

## Chapter Four

### Findings and Discussion

This section presents the findings of the two research questions being proposed in this research. There are two main findings in this study including the books that the students read for extensive reading, and their perception about the book that they read. The findings were based on the interview with four participants whose names were pseudonym. There are Bella as the first participant, Jacob as the second participant, Alice as the third participant, and Jane as the fourth participant.

#### **The books that the students read for extensive reading and their perception**

The first research question was about the books that the students read for extensive reading. There were three findings resulted from the interview. The participants mentioned the books that they read, namely children books, graded readers, and novels. The second research question is their perception about the book that they read for extensive reading. The researcher found out their perception about the book that they read for extensive reading after having the interviews with the four participants. Based on the coding, it turned out the participants' perception were in three categorization; the language, the book's appearance, and the story.

**Children's books.** Two participants, Bella and Jane stated that they read children book for extensive reading. The first participant, Bella stated "It is children book". Children's books can be reading materials for extensive reading.

In children book, the language that is used is easy to understand. It is aligned with one of the principles of extensive reading that the material is easy (Day & Bamford, 2002). There were five children books that she read, *Dora the Explorer: Dance to the Rescue*, *Opi Goes to Camping*, *I Don't Want to Go to Bed*, *Dirty Bertie*, and *Is That You Bertie*. Jane had similar opinion to Bella that she read children book for extensive reading. She argued "children's story, so it is easy", the children book that she read was "*Peterpan*".

Bella argued that *Dora the Explorer: Dance to the Rescue* had easy vocabulary. Moreover, in *Dora the Explorer*, there were few story plots, so reading this book should be focused as explained by Bella. Furthermore, that book was easy to understand and not boring. By reading this book, it drives the students to read because the book is easy to understand and has easy vocabulary. It is in line with Day & Bamford (2002) who stated that the easy material constructs the speed of reading which builds the fluency in order to understand the reading.

Besides, *Opi Goes to Camping* was the first book that Bella read. The language used in that book was easy as stated by her that, "The book used easy language to be understood and the vocabulary was easy as well". When the reading is easy, the students will read more books. According to Prowse (2002), easy material encourages the students to read. Moreover, Bella argued that *Opi Goes to Camping* is a thin book that consisted of twenty two pages. In addition, there was no much conflict in *Opi Goes to Camping*; therefore, Bella sated that it was a simple story.

Moreover, *I Don't want to Go to Bed* is thicker which contains a few writings and pictures. Although the book is thicker, it only contains a few writing which is in the bottom corner of the book. Since it is a book's children, it is easy to understand and good for beginner who wanted to practice reading as explained by Bella. The book that is easily understood also makes the students read more. It is in line with Prowse (2002) stating that when reading is easy and enjoyable they read much more of it.

Afterward, Bella argued that the pictures in *Dirty Bertie* and *Bertie is that You* made her imagine the story and interested. Pictured book makes learning new vocabulary became easy because they recognize the vocabulary by seeing the pictures during reading. According to Smallwood as cited in Zambo (2005), English language learner was assisted by pictured books as the illustration visually showed vocabulary that the students needed to know. Besides, pictures also boost the students' interest, it also helps the students to recognize the meaning of the new vocabulary or words.

Similarly, *Peterpan* book also had easy vocabulary as assumed by Jane. Even though it had easy vocabulary, she stated that it was not interesting because she usually read the books about detective. It is important to read based on students' interest, because it affects their motivation and their attitude towards the reading. According to Babae and Yahya (2014), using appropriate reading increases students' motivation and interest.

Derived from the participants, there were six children's books read by them. Most of them said that those books were easy to read; it made them read more books. Based on Bella's experience, she did not like reading from the very first place, yet she turned to love reading after joining extensive reading in her class. She started by reading children books because children books contain pictures that attract the readers. Children's books are suitable for the beginners who want to start reading because they are easy to read. In addition, such books also build students' confidence and motivation in reading as well as help the students having anxiety in learning language. When they are confident to read, the students feel successful and have good reading habit. It is in line with one of the aims of extensive reading stated in Guide to Extensive Reading (2011), it is stated that "extensive reading helps the students become better at the skill of reading". Moreover, if the students are confident of their reading, the students are greatly encouraged to learn new language (Day and Bamford, 2002) and it encourages the students to read more that further results in the growth of fluent readers. According to Waring as cited in Cirocki (2009), the students are able to read quickly for meaning, they will become fluent readers and then improve their proficiency in the new language.

**Graded readers.** There were two participants who read graded readers for extensive reading. The first participant that read graded reader was Jacob. He stated that "it is graded reader from Oxford". In addition the other participants, Jane stressed that "it is book with levels in PBI office". Graded readers are books written especially for language learners. According to Extensive Reading

Foundation (2011), graded readers are the simplified texts designed for L2 students at several levels of language ability. Moreover, Hill (2008) defined them as books written for English learners with restricted lexis and syntax. They are labeled as “graded” readers because they are written in accordance with instructive syllabus which has growing grades or levels of difficulty (Guide to Extensive Reading, 2011). Graded readers are commonly used as reading material for extensive reading.

There were five graded readers read by Jacob and Jane. Jacob mentioned the graded readers that he read were *Sherlock Holmes: a Mystery Norwood*, *The Three Musketeers*, and *Sherlock Holmes: the Sign Four*. Meanwhile, “*Little girl*” and *A Visit to the Zoo* were graded readers read by Jane.

Jacob has opinion regarding graded reader entitled *Sherlock Holmes: a Mystery Norwood* and *The Three Musketeers*; the language and the vocabulary are easy to understand since it is for beginner level. Moreover, it is good for people who want to learn English. Those books are easy and in accordance with the student’s level. Furthermore, the language in extensive reading should be in line with the students’ level and the words that are used should be familiar for the students. It is in accordance with the statement of Hu and Nation (2000) who propose that 98% of the words in fiction text should be known by the students.

On the other hand, Jacob stated that graded reader entitled *Sherlock Holmes: the Sign Four* has difficult vocabulary which then is also difficult for the beginners. Other than that, it contains longer story and thicker pages as many as 80 pages. Although this book has difficult vocabulary and longer story, Jacob stated

that it is still understandable because he has learned English. This book increases his language learning and experience for English as the target language. Hill (2001) stated that graded reader helps the students in four ways: motivating, helping to improve reading fluently skill, helping language learning, and presenting reachable exposure of target language.

*The Little Girl* story was boring because it did not stimulate the curiosity, and the story ends quickly. It was important to choose interesting book that influences the students' attitude to read, yet in fact she read the book that is not interesting. It made her attitude turns to be negative because she was not curious and did not read such book more. Since attitude is important, it becomes one of the factors that persuade the decision to read (Yamashita, 2013). Moreover, Yamasitha (2013) stated that positive attitude can increase readers' engagement in reading. In addition, *A Visit to the Zoo* is interesting as its story is about detective and this book used high level language as said by Jane. If the book is difficult for them, they are impossible to read fluently. It contradicts the purpose of extensive reading; reading in amount and in order to achieve a general understanding of what is read and persuade liking for reading (Richards &Schimdt, 2002).

So, by reading graded readers the students encounter much comprehensible language as graded readers provide useful words appearing frequently (Extensive Reading Foundation, 2011). When the students read graded readers that are in accordance with their level, the students would enjoy the reading. Graded readers actually are ideal books for extensive reading. Although it

is suitable for the students, the books containing inappropriate levels that they choose will affect their reading.

**Novels.** Three participants revealed that they read novel during extensive reading. Novel is an authentic material since the aim of written novel is not for learning purposes. According to Fourault (2017), authentic materials such as high-interest books are necessary to enhance learner's positive attitude of their learning. On the other hand, Extensive Reading Foundation stated that authentic materials are not appropriate for learners because they are written for native who already understands the words and the grammar. Although it is not appropriate, all participants mentioned that they read novels as their books for extensive reading. In this section, the findings are divided into seven parts based on the genre of the books: fable, mystery, fantasy, comedy, fiction, horror, and adults. Genre is one of the consideration when they choose the books that is usually chosen based on their interest as stated by Alice that "Really like fantasy, it makes me feel like involved in the story. When they chose their own books, they will more enjoy and will be engaged with their reading. It is in line with Mukundan, Zarifi, and Kalajahi (2016) declaring that the students naturally gain more enjoyment and curiosity in reading the topics that are strongly related to their interest.

**Fable.** Two participants read novel particularly the fable as the genre. Bella claimed that she read books about mouse. Fable is a variety of stories illustrated by non-human characters, eg. animals (Abrar, 2016). The first participant who read fable novels was Bella, they were *Geronimo Stilton* and *The Weather Cat*. The other fable novels were *The Possessive Whombles* read by

Alice. *Geronimo Stilton* and *The Possessive Whombles* books tell about mouse as the main character of the story.

Then *Geronimo Stilton* is easy to understand because the vocabulary is not difficult enough and is good for beginner as stated by Bella that really likes this book. This book is enjoyable and improves the mood to read. Furthermore, Bella argued that “Vocabulary that used is more difficult because the level is higher” which refers to *The Weather Cat*. Bella said that the pictures contained in *The Weather Cat* were not interesting. Meanwhile, Alice explained that the story of *The Possessive Whombles* is boring because the story has the fast plot to reach the climax. Moreover, there were vocabularies that are unfamiliar for her.

**Mystery.** Jacob and Jane read mystery as the genre of the novels that they read. According to the research conducted by Throsby, David, Zwar and Morgan (2017), almost half of respondents pointed out crime/mystery/thrillers as a category they enjoyed reading among the other fiction books. It means that mystery is one of favorite genres to read. *The Lost Symbol* is novel having mystery genre read by Jacob. Likewise, Jane also read the same genre as Jacob that is *LA Connection*. Jane explained that she prefers reading mystery to other genres.

*The Lost Symbol* used difficult language since it is novel written for native readers. Therefore, the beginner who did not have read that book in Indonesian version will find it difficult to be understood. Moreover, it is categorized as thick book as it has 670 pages. If the book is difficult for them, they will be impossible to read fluently. It contradicts the purpose of extensive reading, reading in amount

and in order to achieve a general understanding of what is read and persuade liking for reading (Richards & Schmidt, 2002).

Jane shared similar opinion that *LA Connection* contained difficult language that makes her skipped some parts of the books. Even though this book is difficult, she was satisfied in reading since the genre of this story is mystery, particularly detective story. She preferred choosing detective than romance story that is based on her interest. It is in line with one of principles of extensive reading that the students choose the book that they want to read (Day & Bamford, 2002).

***Fantasy.*** In the research accomplished by Throsby, David, Zwar and Morgan (2017), it was proven that fantasy occupies second rank of favorite fiction/non-fiction book. There are three books that are considered as fantasy genre: *Harry Potter and the Philosopher Stone* and *The Trip with Lindsey* read by Alice and *Enchanted* read by Jane.

*Harry Potter and The Philosopher Stone* had difficult language that made them stop the reading as said by Alice. Alice said that the book is thick, hence she did not intend to read it as she thought that the book was difficult to understand. Based on the participant's answer, it can be said that difficult book affects their motivation toward the reading. According to Azmuddin, Ali, Ngah, Tamili, and Ruslim (2014), if the materials are not interesting and difficult, they encourages the students to stop their reading.

*Enchanted*, Jane chose to read that book because she likes the film even though the genre was not her favorite. Jane said that she got new parts of the story

that was not shown in the film when reading the book. In addition, Alice said that *The Trip with Lindsey*, had boring story, yet it could help to increase vocabulary. They read various novels that can give benefits for them, namely increasing vocabulary. It is in line with Morgado (2009) stating that different novels that the students read will be the depiction for the students to construct the vocabulary, reading comprehension, strengthen their reading skill and develop their confidence.

**Comedy.** Alice read *A Wimpy Kid series: The Last Straw, The Long Haul*, and *The Cabin Faver*, while Bella read *Dork Diaries*. Alice said that *A Wimpy Kid* series are good books. *The Last Straw* illustrated the situation when she was in Senior High School. Furthermore, *The Long Haul* reminded her to her family, and *The Cabin Faver* reminded her about holiday. The story was related to her life, so it made her more engaged with the story.

Bella said that *Dork Diaries* had difficult vocabulary. Moreover, Bella revealed that *Dork Diaries* was rather thick and makes her unwilling to read. In addition, she argued that she did not like the font in *Dork Diaries*. The appearance of the book is one of the factors that can persuade the students to read, especially the font. Katzir, Hershko, and Halamish (2013) argued that font has different effects on reading understanding.

**Horror.** This genre was only read by one participant that was Alice. She read *Rihanna the Seashores Fairy*. Alice exclaimed that the vocabulary in *Rihanna the Seashores Fairy* was difficult as it was unfamiliar for her. *Rihanna*

*the Seashores Fairy*, as said by Alice, was good story because the ending is unpredictable and interesting.

**Adults.** The only one who read novel with this genre was Jane. The book read by Jane was entitled *Cambridge*. This book used difficult language and the reason why she chose this book was that she wants to know the culture. As mentioned by her that "... I read *Cambridge*, it is adult story. I want read and finished this because I was curious with the culture. Even though this story is a bit vulgar but I know how the culture is".

Based on the result, there were many genres of the novels read by the participants. It occurred because each participant had their own preference and interest when they choose the books. There were books that are interesting and easy to understand; hence, the participants enjoy reading the books. On the other hand, there were some books that have difficult language that make the participants skipped and stopped their reading. As a result, the students should pay attention to the language when choosing novel because novels have no levels as graded readers. Since novel is an authentic material written not for language learners, the language is addressed for native readers. Moreover, Extensive Reading Foundation (2011) stated that native books have many words which appear only one or two times.

To sum up, this research found three kinds of books that the participants read for extensive reading: children's book, graded readers, and novel with various genres. Moreover, most of the participants said that children' books are easy and interesting because those books contain pictures that also help them to

understand the meaning of new words. It made them enjoy the reading and read more books. Besides, graded readers are books that are suitable for extensive reading. They are easy to understand and good for whoever want to learn reading. However, there were graded readers that have difficult language; when the books were not in accordance with their level. So, it is important to choose books that appropriate with their level. In addition, there were many genres of novels that participants read based on their interest. There were novels that are easy to understand and interesting which made they take pleasure in reading. In contrast, there were novels that have difficult language and thick pages that made them skipped some parts of the book even stopped their reading. Since novels are written for native, the learners found it difficult to understand the language.

Further, students' book choices affected to their motivation in reading. Based on the participants' experiences when they read the difficult book, they felt lazy and skipped even stopped their reading. In contrast, when they read interesting books, they enjoyed and wanted to read more. Therefore, book choices has important role in reading, especially in enhancing reading motivation. It is important for the students to choose appropriate books that made them motivated.