

Chapter Four

Finding and Discussion

This chapter presents the findings and discussion of three research questions being proposed in this research. There are three main findings in this research including the sequences of creating podcast of book review in an extensive reading class, the benefits that the students get from making podcast of book review in an extensive reading class and the challenges that the students face in making podcast of book review in an extensive reading class. The findings were based on the interview with four participants whose names were pseudonym. They are Luna as the first participant, Ginny as the second one, Bella as the third participant and Sissy as the last participant of this research.

The Sequences in Creating Podcast of Book Review in Extensive Reading Class

The first research question is about the step or sequences that the students did in creating podcast of book review in their extensive reading class. Based on the participants' opinion, the findings of the first research question contain six steps to make book review podcast. The participants mentioned that the sequences were reading process, reviewing the book, creating the podcast, uploading, submitting the link, listening and giving comments. These sequences can be used as references for English teachers who want to conduct book review podcasting in the implementation of their extensive reading classes.

Reading process. In this process, the students got a freedom to choose any books they like. Giving the students a chance to choose what they want to read is included into the principles of extensive reading which is implemented in this extensive reading class. In line with that, Mori (2015) argued that extensive reading gives a freedom to choose their favorite book which has purposes for pleasure and gain information. By allowing the students to choose their own books, it is expected to get students' interest towards reading and enjoy doing this assignment. In addition, the four participants stated that reading process included choosing, reading and understanding their favorite book. The first participant, Luna, exclaimed that students choose their book freely. This is supported also by the fourth participant named Sissy who said that the students were ordered to read three books then chose one of them to be reviewed. According to Gambrell (2011), teacher could help students to choose the appropriate books by command them to select several books related to students' interest to decide what book they wanted. Besides choosing their favorite book, students are also suggested to find a book with their language competence to make them easy to understand. Ginny argued that students were asked to look for an easy and understandable book. The students choose their own books of their language competences to avoid the feeling of pressure that might be come to them.

Things that the students have to do afterwards are reading and understanding the book. To create the book review as the activity in this extensive reading class, students needed deep understanding of certain book before making the review of it. Sissy said that the students read their chosen book. Moreover,

Luna and Ginny agreed that to understand the book, reading it once was not enough. They said that the students needed to read twice even three times to understand the book content and got its moral value.

Reviewing the book. Book review podcasting in extensive reading class in this department has reviewing the book as the follow up activity after reading. Book review is one of the suggested activities for the extensive reading. Besides, as the follow up activity comes after extensive reading, teacher can conduct short book review writing (Harmer, 2007). In this assignment, the process came after reading was reviewing the book as mentioned by Luna. In this part, students are required to provide information of the book as complete as possible to be the content of their book review. The contents consisted of title, author, author background, synopsis, things the students liked from the book, what they did not like from it and moral value of the book as mentioned by Ginny. This content of book review is aimed to know students' understanding towards their book. For the next step, Bella explained that the information needed to be written down in a paragraph to ease the students in creating the book review. In this book review section, students were also required to give rates of their book as said by Ginny. They have to give a rate from one to five to know the students' opinion about the good and the bad side of their book to complete their review. The participants' statements were in line with Ulum (2016) who argued that content of book review includes specific step such as defining general topic, general view of the book organization, deep evaluation of the book and the significance of the book. Writing a review can be an action to evaluate the book aligned with their objective

perceptions. This assignment provided a chance for students to express students' thought about certain book.

After the students wrote their synopsis into paragraphs, the teacher went around the class to correct their grammar and students could consult about their assignment. In this case, teacher has an obligation to be the role model of extensive reading and guiding them in extensive reading class. It is aimed to supervise them and make the students have the confidence for their assignment. In line with that, Ginny as the second participants said that the teacher checks the students' grammar and gives suggestion to their review draft. In addition, Chumaranee (2014) stated that activities to promote extensive are reading the selected book by the students and sharing books under teacher's supervision.

Creating the podcast. The third step of the book review podcast making is creating the podcast. Creating the podcast as the steps came after reviewing the book aims to make the students enjoy doing this assignment of extensive reading. In line with that, Pignato (2010) stated that one of his research participants said that creating a podcast is fun and they like to use podcasting again. The statement explained that podcasting is a fun activity. In this research, after the students revised the draft based on the teacher's feedback, the students recorded the book review about three for five minutes as the determined time from their teacher as explained by Sissy. Three for five minutes podcast will be enough to share the book review because it aims to avoid the boredom for audience. Besides, to deal with the difficult part of the book review, students have their own strategies to create the podcast. Based on the opinion of Ginny, she needed to record the book

review one by one. This way is used to avoid the speaking error such as intonation and pronunciation in the podcast. In according to Jain and Hashmi (2013), they believed that the more students perform, practice and record the text, the more speaking skill they will improve. In addition, Bella stated that this podcast assignment was completed by making a video of podcast. It means that the students created a podcast became video with displaying the cover as explained by Ginny. The video contains the podcast and provide the cover of the book to get audience interest.

An interesting video is also determined by its content that needs to be edited. It may be the consideration for students to do their best in editing. Ginny who liked to edit video argued that the students needed to look for ideas for editing to make an interesting podcast. She also collected the additional audio for editing such as the sound of applause, laugh and drum stick. The additional audio is used to make the podcast interesting to be listened and the audience doesn't feel bored for listening. This kind of thing also improves students' creativity in creating the book review podcast. Besides, students can develop their knowledge about technology and practice it in this assignment. In line with that, Gnaul and Hutter (2016) explained that the main idea of podcast used is students can construct their own knowledge of environmental digital and this is actually the use of podcast itself.

Uploading. The next step is sharing the students' book review podcast to the internet. All of the participants explained that when the podcast of book review was ready, the students were asked to upload it to youtube. Youtube is a

popular social media that people used to share everything. It is also the consideration of the teacher for choosing youtube as the media for uploading and sharing their book review. In according to Bamanger and Alhassan (2015), podcasting may develop language teaching process effectively because it can be the media to post digital recordings easily to the internet where people can download to a personal audio player. This requirement is expected to make the students enjoy doing this assignment as it gives the students chance to share their book review podcast to the people in this world.

Submitting the link. The next sequence that the students have to do is submitting their link to their teacher. Ginny said that the students had to submit their youtube links of book review podcast to google form. Bella said that she submitted her link of youtube to schoology. Schoology is a learning management tool that both teacher and students can share teaching materials, evaluate and organize the leaning process (Garcia, Amat, Garcia & Colomina, 2018). The submission of this assignment is actually to google form that is shared by the teacher in schoology that is why both the participants answer differently.

Listening and giving comments. The last but not least step is listening and giving comments by the students to their friends' podcast. After the students submitted their link to their teacher, the teacher shared the link of another students to the social media group of class. Ginny explained that their youtube link which was submitted to their teacher would be shared, so that the students could listen and gave their comments to their friends' book review podcast to get additional pints. In line with that, Harmer (2007) stated that as the follow up activities after

extensive reading, the students can read the book and give comment about the book. Besides, giving comments can be the media to appreciate each other and they can learn the interesting podcast from their friends. In addition, Pignato (2010) stated that podcast can improve students' communication skill by connecting with others. It means that students can also enhance their English communication skill through writing by doing this step.

The Benefits that the Students Get from Making Book Review Podcast in Extensive Reading Class

The second research question is about the benefits that the students get when they create their book review podcasts in their extensive reading class. After having interview with four participants who joined the extensive reading class, the researcher exposed some benefits that the participants confessed. The benefits based on the participants' believes are understanding the whole book content, enhancing reading interest, getting book recommendation, improving language skill, getting new knowledge, enhancing students' creativity and the last one is getting parents' permission.

Enhancing reading interest. Reading interest is a feeling that causes special attention on reading. Reading interest is aimed to be owned by students of extensive reading class. This book review podcasting activity gave chance for students to read and choose their favorite book to be reviewed. Ferrer and Staley (2016) believed that when students choose their book based on their personal interest, they become more engaged naturally to produce their understanding. As what Bella said that since she got a chance to get her favorite book, she could read

the book she liked the most. Gambrell (2011) argued that students have intrinsic motivation to read more when they get opportunities to choose what they want to read. Luna said that after joining this class, she like reading. Ginny also explained that she like reading and more enjoy this assignment because her reading hobby was channeled. Sissy as the last participants confessed that this book review podcasting activity made her enjoy her reading because she could choose what she wanted to read.

The students were also ordered to read three books before deciding the book to be reviewed. Since they have to really understand the content, they read their book to get comprehension. It made the students' interaction towards their book becomes intense. This interaction can improve students' willingness to read with pleasure. Reading the book intensely can build their reading habit. One of the participants, Bella, admitted that she spend her leisure time by reading. She also said that usually she spend their free time by watching video but after joining this extensive reading class, her reading habit was improve. She liked to read in her leisure time.

Improving language skills. There are myriad skills that the students will get for creating book review podcast assignment. They will improve their reading skill, vocabulary, writing skill, improving students' awareness on grammatical error from their teacher, creativity skill, intonation, pronunciation and listening interest. Creating book review podcast affected the students to understand the whole book content. Luna argued that by creating the book review she could understand the book well. Based on Archer (2012), the goal of extensive reading

is not the language but the meaning. It makes the students have to work hard for it by read it twice or three times to get clear comprehension about the book as what Luna exclaimed. She also said that in the process of understanding, students did not only get the understanding of the book but also they understand the language used in their book. This is also in line with Harmer as cited in Archer (2012) who argued that the more students read the book, the better they become in reading comprehension.

Besides, Ginny and Luna agreed that in the process of writing the book review into paragraph, the students felt it improved their vocabulary and writing skills. In according to Kindle (2015), presenting a book review assignment has been effective in developing student authors because creating a book review for the students' task can improve both reading and writing skills. Ginny said that it also improved students' awareness on their grammatical error from the teacher. It was happened when the teacher walked around to check their book review one by one. In addition, Ginny stated that this assignment also required students' creativity to make an interesting podcast. It was because the podcast would be listened by the teacher, friends even every person who listened to their podcast in the internet. Besides, in the process of listening and giving comment to their friends' podcast, students learned about intonation and pronunciation from her friends' podcast as mentioned by Ginny. Through this process, Ginny even got her listening interest when she listened to their friends' podcast.

Getting new knowledge. Most all of the steps in this book review assignment are new thing for the students. Sissy said that creating book review

podcast in the extensive reading class made the students got new knowledge on how to create book review. The knowledge that the students got contained the structure to make book review, the sequences on making book review and create a podcast which needed interesting intonation and pronunciation.

Moreover, students also got new knowledge about interesting podcast from their friends. In the process of listening to friends' podcast, Ginny stated that students learned from their friends' podcast to discover the good book review. In the listening section, she argued that students could recognize the most wanted podcast to be listened. What kind of podcast that they were interested to was the interesting podcast for others.

Getting book recommendation. Another benefit that the students get in creating this podcast is that they can get book recommendation from others. Fisher and Frey (2018) argued that students need recommendation from others to promote extensive reading outside the classroom. This is in line with Luna who revealed that book review podcast could help students to get recommendation of books. Through podcast especially the book review podcast, students could listen to it before buying certain book as what Luna mentioned. Discovering the review of a book is an important thing before buying a book because we should know the good and the bad side of the book based on the reviewer's opinion.

Getting parents' support to cultivate reading habit. Parents have an important role for the education of their children but they tend to forbid their children to read and buy authentic books. Parents usually believe that what their children need to read is their non authentic book for their academic matters. With

this belief, it is rare for parents to allow their children reading their favorite book of authentic books such as novel, comics or magazine. Book review podcast in this extensive reading class could be the reason for students to read their favorite novels. Using this occasion, students can get their parents' support to buy and read any novels they wanted. According to Vasylenko (2017), if parents gave their positive involvement for children to develop their reading habit, it influenced children's positive outcomes. This is in line with what Bella said that she got parents' support to buy her favorite book. When the students got their parents' support to buy and read any books they wanted, it influences the extensive reading students to enjoy reading better than before.

To sum up, the creating of book review podcast has been implemented as follow up activity after having extensive reading class. The students gain many benefits from this assignment. Most of the benefits they are in the process of drafting and recording. They can improve their language skills such as reading, writing and also speaking. One assignment enhances three skills of learning language such as reading, speaking even listening. Moreover, having a book review podcast after reading can make the students have another variety of reading activities. The goal in this extensive reading class which is to build students' reading habit has been accomplished.

The Challenges that the Students Face in Making Book Review Podcast in Extensive Reading Class

The last research question aims to know the obstacles that the students get in the process of making book review podcast. The findings are based on the four

participants' opinion in the interview. The participants revealed six challenges in creating book review podcast when they joined extensive reading class. The challenges are about their linguistic and technical things.

Linguistic. The challenges that the students face in making the book review podcast included linguistic. Students' language competence determines their consideration to choose appropriate book and understanding it to be reviewed. Appropriate book means the book should have the appropriate language level and length for the students to ease the students getting understood. Luna argued that it was difficult for her to choose the appropriate book. According to Gambrell (2011), the struggling readers often felt difficult to find a pleasure book, some of them choose the difficult one for them. The inappropriate book will inhibit the process of creating book review.

In the reading process, students got challenges to understand the content and the new vocabulary they found in the book. The understanding of certain book can be reached by reading for several times to get the points. Luna revealed that she got difficulty on new vocabularies that required her to open the dictionary to find out the meaning. In according to Archer (2012), extensive reading students used the dictionary as their way to gain new vocabulary and learning grammar. It actually should be a good occasion when students get new vocabulary in reading but for doing an assignment for a week, it can be a big obstacle.

In the process of making draft, the students arranged what they will tell about the book review. Luna said that she had to make a summary before book review. To write the synopsis, students have to write the understandable and

interesting synopsis of the book review. Sissy agreed that the students created the book review by looking for sentences to illustrate the story was also become an obstacle. According to Obeng-Odom (2014), creating book review made the students can have a good and sharp writing and develop their ideas. Besides, the synopsis should not be too much explanation because it can divert audience' interest. As the students created this book review in English so they experienced challenge with grammar. Ginny admitted that she was afraid on grammatical error.

In the recording process, students' pronunciation and intonation skill are required. Although the students just have to read their paragraph of book review while they do the podcasting but they still faced some challenges. Before podcasting their review, Ginny looked for the correct pronunciation from the internet. This podcast would be listened by others and students did not want to be embarrassed with the incorrect pronounce. On the other hand, actually this obstacle can increase students' autonomous learning. It is supported by Yaman (2016) who argued that podcasting can be used as an effective learning to enhance students' autonomous learning. When the autonomous learning in extensive reading was implemented, most of the students had positive perception towards the autonomous learning by extensive reading (Nugraheni, 2009).

In addition, although they already have the text for podcasting, students still feel anxious. Luna stated that she had to get audiences' interest by having good podcasting. Ginny and Sissy also experienced having difficulty to speak with the correct pronunciation and interesting intonation. Dealing with the

intonation and pronunciation are necessary for students to have interesting podcast. In line with that, Panday (2009) stated that when the audio podcast was shared too much information, it will distract the audience' interest and attention. It means that the whole content of the book review podcast should be easy and interesting to be listened.

Technical. It is a must for students to edit their podcast become video and then submit this assignment to the required media. One of the participants, Bella, said that she had difficulty on the editing process of the unclear sound. The participant declare that she found her podcast in some parts were unclear. She just realized when she edited the video. This kind of thing needs students' expertise towards editing application to overcome the problem. After having the edited podcast, the students ought to upload it to youtube. Luna confessed that some of her friends found their file being error when they wanted to upload the podcast of book review. It will be a very big deal if that student uploaded it in the deadline time. It is because when students uploaded the assignment in the deadline time and they got obstacles of the assignment file such as the file is not error, bad connectivity or problem with the computer, it will distract the smooth running of the students' assignment. In line with that, Johnson, Jacovina, Russel and Shoto (2016) argued that if the connectivity and equipment as the access for study are insufficient, the performance of learning using technology is not feasible.

Time. Students' problem in doing any assignment including this assignment is managing the time. Deal (2007) explained that having an interesting podcast is the most needed time starting from planning, writing, recording the

content and all of the editing things. To complete all the steps in creating book review podcast, students need to manage their time well. Sissy admitted that the time given by her teacher was not enough. It was supported by Bella who argued that they have lack of time for doing this assignment. The deadline for doing the sequences of book review podcast as mentioned before is a week. With the deadline given by their teacher, students need to be thoughtful to manage the time for doing all the steps until the assignment is ready to be submitted. One of the most needed time activities is podcasting. Luna also argued that for the podcasting process, students need a lot of time. The challenges that they face in podcasting is to record the long part it needs many repetition for the recording to deal with pronunciation as mentioned by Ginny. It is supported by Ashton-Hay and Brookes (2011) who told that one students of podcasting project is not satisfied with his podcast and requiring rerecord because he wants to speak better in the second chance. Doing the rerecord spends a lot of time for students. Besides, podcasting does not only need a good speaking but also the calm sound around the students. This problem obliges the students to look for an accurate time for podcasting.