CHAPTER IV

DATA PRESENTATION AND FINDINGS

This part presents the data dealing with the proposed research questions. As stated in the previous part the data of the study were gathered by employing unstructured interview. Two subjects identified as student 1 (S1) and student 2 (S2) become the data sources of the study in which any information dealing with their experience in form a form a learning environment that supports independent learning and how they think of a comfortable environment that can support independent learning.

A. How the Students Create a Learning Environment to Support Their Independent Learning

As stated in the previous part, in this study the data were taken from the students or reading group members as they form a learning environment that supports independent learning.

Through the process of interview, the subjects conveyed about how the reading group was formerly formed or created. The students' initiative to create an environment to learn together was initiated by their unsatisfied practices of teaching in the classroom. The two subjects agreed that in learning there should be a condition that are free from being fear. Moreover, they stated that they could learn better if they were forced to memorize. The need to get various reading sources was another reason of the importance of creating learning environment. In short, according to the subjects, they need a situation that facilitate them to study freely

in terms of reading sources, the levels of the materials, and the opportunity to interact with others. The learning environment was formerly formed when the two subjects had the same interest in reading. They shared some novels and gave some recommendation to each other. Days by days, some of their friends were stimulated to have interest in reading. They joined them in reading novels. Furthermore, the activities developed to reading group, as it was stated by S1,

> "We shared some recommended novel each other. In that time, some friends got interest in reading the same novels. It grew days by days. The members were getting increased and the genres of novels got wider too."

The members getting increased and they read not only novel but also more kind of books. The sources of book were taken from hard-book such as novels and online-based books. They did read some fan-made stories in an application called *Wattpad* too, as stated by S2:

> "In a case of reading novels we were limited by the numbers of novels we had, we started using online sources such as website-based novels and *Wattpad* (application)."

In this learning environment, the students did share of ideas. They discuss what they read. They were committed to use the created learning environment as their second place to learn together. Subject 3 stated that she enjoyed learning with their friends. She elaborated the advantage of joining the learning environment. Besides the valuable opportunity to read various reading materials each member of the group had a chance to interact freely.

B. Students' Ideal of a Comfortable Learning Environment to Support Their Independent Learning

The descriptions of the data presented in the sub heading above deals with information about how the subjects form or create a learning environment. The descriptions of this sub heading focuses more on the subjects' perception about an ideal of a comfortable environment that can support independent learning.

The data showed about subjects' opinion related to an ideal environment that support them to learning a foreign language. Subject S1 asserted that the ideal learning environment was one that consisted of learning activity that did not insist them totally to memorize material. The subjects enjoyed learning by reading rather than learning by grammar oriented. The subjects described how teaching and learning that have occurred in the classroom. Memorizing some patterns of language and also grammar was a challenging activity. The data was supported by S1 saying that she got more advantages by reading rather than learning grammar. They stated that grammar was a complicated to learn. They could learn something without being forced to memorize. The availability of graded reading materials offered beneficial result for them. They could select the material based on their levels of mastery.

Furthermore, the subjects stated that the learning environment where they could conduct mmm reading group gave them an enjoyable place to develop their English skills by learning a certain material in use. This result as stated by S2, as follow:

> "As I know I have many advantages in reading. It helps me to develop my English skills. Reading makes me figuring out so many new words and contexts. I can understand that a text must not contain one kind of tense. We can mix future, past, and present in a text. It depends on the situation and the story. It is little bit different with what my teacher

teaches in the class. It may be because I am 6 grader so the mix-tenses

story has not taught yet in the class."

The subjects learned grammar, structure and developing their vocabularies by reading. Toward the text, the subjects figured out that some tenses could be used in a same text. The subject found that her teacher did not teach her that way in the classroom.

Both subjects of study agreed that an environment needed to provide graded reading material. The material should be from a simple to more complex one. It helped the readers understand the books better. S1 stated that reading had some stages as she observed in the group. Reading from an application called *Wattpad* was easier because the stories mostly had simpler structure. Besides, the grammar was also simpler and easier to understand. It was because the writers in *Wattpad* were categorized as non-professional writers. Most of them were also readers who loved to rewrite a fan-version story of a novels. The next stage was published novels or English-based novel, such as Harry Potter. The structure and grammar of the novel was more complicated and hard to understand for some new readers.

The other finding was important to be noticed. S2 told that the readers felt more relaxed when they were together in the group. If there were things that they did not understand they could ask each other. The readers did peer-coaching in understanding the reading material. Besides, S2 stated that not all friends could openly ask the teacher because they were ashamed with their friends, but by joining the group they could exchange ideas without having a burden. Some students had an anxiety to ask some certain questions in the class. In other words, S1 felt that

learning must be free of pressure. When students enjoyed the topic they read or studied, they would find that the material was easier to be understood.

During the process of interview, S2 asserted that the flexibility in time, place, material and partner gave a strong impact in learning. She loved learning independently in the group because she could do it every time and everywhere. The group members could do it at their home, in a café and at school. Moreover, their friends' homes was another fruitful setting for them to conduct their independent learning.

The subjects of research mentioned that in the reading group they read printed novels and also some online reading sources such as *Wattpad*, an application, and *Archive of Our Own*, a website. The limitless number of books that they could find in the website and application surely helped the readers to find some suitable books they wanted to read.

During their activities conducted out of the classroom, they had partners with whom they could share and interact. They subconsciously learn language patterns and also vocabularies. Peer coaching they practiced in their learning environment enabled them to learn from their friends performance. They argued that they enjoyed their independent learning in the environment that were supportive, so that they never got feeling of being anxious. Consequently, according to the subjects, their motivation to learn were getting increased.

C. The Findings of the Study

Based on the descriptions pf the data above, the findings were presented in the following table.

Table 4.1 The findings of the study

How the students create a learning environment to support their independent learning	The students wanted to be successful in learning. They made an effort under their consideration that learning independently could be facilitated if they stayed in an inviting situation with various settings. They created a learning environment with the following phenomena: - It was initiated by having an un-convenient in learning taking place in the classroom. - It was stimulated by a couple of students who had the same interest in reading - The students shared some novels and gave some recommendation to each other. - They socialized their activities to other students - They explored the activities, material and setting for learning
Students' ideal of learning environment to support their independent learning	The students enjoyed learning in the situation that was convenient. They needed a model of learning environment as an ideal setting to learn better in groups with the following situations: - Learning activity that does not insist them to memorize material (grammar oriented)
	- Learning a certain material in use or in contexts - Learning that provided graded reading materials (from simple to more complex ones)

	- Learning that was not fully a tied criticism
	- Learning that provides peer coaching
	- Learning that is free of pressure
	- Learning that had flexibility in time, place, material and partner
	- Learning that provided the availability of IT (application), as a means to get and share reading materials