CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, first, an overview of the study is presented. Then it presents findings and discussion concerned with responsiveness of teaching and learning reading activities of MKU BING to FIS students' learning needs. The data were collected by means of questionnaire and interview.

4.1 Overview of the study

The aim of this study is to evaluate the responsiveness of TLAs of MKU BING course to Faculty of Social Studies (FIS) students' learning needs in developing their academic reading skills.. This was a descriptive study in which data related to the perceptions of students involved were collected through questionnaires and interview. Questionnaires consisting of questions related to academic reading skills for HE students were administered to the FIS respondents. The questions related to academic reading skills for HE students are including types of reading materials, reading activities and reading skills.
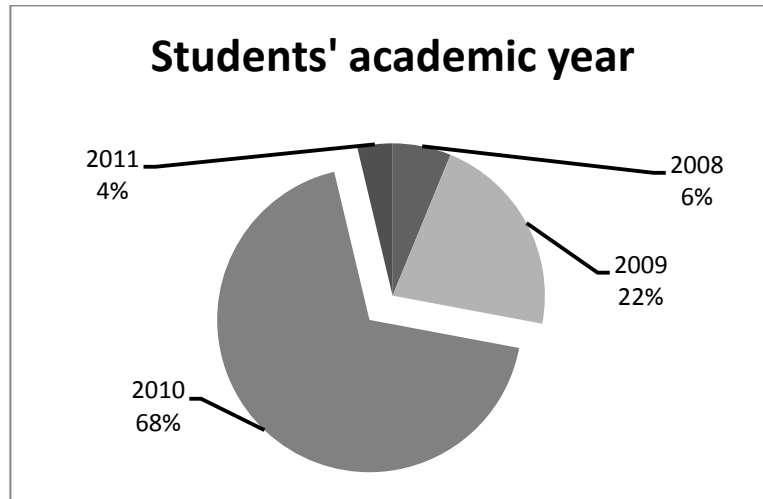
4.2 Findings of the study

The respondents of questionnaire are 40 FIS students from different field of studies. The percentage of students' field of study is presented in Chart 4.2.1.

Chart 4.2.1: Students' field of study
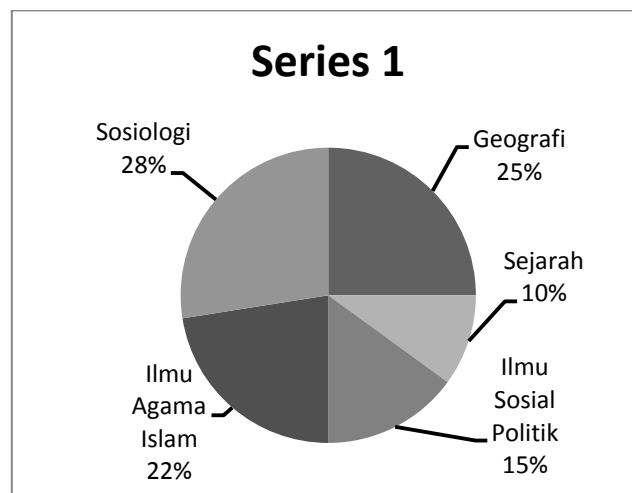
Most of them are students of year 2010. The percentage of students' year is presented in Chart 4.2.2.

Chart 4.2.2: Students' academic year

The students have passed MKU BING in the first or second semester. Most of them took the course in academic year 2010/2011. The percentage is presented in Chart 4.2.3.

Chart 4.2.3: Year of taking MKU BING course
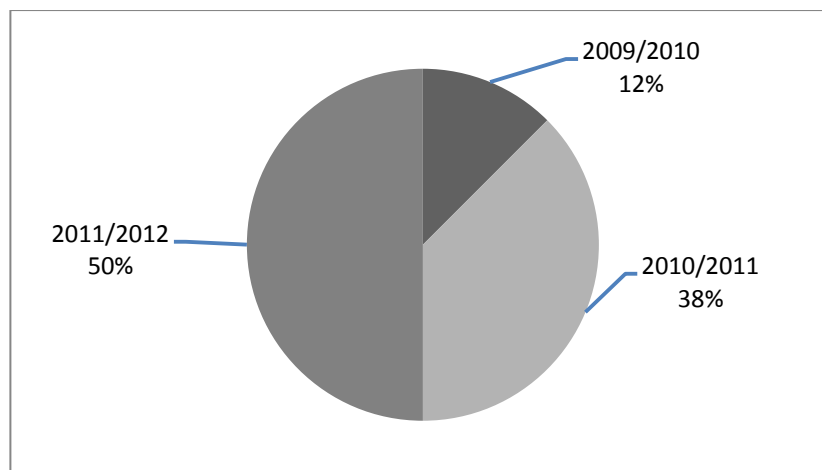
The researcher selected four respondents who have passed the course to be interviewed. Their field of studies are *Sosiologi, Geografi, Ilmu Sosial Politik* dan *Sejarah*.

The findings of this study are presented in line with the research questions for the students.

1. **Results of the students perception of their types of reading materials needs**

   Research question: What types of English reading materials are students expected to process in their S-1 study? Do students perceive that their MKU BING course have exposed them to these types of materials?

   Perceptions of students regarding to types of reading materials varied. Table 1 shows that the students are highly exposed to *entire reference or text books, photocopied notes, computer-represented reading materials* and *selected chapters of books*. The highest mean score is *entire reference or text books* while the lowest mean score is *workbook or laboratory instruction*. This is shown by mean 1 of these two materials types. Mean 1 score indicates the frequency of materials used outside MKU BING course while mean 2 score indicates the frequency of materials used in MKU BING. The mean 1 of *entire reference or text books* is 2,95 while the mean 1 of *workbook or laboratory instruction* is 1,90.

The need of *entire reference or text books* is also supported by the interview findings. The respondents said that they often used textbooks since they dealt with discussion of a book or an important case. They also said they seldom use workbook or laboratory instruction because their field of studies were not related to working in a laboratory.

Table 1 Statistical Computation of Questionnaire Section B

No	Types of material	mean 1	mean 2	Difference	SD 1	SD 2
1	Entire reference or textbooks	2,95	2,75	-0,2	0,84	0,83
2	Photocopied notes	2,95	2,60	-0,35	0,79	0,98
3	Computer-respresented reading materials	2,90	2,78	-0,12	0,81	0,91
4	Selected chapters of books	2,75	2,70	-0,05	0,74	0,68
5	Newspaper articles	2,20	1,98	-0,22	0,64	0,7
6	Journal articles	2,15	1,75	-0,4	0,69	0,78
7	Works of fiction	2,13	2,25	0,12	0,79	0,89
8	Workbook or laboratory instruction	1,90	1,30	-0,6	0,81	0,56
	Overall mean	2,49	2,26	-0,23		

From the table above, MKU BING is not responsive to facilitating students with some types of materials highly needed by students. It is shown by the overall mean 1 score is higher than the overall mean 2 score. The difference between the overall mean 1 score and the overall mean 2 score represents MKU BING responsiveness to the students' learning needs. MKU BING is only responsive to *works of fiction*. The

result also shows that MKU BING course have not exposed students much to *entire reference or text books.* To conclude, MKU BING is not responsive to 87,5% of total types of materials.

2. **Results of the students perception of theirtypes of reading activities needs**

    Research question: What types of reading activities are students expected to process in their S-1 study? Do students perceive that their MKU BING course have exposed them to these types of tasks?

    Perceptions of students regarding to types of reading activities varied. Table 2 shows that the students highly expect *reading a text slowly and carefully in order to understand the details of the text, understanding the main points of a text, reading in order to respond critically, guessing unknown words in a text* and *understanding a writer's attitude and purpose* to process in their S-1 study.

    The highest mean score is *reading a text slowly and carefully in order to understand the details of the text* while the lowest mean score is *reading speed*. This is shown by mean 1 of these two reading activities. Mean 1 score indicates the frequency of reading activities done outside MKU BING course while mean 2 score indicates the frequency of reading activities done in MKU BING. The mean 1 of *reading a text slowly and carefully in order to understand the details of the text* is 2,75

while the mean 1 of *reading speed* is 2,33. The table also shows that MKU BING is responsive to these two reading activities.

The need of *reading a text slowly and carefully in order to understand the details of the text* is also supported by the interview findings. The respondents said that they often read a text in order to understand the details of the text and understand the main points of a text the disscussed it. It is because most of reading activities in the class involve them to read books and comprehend the message of a text.

Table 2 Statistical Computation of Questionnaire Section C

No	Reading activities	Mean 1	Mean 2	Difference	sd 1	sd 2
1	Reading a text slowly and carefully in order to understand the details of the text.	2,75	2,85	0,1	0,58	0,49
2	Understanding the main points of a text	2,7	2,63	-0,07	0,51	0,7
3	Reading in order to respond critically	2,63	2,25	-0,38	0,7	0,54
4	Guessing unknown words in a text	2,60	2,65	0,05	0,95	0,87
5	Understanding a writer's attitude and purpose	2,58	2,28	-0,3	0,54	0,81
6	Understanding text organization	2,55	2,65	0,1	0,78	0,82
7	Understanding special vocabulary in a text.	2,55	2,75	0,2	0,71	0,74
8	General comprehension	2,55	2,95	0,4	0,63	0,51
9	Reading a text quickly in order to establish a general idea of the content (skimming)	2,48	2,35	-0,13	0,64	0,67

10	Looking through a text in order to locate specific information (scanning)	2,40	2,55	0,15	0,59	0,54
11	Reading speed	2,33	2,63	0,3	0,64	0,67
	Overall mean	2,55	2,59	0,04		

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From the table above, MKU BING is responsive to the students' learning needs in terms of reading activities. It is shown by the overall mean 2 score is higher than the overall mean 1 score. The difference between the overall mean 2 scor and the overall mean 1 score represents MKU BING responsiveness to the students' learning needs. To sum up, MKU BING is responsive to 63,6% of total reading activities.

3 Results of the students perception of their types of reading skills needs

Research questions: What types of reading skills are students expected to perform in their S-1 study? Do students perceive that their MKU BING course have successfully developed their mastery of these skills?

Figure 3.1 shows that students tend to consider all the stated goals as highly important as observed from the overall mean of 2, 42 on a 3-point scale. Their perceptions signify their needs to possess and expectations to be provided with the reading skills implied in the eight goal statements. In terms of achievement, however, students perceive the

program as not having successfully achieved its goals of providing students with reading skills needed to support their academic study. This is indicated by the overall mean of 1,90, which is lower by 0,52 than the mean for IMP. These overall results are indicative of 'an extensive need' for improvement of the program as seen by students. They also reflect students' dissastifactions regarding their reading skills and indicate that they feel they do not get sufficient reading skills learning.

Figure 3.1 *Students' overall perceptions of IMP and ACH in terms of mean and*

sd

Perceptions	Overall Mean	sd
Importance	2,42	0,58
Achievement	1,90	0,62

Students' perceptions of the IMP and ACH of the eight goal statements as expressed through their responses in the forms of mean scores and rank order are presented in Table 3. Based on data presented in Table 3, the followings are the interpretations of some of the items which the students feel in need of improvement.

Table 3 Statistical Computation of Questionnaire Section D

No	Reading skills	Mean 1 (IMP)	Mean 2 (ACH)	difference	sd 1	sd 2
1	Knowledge of vocabulary	2,63	1,90	-0,73	0,49	0,7
2	Reading for author's viewpoint	2,63	1,85	-0,78	0,49	0,76
3	Reading critically	2,58	1,73	-0,85	0,54	0,71
4	Reading quickly	2,45	1,68	-0,77	0,63	0,61
5	General reading comprehension	2,43	1,88	-0,55	0,59	0,56
6	Analyzing written materials	2,35	1,88	-0,47	0,57	0,64
7	Library skills	2,28	2,1	-0,18	0,67	0,49
8	Summarizing materials	2,08	2,20	0,12	0,67	0,49
	Overall mean	2,42	1,90	-0,52		

Perceptions of students regarding to types of reading skills varied. Table 3 shows that the students strongly agree that *knowledge of vocabulary, reading for author's viewpoint, reading critically* and *reading quickly a text* and *understanding a writer's attitude and purpose* are the most important reading skills to support their academic study.

In these findings, students highly perceive *knowledge of vocabulary* as the most important reading skills while *summarizing materials* as the least important one. This is shown by mean 1 of these two reading activities. Mean 1 score indicates the rate of importance of reading skills while mean 2 score indicates the reate of achievement of reading activities. The mean 1 of *knowledge of vocabulary* is 2,63 while the mean 1 of *summarizing materials* is 2,08. The result also shows the

perceiveness of students that MKU BING course have not successfully developed their knowledge of vocabulary skills.

From the table above, MKU BING is not responsive to the students' learning needs in terms of reading skills. It is shown by the overall mean 1 score is higher than the overall mean 2 score. The questionnaire findings is also supported by the interview findings. The respondents said that the main reading skills they wanted to improve was knowledge of vocabulary. Their lack of vocabularies cause them difficult to master other reading skills. MKU BING is only responsive to *summarizing materials*. In conclucion, MKU BING is not responsive to 87,5% of total reading skills.

4.3 Discussion of the study

In terms of the main research question of this study, "how responsive are the teaching and learning activities of MKU BING course to FIS to students' learning needs in developing their academic reading skills?", the answer is obvious. MKU BING has not given sufficient attention to students' learning needs especially for types of materials and reading skills. The interview results show that the main English material that the teacher often use is from the textbook (*modul)* which is composed by the composer team of UPT MKU. Other types of materials often used are works of fiction and selected chapters of books.

In terms of reading skills, *knowledge of vocabulary* and *reading for author's viewpoint* are highly needed by students. The interview results show that MKU BING is not responsive to the needs of *reading critically*. It is because most reading activities they do in the classroom are reading a text and answering the questions without attempting to get a deeper understanding of a text.

Nevertheless, it is identified that MKU BING is responsive to students' learning needs in terms of reading activities. Most reading activities students do outside MKU BING courses are also taught in MKU BING course. The interview results show that reading activities in MKU BING facilitate them to support their academic tasks.