factors that makes students reluctant in reading is when students were busy with their schedule which did not allow time for reading. As college students who live independently, students are not only busy with their studies but they are also busy with their schedule outside of campus, such as doing other assignments, joining organizations and doing house chores. Those activities are consuming the students' time which reduces their time to read.

Another finding of this research showed that there are several activities in the leisure time that students prefer than reading. For instance, students spent their leisure by choosing other activities other than reading, such as hanging out with their friends, doing activities outside the campus, and doing group exercises. Layla mentioned that she preferred to hang out with her friends or her friends in the organization. She added, "If I do not read, I go out to find inspiration. Sometimes I go to some places such as to the beach to find inspiration" (P2.9). Roger also argued that reading is a monotonous activity, he preferred to go out to some place that can entertain him or playing online games. In addition, Roger said, "I feel bored and lazy when I have to read a long text" (P3.9). The other finding related to this case researcher also found that there is a student who uses her leisure time to have exercise. As Miya mentioned, she spent leisure time by doing other exercises and she added that in the leisure time usually her friends offer her to do exercises as they are more urgent than reading textbooks.

Based on the finding above, it can be seen that leisure time is used by students for hanging out and refreshing from their campus activities. Thus,

students might choose social life over reading because reading is a boring activity and they tend to want to do something which is more fun and makes them entertained. Because the students use their time for hanging out or doing exercises, they might then forget their obligation as students to study through reading. In line with that, Hoeft (2012) mentioned that social life activities can influence students to not read.

Finding 3: Personal concerns. Another finding found by the researcher related to this issue is that students are reluctant to read because of boredom. The student stops to read when he feels bored and lazy. As what Roger experienced, he feels bored and lazy when reading textbooks. The subject of discussion of the text makes him confused because it is discussed again in the next subject. He feels bored when reading texts which are. Moreover, he also feels bored reading a book without any pictures. He prefers to ask his friends because he can summarize the chapter. He added that he will not read texts which are considered too long. He feels bored and lazy.

Roger added that, "I feel bored and lazy when reading a long text" (P3.9). The researcher also revealed a finding stating that laziness also affect students to become reluctant to read. Moreover, a Miya said, "Sometimes I feel very spirited, and sometimes lazy" (P2.5). Furthermore, a mood that is not stable also affects students to be reluctant in reading. As Miya argued that during outside the class time, she feels that she has no interest in reading that books but she feels that reading the books is her obligation as a student. It means that she feels motivated to read because reading a book is the obligation of the students. The other reason

is that because she does not like the lecturer. When she dislikes the lecturer she usually feels lazy to read. Sometimes, she used to read some pages, if her mood is not good she stops to read. She also argues that, her interest in reading depends on her mood. If her mood is good, she will read the books but if her mood is bad, she does not read. In this case, sometimes, Miya has a bad mood to read books because she has many activities outside the campus.

The other finding related to this issue is a lack of motivation. Students lacked motivation because of several reasons. Roger is reluctant in reading because he feels that reading is a boring activity and there are things that are more interesting. He said, "It can be said that I do not really like reading and reading is not my hobby." He also added, "Reading is boring, besides that I could not understand the content and there is something more interesting than reading. Therefore, from the reading activity, when I did not read the books, I ask my friends." From his statement, it can be seen that he does not like reading. Moreover, he is easily interrupted by something more interesting than reading and it would be difficult to recommend him to love reading.

Based on some findings above, it can be seen that in general, the students lack self-motivation in reading. Shehu (2015) stated that self-motivation is the personal factor because this factor exists inside the reader. In other words, students believe that reading is important and it is necessary. In terms of this issue, students do not have strong self-motivation to push themselves to read whenever in a good or bad situation. Students, willingness to read is also low

because they are still with their ego or their personal concerns than their obligation as students who should be independent learners in reading.

Finding 4: Low motivation. Another finding on factors that influence English Language Education Department students to read English textbooks as perceived by the students were low motivation. In reading activities, some of the lecturers used textbooks as a teaching material. Besides, the third participants have a low motivation because actually I am not really interested in reading, and it is rather difficult for me to read textbook. Meanwhile, the participants showed that he wanted to read if the textbooks have many pictures. Roger stated, “I want to read when using an easy vocabulary” (P3.4). When studying in the university, he feels bored to read the books without pictures as it is in the form of academic texts. He thinks that the books are not simple. According to Waring and Takahashi (2000), the students want to read very simple texts. Moreover, Clarke, Truelove, Hulme, and Snowling (2014) stated that one of the most challenging difficulties is having the motivation to read.

Finding 5: The lengthy of text. The last finding that the researcher found related to the types of reading texts, is that one of the students does not want to read boring reading topics. Roger mentioned, “I feel bored if I read the text which is too long” (P3.8). In his statement, he said that boring reading materials such as philosophy makes him reluctant in reading. He did not understand the content, and it was written in English which made him think twice. He had to translate and interpret the content of the text at the same time. This finding is in line with

Hoef's study (2012) who mentioned that the dislike of reading of any kind texts and lack of interest in topic are several factors which make students dislike reading. Thus, it can be seen that Roger is more interested in reading English texts that have many pictures illustration and is easy to understand.

Moreover, Miya argued that, "In my opinion, the academic text is definitely hard to understand". In this case, the students do not only have a problem of lack of interest with the topic of the text but she is also confused when reading the theoretical text or academic text. In her statement, she argued that academic texts are hard to understand. Miya said, "Sometimes, the text from the book that I read was about theories" (P2.10). In addition, the researcher found that the students are confused and do not read the books which have small fonts. As Miya said, "I encounter difficulties because of small fonts on the textbooks" (P.2.7). Therefore, she feels confused.