Chapter IV

Finding and Discussion

This chapter provides an elaboration of the finding and discussion about the factors inhibiting students to read among students of English Language Education Department of this Islamic private university in Yogyakarta. The first discussion addresses students' perception in reading, followed by discussion of the factors that inhibit students to read. The findings described in this chapter are based on the research question and objective of this study. Moreover, an elaboration of the discussion of the findings and the theories of experts is also provided in this chapter.

Factors Inhibiting Students to Read

The aim of this study is to seek the factors that inhibit students to read. There are four participants involved in this study. Pseudonyms or aliases are used to protect the respondents' privacy. The participants are Zaliha, Raditya, Mustafa, and Sumeye. Before further interview about factors inhibiting students to read, the researcher performed preliminary interview about students perception towards reading activity. From the preliminary interview, all of the participants agree that reading activity gives them advantages. Three of them mentioned that reading activity can encourage students' academic life and increase their knowledge. As one of the participants mentioned, "Reading is an activity that can be done everywhere. By reading, students' knowledge can be extended. Not only learning in the class, by reading students can enrich their knowledge" (Raditya). Meanwhile, unlike Raditya, Sumeye

added, "In my opinion, reading is an obligation for students because by reading, students can be more open minded".

The results of preliminary interview were in line with research conducted by Carrell & Gabe (as cited in Safdarian, Ghyasi, & Farsani, 2014). They mentioned that reading is a fundamental aspect to be mastered by university students in helping students receive knowledge of their own discipline. Grabe and Stoller (2011) added that reading is necessary for independent learning, which can help students improve learning achievement, enrich knowledge of subject matter, and improve language abilities. Thus, it can be concluded that reading is a good and important activity in supporting students' learning process such as enrich their knowledge, improve their reading comprehension and help students to be more open minded.

In the following discussion, the researcher focuses on the objective of this study to reveal some factors which makes students of English Language Education Department of one of private university in Yogyakarta become reluctant to read, especially in reading English text. The factors that inhibit students to read are reported below:

Finding 1: Time constraints. The researcher found that there are some activities that make students have no time to read such as doing assignments, part time job and doing house chores. There are three participants who claims that that they lack the time to read because they have assignments that should be done. Zaliha said, "right now I have a lot of assignment and I also work part time. I work part time

then I am also busy doing my assignment, automatically I lack of time to read".

Similarly, Raditya said, "Doing assignments because it is already deadline". Mustafa

mentioned that, "In the leisure time, I am busy doing my assignment". Another

finding revealed the student spent his leisure time to do house chores. Mustafa said,

"during leisure time in daily life, I use to do house chores such as washing clothes,

cleaning up my drom and doing my assignment".

These findings are in line with the findings of Hoeft (2012). He revealed that

one of the factors that makes students reluctant in reading is when students were busy

with their schedule which did not allow time for reading. As college students who

live independent, students are not only busy with their study but they are also busy

with their schedule out of campus, such as doing assigments, part time jobs and doing

house chores. Those activities are consuming the students' time which make them

have no time to read. However, they can easily mend this situation by providing 15

minutes for reading everyday. That way, they still have the chance to read even

though they are busy with their schedule.

Finding 2: Web Attraction. Here are several activities which students do

when using the internet facilities and it leads them reluctant in reading. The

researcher found that students used internet facilities for browsing, watching online

video or YouTube, having social media such as WhatsApp, Line, Instagram,

Facebook and Twitter. Raditya stated, "it is definitely, I open my phone when I am

unmood to read". The activity that he usually do when using internet is browsing as

he mentioned, "I usually do browsing by using google, such as googling". Besides

browsing, Raditya uses the internet facilities for watching videos on Youtube, "

Usually, I watch a video or movie on the Youtube". He also admitted that he is also

lazy to read, "I am reluctant in reading because there is social media". He added, "I

cannot stay away from social media because when I am unmood, I use to open my

smartphone". It can be viewed that Raditya is addicted to the internet facilities and it

may have prohibited him from doing reading activity.

Furthermore, there are several findings that the researcher found regarding

how the students were attracted more on the web or internet facilities such as social

media. Raditya mentioned that he used social network websites such as Instagram,

WhatsApp, and Line. He mentioned, "I normally use instagram, YouTube and

applications which is used for communication such as WhatsApp and Line".

Similiarly, Mustafa said. "I use social network websites when I want to find

information, such as using Line to find information if there is any assignment or not"

and he added, "Besides Line, I use Instagram and WhatsApp".

Morover, Mustafa argued that he prefer using social media to find information

than reading a book. He said that it is easier for him to digest the information from

social media because there are pictures which directly explain the content and the

benefit. Besides the knowledge that he got, he also mentioned that there are videos

that keep him entertained. Mustafa mentioned, "I prefer to use social network

websites than book to find an information" and he added, "For example when I use

Instagram, there is information that I can see directly from the picture and it is directly explained what is the purpose and the benefit. Besides, there is also viral video which is odd and funny".

Similarly, Sumeye shared the same statement. Sumeye said, "Like most kids today, ya...having social media, reading updated news such as showbizz (Instagram)". She added that she usually used social media applications such as Instagram, Facebook dan Twitter. She explained that, "I use Instagram to entertain myself, such as seeing meme page, then updating the current situation from showbizz or just for entertaiment. If I use Facebook, usually I read something related to religion and updated news".

Based on the finding that researcher found above, it can be viewed that there are some social network websites used by students. There are Facebook, Instagram, Twitter, Line, Whatsapp, and Youtube. Ellore, Niranjan and Brown (2014) stated, "one of the most commonly used purpose of the Internet is social network websites, like Facebook and other social network websites including Twitter, MySpace, and Linkedin etc" (p.164). Moreover, Paul et.al (2012) as cited in Ellore, Niranjan and Brown (2014) mentioned, "online social networking websites such as Facebook, Twitter and MySpace are used regularly by millions of college students" (p.168). In line with that, Pew Research Centre (2010) as cited in Alam, Hashim, Ahmad, Wel, Nor, and Omar (2014) found that some of respondents browse the Internet without any specific reasons and engage in social networking. In this case, although one of

the participant uses the Internet to enrich his knowledge, other students use the online media for non-education purposes. They tend to use for entertaiment such as watching movie or video online and social networking to share information. This finding is also inline with the study that Zhou, Xia, Yin, Zhang, Zhang and Feng (2016) who investigated the impact of internet usage. They found that half of their respondent ranked entertaiment use in the first place, which means the respondents spent more time in entertaiment than in other aspects. They also mentioned, "Approximately, 61.8% of the respondents spent the least of time in news and society concerns" (p.343).

On the other hand, the use of Internet affects students' academic performance (Aderson, 2001; Jones et al, 2007; Morahan-Martin & Schumacher,2000 as cited in Ellore, Niranjan & Brown, 2014). Internet is highly helpful to support their education, especially in conducting research and communicating with their circle (Jones et al, 2007 as cited in Ellore, Niranjan & Brown, 2014). In this case, students are reluctant to read because they cannot control using the Internet just like what Raditya's statement above. It can be seen that Raditya is addicted to social media which makes him reluctant in reading. The more time he spends in social media, the less he reads. Because, he is reluctant in reading, it might affect his academic performance. Correspondently, another study conducted by Kubey et al (2001) as cited in Alam, Hashim, Ahmad, Wel, Nor, and Omar (2014) found that students with heavy recreational use of the Internet experiences decline in academic performance. It can

be concluded that the uncontrollable usage of the internet reduces students' reading time and moreover, it can lead students become reluctant in reading which can be the factor that leads to the decline of students academic performance.

Finding 3: Students' Social Life. Another finding of this study showed that there are several activities in the leisure time that students choose than reading activity. It is evident that students spent their leisure time by choosing other activities than reading, such as hanging out with their friends and doing exercise. All of the participants share the same idea. Zaliha mentioned, "Hangout with my friends" and she added, "if I do not read, I go out to find inspiration. Sometimes I go to the cafe or recreational place to find inspiration". Sumeye also argued that "Reading is monotonous activity, I prefer to going out to somewhere that can entertain me". The other finding related to this issue, researcher also found that there is student who use his leisure time to have exercise. As the third participant mentioned, "I spend my leisure time by doing exercise" and he added, "In the leisure time usually my friends offer me to do exercise such as futsal".

Based on the finding above it can be seen that leisure time is used by the students for hanging out and doing exercise. Thus, students might choose social life over reading because reading is a boring activity and they tend to do something which is fun and makes them entertained. Because, students are using their time for hanging out or doing exercise, they might forget their obligation as students to study by

reading. Moreover, this finding is in line with Hoeft (2012) study. He mentioned that social life activities can influence students to not read.

Finding 4: Personal Concerns. Another finding found by the researcher related to this issue is that students are reluctant to read because of boredom. The student prefer to go somewhere for relaxation. As Zaliha said,

"I prefer to go out because I feel bored staying at dorm and there is nothing to do, moreover I also feel bored reading a book or surfing in the internet. I prefer to choose going out to escape from my smart phone and book. Even though I hangout bringing my book, I will not read it. I go out for refreshing for a while".

Besides boredom, the other personal concern that students do is having personal time. Zaliha added that, "Sometime, I need me-time to think and take rest". She also argued that she has very limited time and it is just enough for take a rest. She said, "My time is just enough for taking a rest, so there is no chance to read a book". In other words, when Zaliha feels bored and tired, she needs refreshing and takes a break. Moreover, it can be seen from her opinion that reading is not an activity that she wants to do for refreshing or during me time.

The researcher also revealed a finding related that laziness also affect students become reluctant to read. Students are lazy in reading because of several reasons. Zaliha said, "I am lazy to read because I do not have time to read, the time is limited, maybe I have time but there is other activity". Different from the Zaliha, Mustafa

feels lazy in reading because he only wants to read during lecture. As Mustafa said, "I am a lazy person, I never read other than during lecture" and he added that, "outside of lecture time I read from social media". Another statement is from Sumeye, "I am so lazy to read a book which has long story or many chapters". It can be seen that Sumeye is reluctant to read because the book has long story or many chapters, which makes her bored and she becomes lazy to read.

Furthermore a bad mood also affects students reluctant in reading. As Raditya argued, "During leisure time, I usually read social media, if I read during leisure time my mood sometime good and bad. Sometimes, I used to read some pages, if my mood is not good I use social media but I more often read social media".

He also added that, "It depends on my mood. If my mood is good, I will read but if my mood is bad, I will not read". In this case, sometimes Raditya has a bad mood to read books because he prefers to read social media. If only he is in a good mood to read, he will read but as what he said he tends to go to social media.

The other finding related to this issue is lack of motivation. Students lacked motivation because of several reasons. Mustafa is reluctant in reading because he feels that reading is a boring activity and there are things that are more interesting. He said, "It can be said that, I do not really like reading and reading is not my hobby". He also added, "Reading is boring, besides that I could not understand the content and there is something more interesting than reading. Therefore, reading is

my last priority even though reading is important". From his statement, it can be seen that he does not like reading. Moreover, he is easily distracted by something more interesting than reading and it would be difficult to encourage him to love reading.

Another participant feels reluctant to read outside of college time. Sumeye tends to have her time outside the college time without reading any text book or journal article. As Sumeye said, "I do not like reading a textbook or journal article outside of college time. It is enough done in college time". In the other words, it can be concluded that she does not want to be distracted from her free time by reading anything related to her study. She tends to do so because she might feel bored, since she already reads textbooks or journal articles during lecture.

Based on some findings above, it can be seen that generally students lack self-motivation. Kahyanto, 2005 as cited in Shehu, 2015 stated that self-motivation is personal factor because this factor exists inside the reader. Furthermore, Cambria and Guthrie (2010) defined, "values, beliefs, and behaviour surrounding reading for an individual" (p.16). In other word, students believe that reading is important and it is their necessary. Reading is done because of their initiative and willingness. In terms of this issue, students do not have strong self-motivation to push themselves to read whenever in a good or bad situation. Students willingness to read is also low because they are still with their ego or their personal concerns than their obligation as students who should be independent learners by reading.

Finding 5: The types of reading texts. nother finding that the researcher found related to the types of reading texts, is that one of the students does not want to read boring reading topics. Raditya mentioned, "what makes me do not like reading is boring reading, which is out of my understanding, such as Philsophy". In his statement, he said that boring reading materials such as philosophy makes him reluctant in reading. He did not understand the content, and it was written in English which made him think twice. He had to translate and interpret the content of the text at the same time. This finding is in line with Hoeft's study (2012) who mentioned that dislike of reading of any kind and lack of interest in topic are several factors which make students not like reading. Thus, it can be seen that Raditya is more interested in reading English texts which has interesting topics and is easy to understand.

Unlike Raditya, Sumeye stated that, "I do not want to read English text which is related to research" and she also added that "I am lazy and unmood to read English text that is related to research". Moreover she added that she also does not like reading academic text, "if I know it is scientific text or something related to academic, I decided not to read". In addition, she argued that, "In my opinion, the academic-related reading is definitely hard to understand". In this case, the student not only has problem of lack interest with the topic of the text but she also lack confidence as a reader. In her statement, she argued that academic text is hard to understand, which means she doubts her ability. Cambria and Guthrie (2010) stated that, "student who struggle begin to doubt their abilities. They expect to do poorly in

reading, writing, and talking about text. Believing they are worse than they really are, they stop trying completely". Therefore, it is suggested for her to try reading English text which is related to research or academic topic. As a college student, reading research or academic topic is important to support her academic life.

Finding 6: Lack of background knowledge and illustration. Another finding suggests that students find difficulty in understanding text because they lack background knowledge and illustration. Zaliha stated that, "because basically I do not understand yet what is discussed in the book". From her statement, it can be seen that Zaliha finds difficulty in understanding the information from what she reads because she does not have any related background knowledge. Meanwhile, the second participant directly admitted he lacks background knowledge. As Raditya said, "because it is using English and less of background knowledge". The other statement is from Mustafa, he said that " the story is not interesting and out of my understanding so that I am lazy to read". Generally, these students tend to be reluctant in reading when they read a text which is unrelated with their background knowledge or when they do not have background knowledge in what they read. Because they have those problems, they miss the information or they fail to interpret the message from what they read.

In addition to the lack of background knowledge, the researcher also found that one of the participant is reluctant to read an English text which does not have illustration. Mustafa stated that, "I can say that reading is boring becuase I prefer to

read a text with pictures. I can imagine directly what is happening from the pictures".

It can be viewed that Mustafa has an easier time understanding information by

looking at pictures. By seeing an illustration such as a picture, Mustafa can

understand the message directly. When there is no illustration, Mustafa takes a few

seconds to think and interpret the information.

These two findings are also revealed by Shehu (2015)'s study. He mentioned

that lack of background knowledge and illustration are problems faced by students in

reading. It can be said that students tend to have a more difficult time comprehending

the information from what they read if students do not have any background

knowledge. Moreover, a text with an illustration can help students develop their

understanding. Thus, it is suggested for foreign language students to read a book

which has illustrations to help them in digesting the information.

Finding 7: Lack of English Language Proficiency. Since this study was

conducted at ELED of this Islamic private univrsity, the other finding revealed that

students reluctant to read especially reading English text because students lack of

language proficiency. Students are reluctant in reading due to the fact that the text is

in English, the difficulty of the English text, difficulty in understanding English

vocabulary, difficulty in understanding English structure, and difficulty in translating

the English text. As Raditya said, "Reading in English is difficult. If reading in

Indonesia, I only need to understand it". In this case, Raditya tends to be discouraged

in reading English texts because he needed time to translate the text into his language

so that he could digest the information. In line with that, Mourtaga (2005) stated that language differences between first language and second language is one of problems encountered by foreign language students because students need more time to construct the meaning into the target language.

Moreover, a high level of the English text also affects students' interest in reading. Zaliha said, "I cannot say that I do not like reading in English, I am just lazy if the high level of English language and vocabulary are used". Different from Raditya, Zaliha tends to be lazy in reading English text which has a high level of language and vocabulary, which are more difficult to understand. She experiences difficulty in understanding vocabulary such as the use of scientific or unfamiliar words which are rarely used in daily life. It is also experienced by Raditya and Sumeye. As Sumeye stated, "I feel difficult and I do not like reading a text which uses scientific words". Moreover, Zaliha argued, "a word in English has many meanings if it is translated in Bahasa" and she added that, "then the meaning is different if it is combined with other words". In this case, it seems that Zaliha finds difficulty in understanding the context of words with multiple meanings. She is confused in selecting the right context of the word to be used and how to understand the sentence in its entirety.

The other problem caused by the lack of language proficiency is difficulty in understanding the structure. There are three students that shared the same opinion regarding difficulties in understanding English structure. Raditya said that, "the use

of grammar or the English structure is different from Bahasa". Mustafa added, "The words in English sentence are also reversed, taking precedence over the subject eeee...what we understand sometimes apparently there in front". In terms of this issue, they have problems in understanding the English syntax. The differences between their first language syntax and English syntax confuses them on how to digest the information into their target language.

In addition, Shehu (2015) found that, new words, background knowledge, type of the text, organization, lack of illustration, tenses, linking words, and pronouns are some factors that inhibit students from reading in other languages. Baiba (2015) also added that the existency of various meaning within the same word becomes a problem for foreign language students in reading in other languages. It would be better for them if they read an English text that is appropriate with their level. That way, they can read in their own pace and by the time they can improve their reading level in reading English text.

In another finding of this study, the researcher discovered that there are students who found difficulties in translating. Zaliha said that, "I cannot say that I do not like reading, but I have to translate word by word and it takes time to translate". Mustafa also argued that, "the difficulty in translating makes me unhappy to read". He also added more specificly that he has problems dealing with translating combined words, "In the part of translating combined words. For example: happy

fun, happy is *senang*..... fun is *lucu*, then the meaning is *senang – senang* not *senang lucu*. It really makes me do not like to read in English".

From those findings, it seems that the students failed in understanding the concept of the meaning into their target language because they translate word by word. Because the students lack the background knowledge, they only know the meaning of each word without knowing the point of the sentences or combined words such as adverb clause, noun clause, adjective clause and others. Correspondingly Nakhallah (2010) revealed that there are four major problems in translation process, one of the problem is conceptual or semantic difficulties. In line with this finding, he added that, "conceptual or semantic difficulties are those that arise in conveying the meaning of statement in a foreign language" (p.10). So, it is suggested for students to not only translate word by word, but they should also try to interpret those words into a complete meaning.

Based on the findings above, there are seven factors which make students reluctant to read. Time constraints such doing assignment, part time job and doing house course make students do not have time to read. They are also reluctant to read because they tend to have social media, social life such as hang out, and me-time. Some of the students also admitted that they are lazy to read. Moreover students also reluctant to read because the text is written in English and they also do not like to read scientific or academic reading.