

CHAPTER V

DISCUSSION

This chapter present discussion concerning result of research finding from chapter IV, from those data gotten, the researcher know that the implementation of students' self-selection on reading material is good way to motivate the students in reading.

A. Procedures of Implementation of Students' Self-Selection on Reading

Material

In teaching reading, teacher allowed students to select their own reading material. It is good to allow student select their own reading material because they will not under pressure in reading the text. Because in selecting reading material, most teachers do this task based on their own criteria with no further considerations. They hardly ever involve the students in this reading selection process, even though the students who use the reading materials. As a consequence, the reading materials chosen by the teacher are often inappropriate. So, most of them who are not interested with the text will be bore. Jonhson and Blaire (2003) stated that provide students with opportunities to select for themselves the materials they read and topics they research is one way to motivate and engage students in reading. One of the easiest ways to build some choice into the students' school day is to incorporate independent reading time in which they can read whatever they choose. Yet this piece of the curriculum is often dropped after the primary grades.

In implementing students' self selection on reading material, teacher did some procedures that are done outside the class and inside the class. The first was students select their own reading material. All students found reading material from the internet because it is easy to reach out. In selecting reading material, students are free to select their own reading material without any control or comment from teacher. Although students select their own reading material, teachers have to give them some control or comment during self-selection reading, whether the text are too easy or too hard for student. Johnson and Blair (2003) explain that during self-selected reading time, teachers can educate students on how to choose quality literature that is just right for them through individual conferences and then continue to monitor and evaluate student choices over time. By meeting with each student as often as possible, teachers become aware of the needs of the class and of the individuals within it. Many times, that knowledge results in the need for whole class mini-lessons on relevant topics and small group guided lessons about reading strategies for students needing more guidance, or to introduce new genres, literary elements or devices. While the teacher's role may appear less challenging in this type of reading instruction, it is instead much more demanding.

After selecting their own reading material, students read the text in group, it consist of five until six students. During reading the text, students write the difficult words and find out the meaning at dictionaries. Then, students share the information from text to their groups one by one. Giving task to share with groups is also good strategy to build social interaction in classroom. During this process,

teacher can do students conference to give a feedback for students about their reading materials by asking some question or comment, such as ‘this text is too easy for you’ or ‘this text is too hard for you’ by asking some questions that indicate these categories. According to Bruckmann (2009) conferences provide the teacher with an opportunity to meet with students to assess progress, to provide guidance as needed, and to assist in goal setting. Through guided questions the teacher helps the students verbalize reading strategies being used. Teachers can also engage in guided reading with groups of students who need additional support. The teacher will gather a small group of four to six children that have similar needs and work with them in a book chosen specifically for this group.

The next step is present the text that have discussed in group in front of the class. Based on the research, the researcher found that some of students just preparing their selves to present the text during the other group’s presentation. It is unnecessary whether students did not give attention to other groups’ presentation, because that was not the goal, as long as students did not disturb the class activities. In self-selection reading material, teacher has to make sure that the students do not have feeling under pressure to make students love in reading activities. Groups’ presentation is help students to build their mental psychology beside build their social interaction. In the last session students remember the difficult word. It is good to enrich their vocabulary knowledge.

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

In implementation of students' self-selection on reading material, there are many perceptions from students. Most of them agree that they prefer to read their self-selection reading material than teacher selection on reading material. It is because of some factors. They can select their own reading material based on their interest and their need, while the teacher selection sometimes do not appropriate with their level and interest. The result of read teacher selection is students do not interest and bore with reading.

In all of teacher instruction through the implementation of students' self-selection, students have good perception to the activities. They did all of instruction from the teacher well. In reading material some of students are easy to read their reading material without any problem, but some of them read feel difficult in understanding their reading material. In theory of reading self-selection material, teacher must be give control to the students' reading material whether it is too hard, just right, or too easy. By giving feedback and control to students will help them to decrease their problem in selecting appropriate reading material. According to Sewell (2003) agrees that teachers must show students how to choose books at their level. Students' skills may not continue to grow if they consistently choose books that are too easy for them. If students are selecting books that are too difficult they often become frustrated and are less motivated to read. When student feel engaged with the text, they will not feel difficult in understanding the text, although the text is difficult for them. Based on

Bruckmann (2009) states that no matter how difficult or easy a text might be, it would be boring or difficult to read if it is not interesting to the learner.

Some of students are also difficult to concentrate when reading in class, although the presentation between students feel difficult to concentrate in reading and those are not is bigger who are not, teacher must be put the consideration about it. In engaging student to the reading activities, the environment factor is very interesting to be discussed. The environment must support the process of reading. The place must be comfortable and quiet. As Johnson and Blair (2003) stated that One of the most significant needs in a classroom encouraging student self-selection of literature is an appropriate physical environment. Teachers can create a silent reading area away from the mainstream of class activities. Students should feel at ease in this area. Buhrke & Pittman (in Bruckman:2009) also stated in reading self-selection material, teacher can also allow independent reading time for students. By allow independent reading time for students, it means that teacher gives student enjoyable feeling in reading because they read for pleasure. As the result of reading for pleasure, student will engaged with the text and its train students to be long life reader.

In reading activities, teacher instructed the student to share with their group and present the text in front of the class. Some students feel pressure with this task because they are shy, so that they become passive. It is good to instruct students to share and present the information from text. This activities train students to build social interaction and mental of students. But in reading activities, teachers have to motivate students to love reading. According to

Rodriguez & Lira (as cited in Buckmann:2009) it is good to create meaningful learning experiences for students as lessons build upon students' experiences and allow them to share these experiences with one another without feeling pressure.

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

There are problems in every teaching learning activity, especially in reading process. Students did not give attention in group presentation is one of the problem. The reason is they prepare themselves to present their reading material. On the other hand, students are nervous because they are not good in English. In reading activities, it is not necessary if students do not give attention to the presenters as long as they do not disturb the class activities. It indicates that they have engaged with the text. The second problem is some of students did not bring their text in reading time because some reason such as they have many task, lazy and many others. In this problem, teacher can give motivation to students that reading is important and learning English is enjoyable matter.

On the other side, the advantages of implementation of students' self-selection on reading material are enrich new vocabularies. When students engaged with the text and try to understand the reading material, they will easy to remember new vocabularies. Based on Follos (as cited in Bruckmann: 2009) states students learn vocabulary and pronunciation quickly and effectively with books they like than with those they are not interested in.

The second advantage is motivate students to read and become longtime reader. When students read the text for pleasure, based on their interest, and need, students will engaged with reading literature. As the result they will always read again and again for their pleasure or other reason. In line with the statement of Rasinski (1988) that students' interest and choice should be an integral part of a reading program if students are going to become excited about reading and become lifelong readers.

The other advantage is help students easier to understand the text. When students interest in reading the text, absolutely they want to know the information that they will get in the text. By this curiosity, it will build internal desire that motivate them to understand the text. Carver and Leibert (in Bruckmann:2009) discovered student improvement in reading achievement when allowed to self-select books at their instructional level.