

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the data presentation and the finding of the research. The findings of the research are taken from interview, observation and questionnaire. These findings are arranged in such a way in which the statement of research problem becomes the basic for their arrangement.

A. Data Presentation

1. Procedures of Implementation Students' Self-Selection on Reading Material

Based on the results of doing observation and interview to teacher and some students, the researcher got the data that there are some procedures in implementing students' self-selection on reading material.

From doing the observation, the researcher found that the procedures of implementation of students' self-selection are selecting reading material, reading self-selection reading material in the class, sharing the information from the text in group, presenting the text they have discussed in front of the class, and writing and memorizing new vocabularies they have found in their text. The teacher and students also gave same explanation with the result of observation about the procedures of implementation of students' self-selection on reading material.

“.....Untuk langkah-langkahnya yang pertama yaitu saya memberikan instruksi pada siswa untuk mencari bahan bacaan dan membawanya pada pertemuan berikutnya. Kemudian dipertemuan berikutnya, mereka baca bacaan yang mereka bawa itu dalam waktu 30 menit. Setelah itu mereka membuat kelompok untuk bertukar informasi dengan teman kelompok mereka. Dan diakhir stepnya nanti mereka akan presentasi di depan kelas perkelompok. Untuk yang dipresentasikan yaitu bacaan dari salah satu anggota kelompok yang mereka sepakati untuk dipresentasikan. Dan setelah semua stepnya dilakukan, mereka menulis vocab baru yang mereka temukan dan dihafalkan.” (The first step, I instruct the students to select reading material and bring it at the next meeting. At the next meeting, they read their own reading material in 30 minutes. After read the text, they share the information from text with group and discuss it. In the last step, they present one of text they have to discuss in group. And after all of step is done, they have to write and memorize the new vocabularies they have found.

Student 1

“.....biasanya guru menyuruh kita cari bacaan sendiri, bebas temanya apa tapi jenis bacaannya harus sesuai dengan materi yang diajarkan minggu ini. Terus pertemuan selanjutnya kita baca dan sharing dalam kelompok. Setelah sharing, kita presentasi satu kelompok, terus guru nyuruh kita menghafalkan vocab baru”. (Sometimes teacher instruct us to find our own reading material, it is free to choose any kind of theme but the genre must be appropriate with material that is discuss in this week. The next meeting, we read and share in the group. After sharing, we did presentation. After present in front of class, the teacher asked us to memorize new vocabularies).

Based on the observation, teacher asks to students to find out their own reading material based on their interest and their need. The reading material can be from the internet, magazine, newspaper, or other text written in English language. Students can choose any kind of topic but the genre must be based on the theme of material that is studied (i.e. this week discuss about descriptive text, so students must be find descriptive text also). The reading material must be

brought in next meeting. Based on the interview some of students, it was found that students find the reading material from the internet.

Student 3

“.....saya dapat dari internet. Bacaannya lebih bervariasi sesuai yang kita butuhkan. (I got from internet. The reading materials are more various depend on our need).

In allowing students to select their own reading material, teacher did not give any kind of feedback to guide students in selecting their own reading material to get appropriate reading material.

Student 1

“.....guru tidak memberikan komentar tentang bacaan kita. (Teacher did not give a commentary about our reading material).

In the next meeting after the teacher instructed students to choose their own reading material, students have to bring the reading material and read it in the class. Before they read the text, teacher asks to students to make some groups that consist of five until six students. Their reading materials are varied but most of them choose non fictive text such as about science, social, tourism and many others that they got the texts from the internet. They have to finish reading in 30 minutes. From the interview of some students, they read their own reading material in the school when the teacher gives the instruction but some of them read outside the class in the leisure time.

Student 1

“.....saya membaca waktu diberi tugas oleh guru. Tapi kalau ada bacaan yang menarik yang saya temukan di sekitar, saya juga baca. (I read when

teacher gives task. But, if I find an interesting text surround me, I read it also).

Student 2

“..... *saya baca waktu disuruh guru di kelas.* (I read when teacher asks me to read in class).

Student 3

“.....*saya baca di kelas, tapi kalau ada bacaan yang menarik yang saya temukan diluar kelas saya juga baca.* (I read in class, but if there is an interesting text out of class, I read also).

During reading, some of them wrote new vocabularies and find the meaning in dictionary and phone cell. Students also mention that they write and memorize new vocabularies during reading time. Some students said that they are sometime memorize it in the school, the other student memorize it in home.

Student 1

“..... *Saya menulis vocab barunya nyambi ketika membaca itu mbak, kalau menghafalnya ya waktu luang dirumah.* (While I was reading the text, I wrote the new vocabularies, I memorize it at leisure time in home).

Student 2

“.....*Kalo saya hafalan vocabnya waktu pelajaran bahasa Inggris itu juga mbak. Hemat waktu.* (I remember new vocabularies during English lesson).

Student 3

“..... *Saya kadang sudah hafal ketika tidak tahu arti langsung saya cari arti dan ketika mengulang membaca saya sudah tahu artinya.* (Sometimes I have remember the meaning after I look for in the dictionary and when I read the text again, I have know the meaning).

The next step is sharing about the information in the text with the group one by one. Students share information from the text in English and Indonesia

language. Although they still difficult to speak English, they try to explain in English. Some of students can explain all of main idea of text but some of them cannot explain the main idea of the text. From the questionnaire, most of students cannot explain all of main ideas of the text. Twenty one of thirty students cannot explain all of the main idea. Based on the interview, students who can explain all of main ideas because they are like to read the text and read independently.

Student 1

“.....*bisa mbak. Saya suka baca tentang nuklir.* (I can. I like reading about nuclear).

Student 2

“.....*saya tidak bisa menjelaskan semuanya karena tidak lihat teksnya mbak, kalau lihat ya bisa.* (I can explain all of main idea in text because I do not see the text).

Student 3

“..... *Saya bisa menjelaskan semua karena sebelum baca di sekolah saya baca dulu di rumah, jadi lebih paham isinya.* (I can explain all of main idea of the text because I read my text first at home, so I more understand the idea in text.

After sharing with their friends in group, students present one of text they have discussed in front of the class. All of members have to come to front of class and presents one of text they have discussed. In the last session of procedure in implementing self-selection on reading material is write and memorize the new vocabularies that students don't know the meaning yet.

2. Students' Perception toward the Implementation of Students' Self-Selection on Reading Material

By conducting questionnaire and interview with some students, the researcher tries to find out students' perception toward implementation of students' self-selection on reading material. The researcher have conducted questionnaire for thirty students and interviewed three students. Based on the questionnaire and interview, the answers of the students are various. The result of questionnaire is displayed on the table (see appendix 1).

The result of questionnaire show that 96.7 percent of students felt happy when teacher give a chance to select and read their self-selection reading material, from this percentage indicate that students prefer to select and read their own reading material than teacher selection on their reading material. 80 percent of them are more interested to read because they can read based on their interest and their need. Moreover, their own reading materials are not boring. Based on the interview with some students, some of students give the reason for their answers that they prefer to select their own material because reading material just taken from the handout book is uninteresting and too difficult, students can read the information they need, and sometimes reading material from handout book is out of date.

Student 1

"..... Bacaan di buku itu kadang tidak menarik dan sulit dipahami kak. (The text in handout book is uninteresting and too difficult to be understand).

Student 2

“..... *bisa tambah pengetahuan yang sesuai dengan minat saya mbak.* (I can know new knowledge based on my need).

Student 3

“..... *bacaan yang di buku itu banyak yang ketinggalan jaman mbak.* (the reading material in handout book is out of date).

In selecting their reading material, 96.7 percent of students did not find any problem and difficulties in selecting their self-selection reading material. This is in line with the argumentation of students.

Student 1

“.....*ketika mencari bacaan tidak ada kendala, dalam aktifitas di kelas juga tidak ada permasalahan.* (There is no problem when searching reading material, there is also no problem during the activities in class).

In reading their own selection reading material, students did not feel under pressure. It will be easier to understand the text when they feel enjoy. When they do not know the meaning of words, most of them will find out the meaning of the words from their dictionaries and their hand phone. It is the crucial part in learning language to have an awareness to find the meaning of the words. Teacher gave time to read for 30 minutes, the students agree that the time is enough to finish their reading material.

When teacher asked students to share the text, 80 percent of students felt happy. In the result of interview also show that some students are enthusiast to share the information from the text to their groups, but some of them have a different opinion about it.

Student 1

“..... *saya senang waktu sharing di kelompok dan waktu presentsi, karena saya suka ngomong kak.* (I'm happy when I share information in group and present it because I like to speak).

Student 2

“..... *saya kurang bisa berkata-kata mbak, dan saya malu. tidak suka.* (I can't speak well, I'm shy. I dislike it).

Student 3

“..... *seru mbak, kita bisa saling bertukar informasi untuk menambah wawasan kita.* (It is fun, we are able to share and got information to enrich our knowledge).

Teacher said that students are able to present the reading material that they have discussed in group well, although there are some students still shy and passive in presentation,

“.....*mereka menyampaikan dengan baik ketika presentasi dan Nampak sebagian besar dari mereka juga antusias, cuma ada beberapa yang masih pasif.* (They explain well in presentation and most of them look enthusiast, but there are some students are passive).

On the other hand, students have their own perception in implementation of group presentation. Although they are still unconfident and nervous, they agree that it can increase their confident and train cooperation among them. The result of questionnaire showed that 40 percent of students are still shy when they have to present their reading material in front of class.

Student 1

“.....*Sebenarnya saya juga nervous ketika akan presentasi di depan kelas, tapi dengan latihan presentasi akan membangkitkan percaya diri dan*

kerjasama antara kita. (Actually, I am nervous when we will presentation in front of class. But by rehearsing to present will be increase our confident and train cooperation among us).

3. Problems and Advantages on Implementation of Self-Selection on Reading Material

a. Problems

Based on the observation, interview to English teacher and some students and conducting questionnaire, the researcher found some problems and advantages of implementation students' self-selection on reading material.

Students did not give any attention to the presenter. They busy in preparing their selves to do presentation their reading material. This is in line with the result of interview to the teacher.

“.....Terus ketika ada kelompok yang presentasi, kelompok yang lain malah sibuk menyiapkan diri mereka. Jadi yang presentasi di depan itu seperti presentasi buat saya saja. (When one of groups do presentation, the other group preparing themselves. So, students who presented in front of class just like present for me).

The other problem is about deadline, some students do not bring reading material at the time. The lazy students do not want to find their own reading material, they asked a help from diligent students.

“.....Untuk keseluruhan kadang-kadang masalah deadline, saya minta tanggal sekian pas waktu deadline masih cari-cari. Terus ya masalah beberapa siswa yang malah yang bergantung pada yang rajin itu saja. (over all, it is about deadline, I want they bring the text at the time, some students still find the text at that time. The lazy students do not want to effort, they asked help from diligent students).

In reading in the class, 36.7 percent students feel difficulty in concentration during reading in class. It is as the explanation from a student that the environment did not support reading activities that make them did not feel comfortable in reading.

Student 3

“.....saya kadang sulit berkonsentrasi karena merasa tidak nyaman ketika membaca di kelas. (Sometimes, I feel difficulty in concentration because I feel uncomfortable when reading in class).

Moreover, in presentation in front of class, 36.7 percent of students feel pressure because they have to present in front of the class and 40 percent of them are shy in present the reading material. Although it is just a little number of students, teacher should give a motivation for student to increase their optimism.

b. Advantages

Based on the interview with the teacher, she explained that the advantages of implementation of self-selection on reading material are enrich new vocabularies and motivate students to read and become long life reader.

“.....Yang saya tekankan itu untuk menambah vocab dan agar siswa tidak merasa tertekan dengan bacaan yang tidak menarik buat mereka. Jadi nantinya siswa tetap membaca walaupun sudah lulus dari sini. (my priorities are to enrich vocabularies and in order to make students do not feel under pressure with uninteresting reading material. So for the next, students read as always although they have graduate from this school).

In line with interview the teacher, the result of questionnaire show that 96.7 percent of students are more motivated in reading because they can read their

own interesting reading material. Because they are more motivated in reading, 73.3 percent of students are easier to understand their self-selection reading material than teacher selection reading material. 90 percent of students also find the difficult words in the dictionaries. It is indicated that by reading self-selection reading material, students are more motivated to find the difficult word to enrich their vocabulary knowledge.

Student 3

“..... Saya kadang sudah hafal ketika tidak tahu arti langsung saya cari arti dan ketika mengulang membaca saya sudah tahu artinya. (Sometimes I have remember the meaning after I look for in the dictionary and when I read the text again, I have know the meaning.

B. Data Finding

1. Procedures of Implementation Students' Self-Selection on Reading Material

From the results of interviews, observations and conducted questionnaire, researcher found some procedures of implementation students' self-selection on reading material.

a. Students Select Their Own Reading Material

Teacher gives the instruction to students to select their own reading material based on their interest and their need. The reading material can be from the internet, magazine, newspaper, or other texts written in English language. Students can choose any kind of topic but the genre must be based on the theme that is studied (i.e. this week discuss about descriptive text, so students must be

find descriptive text also). In this case teacher did not give feedback or comment for students' selection text.

In implementing self-selection reading material, teacher did not ask students to read in independent time, such as at home or in leisure time. Based on the interview both two students read when student give instruction, one of them read for her pleasure and independently.

b. Students Read Their Own Reading Material in the Class

In the next meeting after the teacher instruct students to select their own reading material, students have to bring the reading material and read it in the class. Before they read the text, teacher asks to students to make some groups. There are five until six member each group. Their reading materials are varied but most of them choose non fictive text such as about Science, social, tourism and many other. They got the texts from the internet. They have to finish reading in 30 minutes. Some of students open their dictionaries and phone to find the meaning of difficult words. Some of them read in silent while a few of them read with soft voice. Some of them feel difficulty in concentration to read in class.

c. Students Share the Information from the Text in Group

Students share the information from the text one by one. When one of member explains what they have read, the other members have to give attention for speaker. They share the information by using English and Indonesia language. Most of students cannot explain all of main idea of the texts. A student mentioned that she cannot explain all of main ideas because she did not look at the text.

- d. Each Group Present the Text They Have Discussed in Front of the Class

After sharing with their friends in group, the groups have to present text in front of the class. All of members have to come to front of class and presents one of text they have discussed. One of them become a moderator and the others students present what they have discussed. After the presentation the other groups are able to give the question about the text that is discussed. During the presentation session, some of students give attention to the presenters but some others are busy to prepare their selves.

- e. Students Write and Memorize the New Vocabularies They Have Found in Their Text

In the last session of procedure in implementing self-selection on reading material is write and memorize the new vocabularies that students don't know the meaning yet. It can be done by students either at home or school. They can write and memorize during the English lesson or at free time at home. The target is students get new vocabularies to enrich their vocabularies.

2. Students' Perceptions toward the Implementation of Students' Self-Selection on Reading Material

In implementation of students' self-selection on reading material, there are many perceptions from students. There are good and bad perception but the major

perception is they more interest to read when they select their own reading material than teacher selection on reading material.

From the observation, interview and questionnaire conducted by the researcher. Students select their own reading material after the teacher gave the instruction to select their own reading material. They prefer and more motivated to read their self-selection reading material. Although some of students difficult in finding reading material based on their interest. They prefer and more motivated to read their self-selection reading material because their reading material based on their interest and their need. When they read the text from book, they assume that the texts in handout book are out of date and uninteresting. On the other hand, when they select their own reading material, they can select interesting reading material based on their self. Moreover, they can find the information based on their need.

When the teacher gave the instruction to read their self-selection reading material, they read the text enthusiast and seriously. Although, there are some lazy students do not read the material seriously, at least they still read their text and are able to share the knowledge from text. They also argue that thirty minutes is enough to finish reading their text. When they do not know the meaning of new words, most of them will find out the meaning of new vocabularies in dictionaries and hand phone to be able more understanding texts. They admitted they can understand their self-selection text easier than teacher selection, they do not think difficult in understanding the text. Although some of them do not think like this. A few numbers of student also difficult to concentration when reading in class.

In group working, students were able to build social interaction in the classroom. By sharing the information or knowledge in text, it makes students more motivated to read and understanding the reading material, although there are still some students who are still shy in interacting with their friends. It makes some of them under pressure when share and presentation the information or knowledge from reading material. In sharing the information, some of them can explain all of the main ideas of the reading material, but some of them cannot do it.

Students are able to present the reading material that they have discussed in group well, although there are some students still shy and passive in presentation. In write and remember the new vocabularies that students don't know the meaning yet, Some of students do it while reading at school, but some of them do it at home. The target is students get new vocabularies to enrich their vocabularies.

3. Problems and Advantages of Implementation Students' Self-Selection on Reading Material

There are some problems and advantages of implementation students' self-selection on reading material.

a. Problems

The problems are faced during implementing students' self-selection on reading material will be mention as follows: 1) Students did not give any attention to the presenter during the presentation, 2) the other problem is about deadline,

some students do not bring reading material at the time, 3) some of students feel difficulty in concentration when reading in class because the environment is not comfortable to read, 4) In presentation, some of them feel pressure and being pessimism because they are shy to speak English.

b. Advantages

While the advantages of implementation of self-selection on reading material are 1) enrich new vocabularies, 2) motivate students to read and become long life reader, 3) help students easier to understand the text.