

Chapter Four

Finding and Discussion

This chapter highlights the finding and discussion of the research. There are two findings based on two research questions. Each of the finding is presented and is followed by the discussion.

Finding and Discussion

The first research question is about the kinds of motivation in reading English journal articles at English Education Department Universitas Muhammadiyah Yogyakarta. It has been found that there were eight constructs of motivations in reading English journal articles. From those eight motivations, three were included in intrinsic motivation, and the other five were included in extrinsic motivation.

Intrinsic Motivation. There were three constructs of motivation in reading English journal article for example; students' curiosity, students' involvement, and students' preference for challenge.

Students' Curiosity. The first intrinsic motivation in reading English journal articles was students' curiosity. The first respondent stated that he got curiosity in reading English journal articles if the pages of journal articles were long. "At the time, I often got curiosity when reading the articles because the articles are quite long, but if it only short articles, I can directly understand it" (R1.7).

The second and the third respondents also stated the same idea like the first respondent. “Yeah, I have ever got curiosity in reading journal articles. If the title gets me interested, I really want to read it immediately” (R2.5). “Yeah usually if the topic is interesting, I get more interested to read the journal articles” (R3.3).

Therefore, there were two reasons why the respondents were curious in reading English journal article. The first was that the journal articles were long to read, and the second was that the title was interesting for the respondents.

These finding of the constructs of reading motivation are in line with Wigfield & Guthrie (2004) cited in Komiyama (2013) stating that; Students’ curiosity in reading motivation it was caused by intrinsic motivation. It does mean that students read about the particular topic based on students interest. Therefore, students will satisfy if students’ curiosity was fulfilled.

Students’ Involvement

The second intrinsic motivation in reading English journal articles was students’ involvement. The first respondent mentioned that he got involve in reading English journal articles if the text was suitable with what the respondent hoped, so it makes respondent feel enjoyment on it. “If the text of journal articles is suitable with what I hoped, I will involve in reading English journal articles” (R1.12)

The second respondent also confirmed that “if the journal article is suitable information with what I needed, I always deepen it which means I involve in

some activities, including doing some assignments and class discussion, so there is involvement that I get after reading it” (R2.9).

The third respondent stated that “If the contents of journal articles are based on my desire, I will involve in reading journal articles and I really understand it” (R3.4).

Therefore, there was one reason why the respondents are involved in reading English journal articles. It was when the text of journal articles was suitable informations what they hoped.

These finding of the constructs of reading motivation are in line with Wigfield & Guthrie (2004) cited in Komiyama (2013) stating that; Students’ involvement in reading motivation caused by students pleasure and enjoyment experienced from reading certain kinds of good written book, articles and informational text.

Students’ Preference for Challenge. The third intrinsic motivation in reading English journal articles was students’ Preference for challenge. The first respondent stated that he got challenge to find out the complexity of main idea in reading English journal articles. “Because not all of main ideas in journal articles can be found, it makes me more understand to find it, so I challenge to master the text on English journal articles” (R1.5).

The third respondent argued that “I will challenge myself if the contents of journal articles make me read more and find more the main idea on the reading” (R3.3).

Therefore, there was one reason why the respondents were challenge in reading English journal article. It was when the journal articles main idea was complicated to find out.

These finding of the constructs of reading motivation are in line with Wigfield & Guthrie (2004) cited in Komiyama (2013) stating that; The students’ preference for challenge in reading motivation is to gain the satisfaction from tackling challenging of the ideas has presented in text. It was indicated more to intrinsic motivation.

Extrinsic Motivation. There were five constructs of motivation in reading English journal article for example; students’ competition, students’ compliance, and students’ grades, students’ recognition, and students’ social sharing.

Students’ Competition. The first extrinsic motivation in reading English journal articles was students’ competition. The first respondent mentioned that he got competition in reading English journal articles because they want to get the best in the class, usually the competition was likes pursuing high score.”Yeah, I ever compete with my peers because I want to get the best in the class” (R1.11).

The second respondent argued that “in reading English journal there was class discussion after reading journal. The discussion was about journal. It means

that if we master the journal, we were able to deliver our ideas in class discussion. So, I want to compete with my friends” (R2.8).

The third respondent stated that “I often compete because if I do not compete surely we do not have the challenge to do the assignment in learning class. If our atmosphere is like to compete, surely we do the best. It makes us get the maximal score” (R3.7).

In order that, there were three reasons why the respondents are competing with their peers in reading English journal article. The first was when he wants to get the best score, the second reason was when reading journal in class discussion, and the third reason was when she wants to get the maximal score.

These finding of the constructs of reading motivation are in line with Wigfield & Guthrie (2004) cited in Komiyama (2013) stating that; the build of reading motivation was students’ competition. It was associated with extrinsic motivation, students’ competition in reading motivation to outperform with other in that reading like as students read because students want to compete with their peers.

Students’ Compliance. The second extrinsic motivation in reading English journal articles was students’ compliance. The first respondent confirmed that he got compliant if the first purposes of respondent in reading English journal articles because of assignment in academic class. “Academically, I feel that the purpose of reading journal was for the goal of class assignment” (R1.8).

The second respondent stated that “Because the articles that should be read in that subject are English articles and not Indonesia articles, they should be read in English” (R2.2).

Therefore, there was one reason why the respondents were compliance in reading English journal article. It was when the journal articles become the assignment.

These finding of the constructs of reading motivation are in line with Wigfield & Guthrie (2004) cited in Komiyama (2013) stating that; Students’ compliance in reading motivation caused to fulfill requirement in academic reading. It was related with extrinsic motivation.

Students’ Grades. The third extrinsic motivation in reading English journal articles was students’ grades. The first respondent mentioned that he got grades if he answered the questions in the discussion class. “The grades will be different when I read or do not read articles, and I will be tested by the lecturer. The outcomes were like grades” (R1.10).

The second respondent argued that “Yeah, for grade it becomes one of purposes because if I read journal, I can do the journal assignment, so my grade will be great” (R2.7).

The third respondent mentioned that “we read journal articles besides for assignment in the class, it also becomes the input of references that will influence my grade. If I do not understand anything, my grade will be bad. Automatically, I read the journal to get better grade” (R3.6).

Therefore, there was one reason why the respondents wanted to get grades in reading English journal article. It was when they were tested by the lecturers because it influenced their grades.

These finding of the constructs of reading motivation are in line with Wigfield & Guthrie (2004) cited in Komiyama (2013) stating that; Students' grades were built by reading motivation. It was associated with extrinsic motivation. It was shown to get great score which was evaluated by the teachers. It could describe that teachers role was to evaluate of their students in academic that reading and gave them good or bad score. It depends on students' proficiency in the reading

Students' Recognition. The fourth extrinsic motivation in reading English journal articles was students' recognition. The first respondent stated that he got recognition likes commendation if he be able to answer the questions in reading English journal article. "Usually when we are asked to answer the questions, the lecturer will give appreciations like commendation. It means that friends will give applause then the lecturer calls our name" (R1.15).

The second respondent mentioned that "For example when I make assignment with regard the journal, I make writing, and by writing I will get feedback from lecturer or good appreciation if we are able to master the journal. Automatically, our grades will be great and maybe from our friends I can appreciate opinion or asking opinion about the journal" (R2.12).

The third respondent confirmed that “Usually the lecturer give some feedback. Like giving more opinion that should be improved. Then usually the lecturer asks about point of view or the lecturer gives appreciation like grades and also like correction about the grammar or content” (R3.9).

Therefore, there were three reasons why the respondents recognized in reading English journal article. The first was when he could answer the questions, the second reason was when he did the great assignment, and the third reason was when she delivered her opinion about the journal articles.

These finding of the constructs of reading motivation are in line with Wigfield & Guthrie (2004) cited in Komiyama (2013) stating that; Students’ recognition in reading motivation it was connected with extrinsic motivation. It was shown that to get receiving a verification form of the recognition for success in academic reading. That recognition, it came from their teachers because if students want to success in that academic reading, they should prove that they can understand better what they read especially in academic reading”.

Students’ Social Sharing. The fifth extrinsic motivation in reading English journal articles was students’ social sharing. The first respondent stated that he got social sharing in the class discussion. “Usually the lecturer gives the text and we were asked to read it then the lecturer will give the questions which was related with the text” (R1.9).

The third respondent argued that “Usually the lecturer opens the answer and question in class discussion. I try to answer it based on what I read in the

journal. If there was discussion session I should join in discussion, likes giving some opinion and also giving some comment about the journal articles” (R3.8).

Therefore, there were two reasons why the respondents are sharing in reading English journal article. The first was when he asked to read by the lecturer, and the third reason was when she follows the class discussion to give her opinion.

These finding of the constructs of reading motivation are in line with Wigfield & Guthrie (2004) cited in Komiyama (2013) stating that; the build of reading motivation was students’ social sharing. It was extrinsic motivation. It was showing that students’ will share the meaning of reading content of that text to their peers. At least, in this section it has been explained that there were some of sharing section between student and another student.

These finding of the constructs of reading motivation such as, curiosity, involvement, preference for challenge, competition, compliance, grades, recognition and social sharing are in line with Wigfield & Guthrie (2004) cited in Komiyama (2013) stating that;

“There are three constructs—Curiosity, Involvement, and Preference for Challenge—were associated with intrinsic motivation, indicating that intrinsically-motivated readers would read because they want to learn about topics of personal interest, to experience pleasure reading interesting materials, and to gain satisfaction from tackling challenging ideas presented in text. In addition, there are five remaining constructs —

Competition, Compliance, Recognition for Reading, Grades, and Social—were associated with extrinsic motivation”.

The Advantages of Students Get by Reading English Journal Articles.

The second research question is about the advantages the EED of UMY that students get by reading English journal articles. It has been found there were three advantages in reading English journal articles. They were increasing the vocabulary, increasing the grammar, thinking critically, and increasing imagination.

Improving Students' Vocabulary. The first respondent argued that his vocabulary improved when he read English journal articles. “My vocabulary can improve. For example; I do not know the meaning of *makan* which was in English it was eat, in fact I challenge to open the dictionary and the meaning of *makan* was eat, and then my vocabulary improve” (R1.18).

The second respondent stated that by reading a lot of English journal articles, his vocabulary also increased. “My vocabulary can increase, because by reading many of text which was read, my vocabulary gets more” (R2.14).

The third respondent mentioned that my knowledge, vocabulary and grammar improved in reading English journal articles. “The advantages were getting improve much, one of that it can improve my knowledge, then my vocabulary gets more increase, furthermore my grammar can increase too” (R3.13).

Therefore, there was one reason students got improve their vocabulary in reading English journal articles. Students' vocabulary improved when they got much read.

These finding are in line with Pazhakh and Soltani (2010) stated in the effect of extensive reading on vocabulary development showed that; they were agreed that extensive reading enhanced their vocabulary knowledge and it also changed their attitudes toward reading in a positive way. They enjoyed reading and because of its benefits they recommended it to their friends. Therefore, these results indicated that extensive reading could enhance positive attitudes toward reading.

Improving Students' Grammar. The second advantage was about improving students' grammar in reading English journal articles. The first respondent stated that he believed that his grammar improved because each text of English journal articles had a good grammar. "My grammar will improve because when I read English automatically the grammar has been good, there was no text which was the grammar in random, so the text in English journal articles has valid then when I follow it I will train me the grammar" (R1.19).

The second respondent confirmed that his grammar were good enough, so I just do a little mistake in my writing. "In my grammar, it was depending on my writing, because the structure of my writing was good, there was a little mistake but not all" (R2.15).

The third respondent stated that his knowledge, vocabulary and grammar got improve in reading English journal articles. “The advantages were getting much, one of that it can improve my knowledge, then my vocabulary get more increase, furthermore my grammar can increase too” (R3.13).

In order that, there were two reasons students’ got improve grammar in reading English journal articles. The first was when he follows it because the journal article has a good grammar and, the second was when she getting much read it.

These finding are in line with Daskalovska (2008) mentioned that reading can improve grammar and vocabulary. “through reading it can improve te learning grammar and vocabulary. The result has found that; The grammar test shows that there was improvement in the participant’s grammar knowledge. The areas of improvement were the use of tenses, the choice of correct sentences, the place of adverbs in sentences and the order of adjectives, which indicates that reading can contribute to acquiring grammar knowledge.

Improving Students’ Critical Thinking. The third advantage was about being critical thinking in reading English journal articles. The first respondent mentioned that he got more critical in reading English journal articles because by a lot of reading his knowledge improved, by reading a lot of kinds of texts it could influence my critical thinking. “Because when I read more knowledge, information which was not known makes me know, so my critical thinking will influence because I get new knowledge in the text, not only text of English but all

of kinds of texts can influence critical thinking the other people in read it” (R1.21).

The second respondent stated that he can be able to analyze of the text in English journal articles, by reading more he can compare the content of one articles and the other articles. “By reading more, I can compare with my peers, it means that my critical pattern started from it, so from this text, there was relation from the journal which was I read, it can appear my critical thinking” (R2.17).

The third respondent argued that her critical thinking will be more critical in reading English journal articles because the characteristic of articles contents were negative and positive opinion, so it makes her being more critical thinking in it. “So, I get more critical in it because the contents or opinion are contradiction in the articles with my arguments, sometimes the characteristic of articles content was negative and positive opinion, by that way it can improve my critical thinking” (R3.15).

Therefore, there were three reason students got think critically in reading English journal articles. The first was when he was getting much read it my think will critically, the second was when he can analyze and compare the other journal articles, and the third was when she got contents of journal articles were positive or negative opinion.

These finding are in line with Alipongo (2013) argued that in reading journal: It is benefits for extensive reading. The results have also revealed that;

The reading journal enabled students to think critically. One source of critical thinking, which is taking control of our conscious thought processes, is the summary writing. It is possible that when students wrote the summary of their readings, they had to analyze, synthesize and evaluate what they read, which are essential steps in critical thinking process. Another source of critical thinking is finding an intriguing sentence or passage then interpreting the idea or situation by writing extended comments.

In addition, as Facione (1990) has explained, when we think critically, we make purposeful, self-regulatory judgment, which results in interpretation. Students had to interpret what they read in order to write extended comments about intriguing sentences and passages. They had to formulate inferential or critical questions and had to write the possible answers to those questions. They had to express opinions, specifically what they liked and did not like about the readings and had provide explanations for such response.

Improving Students' Speaking and writing Skills. The fourth advantage was about improving students' speaking skills and writing in reading English journal articles. The first respondent argued that he read English journal articles because he wanted to improve his English skill like speaking and writing because he believe that by reading English journal articles automatically he knew about the good English grammar. "I choose reading English journal articles rather than Indonesia journal articles because to improve my speaking and writing English skill. Automatically will know about the good English grammar" (R1.3).

These findings are in line with Mart (2012) who said that in the developing speaking skills through reading as cited in Oya, Manalo, and Greenwood suggest that better vocabulary knowledge produces better oral performance (2009, p.11). Accuracy and fluency of learners will get better through reading. They also claim that having good vocabulary knowledge is one of the essential components to gain fluency in speaking performance (Oya, Manalo, Greenwood, 2009, p.19). It needs to be noted that good vocabulary knowledge will give learners confidence in their speaking performance. Better vocabulary knowledge and having more words at one's disposal is likely to facilitate the ability to tell a story better, to demonstrate a more extensive range of language resources, and to come across more intelligibly. Better vocabulary knowledge could also contribute to boosting the speaker's confidence, which would come across when speaking and influence the overall impression created. (Oya, Manalo, Greenwood, 2009, p.19)