

Chapter Four

Finding and Discussion

In the Chapter Four the researcher reports the findings based on data analysis and the discussion of the findings. There are three major findings in this research based on the research question. First, the researcher reports the benefits that students got toward the use of English novel as teaching material in EED of UMY. Second, the researcher reports the challenges that students felt toward the use of English novel as teaching material. Third, the researcher reports the strategies that students used to face the challenges toward the use of English novel as teaching material.

The Benefits that Students Get toward the Use of English Novel

The researcher had gathered the data from the participants of this research. There are three categories explained to answer the first research question. Those three categories were served to know about the benefits that EED of UMY students get toward the use of English novel as teaching material in the class. The following point will discuss about those three categories related to the first research question.

Novel can increase students' comprehension. It was found as one of benefits toward the use of English novel for two participants in this research; Nida and Pidie. For instance, Nida and Pidie said that novel can increase their understanding about the context of the reading. As they can identify the context of the reading, they can understand better about the reading. "In my opinion novel

can immediately make me understand about the content of the reading” (Nida, 2017). On the other hand, Pidie stated the same argument in different way.

“From reading novel I know more about the context, so I can identify the context of the reading”. Hence, “through novel I can improve my understanding towards the reading” (Pidie, 2017). She also added that “from novel I got the other benefits such as our understanding in critical thinking”. Then she said “through reading novel it will increase our critical thinking in reading, and make us more curious about the reading” (Pidie, 2017).

In short, those two participants got benefit from reading the novel; it assists them in understanding the context of reading. Regarding to the benefits that they got, it proved that novel is a good teaching material for improving their understanding towards the reading. This finding was supported by Helton and Thomas (1998) that novel can develop oral and written language skills and it also serves a springboard for a multitude of holistic learning and critical thinking activities with basic comprehension and writing.

Novel can improve students’ critical thinking. It was found as the benefits toward the use of novel as teaching material. One of four participant of this research stated that through reading novel, this participant can increase critical thinking. As stated below:

“From novel I got the other benefits such as our understanding in critical thinking. Then through reading novel it will increase our critical thinking in reading, and make us more curious about the reading” (Pidie, 2017). She added “I

got benefits from novel such as increasing critical thinking and understanding the context of the novel” (Pidie, 2017).

Those statements provide that Pidei as the participant of this research felt that novel can increase Pidie’s critical thinking. After Pidie read novel regularly, it makes Pidie’s increase her critical thinking. In line with this Helton and Thomas (1998) stated that novel can develop oral and written language skills and it also serves a springboard for a multitude of holistic learning and critical thinking activities with basic comprehension and writing.

Novel can increase vocabulary mastery. Increasing vocabulary mastery is the second benefit that almost all participants said in this research. Three of four participants encountered the benefits toward the use of English novel as teaching material such as, novel consist of new vocabulary that they never know before. This case makes them more aware about the new vocabularies that they got. Those participants stated below:

“Novel is really significant for students as teaching material; it is because from novel, there are a lot of new vocabularies that I got” (Ghyan, 2017). On the other side, another participant said that “sometimes novel also provides casual, or slang vocabularies, so I knew that from novel. It’s very benefit for me” (Adli, 2017).

It is also added by Pidie, as said:

“When I read the novel, I can know more about new vocabularies through that novel. Then, when lecturer always use novel as teaching material, the students will master a lot of vocabularies” (Pidie, 2017).

From those participants statement, it concludes that after they read novel, they got a lot and new vocabularies. Even though not all language in novel provides academic language, those participants still felt that novel can increase their vocabulary mastery.

Those findings in line with Alkire (2010) who stated that novel with its unique characteristics give benefits to the students such as language improvement. Language improvement contributes to vocabulary acquisition; reading novel also provides authentic, large exposure to the target language. Therefore it can be a very effective way to build vocabulary mastery Pellicer-Sanchez and Schmitt (2010).

Novel makes students aware of grammatical terms. The fourth participant, Pidie got the benefit from novel as material in the class, for instance Pidie felt more aware of grammatical terms. Some of students have problems in grammatical terms, but in Pidie's opinion, after reading a novel and novel became a material in the class, Pidie realized that novel can make Pidie more aware of grammatical terms. It is stated below:

Another benefit is grammar, so when we read novel and we want to know which one is object, which one is subject, or which one is verb we will know through reading the novel. Then we knew that's verb, that's noun, or that's a subject, this verb related to the reading. Thus, novel is really useful for it (Pidie, 2017).

After reading some novel in some classes, Pidie said that Pidie felt more aware about grammatical terms. It is like novel support her to be more aware

about the structure. Wong, Kwok and Choi (1995) also indicated that authentic material is a rich source for teaching and learning activities. It helps the students to enrich their experiences and exposures toward English itself. Thus, by reading the authentic material students are assisted to face the real English in their real world.

Novel can make the students become lifelong reader. From four participants, there were two participants stated that novel can make them become lifelong reader, those are Ghyan and Aldi. Through novel those participants realized that novel makes their willingness of reading become higher than before. Through using a novel Ghyan and Aldi always want to read more about the reading. As stated below:

For example, in the first semester, I got Wimpy Kid novel from my lecturer as teaching material. It is because I like reading, and before the lecturer ask us to read, I already read the next chapter. Even in the end of semester, I already re-read the reading more than once (Ghyan, 2017).

It is also supported by Aldi, he stated as follows:

Novel makes me love reading more. It is because if I'm not reading the novel I can't answer the question. Then, in my opinion, the biggest effect toward the use of novel is the willingness in reading. Then, my reading hobby is increased (Aldi, 2017).

Those participants said that, because novel is a tool that can support them to answer the task, they always read it before the class begins. In addition, time after time they become more interest in reading novel even the lecturer has not

asked them to read the novel. It is also supported by Helton and Thomas (1998) who stated that “novel can stimulate students or reader imagination”(p. 1). Moreover, Helton and Thomas (1998) argued that novel also presents unique way of teaching reading by getting students involved and excited about the reading process, and motivates students to become lifelong reader.

From novel students got new knowledge. Another benefit that participants said in this research is two of four participants got new knowledge through novel. it is because novel is authentic material, so it is consist of real context. So those participants felt the benefit of it. As they said below:

“In my opinion, novel is a good tool for teaching, because we will get a lot of new knowledge through reading novel” (Adli, 2017). He also stated “maybe, this is the good method from lecturer who uses novel as teaching material, because as I said before, it gives us new knowledge” (Adli, 2017).

When we read novel, we will know the story, the plot, but sometimes novel has some unsaid meaning that makes us think even harder, to find what the meaning is. It also gives us knowledge about the context of the story such as the name of the city in the story; I think we need to know it (Adli, 2017).

In line with Aldi, Pidie also stated about the content of the novel. Pidie stated below:

From novel, I know that the author who wrote this book, so I know about the new knowledge such as novel which comes from other country. In

addition I know novel from other country but Indonesia, because there are differences between Indonesian novel and overseas novel (Pidie, 2017).

After those participant read a novel those participant stated that they got new knowledge through it. For instance, they did not only get knowledge from educational context, they also got new knowledge about non-educational context such as the setting of the story, and the author of the book. They felt so interested with the new information that they got. It is supported by Helton and Thomas (1998) that “novel helps students mastering the skills that will enable them to acquire new information, process knowledge, identify problems, formulate alternatives and arrive at meaningful, thoughtful, effective decisions and solutions” (pp. 1-5).

Novel is an interesting material for students. In language learning context, students learn and read many things such as text book, journal, and also novel. In this finding two participants said that they got benefits toward the use of novel such as can make students curious about the reading and the way students read is more fun than text book or journal. It was stated by the second participants as follows:

“In my opinion, usually when students love to read like me, even novel does not include in learning process, it will be interesting” (Ghyan, 2017).

The use of novel as learning media or material is effective, because for me as reading lover, I will be curious about the reading from the first meeting, then for the next meeting. It makes me really curious and makes me want to read until finish (Ghyan, 2017).

It is because the content of novel is more fun than journal, novel is more fun and the plot is clearer. Moreover, if the story related to our life, and our age, it is so fun. So when the content is fun, we felt easier to read and learn (Pidie, 2017).

Some of participants of this research said that novel is more interesting than traditional teaching materials such as text book and journal. It is because novel sometimes related to their life such as age, story and the language of the novel. From those points of view, it is supported by Garies, Allard and Saindon (2009) and Melon (1994) although novels do not include component that commonly present in traditional textbook, such as vocabulary list, grammar charts, writing exercise, and pictures, they acquire both authenticity and some interesting part that missing in a textbook.

The Challenges that Students Faced toward the Use of English Novel

In the next step of interview, the participants were asked about the challenges toward the use of novel as teaching material in the classroom activities. Based on the data gathered.

Challenges arising from vocabulary. Three of all participants argued that the challenges that they faced toward the novel comes from the vocabulary and the used of the language in the novel. Based on the data gathered hereby the finding that the researcher found.

Novel consists of literary language. Three of four participants stated that the challenges that they faced toward the use of novel in the class is novel consist

of literary language. Sometimes they feel that the language of novel is too difficult to understand. In addition, sometimes they have to open another resource to know the meaning of the difficult words.

“The challenge is to understand the content of novel, because the content of novel is not same as journal. Then the language used in novel is also difficult” (Nida,2017).

Sometimes, novel also has some idiom language, and the language cannot be understood immediately. Whereas, we have to look for the translation, but sometimes dictionary also did not provide it. After that, the language consists of literature language (Adli, 2017).

“The challenges are not really a lot but for sure I faced the challenges too. In my opinion the challenge is when the use of slang language in the novel. It is because sometimes the novel adapted from America”(Pidie,2017).

Those all participants actually explained about the language that used in novel itself. Sometimes, novel makes students really confuse about the language, for example the language of the novel consists of literary language and slang language. So it makes them difficult to understand especially in literary case. It is supported by Richards (2001) that authentic material such as novel has disadvantages such as contain difficult language, unneeded vocabulary items, and complex structures.

Lack of vocabulary. In this finding only one participant faced this challenge. The lack of vocabulary is like the general problems that some students faced.

“In my case is maybe the vocabulary, because in my opinion it’s too hard to translate if we lack of vocabulary. It is because I just have minimum vocabulary mastery, so that’s challenging me” (Pidie, 2017).

This participant of this research said the challenge that this participant faced was lack of vocabulary. This challenge comes from the minimum participant’s vocabulary mastery. So, sometimes this participant felt hard to know the meaning. Similarly, Kilickaya (2004) believes that the use of authentic material such as magazine, newspaper and literary works at low level cause students feel frustrated and demotivated because students at these level lack many lexical items and structures used in the target language, especially in foreign language context.

Challenges arising from language. The next challenges that the researcher found in the interview is challenges from knowledge. Not all participants have high knowledge about the novel which provides by the lecturer, so that sometimes lack of knowledge becomes their challenges in the learning process.

The difficulties to understand the language of the novel. Almost all participants faced the difficulties to understand the context of novel. The context of novel includes the plot and the story of the novel.

“When reading a novel usually it’s too difficult to know the plot of the story (Ghyan, 2017).

Furthermore, He added that It is because the novel is in English so sometimes the plot of the story makes me confuse to understand. The plot

it's not really clear so I cannot understand like semester three, I got a novel entitled the fault in our star, I got difficulties in reading the novel, what's author mean, and how the sequence story is, sometimes make me confuse (Ghyan, 2017).

“Sometimes the lack of knowledge also makes us confuse, such as the name of the city in the novel, such as “**Wallingford**”, what is Wallingford, then I know that Wallingford is the city in America. Despite, the words in novel also challenge me” (Adli, 2017). Another challenges stated by another participant such as “novel is literature works, so the language of the novel is not formal, sometimes when I read the novel the language is unusual. So sometimes the challenge is to translate that language” (Pidie, 2017).

From those statements of three participants, uncommonness of the language can be a problem, for instance not all the participants have same level of knowledge, so when some of participants found new word they felt so difficult and they have t struggle with that problem. It is supported by Martinez (2002) that authentic materials like literary works may be culturally biased and difficult to understand outside the language community or language learner.

Challenges arising from the learning style. The other challenges that researcher found was coming from the learner itself. It comes from their willingness in language learning process.

Lack of awareness on reading the novel. It stated by the second participant, Ghyan that lack of awareness is also became the challenge for students toward the use of novel in language learning process.

The challenge depends on the students itself, because there is a student like to read and there is a student does not like to read a novel. Some students prefer to listen, or watch in learning process. Sometimes the use of novel is not always accepted by students, it also depends on the novel, whether the novel is interesting or not, it will make the students aware or not to read (Ghyan, 2017).

In short the challenge here is the lack of the willingness of the students to read, because it depends on their interest. It is also depends on the material that lecturer used in the class. It is supported by Guariento and Morley (2001) stated that authentic materials make the students more confused. If the students get confused, sometimes the students become demotivated in learning process. So that students also have to have willingness in order to encourage their language learning processes to decrease their demotivating.

The Strategies Used by Students toward the Use of English Novel

The next finding is answered the third research question. It is about strategies used by students to face the challenges toward the use of novel in the classroom. The researcher categorized three strategies in this finding. Those are cognitive, social, and compensation strategy.

Cognitive Strategy. Cognitive strategy established to overcome the problems related to the language. Based on the data gathered from the interview there are three cognitive strategies used by participant such as reading and repeating, using resources, summarizing, and highlighting.

Reading and repeating. Those were strategies used by students to face the challenges or the problems. Three of four participants used these strategies in reading a novel since novel as teaching material that lecturer used in the class. Reading is used to dig deeper information about the reading. Then repeating is used to comprehend the reading. They read and repeat the novel to face some challenges that they found. As they stated:

“My strategy when I use novel as learning media is understand and read the novel” (Nida, 2017). Added by Adli “for me, my strategy is; for example today’s lesson in chapter one, after that at the night I have to start reading. I will read it, and I cannot read on the spot, because it’s too difficult” (Adli, 2017).

To solve the problems because novel has so many slang and literature language, I have to read the novel, diligently. Because I read not only a novel, there are a lot of novels, so it makes me aware about the language. So we have to be diligent to read the novel. Then it will make us more aware about the language (Pidie, 2017).

After reading the novel, some participants of this research always repeat the reading to make them more understand about the content. So it can assist them in class activities. In line with Oxford (1990) that this strategy can be applied for the learners to read passage in several times for different purpose. As the data gathered, those participants used reading and repeating as their strategies to understand and comprehend the text. Although those strategies are common or sound usual strategy, they can help students to understand and comprehend the reading, especially in English as foreign language context.

Using resources. Resource is one of some strategies that almost all participants in this research used to solve the problems. As they stated below:

“Automatically, I open the dictionary. For example there is a vocabulary or a sentence that so difficult, I open dictionary or ask to my friend” (Nida, 2017). Another participant stated that “in my case, usually instead of asking friends, I open the dictionary or ask my lecturer about the reading” (Ghyan, 2017). Another strategy used by participant was “my strategy is in the night before the class, I look for the meaning of the difficult words that I do not know, like uncommon vocabulary” (Adli, 2017).

To sum up, all the participants here stated that they open resource such as dictionary to look for the meaning of difficult vocabularies. This finding was supported by Oxford (1990) who stated that this strategy refers to use printed or non-printed resource to understand incoming messages or to produce out-coming messages; it also involves using resources to find out the meaning of difficult or unknown vocabulary in the language material.

Summarizing. In this finding only one participant argued about this point. Adli stated that summarizing is the strategy to face the challenge. Summarizing is making the shorter version of the reading. This strategy used by student to help them understanding the whole text. As stated below:

“I make notes in my book, and summarize about the chapter that I read to make me more understand about the reading” (Adli, 2017).

According to Oxford (1990) who said that summarizing is making a short version of the original passage. This strategy can be more useful than taking notes, because it can shorten the whole text in one or two pages from the whole pages.

Highlighting. This finding is only stated by one participant, Pidie. He used highlighting strategy to face the challenges.

“In my opinion I found the difficult vocabulary, I always mark it. I always mark and highlight the vocabulary or sentences that I thought it was difficult. That is my strategy to solve my problems when reading a novel” (Pidie, 2017).

If there are a lot of words or sentences that this participant faced, this participant always marks it. It is because marking the important or difficult words can make this participant aware about the words if this participant finds those words in another reading. That finding was confirmed by Oxford (1990) that highlighting can be used to point out the important gist in the text. In line with that, the participant highlights the difficult vocabulary to make the participant aware about the difficult point.

Social Strategy. Social strategy allows the students engage another person to comprehend the text. By asking question or doing discussion with the other friends or the most proficient language learners in specific context.

Share and discuss for clarification. Nida and Ghyan stated that this strategy used by student to clarify word or content in the novel to the other.

“I also share and discuss with my friends. My friends and I explain each other about our understanding” (Nida, 2017).

Usually when reading novel I often ask my friend about the plot of the story, and the meaning of the story. So I can get general description about the plot of the reading. Then, I understand what the meaning is, and also the difficult vocabularies, I often ask my friends to clarify too (Ghyan, 2017).

It was supported by Oxford (1990) that the learners can ask for clarification or verification in listening and reading. Learners can ask someone who more proficient in the target language. In addition, the students cooperated with their peers and those who have better target language proficiency in order to improve their language skills. Sharing or asking to the other friends can involve peer study. Thus, the students can improve their skill.

Compensation Strategy. Compensation strategy helps the learner to overcome the students' limit of the knowledge. In this research, this strategy also can be used to overcome the situation in which the meaning is implicit.

Guessing the meaning. It was found as the finding from one participant only. Nida uses guessing the meaning to understand the novel.

“And then I just guess the sentence or the meaning. For instance, what the previous chapter or part talked about, so I can guess what the novel is trying to deliver” (Nida, 2017).

One of participant of this research stated that if this participant does not remember about the meaning, this participant just guessing the meaning but not in literal meaning. This finding is in line with Oxford (1990) who stated that learners' prior knowledge of the target language can provide linguistic clues to the meaning

of what is being read. Affixes, like prefix, infix, suffix and also word order are useful linguistic clues for guessing meaning.