

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

Concerning with the statement of the problems, in this chapter the researcher would like to describe and analyze the findings during the research process conducted at English Teacher Education Department at Islamic University SunanAmpel Surabaya. It is intended to answer the problems of the study. In finding, the researcher described the process of calculating and presenting result of the data. Furthermore, in the discussion the researcher deduced the finding.

A. RESEARCH FINDINGS

The researcher had done the research and had gotten the complete data from all the research instruments including questionnaire and interview. To gain the objectives of the research, the researcher had analyzed the data systematically and accurately. The data then analyzed in order to draw conclusion about the objective of the study. The purpose of findings were to answer research question in chapter one. Researcher described the findings in this chapter into two parts. They would be described as follows:

1. Student's perceptions about their reading attitude toward academic journal article.

The aim of this part was used to answer the first research question whichaboutstudents' perception about their reading attitude toward academic

journal article. The data were collected from the students' responds after filled the questionnaire. Also, the researcher used questionnaire to get information from the respondent. It was arranged in form of rating scale. Students' response was rated in scale of Strongly Agree (SA), Agree(A), Uncertain (U), Disagree (D), and Strongly Disagree (SD). Respondents indicated their opinion by putting crosswise on the position on the scale which most represents what they feel. Then, the students' response scores were assessed with the following scale:

- a. STRONGLY AGREE= 5
- b. AGREE= 4
- c. UNCERTAIN = 3
- d. DISAGREE = 2
- e. STRONGLY DISAGREE = 1

Then, the every single question was multiplied with score of students' response and was looked for the percentage. After that, the researcher looked for the criterion from the percentage in each item with the following table¹

Table 4.1 Student' Rresponses Criterion

Percentage	Criterion
81% - 100%	Very Strong
61% - 80%	Strong
41% - 60%	Average
21% - 40%	Weak
0% - 20%	Very Weak

¹Sugiyono. *Statistika untuk Penelitian*. Bandung; Penerbit Alfabeta, 2010. 93-95.

After knowing the students' criterion, the researcher calculated the result of questionnaire through the formula below:

$$\% SRS = \frac{\sum SRS}{SRSmaksimum} \times 100\%$$

Information:

$\sum SRS$: The total of students' response score was gotten by calculating SRS ($SAISRS A + SRS U + SRS D + SRSSU$)

SRS maximum : $\sum R \times$ the best score choice

$$: \sum R \times 5$$

The researcher divided the result of the questionnaire into five parts. It was based on the components of reading attitude. The first, it was about the Affective components (comfortable and anxiety). The second, it was about the cognitive component (value or believing that reading is important), the last, it was about the conative component (action or behavior intention in reading). Then, the result of questionnaire was drawn into following chart:

a. Affective

From the affective components, the research divided into two components there were comfortable and anxiety.

1) Comfortable

The first chart was the result of comfortable component. Comfortable was the students feeling comfort toward academic journal article. Therefore, it made the students read academic journal article more.

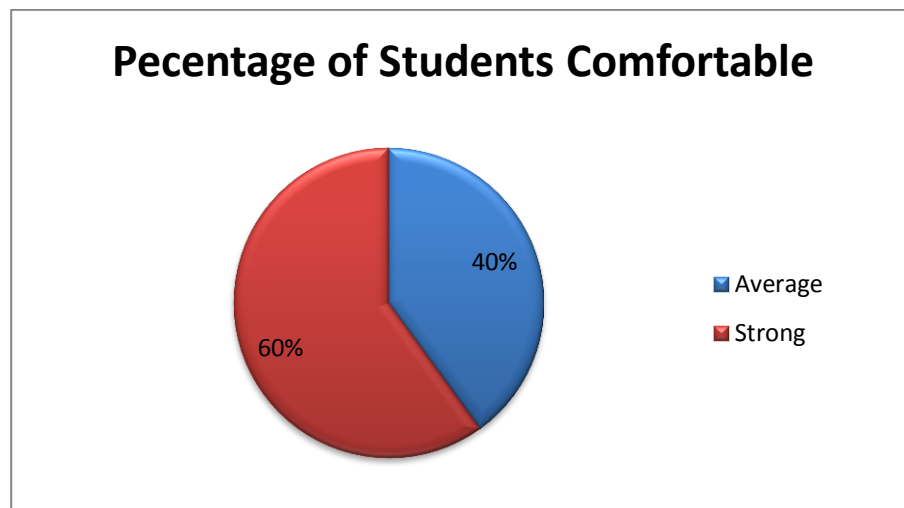


Chart 4.1 Students Perceptions with Their Comfortable

Based on the data above, the percentage of students response score were 60% which had strong criterion about their comfortable toward academic journal article. There were 40% of students were favored with average criterion.

2) Anxiety

The second chart was the result of anxiety component. Anxiety was the students feeling anxious toward academic journal article. Therefore, it makes the students avoid in reading academic journal article.

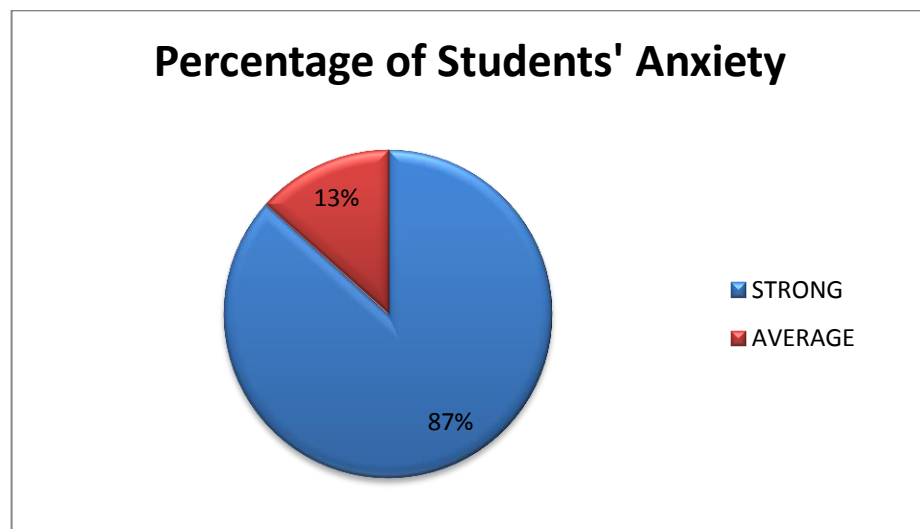


Chart 4.2 Students' Perceptions with Their Anxiety

The results above shows that 87% of the students have strong criterion about the anxiety toward academic journal article, and 13% of the students have average criterion. It means that most of the students fourth semester English Teacher education department UINSA still have problem when reading academic journal article and they still felt difficulty when reading academic journal article. Therefore, those were the reason the students choose to avoid reading academic journal article.

b. Cognitive**1) Value**

In the chart below was the result of value. In the value component was about the students believed or perceptions that academic journal article was very important to them, so it made the students to read academic journal article more.

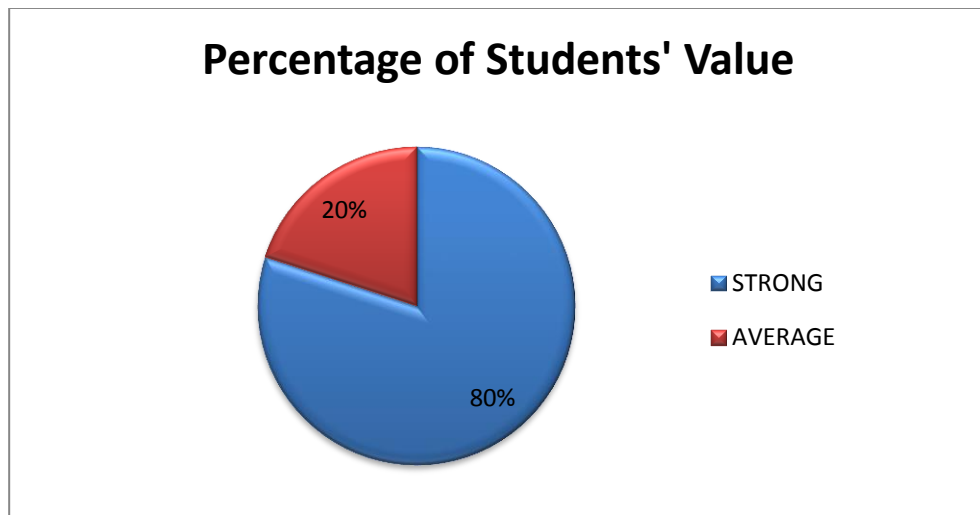


Chart 4.3 Students' Perceptions with Their Value

Based on the student's answer above shows that 80% of student's fourth semester English teacher education department UINSA favored with strong criterion and 20% of them were favored with average criterion, it means that most of them were believed that academic journal article were very important to them, especially as the students' of English teacher education department.

c. Conative

1) Action

In the chart below was the result of students' action or behavior intention questionnaire. Action was the students do or frequents of their reading toward academic journal article.

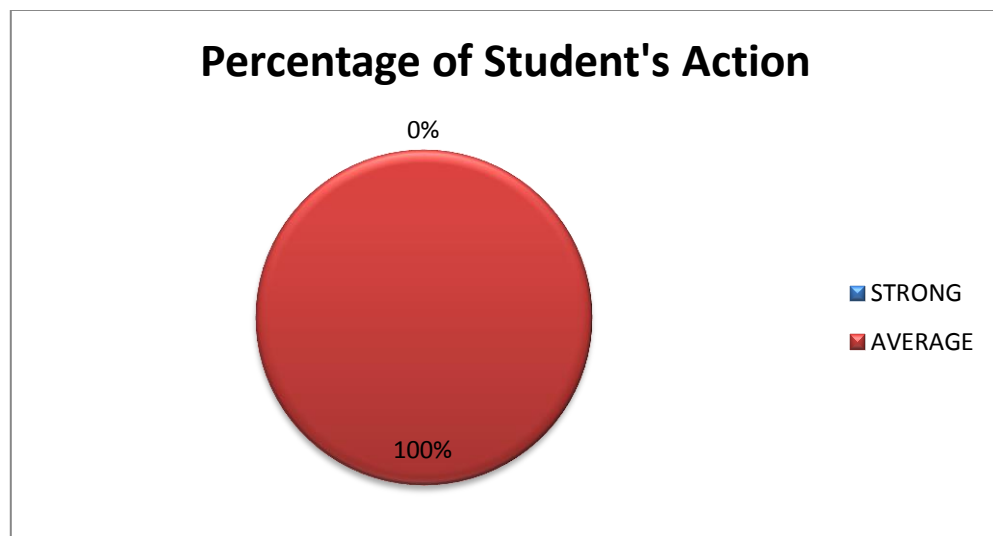


Chart 4.4 Students' Perceptions with Their Action

The result above shows there was 100% of the students have average criterion about their action toward academic journal article. No bodies of the students have strong criterion about their action toward academic journal article. It means that their action or their reading intention behavior toward academic journal article was average and the students' because no one of the students favored with strong criterion.

In the table below the researcher divided into two components. The first was positive component and the second was negative component. The positive components there were comfortable, value, and action. On the contrary, for the negative component there was anxiety.

Table 4.2Percentage of positive and negative components

No	Component	Strong	
		SRS	SRS%
1	Positive component (Comfortable, Value, Action)	7	47%
2	Negative Component (Anxiety)	13	87%

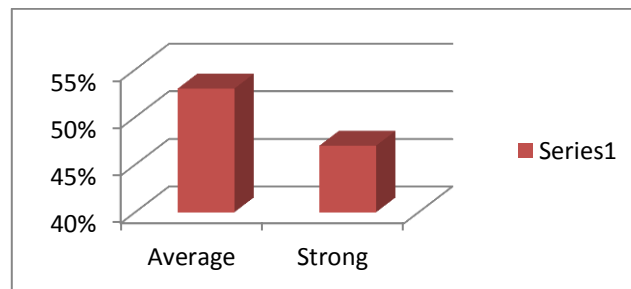


Chart 4.5 Positive Component

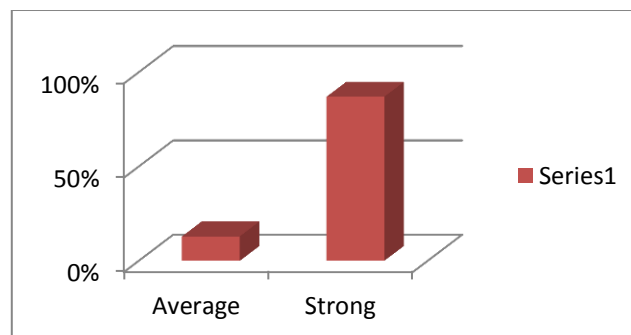


Chart 4.6 Negative Component

Based on the percentage in the table and charts above, it can be found that from positive components (comfort, value, and action) data there were 46% of respondents favored with “strong” criterion. In the contrary, from the negative component (anxiety) data there were 86.6% of respondents were favored with “strong” criterion. It means that the students’ of fourth semester English Teacher Education Department UINSA perceptions about their reading attitude was weak, because the most alternative answer was “strong” for the anxiety negative component. In other words, the students needed to develop their reading attitude toward academic journal article.

2. The factors which influence students reading attitude toward academic journal article

The second research question of this study was about the factors which influence students’ reading attitude toward academic journal article. In this research, the researcher used questionnaire and interview checklist to get information from the respondent. It was arranged in form of YES NO answers. Respondents indicated their opinion by asking the question by the researcher. The researcher was used the pattern to calculating the findings. The table formula below:

Result =	$\frac{\text{Total of each item}}{\sum \text{Number of the students}} \times 100 \%$
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There were four questions in the section. After the researcher got the students' questionnaire, the researcher did interview to the participants about their perceptions about their reading attitude and the factors which influenced their reading attitude toward academic journal article. The result of the second research questions would explain below:

From the data finding, the researcher found four factors that influenced students reading attitude. The first was the students believing that academic journal article is important; the second was the students' comfort toward academic journal article, the third was the student's interest toward academic journal article, and the last was the students' difficulties toward academic journal article.

a. Students' believe that academic journal is important

The first Factor was the students' believed that academic journal article was very important to them or not.

Table 4.3 Percentage of value factor

No	FACTOR	Σ		%	
		YES	NO	YES	NO
1	Value/important	63	12	84%	16%

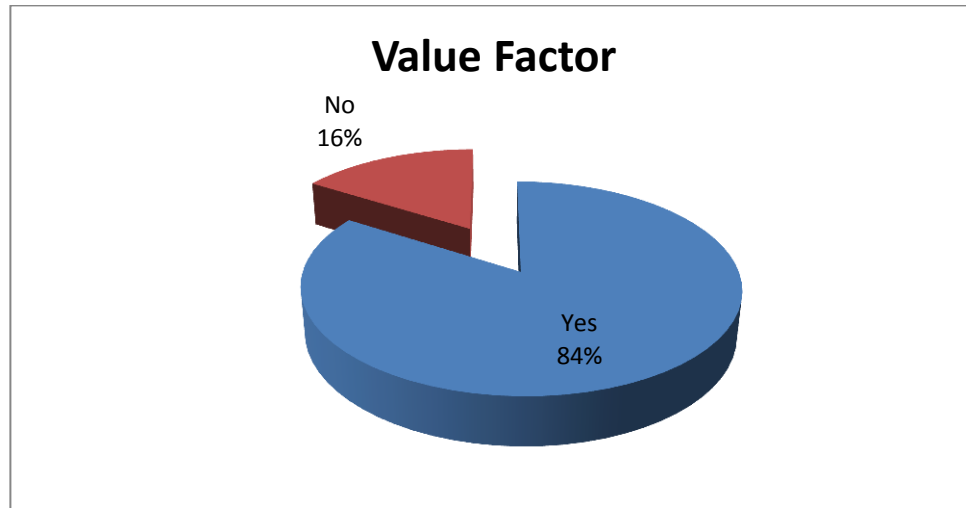


Chart 4.6 Percentage of the Value Factor

The result above shows there were 84% of the students agree that the value or the important of an academic journal article became one of the main factors why they read academic journal article. While 16% of students said no. it means that the important of academic journal article for the students were motivated them to read academic journal article more.

b. Students' comfortable

The second factor is the students comfort toward academic journal article

Table 4.4 Percentage of the Comfortable Factor

No	FACTOR	Σ		%	
		YES	NO	YES	NO
1	Comfortable	26	49	35%	65.%

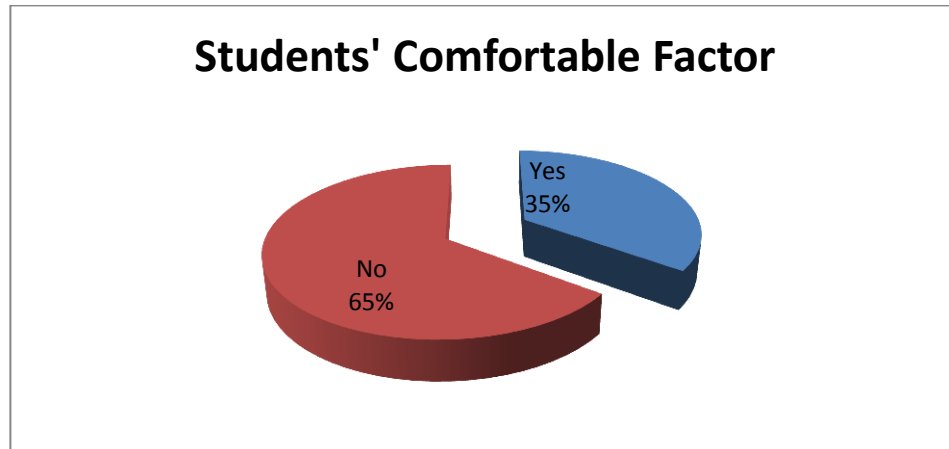


Chart 4.7 Percentage of the Comfortable Factor

Based on the student's answer above shows that 35% of the students agree that comfortable become one of the factors which influenced their reading attitude toward academic journal article. However 65% of the students disagree that comfortable become one of the factors which influence their reading attitude toward academic journal article.

c. Students' interest

The third factor is about the student' interest toward academic journal article

Table 4.5 Percentage of the Interesting factor

No	FACTOR	Σ		%	
		YES	NO	YES	NO
1	Interesting	31	44	41%	59%

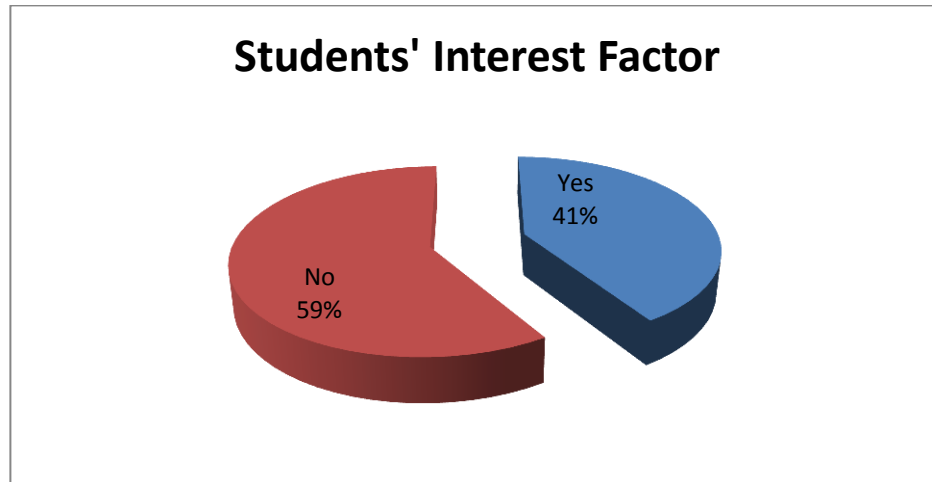


Chart 4.8 Percentage of the Students' Interest factor

The results above shows that 41% of the students agree that the interesting of academic journal article was become the one of the factors which influenced their reading attitude toward academic journal article. On the contrary, 59% of the students disagree that interesting become one of the factors which influenced their reading attitude toward academic journal article.

d. Students' difficulties in reading

The last factor is about the students' difficulties in reading.

Table 4.5 Percentage of the value factor

No	FACTOR	Σ		%	
		YES	NO	YES	NO
1	Difficulties in Reading	54	21	72%	28%

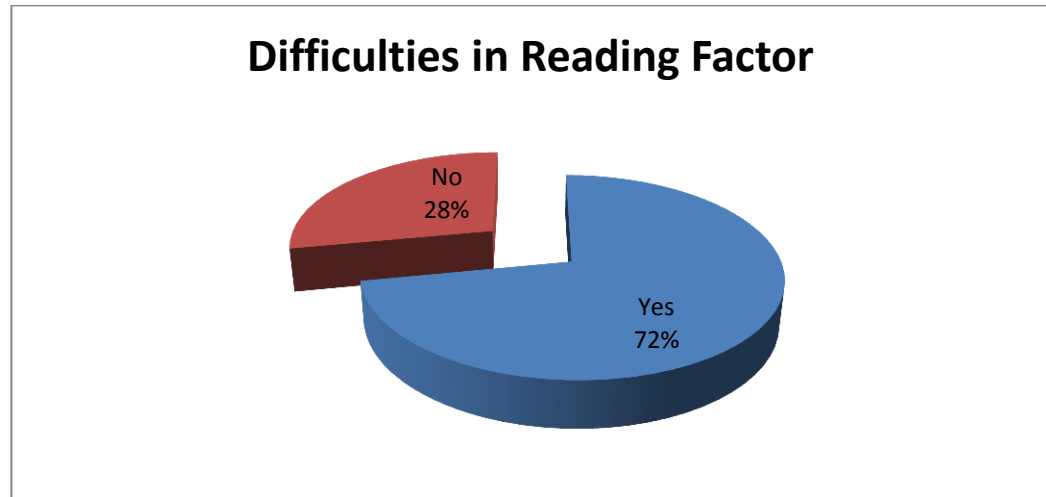


Chart 4.7 Percentages of the Difficulties in Reading Factor

The results above shows that 72% of the students agree that difficulties in reading academic journal article become one of the factors which influenced their reading attitude toward academic journal article and 28% of the students disagree about that. It means that the students of English teacher education department UINSA still found difficulties in reading academic journal article, so it makes most of them avoid and not interested in reading academic journal article.

The explanation above shows there were the main factors which influence student's perceptions about their reading attitude toward academic journal article. Based on the percentage above, the highest percentage found on "Value/important factors", it was 84%. It means most of the students felt that the important of academic journal article became the most factors that influence their reading attitude toward academic journal articles. Then, "Difficulties in reading", it was 72.2%. It means there were many students felt still difficult when reading

academic journal article and it was influence with their reading attitude. For “interesting in reading” it was 41.3%. And the last the students’ factor in their reading attitude was “Comfortable” it was 34.6%.

In addition, there were four students reading class of fourth semester English Teacher Education Department who have been interviewed about their perceptions about their reading attitude and the factors which influenced their reading attitude toward academic journal article. From the first students, she considered that her reading attitude was good enough. Although academic journal article is something bored to read because of the most academic journal article have difficult vocabulary and not interesting to read but she force herself to read academic journal article. However she said, as an exercise in writing scientific papers, academic journal article also used as a material to make the next thesis. Therefore she considered that because of the important of academic journal for herself, so it can affect to their reading attitude toward academic journal article.

Next was from the second students, He said that in this semester he has just introduced an academic journal article as resource materials used in his study. He felt that he had a lot of benefits gained from the academic journal article, one of which he could learn grammar, helped him cultivate words in a formal language. In addition, the academic journal also helped him to prepare for writing the thesis forward. In spite of that, he considered that his reading attitude towards academic journal was not good enough because he read the academic

journal depending on the topic. For example, if the topic was interesting, so he will be interested to read. Otherwise, if he got the uninteresting topic for him, so he would avoid reading academic journal article. In addition she also said that he interested to read academic journal also depend on the situation and condition. If the situation was make him comfort to read so he will enjoy in reading academic journal article. Therefore, in the course of reading, he expects that the teachers provide interesting material for the students interested in reading academic journal article.

Next was from the third students, she said that academic journal article was very important to her as a source of study. But she still believed that her reading attitude was not good enough, because she read academic journal article only when she got the assignment from the lecture of reading. And it was make she not interested to read academic journal article at other time. The first reason was because of the words choices that existed in the academic journal articles were difficult for her to understand, most of the academic journal article using unfamiliar vocabulary. And the second because of the topic given by the teacher often makes her not interested in reading academic journal article.

From interviews with the four students, he considered that his reading attitude was very bad because he did not like reading academic journal. Besides because academic journal was something bored to read for him, he also argued that the most vocabulary in academic journal was very difficult to him to

understand. However, he believed that academic journal article was very important to him because academic journal article used in reading four materials.

From the research finding, it was known that the most reason student's fourth semester English teacher education department Islamic University Sunan Ampel Surabaya reading academic journal article because they believed that academic journal article were very important to them. However, the reasons why the students avoid reading academic journal article were because they still felt difficult to understand the content because many difficult vocabulary for them. Moreover, they also think that academic journal was something bored to read.

B. DISCUSSION

To have the same interpretation between the readers and the researcher toward the findings above, this part discuss those findings by reflecting on some theories related for each following problems:

1. Students Perceptions about their reading attitude toward academic journal article

Reading attitude is very important to the students because the success in reading skill is closely correlated to the attitude toward reading and the positive attitude toward reading is a central factor affecting reading performance².

²Gokhan. *Reading attitude of Students: An analysis of different variable*. Kenya : Journal on new trends in education. 2012 ,47.

Because the important of reading attitude for the students, so it is important to develop students reading attitude toward academic journal article. However, Based on the data finding, this study had indicated negative result. It was proven by the result of students' questionnaire about their reading attitude toward academic journal article. According to likert scale, the research is claim positive if every single questionnaire of the students' response upper than 60%. Yet, the data gotten from the students' questionnaire shows that the data from strong criterion there were 46% from the positive data, and there were 86.6% from the anxiety negative data. It indicates that from the data questionnaire the respondents favored with "Strong" criterion for the positive data (comfortable, value, action) was lower than the negative questionnaire data (anxiety).The detail of explanation below:

According to Wood and Boyd, reading attitude is defined by three components. First is a cognitive component, consisting of thoughts and beliefs about the attitudinal object. Second is Affective or an emotional component, made up of feelings toward the attitudinal object. The last is a behavioral component, composed of predispositions concerning actions toward the object³. In this research, the researcher used those components to know the students' perception about their reading attitude toward academic journal article.

³ZeinabMihandoost. *A Meta-Analysis Review: Reading Attitude in Students with Learning Disability*.Slangor.Malaysia: Journal of Basic and Applied Scientific Research. 2011, 22.

a. Affective

Iso states that thermal comfort is generally defined as that condition of mind which expresses satisfaction with the thermal environment⁴. Yasmitha states feeling comfort is the positive feeling and anxiety is the negative feeling. The research finding above shows that some of the students feel comfort when reading academic journal article and some of them were no. It can be seen from the percentage of student's comfortable component, there were 60% from the students which had indicated with strong criterion and 40% from the students which had indicated with average criterion.

Judge states that positive feeling is an aspect of reading attitude he also suggests that positive attitudes and feelings constitute part of motivation⁵. However, the research finding of anxiety components shows that most of the students fourth semester English teacher education department UINSA still felt difficult and still had a problem when reading academic journal article. It shows from the percentage of student's anxiety component, there were 87% of the students have strong criterion and 13% of the students indicated with average criterion. From the data of students interviewed, it was because some academic journal articles were boring to the students, most of studentents still felt difficulty when reading academic journal article because

⁴Hendsen. *Literature Review on Thermal Comfort in Transient Condition*. The Netherlands: Eindhoven University of Technology Group FAGO HG 11.77. 2000, 15.

⁵Yasmitha, Junko. *Effect of Extensive Reading Attitude in Foreign Language*. Japan: Nogoya University. 2013, 4.

academic journal article had an academic word. Beside that academic journal article had a high and difficult vocabulary. Therefore, most of the students felt anxious and avoided reading academic journal article.

b. Cognitive

In this research, the researcher divided cognitive into value or the students believed that academic journal is important. Cognitive identification can be defined as the thoughts or beliefs regarding the extent to which individuals defined themselves on the basis of asocial referent⁶. From the data finding of the value component, most of them believed that academic journal article were very important to them. It shows from the data finding, there were 80% of the students favored with strong criterion and 20% of them were favored with average criterion. In addition, From the data interview of the students, those results because they believed that academic journal article was very important to them as a student's of English teacher education department. Because the first, the academic journal article was used in reading fourth semester material. The second academic journal article was used as a material to make the next thesis. it made they must read a lot of academic journal article.

⁶Jhonson, Michael. *Cognitive and Affective Identification in Organizational Setting*. East Lansting: N475 Business College Complex. 2008.

c. Conative

Van Schooten and de Glopper argue that three components of reading attitude constituted a chain of causal links leading finally to the act of reading. In their model, first Cognition (belief in and evaluation of an outcome) influenced Affect (liking and enjoyment), then Affect influenced Intention (to read), and finally Intention predicted actual reading behavior. Thus, cognitive and affective components each had an indirect impact on reading behavior⁷. In contrary, the research finding above shows that 100% of the students have average criterion about their action toward academic journal article. No bodies of the students have strong criterion about their action toward academic journal article. From the data interview, the students read academic journal article only when they got the assignment from the lecture, the other students said that they read academic journal article depend on their mood and their situation. On the contrary, Kubis stated that the factors which influence positive reading attitude are the students' habitual and the students' frequent in reading⁸.

Based on the data finding, this study had indicated negative result. It was proven by the result of students' questionnaire about their reading attitude toward academic journal article. According to likert scale, the

⁷Yasmitha, Junko. *Effect of Extensive Reading Attitude in Foreign Language*. Japan: Nogoya University. 2013.

⁸Nicholi, Angela. *Understanding the Relationship Between Attitudes Toward Reading and Home Literary Environment*. Ball state Universiy

research is claim positive if every single questionnaire of the students' response upper than 60%. Yet, the data gotten from the students' questionnaire shows that the data from strong criterion there were 46% from the positive data, and there were 86.6% from the anxiety negative data. It indicates that from the data questionnaire the respondents favored with "Strong" criterion for the positive data (comfortable, value, action) was lower than the negative questionnaire data (anxiety). However, it was different with Gokhan's statement. He states that the success of reading skill closely correlated to the attitude toward reading and the positive attitudes toward reading is a central factor affecting reading performance. Some researcher also stated that the positive attitude toward reading makes academic success increase⁹. Therefore, the student's fourth semester English Teacher Education Department Islamic UnieversitySunanAmpel Surabaya should increase their reading attitude toward academic journal article.

2. The factors which influence students' reading attitude toward academic journal article

The findings show that the believing that academic journal article is important, the students' comfortable, students' interest, and difficulties in reading influencedstudents'perceptions about their reading attitude toward academic journal article. In addition, the research mostly found the important of academic

⁹Gokhan..Reading Attitude of Students: An Analysis of Different Variable. Kenya: Journal on new trends in education. 2012, 47.

journal article become the main factor which influenced students' perceptions about their reading attitude toward academic journal article.

a. Students believe that academic journal article is important

The first factors which influenced students' reading attitude were the students believing that academic journal article is important factor. From the data percentage, there were 84% of the students agree that the value or the importance of an academic journal article became one of the main factors. They believed that academic journal was very important to them as student's of English teacher education department, and it was influenced with their motivated in reading academic journal article. Therefore, it was in line with Walberg and Tsai theories. They states that one of the factors contributing to a positive attitude toward reading included believing that reading is important.

b. Difficulties in reading

The second was difficulties in reading academic journal article. The data finding shows that 72% of the students agree that difficulties in reading academic journal article become one of the factors which influenced their reading attitude toward academic journal article and 28% of the students disagree about that. It means most of them still felt difficulties in reading academic journal article, and it was influenced them to avoid academic journal article. Therefore, difficulties in reading academic journal article

become one of the factors which influenced the students of English teacher education department avoid and not motivated them to read academic journal article. It was related with the Day and Bamford's theories, they states that one of the factors influencing reading attitude is first language (L1) reading attitude. They remark, "Assuming that students are already literate in their first language, one source of attitudes toward second language reading is the attitude that students have toward reading in their native language.

c. Students' Interest

Welberg and Tsai also state that interesting in reading is one of the factors which influence positive reading attitude. However, from the data finding, only 41% of the students agree that the interesting of academic journal article was become the one of the factors which influenced their reading attitude toward academic journal article. On the contrary, 59% of the students disagree that interesting become one of the factors which influenced their reading attitude toward academic journal article. It means partly of the students did not believe that academic journal article was interesting.

d. Comfortable

Based on the research finding above, only 35% of the students agreed that comfortable become one of the factors which influenced their reading attitude toward academic journal article. While, 65% of the students

disagree comfortable become one of the factors which influenced their reading attitude toward academic journal article. Yamashita states that comfort with reading and positive self-perception as a reader correlate with the amount of students reading completed¹⁰. However most of the students were not comfortable with academic journal article, the comfort did not become the reason for the students to read academic journal article.

From the data findings, the dominant factor which influenced students' reading attitude toward academic journal article was the students' believing that academic journal article is important with the percentage 84.4%, because it was motivated students to read academic journal article more. For the students' comfort and students' interest was low. For the students' comfortable was 34.6% and for students' interest was 41.3%. It was because the student's interest in reading academic journal article depended on the topic of academic journal article. And the last factor was the reason why the students' avoided reading academic journal article with the percentage 72%. It was because the difficulty to read academic journal article. From the data interview, it was because the difficulty to understand the content, the word choices was difficult to understand, and many academic journal article not interesting to read.

¹⁰Yasmitha, Junko *Effect of Extensive Reading Attitude in Foreign Language*. Japan: Nogoya University. 2013, 4.