

Chapter Four

Findings and Discussion

In this chapter, researcher discusses findings of the research. There are two major findings to answer research questions. The findings of the research are based on students' perception. The first finding is to answer students' perception on the aspects that need to be improved of university library facilities. The second finding explains students' perception on the benefit of university library facilities in supporting language learning.

The Aspects Need to be Improved of University Library Facilities

The researcher gathered data from three participants. She wanted to gather various perceptions toward library facilities. There are two major findings dealing with library facilities. First, the researcher presents the finding about students' perception on the library physical facilities. Second, she discussed the finding about students' perception on the library service.

Things need to improve of library physical facilities. Library physical facilities are all of the facilities which users can find in the library. The physical facilities support users to study, gather information, and take more benefits from the library. There are the things need to improve of library physical facilities.

Finding 1: The number of newest book collections. Participant 1, who was categorized as the most frequently visitor, mentioned that one of improvement that needed by library facilities is book collections. Participant 1

said, “The books in library are not up-to-date” (P1.14). Participant 1 added, “The books are mostly old books published about the 1990s” (P1.16). Participant 1 mentioned that most of books in library are old books. Participant 1 supported the previous opinion by saying “I cannot find a new book there” (P1.17).

Based on Participant 1’s perception, the library provides old books which were published in the 1990s. The participant could not find new books because the library did not update book collections. Library book collections give influence on students’ learning process. The finding was not in line with Haycock (2011) stating that schools with libraries stocked with a large collection of books of all types and with more current materials will give higher influence in school achievement. Usually, a school library provided more appropriate books for learning materials. It was important to provide current materials for students because knowledge always develops. A library provides current materials of learning to help students to search information.

Finding 2: The number of English books. Moreover, Participant 1 mentioned that the library has a few number of English books. “The library provides a small number of English books” (P1.15). Participant 2 who never visit library, said that library has language book collections, but they were not complete. “Books about languages, not only English but also other languages, are not complete” (P2.26). Participant 2 found only dictionaries and books about general knowledge of language. “Provided books are only dictionaries and about general knowledge of language” (P2.29).

Based on the findings, Participant 1 answered that the library provides a few number of English books. Participant 2 found English books, but they are not complete. Other books are general language books and dictionaries. According to Istiana (2014, p.2), “A librarian needs to pay attention of users’ information need, and a library grows based on the service and facilities which users need.” Librarians could work together with faculties to provide learning materials. The university library should provide more books so that students can find learning materials in the university library easily. On the other hand, library which provides a few book collections showed lower support to students’ learning materials.

Finding 3: Book arrangements. Participant 1 as a student got confused when she couldnot find books in library. “Sometimes I feel confused where to find a book if I cannot find it in library” (P1.18). Participant 3 who frequently visitor, gave the same opinion about finding books in library. “I searched a book in the library center but I could not find it” (P3.11). Participant 3 thought that it was confusing to find a book in the library. “The book arrangement makes me confused” (P3.12).

The findings above showed that Participant 1 and Participant 3 were confused about book arrangements in the library. Participant 1 got confused to search a book in another place. Sometimes, the book was not provided in university library, but in library division such as faculty library. The student did not appeal to visit the library when not being able to find books there. On the other hand, Tveit (2016) reported that one of reasons why library did not appeal

for young people is because the library did not meet their needs. They felt difficult to find books. Perception on difficulty in finding books made library users not appeal to visit the library. It happened because books are most of library facilities which users wanted to access. Sometimes, the library provides the books, but users could not find them because of the book arrangement. The number of books, the number of book shelves and grouping books which are not clear made students could not find it. When students did not find a book in the library, students felt confused about the place where to find it.

Finding 4: Library media. The library provides lack of language learning media. “Students need to learn using media such as audio for listening and speaking, but the library does not provide it” (P2.32). Students needed media to practice skills, but library did not provide media.

English Language students need not only learning materials but also media to practice their skills. Unfortunately, Participant 2 could not find media to practice language skills. Participant 2 mentioned there were no media to practice listening and speaking. Palangngan, et al. (2016) supported the idea that the improvement in skills cannot be achieved by only once or twice a week lesson. Thus, the students should practice their skills, especially listening, by themselves after class by using supporting media. Some students do not understand the appropriate media for practicing four major language skills, namely reading, writing, listening, and speaking. A library as the source of learning should provide not only learning materials but also media to practice students’ skills. Another opinion from Istiana (2014) that audio visual is one of the examples of library

media which contain a lot of information. The example of the audio visual media are CD for TOEFL listening, educational movie, audio to practice listening. By using many kind of media in library, students could more practice their skills.

Things need to improve of library services. Librarians give services for library users. Besides library physical facilities, library services support users to take benefits from the library. Librarians should pay attention on users' perception about the service. Librarians can increase the quality of library services by understanding the weaknesses. There are several weaknesses of the library services.

Finding 5: Books limitation in circulation service. Another opinion from Participant 2 was that "The maximum number of book that we can borrow is" (P2.12). Participant 2 could not borrow thick language books. "Language books which are thick are not lent" (P2.31). Participant 2 thought that the limitation of the number of borrowed books is the library weaknesses.

Participant 2's opinion about limitation of book in circulation services. Some books were thick and could not be lent. The university library allows students to borrow five books in maximum in ten days. On the other hand, Istiana (2014) examined that the library should have more units for books so that students could borrow the books. The school library should allow students to borrow ten books. The school library may consider the time limitation of borrowing books. Some books are used for references during a semester. Therefore, some school libraries should consider allowing students to borrow books until one semester.

The library could work together with faculties to decide which books are appropriate for learning and to increase the number of units and the limitation of time to borrow the books.

Finding 6: Library service hours. Participant 2 mentioned that another thing of the university library need to improve is the service hours. “Service hours are too short” (P2.10). Participant 2 needs longer library service hour. Participant 2 added “On Sunday, the library is closed” (P2.11).

Based on the finding above, Participant 2 said that the university library service hours are too short. Students needed more time in library. The university library opened from 8 a.m. to 5 p.m. on Monday to Saturday. On Sunday the university library is closed. Some universities have longer service hours as they open on Sunday. After studying in the classroom, students need to study at home or another place. The school library is a place to search learning sources. Some students spend the time in the library after having class. Haycock (2011) stated that school libraries that open longer than normal school hours are most likely associated with students’ high achievements. A library with longer service hours gives students more chances to fulfill their information need. Some of university libraries open on Sunday because many students access the library out of school hours.

Benefits of Library Center Facilities in Supporting Language Learning

The second objective of the research is to find out the benefits of library facilities in supporting language learning. The participants answered the question

based on their experience in using library facilities in language learning. Each participant mentioned library facilities which support language learning. Then, the participants mentioned the benefits of each facility.

Finding7: Easy to search online materials. Participant 1 and Participant 2 answered that Wi-Fi gave a benefit for language learning. “Wi-Fi can be used to search materials for English language learning” (P1.28). Participant 2 added “Wi-Fi is employed to look for materials” (P2.22). The participants accessed Wi-Fi in the library. Both Participant 1 and Participant 2 used Wi-Fi to search learning materials. Participant 2 added that she used Wi-Fi to send assignment “Wi-Fi to send the assignment” (P2.24).

The findings are in line with Haycock’s (2011) research that schools’ achievements are also influenced by the number of catalogues, computers with internet access, and internet access in the library area. The research strongly supported the findings of this research about the benefits of Wi-Fi. Students used Wi-Fi to search learning materials and to send their assignments. Wi-Fi supports students’ learning and it will increase their achievements. Moreover, students can use Wi-Fi to support many activities.

Finding 8: Helping to find learning materials. There are two Participants who said that book collections in the library have benefits for language learning. Participant 1 stated that “the books can be used as learning materials” (P1.29). Participant 2 answered “books can be learning references”

(P2.23). Participant 2 took references from books provided by the university library.

The finding is in line with Shah and Farooq (2009) stating “The school library extends a sense for learning and love for knowledge and books. Students become passionate and confident about themselves and their capabilities”. Most of library facilities are books. The library provides many kinds of books for not only learning but also general knowledge and visitors’ pleasure. Students get not only learning materials by reading books but also information literacy. Shah and Farooq (2009) also added that students should be aware of their information needs. As independent learners, students engage the world ideas and follow any relevant information. The information usage is for students to solve problem and fulfill information needs.

Finding 9: An alternative place to study. Three participants had a similar opinion about the library that it can be a place to study. Participant 1 answered “it is a comfortable place to study” (P1.26). The opinion was supported by Participant 2 “the place is sufficient” (P2.19). Participant 3 explained “we can study at the library” (P3.17). Moreover, Participant 3 mentioned “The university library is comfortable. It has Wi-Fi, AC, mineral water, many places to read books” (P3.18). The facilities in the library made Participant 3 more enjoyable to study in the library than classroom “I feel more enjoyable to study in the library than in the classroom” (P3.35).

The finding was supported by Istiana (2014) that, when a library has complete facilities, students will choose the library as a place to study, have discussion, share information and other learning activities. The library as a source of learning and students who study at the library have more efficient time to study and search information. Complete facilities attract students to visit the library and to do many activities. The information is not only from books but also from other students, and they discuss a lot of information. A good library has strong learning atmosphere and stimulate students to choose the library as a place to study. Shah and Farooq (2009) wrote in their research that “the primary goal of any school is to provide formal cordial environment for learning”

Additional Finding of the Interview

Participant 1 and Participant 3 mentioned that they were not only access library center but also American Corner for language learning. American Corner was one of library branches. American Corner used English as library instructions. The American Corner provides many facilities, and one of the benefits is to support English language learning. Based on the interview, American Corner facilities support language learning. “The most supporting facility is American Corner” (P1.30). Not only facilities, American Corner has many activities which support language learning. The statement was supported by Participant 3 stating “American Corner has many activities which support language learning” (P3.28).

Finding 1: Benefits of books. Participant 1 read many books in American Corner. Participant 1 read English books and they stimulate to read more and more. “I have more enthusiasm to read English books” (P1.36). Participant 1 read many kinds of English books “culture book of the countries and books how to get scholarship. It motivates me to study” (P1.38).

Participant 3 mentioned kinds of book read at the American Corner. “American Corner provides many kinds of books as fiction and non-fiction books, magazines, dictionary, TOEFL books” (P3.20). Participant 3 explained the benefits of books in American Corner. Participant 3 said “The books are for reading practice.....” (P3.21). “Fiction books are for reading practice.....” (P3.23)

American corner also provides fiction books. Participant 3 likes to read fiction books for reading practice. “Fiction books are for reading practice” (P3.23) “...and entertain me” (P3.24). Participant 3 got more benefits by reading many kinds of books.

Another kind of books in American Corner was magazines. Participant 3 thought that magazines gave a lot of benefits for knowledge and new information out of learning in the classroom. “Magazines add information” (P3.25) and “knowledge” (P3.26).

American Corner provides TOEFL practice books. Both Participant 1 and Participant 3 agreed that TOEFL books could be uses as TOEFL practice and help them to increase their TOEFL score. “TOEFL books help me increase TOEFL

score” (P3.27). Participant 3 added “We learn how to increase TOEFL score by reading the TOEFL books” (P1.37).

Participant 1 delivered that reading many books motivates her to read more and more. Besides providing books for learning, American Corner has many kinds of book collections. There are many books about history, culture, magazine, news which could give more information for students outside classroom.

Moreover, Participant 1 was motivated by reading cultural books from other countries. Participant studied more diligently to get scholarship. The findings are supported by Tveit (2012) stating that a library supports services, and activities to serve four different goals for the individuals, namely knowledge/experience, commitment, empowerment, and innovation for young adult users. The four different goals are important to students’ development. By reading many kinds of books, students were motivated to reach the four goals.

The findings showed that Participant 3 experienced reading many kinds of books. Besides giving benefits for learning, fiction books entertain Participant 3. Shah and Farooq (2009) wrote that students are empowered by the libraries not only in learning but also to fix and enjoy a variety of choices. Enjoying many facilities and activities gives students more experiences than only studying in the classroom. A library providing many kinds of facilities and services allows students to choose which facilities or activities they prefer. Students could do their interest using library facilities and activities. It attracts students to visit library.

Indeed, Bordonaro's (2011) research maintained that the use of authentic materials for students will enrich their information and allow them to practice their skills in real context. Students could find any authentic materials in the library. Students could get more knowledge outside the classroom. Any information and general knowledge support students' experience in the learning process. For instance, Participant 3 used books as reading practice. Participant 3 used authentic materials such as fiction books, non-fiction books, magazines, dictionary, and TOEFL books.

Finding 2: Vocabulary mastering. Participant 1 mentioned "American Corner uses English to have conversation" (P1.31). All of conversation in American Corner is used English. Participant 1 could remember vocabularies through the conversation. "It helps us to remember vocabularies" (P1.32). Participant 3 used books to master vocabularies. Participant 3 said "books are for reading practice" (P3.21) and "add new vocabularies".

Based on the finding, one of the benefits from American Corner facilities is vocabulary mastering. Participant 1 and Participant 3 had different opinion about vocabulary mastering. Participant 1 was helped by English conversation in American Corner to remember vocabulary. Meanwhile, Participant 3 used books to add new vocabulary. Bordonaro (2011) found that vocabulary enrichment is one of the language learning strategies engaging library activities. The example of library activities were library instruction, reading, writing and information literacy.

Finding 3: Improving students' pronunciation. Participant 1 said “American corner has clear activity schedules such as seminar schedules” (P1.39). Participant 1 added that from the seminar the Participant learned pronunciation. “It makes us know more about pronunciation” (P1.40).

Based on the statement, it can be noticed that Participant 1 learned pronunciation by joining American Corner activities. Participant 1 mentioned that seminars were one of American Corner activities. The Participant mentioned that the seminars made the Participant understand more about pronunciation. Another benefit was stated by Bordonaro (2011) is that, by listen conversation, having discussion and watching video, students can understand how to pronounce many words. American Corner has schedules of many activities. Usually there was a seminar. The seminar had not only local speakers but also English native speakers. Students could learn pronunciation from the speakers in the seminar.

Finding 4: Improving speaking skills. Participant 1 mentioned American Corner activities. “Movie talk helps me to more speaking practice” (P1.34). “watching movie (P3.29), talk show (P3.30), games (P3.31), seminar” (P3.32). “learn about (P3.33) and (P3.34) speaking”. Participant 3 explained more American corner activities such as “watching movie (P3.29), talk show (P3.30), games (P3.31), seminar” (P3.32)”. Participant 3 mentioned that those activities had same benefits for language learning. The benefits are for listening and speaking practice “I learn listening”: (P3.34).”

Participant 1 and Participant 3 found that American Corner activities gave benefits for speaking practice. They mentioned that watching movie in American Corner allows students to practice speaking. After watching movie, students who joined this activities discussed the movie. Participant 3 mentioned more activities which support speaking practice. There were talk show, games and seminar. The library was a place for students to develop their abilities and skills. There are many skills that students can practice by using library. "Communication skills are needed in various ways. Libraries, resource centers, media and curriculum meet individuals' needs and demand for a successful life (Shah & Farooq, 2009). The library supports students' communication skills by providing media, activities and sources of learning. American Corner not only provides media but also stimulates students to engage the activities.

Finding 5: Improving students' motivation. Participant 1 said that, when learning English in American Corner, the Participant had many friends to learn English. "I had many friends to learn English" (P1.35). Usually, Participant used English in discussion at the American Corner. Participant 1 was motivated by many friends who speak English. Participant 1 met many friends when joining American Corner activities.

Based on the finding, Participant 1 became more motivated to study when having friends to study together. In the library, students could find many friends to learn or discuss some information. Usually students ask friends to go to library together. The finding relevant with Bordonaro's (2011) statement that library education services are given to a group of students. The instruction and materials

will be more effective when students engage the activities and share each other.

The examples of library education services are literacy training, and other facilities held by the library. Students shared knowledge and information, and the sharing made students enrich experiences and interest to have more knowledge.

Finding 6: Improving listening skills. The other benefit of American Corner activities was listening practice. This finding was delivered by Participant 1. “American Corner uses English for discussion. It enables me to practice listening” (P1.42). Participant 3 joined other activities such as “watching movie (P3.29), talk show (P3.30), games (P3.31), and seminar” (P3.32). Those activities allowed Participant 3 practiced listening and “learn listening” (P3.33).

The finding above showed that Participant 1 and Participant 3 practiced listening not only in classroom but also joining many activities. The findings are in line with Palangngan, et al. (2016) stating that students should practice their listening skills outside classroom. Students may use media to increase listening ability. Besides, finding friends to support each other in listening practice is suggested. Students may join and follow many activities which stimulate them to communicate. Listening was a receptive skill which gives some benefits for students. Students understand how to pronounce some words by listen to native speakers. Listening is the important skill used in communication.