READING MOTIVATION OF INDONESIAN EFL LEARNERS

THESIS

Written by

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ENGLISH DEPARTMENT
FACULTY OF HUMANITIES
JEMBER UNIVERSITY
2016

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THESIS

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in English Studies

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DEDICATION

This thesis is dedicated to:

- my beloved parents Lie susianto and Rodiyah for their love, prayers, and also support;
- my older sister Defi Yuliandari, SE and my younger sisters Erina and Erica Purnama. Thank you for being my best sisters;
- my dear Prayoga Amukti Nugraha, SE for his prayers and supports;
- my Almamater.

MOTTO

Don't be most people; most people don't achieve their dreams.

Robert T. Kiyosaki[*]

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[*] http://www.talesofsuccess.com/robert-kiyosaki-quotes-24246/
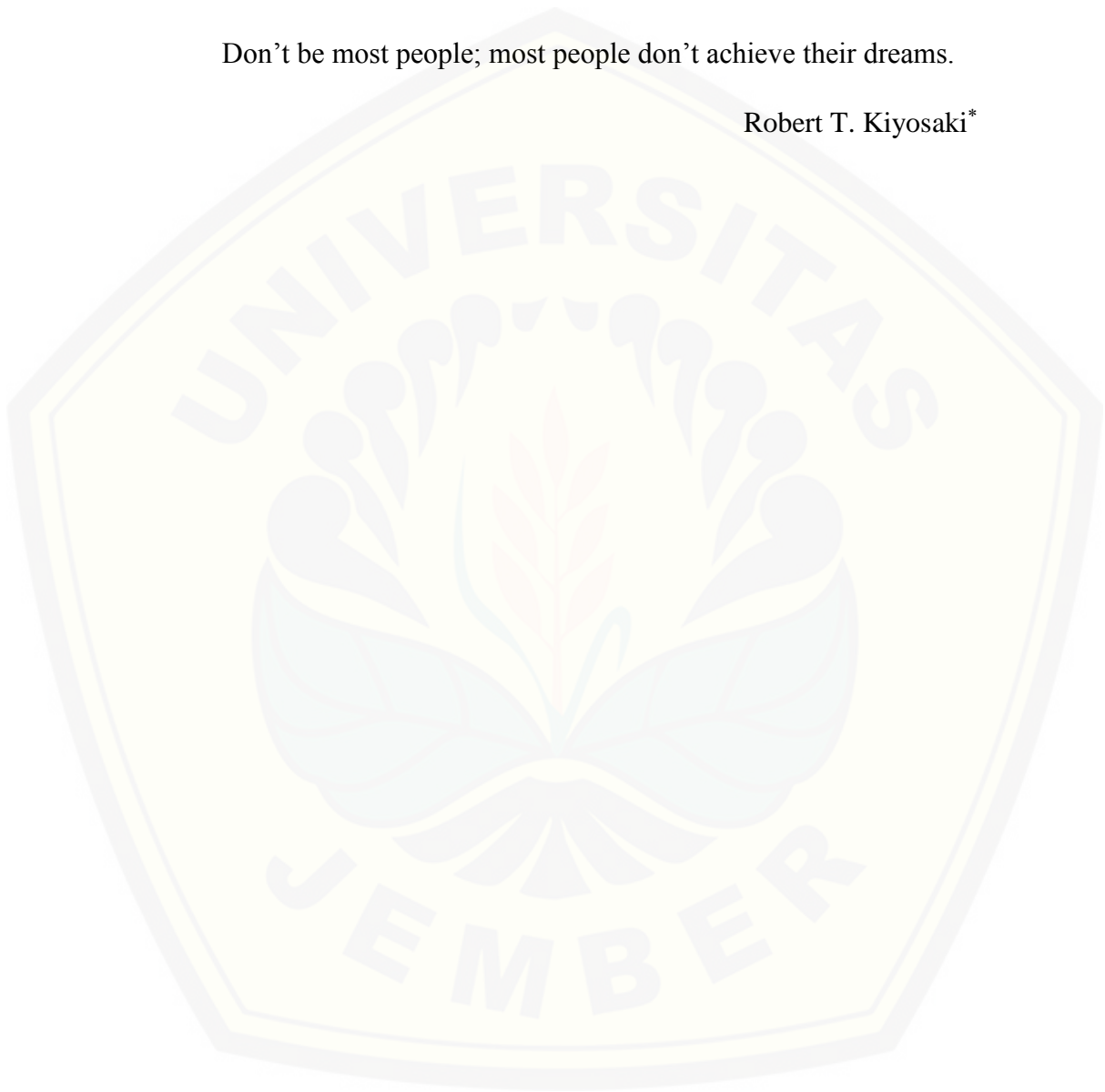
DECLARATION

I hereby state that the thesis entitled "Reading Motivation of Indonesian EFL Learners" is an original piece of writing. I certify that the analysis and the research described in this thesis have never been submitted for any other degree. I certainly certify to the best of my knowledge that all sources used and any help received in the preparation of this thesis have been acknowledged.

Jember, June 2016

The writer,

Dian Puji Yuliandari

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Dian Puji Yuliandari

SUMMARY

Reading Motivation of Indonesian EFL Learners; Dian Puji Yuliandari; 110110101046; 2016; 45 pages; English Department, Faculty of Humanities, Jember University.

Reading plays an important role in language learning process especially for EFL (English as a Foreign Language) learners. Reading actually is used as the primary channel and major source for L2 input. It is because by reading learners will find many L2 exposures. Since reading is important in L2 language learning process, it needs a booster that can move the learners to read more in English. Motivation plays a role to make learners do an activity that can help them to reach their goal in language learning process. Hence, motivation can be a way that can help the learners in increasing their willingness in English reading. This study aims to know the motivation that plays role within the students in English reading activity. In conducting this study, motivation theory proposed by Deci and Ryan (2000) including intrinsic and extrinsic motivations is applied.

This study uses two types of data, which are qualitative and quantitative data. The data are taken by two methods. First, the data are collected by distributing questionnaire into 42 freshmen of English Department Faculty of Humanities Jember University of academic year 2015-2016. Then, the participants are interviewed in order to gather deeper information related to the questionnaire result.

The result shows that both intrinsic and extrinsic motivations contribute in motivating the learners to read in English. The three constructs of intrinsic motivation; involvement, curiosity, and preference for challenge play roles within the students in reading L2 text. It is also found that experience of the learners in English reading and the topic of the English text can influence them in English reading activities. The topic of the English text can help to increase the desire of

the learners to read in English. Meanwhile, four factors of extrinsic motivation including competition and recognition constructs, compliance and grade constructs, extrinsic test compliance and extrinsic social sharing also play roles in motivating the learners to read in English. It is found that the learners are motivated to read in English in order to fulfill their English reading assignments. They also want to get the highest score in English reading class. Extrinsically, teacher has an important role. Teacher can motivate the learners to read in English especially through the activities in the reading class.
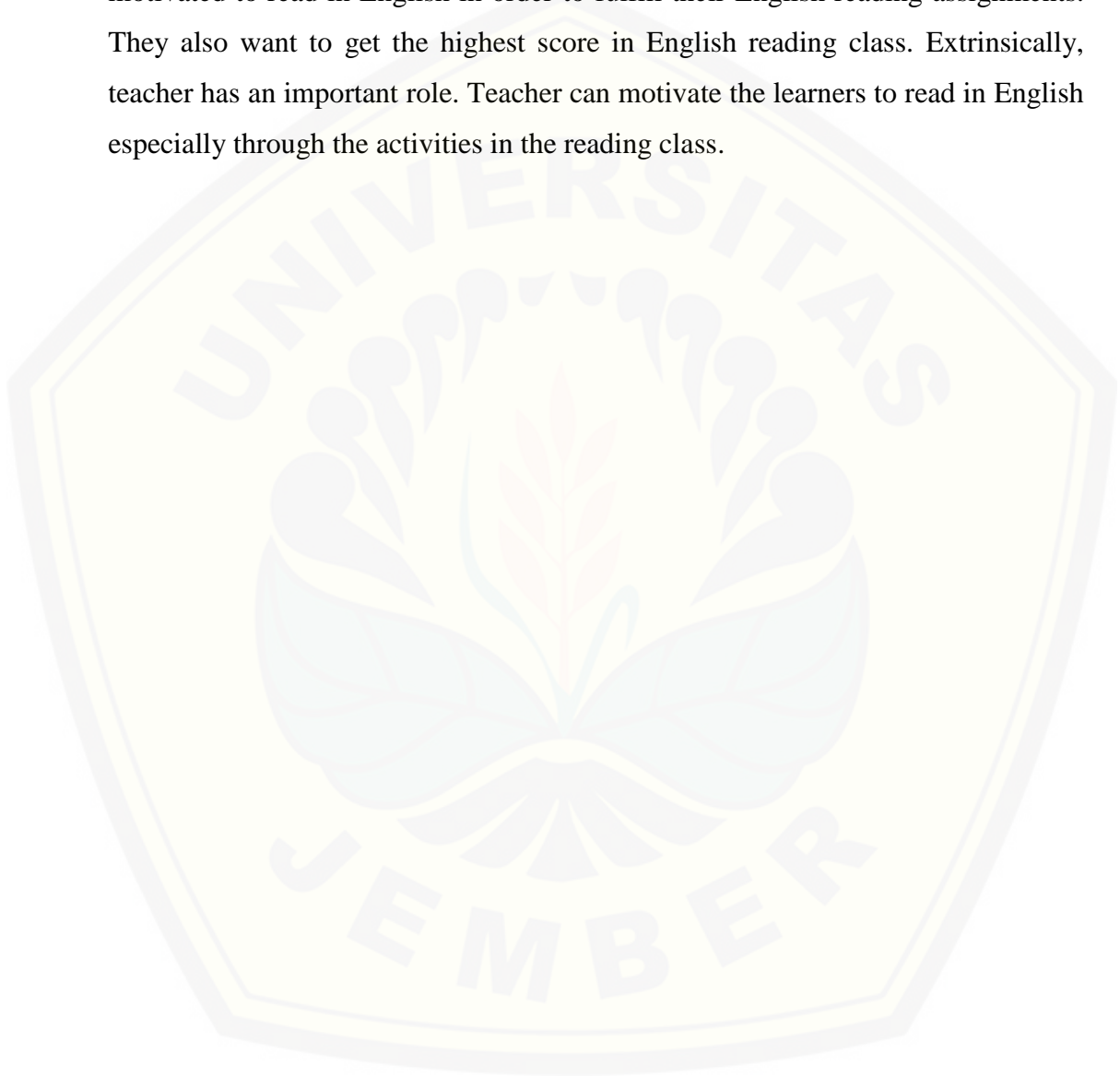
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CHAPTER 1. INTRODUCTION

This chapter contains the background of the study, the problem to discuss, the research questions, the scope of the study, the goals of the study, the significances of the study, and the organization of the study.

1.1 The Background of the Study

Reading activity is one of activities that is needed by people. By reading, people can enrich their knowledge and information. Reading is an activity related to the ability in drawing meaning and interpreting the information appropriately from printed page (Grabe and Stoller, 2011:8). People usually do reading activity for various purposes. Some people do reading for searching, skimming, or even integrating information. Since reading is needed, reading is important for all areas including education area especially language learning process.

Reading plays an important role in language learning process especially for EFL (English as a Foreign Language) learners. According to Troike (2006:155), reading is the most important area of activity for individuals in order to develop L2 academic competence. Actually, reading activity is used as the primary channel and major source for L2 input. It is because by reading learners will find many L2 exposures. This is supported by Anderson (as cited in Lestari, 2012:1), he states that reading is beneficial for EFL learners because having good reading skill absolutely can increase the progress of L2 competence. Based on those opinions, it can be concluded that reading here is not only used for gaining the information, but also for developing L2 competence of the learners. Troike (2006:156) adds that by reading the learners will acquire sufficient knowledge of the new language elements. First, the learners will find many new vocabularies by

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L2 reading. It means that if the learners frequently read in L2, they will be able to enrich their vocabularies. Furthermore, EFL (English as a Foreign Language) learners also can enrich knowledge in both grammar and discourse structure. The benefit of L2 reading above will be gained by the learners, if they get high L2 exposure by reading in L2.

Nowadays reading can be said as an unpopular activity among the students. Most students lack of willingness in reading. Kweldju (as cited in Masduqi, 2014:391) says students are not willing to read their textbook though they realize the usefulness. Besides, Rukmini (as cited in Masduqi, 2014:391) states that new university students lack of interest in reading classes because they are not familiar with the explanation and discussion in the text. From those statements, it can be concluded that students tend to avoid reading classes. For them, reading classes are considered as boring and stressful class (Firmanto, as cited in Masduqi, 2014:392). It shows that students do not have more interest in the activity related to read.

Realizing the importance of reading, it is much needed to increase the amount of reading activity. Reading is related positively to motivation (Komiyama, 2013:153). This positive relationship can be shown by the role of motivation. It makes the learners increasing the willingness in L2 reading. Motivation is the combination of effort and desire of someone to achieve the goal of language learning (Mao, 2011:1731). Motivation plays a role to make learners do an activity that can help them reaching their goal in language learning. Lucas, *et al*. (2010:3) state the same opinion that motivation is an important factor in learning second language acquisition. Motivation can drive the learners to read in order to gain their goal in learning language. Since motivation has a big role, reading motivation is definitely needed for the success of learning language.

This study is conducted to understand the motivation of the learners in L2 reading. Watkins and Coffey (2004:110) say motivation can help the learner engaging in reading. If they can be more engaged in reading, it actually will increase the chance of the learners to be successful in learning language. Furthermore, it also will assist teacher in giving motivation to the learners. Based

on Anderman and Anderman (as cited in Dornyei and Ushioda, 2011:110), teachers actually can affect students' motivation in many ways. They include persuading or attracting the students to engage in on-task behaviors (Dornyei and Ushioda, 2011:110). The role of the teachers automatically helps to increase reading motivation of the learners. Hence, this study is worth to conduct because it gives many contributions to the learners and the teacher as stated above.

This study uses theory of motivation based on Deci and Ryan (2000). They divide motivation into intrinsic and extrinsic motivations. Intrinsic motivation refers to the fact of doing an activity for itself, and the pleasure and satisfaction derived from participation (Lucas, *et al*., 2010:6). Dornyei and Ushioda (2009:121) say intrinsic motivation comes from the enjoyment felt when doing interesting activity. It means that the reason of someone doing an activity is because she is interested and she likes to do that activity. On the other hand, extrinsic motivation is the reason of someone in doing something which is not because of her own sake. Dornyei and Ushioda (2009:297) state, "extrinsic motivation refers to any sort of regulation that is external to the enjoyment of the activity itself." People doing an activity are not for their pleasure, but it is for other people desire such as parents or teachers.

In this case, the study involves freshmen students of English Department Faculty of Humanities Jember University of academic year 2015-2016. Levitz & Noel (as cited in Nelson, 2013) say that "a freshman's most critical transition period occurs during the first two to six weeks". On the basis of this opinion, freshmen are said to be in a critical period because this period can determine the students' ability to persist and graduate. Being persistence in the college, they need to be able to adapt because this period is a transition period from high school to college. Freshmen students should be able to adapt with new society and new routines in the college. A good adaptation will definitely help them to be successful in the college. Besides, motivation also becomes a key of students' persistence (Ishler and Upcraf, 2004:27). This complexity is interesting to be uncovered therefore "Reading Motivation of Indonesian EFL (English as a Foreign Language) learners" is assigned.

1.2 The Problem to Discuss

Motivation is positively related to reading. This means motivation has strong influence to the reading activity. Reading motivation is needed by EFL learners in order to be successful in learning language. Since reading motivation is important, EFL learners are needed to increase their motivation in L2 reading. This study is focused on finding the reading motivation of the English Department Students Faculty of Humanities Jember University of academic year 2015-2016. It includes intrinsic and extrinsic motivations of the EFL learners in L2 reading.

1.3 The Research Questions

Based on the background of the study stated above, the research questions in this study are:

1) What are intrinsic motivations that play roles within the students in reading L2 text?

2) What are extrinsic motivations that play roles within the students in reading L2 text?

3) In what way, do intrinsic and extrinsic motivations play roles in reading activity?

1.4 The Scope of the Study

The boundary of this study is needed in order to limit the scope of discussion of this study. This study deals with SLA (Second Language Acquisition). In this research, the researcher involves the concept of motivation and the relation of motivation with reading activity. This study is only focused on intrinsic and extrinsic motivations. Furthermore, this study relates to the context of EFL (English as a Foreign Language) as the target of this research that is Indonesian's EFL learners. Indonesian's EFL learners in this study refer to the students of English Department Faculty of Humanities Jember University of academic year 2015-2016.

1.5 The Goals of the Study

This study entitled "Reading Motivation of Indonesian EFL Learners" is conducted to reach some goals. They are:

1) To know intrinsic motivations that plays role within the students in reading L2 text.

2) To know extrinsic motivations that plays role within the students in reading L2 text.

3) To know the way how intrinsic and extrinsic motivations play roles in reading activity.

1.6 The Significances of the Study

This study gives several significances for some different components, theoretically and practically. Theoretically, this study has contribution in explaining more about motivation according to Deci and Ryan (2000). Besides, this study also contributes in asserting the role of motivation both intrinsic and extrinsic motivations in reading activity.

This study is expected to give benefits on the understanding of reading motivation of the participants. It particularly describes kinds of motivation that participants have and also how those motivations affect the participants' reading activity.

1.7 The Organization of the Study

There are five chapters in this study. They are introduction, literature review, research design and method, results and discussion and conclusion. The first chapter describes the general view of the study. It includes the background of the study, the problem to discuss, the research questions, the scope of the study, the goals of the study, the significances of the study, and the organization of the study. The second chapter provides some descriptions about previous studies and review of related literatures that are used in this study. The third chapter is

research design and method which show the methods used for collecting and analyzing the data. Chapter four contains results and discussion. The last chapter is conclusion.

CHAPTER 2. LITERATURE REVIEW

Before analyzing the data, there are some previous studies that are needed to include in this chapter. Besides, it also consists of several theories that are used to support the analysis of the data in this study. Those theories are reading in L2, reading motivation, and types of motivation.

2.1 Previous Studies

There are three previous studies that are used for doing this research. First, the article that is written by Dhanapala (2008) entitled "Motivation and L2 Reading Behaviors of University Students in Japan and Sri Lanka". In this article, she tries to investigate intrinsic and extrinsic motivations in L2 reading among 247 Japanese and Sri Lanka university students. In this research, she uses MRQ (the Motivation for Reading Questionnaire), a background questionnaire, and a reading comprehension test. In this research, she also tries to examine the interrelationship among items in the MRQ. This research finds that L2 reader has both intrinsic and extrinsic motivations simultaneously. Moreover, the results of the analysis suggest that the motivation in L2 reading can be observed by using intrinsic-extrinsic reading motivational proposed by Wang and Guthrie (2004).

The second article is written by Kusumaningputri (2014) entitled "Indonesian Learners' Motivation in English Reading Classroom". In this article she tries to find out learners' motivation from 68 students in English's reading classrooms where English is a foreign language. She uses questionnaire and interview in collecting the data. The questionnaire is adapted from Wang and Guthrie (2004) in which it has seven constructs (curiosity, involvement, and preference of challenge, recognition, grades-compliance, social reading, and

competition). Through this study, she finds that the reason of the learners in reading is not a necessity but it is for an assignment only. It is interesting because she finds that the students will be more motivated to read if the teacher gives them an assignment only. It shows that the motivation of learners in reading is not because they are interested or aware of the importance of it but rather they fulfill their assignment.

The third article is written by Komiyama (2013) entitled "Factors underlying second language reading motivation of adult EAP students". In this article, she identifies reading motivation among 2.018 EAP's students (English for Academic Purpose) from 53 English language programs. This study involves three phases. Firstly, she tries to develop questionnaire proposed by Wang and Guthrie (2004) so that it can be reliably used by the researcher in measuring students' L2 reading motivation. Secondly, she uses the revised questionnaire to identify the factor structure of L2 reading motivation. The last, she tries to examine the stability of the identified factors. From this study, she proposes MREQ (the Motivation for Reading in English Questionnaire) that is available to investigate L2 reading motivation. Besides, she also finds five factors that are best for interpreting the data, it includes one intrinsically-oriented factor (intrinsic motivation) and four extrinsically-oriented factors (drive to excel, academic compliance, test compliance, social sharing).

Related to this study, those articles give some contributions. First, those articles provide information related to motivation that can help this study. Furthermore, those articles also help providing the methods that are useful in analyzing reading motivation.

The data that are used in this study is taken from English Department students, Jember University. This study is only focused on intrinsic and extrinsic motivations. Besides, this research uses MREQ instrument that is proposed by Komiyama (2013). It is because this instrument is appropriate in assessing L2 reading motivation both intrinsic and extrinsic motivations, while the instrument proposed by Wang and Guthrie is more appropriate in researching L1 reading motivation (Komiyama, 2013). Furthermore MREQ (the Motivation for Reading

in English Questionnaire) instrument is also applicable in researching L2 students' reading motivation especially for adult (Komiyama, 2013). This instrument consists of five constructs (intrinsic motivation, extrinsic drive to excel, extrinsic academic compliance, extrinsic test compliance, and extrinsic social sharing).

2.2 Review of Related Literatures

There are some theories that are used in this study. They are reading in L2, reading motivation, and types of motivation.

2.2.1 Reading in L2

Reading is defined as "the process of receiving and interpreting information encoded in language form via the medium of print" (Urquhart & Weir, as cited in Grabe 2009:14). In other word, reading can be said as the process of taking the information from print media. Usually, the reason of people in reading something depends on their needs or purposes in reading. It can be for entertainment, academic purposes, job requirement, etc. Whatever the purposes of someone in reading, the important thing is that there is always information that will be gained by the readers in reading activity.

In L2 context, "L2 reading is an ability that combines L2 and L1 reading resources into a dual-language processing system" (Grabe, 2009:129). L2 reading cannot be separated from reading in L1. It is because in the process of reading in L2, the background knowledge of L1 is needed. That is why reading in L2 can be seen as a complex process. Koda (as cited in Grabe, 2009:129) says that "L2 reading is cross linguistic and it is more complex than L1 reading". Cross linguistic in this case are the knowledge of L1 and L2. It can be said that L1 also has a role in L2 reading because in the process of L2 reading there is a transfer process which is L1 knowledge used in L2 reading.

Based on the explanation above, it shows that L1 reading is quite different from L2 reading. L2 reading is supported by a two-language processing system

(L1 and L2 system), while L1 reading is supported only by the L1 system. Beside the system, L1 and L2 reading are also differentiated by the amounts of lexical, grammatical and discursive knowledge. Those differences are determined depending on the time the students begin to learn language and reading. L1 students actually have more chances in learning L1 before they begin to read. On the other hand, L2 students begin to learn and read in L2 at the same time. Those facts make L2 students lack of L2 knowledge when they start to read. Grabe and Stoller (2011:36) state students begin to learn their L1 orally for 4-5 years and read (formally) at the age six. At that age, they have learned most of L1 basic grammatical structures as tacit knowledge. Cunningham (as cited in Grabe and Stoller, 2011:36) says that vocabulary knowledge estimates about 5000 to 7000 words in 6-year-old. Those opinions indicate that L1 students begin to read after understanding the tacit knowledge first. Actually, it helps the L1 students when they learn to read in L1. On the other hand, L2 students will definitely find many difficulties in L2 reading. It is because they do not have enough L2 knowledge (lexical, grammatical, and discourse knowledge) when they begin to read.

Reading activity generally is beneficial for the people. People can enrich their knowledge through reading. It also can help people in gathering much information they need. In second language learning, reading activity also gives much contribution to them. Cho and Krashen (1994:666) state that reading will increase the vocabulary knowledge and it also helps in increasing the speaking competence. By reading in L2, the learners can get many L2 exposures. It makes them find so many new vocabularies. The more they read the more vocabularies they will get. That is why reading will help much in the developing of the second language learning process. Furthermore, reading also contributes in improving the understanding of the learners. By mastering more vocabularies, definitely it helps the learners in understanding such English materials. They will read easier in line with the increasing of vocabularies they get by reading in English frequently.

Reading seems to contribute all language skills (Day and Bamford, as cited in Maley, 2010). This statement means that reading activity is not only beneficial for the reading skill but also for other language skills such as speaking

and writing. As what has been discussed before, reading in L2 can help to enrich the vocabularies of the L2 learners. It actually gives positive impact to the other language skills. The learners who read extensively can improve their ability in writing and also speaking. It is because through reading the learners can also improve their grammar skill at the same time. This is supported by Hoey (as cited in Maley, 2010) who says that when the learners read, they actually meet more languages. Moreover, it helps them to improve their language acquisition mechanism that is prime to produce in writing and speaking. From those discussions, it can be concluded that reading in L2 is really important in language learning process. This can be assumed that reading also takes responsibility in the success of the learners in language learning.

2.2.2 Reading Motivation

Motivation is important for the language learner. This opinion is supported by Dornyei (2005:65) in a book entitled *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition.*

> "It is easy to see why motivation is of great importance in SLA: It provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in SLA presuppose motivation to some extent. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement" (Dornyei, 2005:65).

From those statements, it shows how motivation has a big role in L2 learning. Motivation can be seen as a booster for someone in doing something for example in reading. Students who are highly motivated in reading will be easily distinguished from unmotivated students. Jafari (2013:1916) says that motivated students will enjoy the reading class. They will prepare more carefully for the class. Furthermore, they will actively participate in class such as in discussing something related to the topic they have read. Moreover, they will absolutely

achieve knowledge more than an unmotivated student. The motivated students are highly possible to gain a good mark in reading test or even reaching their goal in learning L2.

Furthermore, motivation also becomes one of several factors determining the success of the learner especially L2 learner. The same opinion is also stated by Skehan (as cited in Gass and Selinker, 2008:426), who says "motivation appears to be the second strongest predictor of success, trailing only aptitude". Those statements support the opinion that motivation also plays an important role for someone in learning language. There were some studies that give an evidence how the role of motivation in determining the success of language learning, such as the studies done by Dörnyei, 2001a, 2001b; Gardner, 2001; MacIntyre, 2002; Ushioda, 2003 (Gass and Selinker, 2008:426). It is said that motivation becomes a predictor of a language learning success.

"Motivation involves four aspects; a goal, effortful behaviour, a desire to attain the goal and favourable attitudes toward the activity in question" (Gardner, as cited in Gass and Selinker, 2008:426). It means that motivation is not only related to effort of someone in doing something, it is also related to the desire or goal as the reason of someone who works harder in learning language. Actually, the motivation owned by someone is different from another. That is why the success in learning language of the learners is different. The evidences above prove that motivation can determine the success of learning language. On the other hand, reading motivation also influences the success of the students in learning L2.

2.2.3 Types of Motivation

Deci and Ryan (2000) divide motivation into intrinsic and extrinsic based on SDT (Self-Determination Theory). SDT is an approach to human motivation and its relation to social environment (Deci and Ryan, as cited in Barkoukis *et al.*, 2008:39). Social environment actually can influence the human motivation. Environmental factor can affect someone being motivated or unmotivated in

doing an activity. It can be shown by someone who is motivated to do an activity after getting pressure from other like family or friend.

The extrinsic and intrinsic motivation based on SDT as stated above is similar with the type of motivation based on SLA (Second Language Acquisition) by Gardner and Lambert (as cited in Ahmadi, 2011:8). They divide motivation into Integrative and Instrumental motivation. These kinds of motivation are related to the individual needs for achievement or goals toward learning second language. The type of motivation that is used in this study is intrinsic and extrinsic motivations based on Deci and Ryan. So, it can be said that this study is only focused on the social environment that has high possibility to influence human motivation to do an activity.

Intrinsic motivation refers to engage in an activity because it provides satisfaction, enjoyment and even interest or challenge to the activity itself. As stated by Deci and Ryan (2000:57), intrinsic motivation can trigger someone to do an activity because the activity is interesting. It means that someone who is intrinsically motivated tends to do an activity just for pleasure. Someone who is intrinsically motivated will definitely participate in an activity without any external and internal pressure or even when there is no reward behind (Deci and Ryan, as cited in Barkoukis *et al*., 2008:39). On the other hand, extrinsic motivation refers to the doing of an activity because of internal or even external pressure. For example, learners do something because they avoid of being punished by their teacher. In this case, it is shown that they do something just because of their fear instead of their satisfaction. Besides, being engaged in an activity in order to gain a reward is also considered as extrinsic form of motivation. It can be concluded that extrinsic motivation will make someone behave not for its own sake but there are some environmental factors that affect someone in doing an activity.

The theory above is used as the base theory of this study in which it is connected to L2 reading activity. Then, the theory is used to describe the role of motivation in L2 reading activity especially in intrinsic and extrinsic motivations. Intrinsic reading motivation refers to individual's enjoyment in reading something

and also personal interest while extrinsic reading motivation is motivation caused by external demands in gaining good grades, obtaining recognition from others, or avoiding punishment.

CHAPTER 3. RESEARCH DESIGN AND METHOD

This chapter presents the methods in conducting this study. This chapter contains some subchapters. They are the type of research, type of data, data collection, population and sample, and data analysis. Those sub chapters play an important role in conducting this study.

3.1 The Type of Research

The type of this research is mixed method research. Denscombe (2007:107) says that a mixed method strategy is one that uses both of quantitative and qualitative method in one research. Dörnyei and Ushioda (2011: 240) also say that a mixed method strategy is related to quantitative and qualitative data.

> "A mixed methods study involves the collection and/or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process" (Dörnyei and Ushioda, 2011: 240).

Based on the opinions about mixed method research above, it can be said that mixed method is a strategy that mixes quantitative and qualitative method in one research. Quantitative is an experiment that uses quantification data and some sort of numerical analysis (Mackey and Gass, 2005:2). On the other hand, qualitative research usually uses the data that cannot be quantified, so the type of the analysis tends to be interpretive rather than statistical (Mackey and Gass, 2005:2). It can be concluded that this study uses both statistic and interpretation as the ways of analyzing the data.

3.2 Type of Data

This study uses two types of data. Those are quantitative and qualitative data. Denscombe (2007:254) argues that quantitative data deal with research strategies like surveys and experiments. It also relates to research method such as questionnaires and observation. Qualitative data based on Denscombe (2007:286) take the form of words and visual images. It is primarily related to research strategies like ethnography, phenomenology and grounded theory. It also usually uses interviews, documents, and observation as the research method.

The data of this study are gained by distributing questionnaire and follow-up interview. Since one of the research methods used in this study is questionnaire (closed-ended questions) in which it deals with number, the quantitative data are used in this study. Besides, the qualitative data are also used because there is follow-up interview as the second research method which is interpreted.

3.3 Data Collection

This study uses two types of data, both of qualitative and quantitative data, so the data of this study are taken by different methods. The first method is questionnaire and the second is follow-up interview.

3.3.1 Questionnaire

The first data collection method of this study is distributing the qustionnaire. The questionnaire used is MREQ (the Motivation for Reading in English Questionnaire) proposed by Komiyama (2013). MREQ as a valid tool in this study consists of 47 statements. MREQ is constructed by one intrinsically-oriented and four extrinsically-oriented factors.

Intrinsically, this MREQ has three constructs of reading motivation. The three of them are curiosity, involvement, and preference for challenge. Meanwhile extrinsically, it has four factors. They are extrinsic drive to excel, extrinsic academic compliance, extrinsic test compliance, and extrinsic social sharing.

The first factor is intrinsic motivation. Actually, the motivation of the students in L2 reading is for their enjoyment. Students are willing to read L2 text because they want to fulfill their interest. This factor consists of 16 items including curiosity, involvement, and preference for challenge items. Curiosity can be said as students' desire to read a particular topics or cases of interest (Komiyama, 2013:156). Curiosity is represented by five items. Every item contains a statement explaining the reason of the students in reading L2 text. All of the items are similar from one and another. The items explain that students like reading in L2 text because it is an interesting activity. The students are always interested in everything related to English. They are like to read about something new and interesting in English. They also have curiousness about what is going on in the world.

The second factor of intrinsic motivation is involvement. It relates to the pleasant feeling that is gained by the students through reading a well-written book, article or web site on an interesting topic (Komiyama, 2013:156). Involvement is represented by five items. The five items explain that the students who get involved in L2 text reading will tend to enjoy their time while reading in English. They even lose the track of time. The last factor in intrinsic motivation is preference for challenge. It is depicted into six items. It actually refers to students' pleasure by mastering complex ideas in text (Komiyama, 2013:156). Those items explain that the reason of students in reading L2 text is because the students want to challenge themselves by reading such difficult English materials. They like to choose difficult material in English especially the material that can make them think a little more.

The second factor is extrinsic drive to excel. This factor is related to students' desire to expose their excellence in L2 reading. It also can be said that this factor can show the students' desire in proving their L2 reading ability. This factor has 15 items in which it is divided into seven competition's items and eight recognition's items. Competition is a students' desire to outperform others in reading (Komiyama, 2013:156). All of the statements in this competition factor explain that the reason of reading L2 text is because the students want to be better

in reading than other students. Therefore, the students who are highly motivated in reading because of competition factor tends to work harder to get better results in L2 reading than others. Meanwhile, recognition factor is shown by students who uses reading for making other people such as teachers, peers, families know about their abilities in reading (Komiyama, 2013:156). The eight items which represent the extrinsic drive to excel in recognition will use L2 reading activity to make other people such as friends or teachers realize their capabilities in L2 reading. That is why they like to get positive comment about their ability in L2 reading. Besides, they also like to help their friends who face difficulties in L2 reading.

The third is extrinsic academic compliance. The compliance items are associated with completing English reading assignments, while grade items are about getting good grades in English reading assignment and course (Komiyama, 2013:156). It consists of eight items. It includes four items for compliance and four items for grade. Compliance is shown when the students' tendency in reading fulfills a requirement. The compliance items explain that the reason of students to read L2 text just as the form of their responsibilities in reading classes. They only do reading activity for completing their assignment as what the teacher ask them. Then grade refers to a desire in reaching good grades in reading. It means that the students are motivated to do this activity for one purpose that is improving their grades in English reading. The characteristic of students in this group is that they definitely will work harder in L2 reading if it is graded only.

The fourth is labeled as extrinsic test compliance. Actually this group is a mixture of competition, recognition, and compliance items in which none of the four items are adaption of Wang and Guthrie's (2004) items (Komiyama, 2013:163). This group consists of four items. The three items are related to students' desire in obtaining good scores on English standardized tests such as TOEFL, IELTS, etc. The last one item is about doing well in future classes in which the students read in English just for passing the English course.

The last factor is named as extrinsic social sharing. The factor that consists of four items is focused on students' sharing of their L2 reading experiences with friends instead of teacher or other adults (Komiyama, 2013:163). Social sharing

group is related to the statements explaining students who like to share ideas gained from reading with their peers rather than teacher or family.

The MREQ is a kind of close-ended questions in which the participants are not allowed to give free writing. The close-ended question that is used in this study is "Likert Scale". Dornyei (2007:56) says that Likert Scale contains some statements in which the participants are asked to choose whether they 'agree' or 'disagree' with the statements by marking such as circling. The responses are usually ranging from 'strongly agree' to 'strongly disagree'. Different from the responses said by Dornyei (2007), the MREQ proposed by Komiyama (2013) uses the responses ranges from 'Very Different from Me' to 'A Lot like Me'.

The MREQ is translated first into Indonesian then the only translated MREQ is distributed to the participants in order to minimize misunderstanding. In the questionnaire, the students can choose one of four responses; those are *very different from me, a little different from me, a little like me,* and *a lot like me*.

3.3.2 Follow-up Interview

Beside the questionnaire, the data are also taken from follow-up interview method. Dörnyei and Ushioda (2011:241) explain that in the follow-up interview we can ask the participants to explain and illustrate their answers. The interview is used to get some descriptions and clarifications related to participants' answers in the questionnaire. In other words, the interview is used to know further about the participants' answer. So, it can be used to support the participants' answer in the questionnaire. The interview is held after analyzing and calculating the questionnaire. It is because the interview's questions are made based on the students' questionnaire answers.

The type of interview that is used in this study is semi-structured interview. With this type of interview, the interviewer needs to prepare the list of the questions, while the interviewer is still possible to ask the questions out of the list (Denscombe, 2007:176). The list of questions is made in English first and then it is translated into Indonesian. Furthermore, the answers are open-ended. It means

that the interviewee is permitted to answer more deeply about such issue. That is why this type is chosen. By giving chance the interviewee to speak more widely, it is hoped the interviewer can gather deeper information. Furthermore, the interviewer also can easily add some questions to the list while it is needed.

This study uses focus group interview as the technique. It is an economical way to gather information from large amount of qualitative data. Focus group interview can be say as a group discussion in which the group contains a small group of people usually about six or nine persons (Denscombe, 2003:169). The interview is held in about 45 minutes for each group. The interviewer is referred as moderator and has the role as the facilitator of the discussion. During the discussion, the interviewer asks some questions related to the results of the quantitative data. The interviews are recorded in order to catch the detail of the discussion. The interviews are also done through the social media. This is used in order to get deeper information of the group discussion that has been done.

3.4 Population and Sample

Population based on Mackey and Gass (2005:119) is defined as the group of all language learners, in a particular context. Sample can be said as the part of the population. Mackey and Gass (2005:119) say that there is no access to get the data of the entire population, so that the researcher needs to choose accessible sample that represents the entire population. Besides, sampling method is used in order to decrease the possibility of wasting times in taking the data.

 In this study, the population is all freshmen of English Department Faculty of Humanities Jember University. It is because the target of this study is all freshmen in English Department Faculty of Humanities Jember University. The freshmen of English Department students are the students from academic year 2015-2016. The total amount of the freshmen students are about 101 students.

This study selects the sample based on Reading Class 01. It is because this study deals with the motivation in reading activity. Actually, there are four classes

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in Reading Class 01 for freshmen in which every class contains about 25 freshmen.

In taking the sample, this study uses the purposive sampling technique. Dornyei (2007:97) argues that the purposive sampling should have a plan that lines up with the purpose of the study. Besides, the purposive sampling is also based on the judgment of the researcher when it comes for selecting units that are to be studied. The target of this study is to know the reading motivation of the freshmen students which is the heterogeneous of the sample is really important so the sample can represent all freshmen students in English Department. Therefore, the purposive sampling is used in this study. Then the participants are chosen from two reading classes taught by two different teachers. The total of the students in those classes is about 42 students.

3.5 Data Analysis

This study uses two data collection methods. Those are quantitative data obtained from questionnaire and qualitative data obtained from follow-up interview. Since the researcher uses more than one data collection method, this study can be said using 'triangulation'. Denscombe (2007:134) says 'triangulation' is a practice viewing things from more than one perspective. It can be the use of different methods, different sources of the data, or even different researchers within the study. This study uses triangulation because it can help to increase the validity of the data. The qualitative data can support the quantitative data, so it can also reduce the possibility of error in the data.

The process of analyzing the data consists of some steps. First, the questionnaire is distributed to all participants in two classes. Second, the questionnaire is collected after the participants have finished answering the questionnaire. The quantitative data are taken. Afterward, the quantitative data are processed. The questionnaire is counted and grouped based on the type of reading motivation, intrinsic and extrinsic motivations. Then, the results of questionnaire are shown in the form of percentages. If the results show a high percentage, it

means that the students are highly motivated. It can be concluded that the motivation having high percentage plays a role in motivating the students in L2 reading. On the other hand, a low percentage means that the students are not motivated. It can be said that the motivation with lower percentage has a little role in motivating the students to read in L2. From those results, it can explicitly show what motivation plays a role in L2 reading. This step is meant to answer the first and the second research questions. Fourth, the interview questions are prepared based on the results of quantitative data. Fifth, the group discussion is held and recorded in order to get the qualitative data. Sixth, the record of group discussion is transcribed. Seventh, the transcription is analyzed and compared with the results of quantitative data to know whether the qualitative supports the quantitative data. Then, qualitative data are used to support the answers of the first and second research questions. This step also helps to answer the research question number three about the role of intrinsic and extrinsic motivations in L2 reading activity.

CHAPTER 5. CONCLUSION

In this part, the researcher describes the conclusion of the observation on the reading motivation of Indonesian EFL (English as a Foreign Language) learners. Related to this study, there are some theories used to support the observation. The observation is done based on the types of motivation proposed by Deci and Ryan (2000). It involves intrinsic and extrinsic motivation. The MREQ (Motivation of Reading in English Questionnaire) based on Komiyama (2013) is used to gather the data of the learners in order to find out the motivation that plays role within the students in English reading activity.

Intrinsic motivation consists of three constructs. They are curiosity, involvement and preference for challenge. The curiosity and involvement construct play role in motivating the learners to read while the learners find English texts that are related to their topics of interest. According to the involvement construct, the learners tend to read English texts that are grammatically and syntactically easy to be understood by the learners. In this part, the researcher finds an interesting phenomenon. Experiences of the learners in English reading influence them in reading an English text. The learners who have more experiences in English reading have more desire to read in English. They will be easier to get involved to English texts than other who lack of experiences in English reading. It is because they have more knowledge in grammar and vocabularies than others who do not. This fact helps them much to understand English materials even such difficult English texts like journals which can challenge them. According to arguments above, it can be concluded that the learners who tend to read simple English texts can be said as the learners who are lacking of English reading experiences.

Extrinsic motivation contains of four factors. In the first factor, it has competition and recognition construct. Here, both constructs play roles in reading

activity. The desire of the learners to compete and gain highest score in reading class can move them to read more in English. Besides, they are also motivated to read in English because they want to be recognized by others such as teacher and friends. They want others to know their ability in reading. The second factor involves compliance and grade construct. The frequent assignments given by teacher contribute much in motivating the learners to read in English. It happens especially for the assignment which is graded. The learners are more motivated to give their best in English reading in order to improve their grades in reading class. The third is extrinsic test compliance factor. The importance of English standardized test makes the learners increase their English reading activity. The last is extrinsic social sharing. In this construct, it is found that friends are not the only party that the learners can share with. Family also plays an important role in this activity.

On the basis of the observation that has been done previously, both intrinsic and extrinsic motivation play roles in motivating the learners to read in English. According to intrinsic motivation, topics of English text should be concerned by the learners, because it can trigger the desire of the learners to read in English. For extrinsic motivation, teacher has an important role to motivate the learners in English reading especially in the classroom. Teacher can help to increase the motivation of the learners extrinsically by giving frequent assignments and creating a good atmosphere in English reading classroom where the learners can enjoy the reading class.

For further research, it is recommended to find the English reading motivation of the EFL (English as a Foreign Language) learners by using different instruments. The other researcher also can observe about reading motivation in relation to variables such as aptitudes, learning strategies, and etc. This research expectedly can help further researchers in doing observations related to motivation of Indonesian EFL learners. Finally, the researcher hopes this study can contribute to the other similar studies which deal with Second Language Acquisition and Learning.

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APPENDICES

A. Consent Form

Persetujuan Keikutsertaan dalam Penelitian

Judul Penelitian   : Indonesian EFL Learners on Reading Motivation

Kata Pengantar

Anda diminta untuk berpartisipasi dalam penelitian ini. Tujuan dari penelitian ini yaitu mengetahui motivasi membaca bahasa Inggris pada mahasiswa Sastra Inggris. Formulir ini akan menjelaskan tujuan dan penelitian dan hak anda sebagai partisan di penelitian ini. Keputusan untuk berpartisipasi atau tidak merupakan hak anda, jika anda berpartisipasi, silahkan menandatangani dan mengisi tanggal pada akhir formulir ini.

Penjelasan penelitian

Saya akan meneliti tentang motivasi membaca dalam bahasa Inggris pada mahasiwa. Hal ini terkait dengan motivasi dari dalam dan dari luar. Mahasiswa baru 2015-2016 dari Universitas Jember, jurusan sastra Inggris akan berpartisipasi dalam penelitian ini. Anda akan diminta untuk mengisi 47 pernyataan yang ada didalam kuesioner. Anda juga akan diwawancara berdasarkan hasil kuesioner yang sudah dilakukan.

Kerahasiaan

Semua informasi yang dikumpulkan akan dirahasiakan dan hanya dipergunakan untuk tujuan penelitian. Ini berarti identitas anda tidak akan ditampilkan, dengan kata lain, hanya peneliti saja yang mengetahui nama anda. Kapanpun data

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penelitian ini dicetak, nama anda tidak akan digunakan. Data akan dimasukkan ke dalam komputer, dan hanya peneliti saja yang akan bisa membukanya.

Keikutsertaan Anda.

Keikutsertaan dalam penelitian ini bersifat sukarela. Ini berarti anda tidak perlu ikut menjadi bagian dalam penelitian. Keputusan anda untuk berpartisipasi tidak akan mempengaruhi nilai anda di dalam kelas. Anda tidak akan dibayar atas keikutsertaan anda dalam penelitian ini. Jika anda mempunyai pertanyaan, anda dapat menghubungi melalui telepon 081334107297, dan email yuliandari_dian@yahoo.com.

Pernyataan Peneliti

Saya telah menjelaskan keseluruhan penelitian ini pada mahasiswa. Saya akan menjawab semua pertanyaan yang akan mahasiwa tanyakan.

Tanda Tangan peneliti,   Tanggal,

Persetujuan Mahasiswa

Saya telah membaca semua informasi yang ada dalam formulir pertujuan ini. Saya secara sukarela menyetujui untuk berpartisipasi dalam penelitian ini.

Tanda Tangan Anda,   Tanggal,

B. Questionnaire

The Motivation for Reading in English Questionnaire (MREQ)
INDONESIAN EFL LEARNERS ON READING MOTIVATION

Nama   : ....

Tahun Ajaran   : ....

Nomor Telepon   : ....

Kalimat-kalimat di dalam kuesioner ini menggambarkan bagaimana perasaan mahasiswa tentang membaca. Bacalah setiap kalimat dan pilihlah apakah kalimat tersebut menggambarkan diri anda atau berbeda dari diri anda. Tidak ada jawaban yang benar atau salah. Saya hanya ingin mengetahui bagaimana perasaan anda tentang membaca dalam bahasa Inggris. Anda diminta untuk memikirkan hal-hal yang anda baca di dalam kelas.

Ini adalah contoh bagaimana anda harus menjawab kuesioner ini:

Jika pernyataannya sangat berbeda dengan anda, lingkari 1

Jika pernyataannya sedikit berbeda dengan anda, lingkari 2

Jika pernyataannya sedikit sama dengan anda, lingkari 3

Jika pernyataannya sangat sama dengan anda, lingkari 3

	Sangat Berbeda dari saya	Sedikit Berbeda dari saya	Sedikit menyerupai saya	Sangat menyerupai saya
Saya menyukai es krim	1	2	3	4

	Sangat Berbeda dari saya	Sedikit Berbeda dari saya	Sedikit menyerupai saya	Sangat menyerupai saya
Saya menyukai bayam	1	2	3	4

Ketika anda memberikan jawaban anda, pikirkanlah tentang apa yang anda baca di dalam kelas. Tidak ada jawaban benar maupun salah. Saya hanya tertarik pada ide anda tentang membaca dalam bahasa Inggris. Berikanlah jawaban dengan melingkari satu nomer di setiap baris. Nomor jawab berada tepat di sebelah pernyataan. Silahkan buka halaman selanjutnya untuk memulai menjawab. Bacalah dengan teliti lalu lingkarilah jawaban anda.

Bacalah setiap kalimat dengan teliti dan pilihlah mana yang menurut anda paling menyerupai anda atau paling berbeda dengan anda. Tidak ada jawaban yang benar atau salah.

Sangat Berbeda Dari saya	Sedikit Berbeda dari saya	Sedikit menyerupai saya	Sangat menyerupai saya
1	2	3	4

1. Saya suka membaca dalam bahasa Inggris untuk mempelajari sesuatu hal yang baru mengenai orang atau hal-hal yang menarik bagi saya.   1   2   3   4

2. Saya suka membaca banyak hal-hal yang menarik dalam bahasa Inggris.   1   2   3   4

3. Saya merasa senang apabila saya membaca sesuatu yang menarik dalam bahasa Inggris.   1   2   3   4

4. Saya bersedia membaca materi yang sulit dalam bahasa Inggris, ketika topiknya menarik.   1   2   3   4

5. Akan sangat menyenangkan apabila saya membaca hal-hal yang saya sukai dalam bacaan berbahasa Inggris.   1   2   3   4

6. Akan sangat sulit bagi saya untuk berhenti membaca dalam bahasa Inggris ketika topik yang saya baca menarik.   1   2   3   4

7. Saya suka membaca suatu hal yang baru dalam bahasa Inggris.   1   2   3   4

8. Saya menikmati membaca ketika saya belajar ide yang rumit dalam materi berbahasa Inggris.   1   2   3   4

9. Saya suka ketika topik dari bacaan berbahasa Inggris membuat saya sedikit berpikir.   1   2   3   4

10. Saya suka menantang diri saya ketika saya membaca dalam bahasa Inggris.   1   2   3   4

11. Saya sangat menikmati ketika membaca sebuah cerita yang bagus dan panjang dalam bahasa Inggris.   1   2   3   4

12. Saya sangat menyukai tantangan yang sulit saat membaca dalam bahasa Inggris.   1   2   3   4

13. Mudah bagi saya untuk membaca materi bahasa Inggris yang sulit, pada saat saya mendapatkan tugas yang menarik.   1   2   3   4

14. Saya kadang tidak dapat mengatur waktu, ketika saya sedang membaca topik yang menarik dalam bahasa Inggris.

     1 2 3 4

15. Saya mungkin akan membaca sesuatu dalam bahasa Inggris, setelah saya mendengarkan sesuatu yang menarik dari dosen atau teman saya.

     1 2 3 4

16. Saya menikmati membaca dalam bahasa Inggris untuk mengetahui apa yang terjadi di Amerika dan tentang dunia.

     1 2 3 4

17. Saya bersedia untuk bekerja keras agar saya lebih baik dari teman-teman saya dalam membaca.

     1 2 3 4

18. Saya suka saat saya menjadi satu-satunya mahasiswa yang mengetahui jawaban dari bahan bacaan yang kami baca dalam bahasa Inggris.

     1 2 3 4

19. Saya senang saat dosen saya mengatakan saya baik dalam membaca dalam bahasa Inggris.

     1 2 3 4

20. Saya akan berusaha mendapatkan jawaban yang paling benar dibanding teman-teman sekelas saya, ketika saya mengerjakan tugas membaca dalam bahasa Inggris.

     1 2 3 4

21. Saat saya membaca dalam bahasa Inggris, saya suka untuk menyelesaikan tugas membaca saya terlebih dahulu sebelum mahasiswa yang lain.

     1 2 3 4

22. Saya suka saat teman saya mengatakan bahwa saya pembaca bahasa Inggris yang baik.

     1 2 3 4

23. Saya ingin menjadi yang terbaik dalam membaca bahasa Inggris.

     1 2 3 4

24. Saya ingin membaca lebih banyak materi dalam bahasa Inggris, ketika ada teman sekelas saya yang lebih baik dari saya dalam membaca bahasa Inggris.

     1 2 3 4

25. Saya sangat senang saat guru saya meminta saya untuk membaca dalam bahasa Inggris dengan suara keras dikelas.

     1 2 3 4

26. Saya suka ketika saya mendapat pujian tentang kemampuan membaca dalam bahasa Inggris.

     1 2 3 4

27. Saya sering berpikir bahwa saya membaca lebih baik dibandingkan yang lain, saat saya membaca dalam bahasa Inggris.

     1 2 3 4

28. Saya belajar membaca dalam bahasa Inggris karena saya merasa senang saat saya dapat menjawab pertanyaan dosen dengan benar di dalam kelas. 1 2 3 4

29. Saya merasa senang ketika seorang teman bertanya tentang tugas mereka membaca dalam bahasa Inggris. 1 2 3 4

30. Sangat penting bagi saya untuk menyelesaikan tugas membaca dalam bahasa Inggris tepat waktu. 1 2 3 4

31. Saya membiasakan diri saya untuk menyelesaikan tugas membaca dalam bahasa Inggris saya tepat waktu. 1 2 3 4

32. Penting bagi saya untuk mendapatkan nilai bagus dalam mata kuliah membaca dalam bahasa Inggris. 1 2 3 4

33. Saya mengerjakan tugas membaca dalam bahasa Inggris sesuai dengan apa yang diperintahkan oleh dosen. 1 2 3 4

34. Saya mencari untuk menentukan nilai saya dalam mata kuliah membaca dalam bahasa Inggris. 1 2 3 4

35. Saya ingin membaca dalam bahasa Inggris untuk meningkatkan nilai-nilai saya. 1 2 3 4

36. Saya berusaha keras dalam menyelesaikan tugas membaca dalam bahasa Inggris ketika tugas itu dinilai. 1 2 3 4

37. Saya mencoba membaca dalam bahasa Inggris karena saya membutuhkan nilai bagus dalam tes TOEFL, IELTS, dll. 1 2 3 4

38. Saya mencoba membaca dalam bahasa Inggris karena saya ingin melihat nilai membaca saya berkembang dalam tes TOEFL, IELTS, dll. 1 2 3 4

39. Saya mencoba membaca dalam bahasa Inggris karena saya ingin mendapatkan nilai yang lebih tinggi dibandingkan teman-teman sekelas saya dalam tes TOEFL, IELTS, dll. 1 2 3 4

40. Saya belajar membaca dalam bahasa Inggris karena ingin lebih baik di kelas berikutnya. 1 2 3 4

41. Saya suka menceritakan pada teman saya tentang materi bahasa Inggris yang saya baca. 1 2 3 4

42. Saya dan teman saya suka berbagi tentang apa yang kami baca dalam bahasa Inggris. 1 2 3 4

43. Saya suka berbicara dengan teman saya tentang apa yang saya baca dalam bahasa Inggris   1   2   3   4

44. Saya suka mengikuti diskusi kelas tentang apa yang saya baca dalam bahasa Inggris.   1   2   3   4

45. Saya senang ketika seseorang mengetahui kemampuan saya dalam membaca dalam bahasa inggris.   1   2   3   4

46. Saya mencoba untuk membaca dalam bahasa inggris sehingga saya dapat mengerti apa yang teman saya bicarakan.   1   2   3   4

47. Saya membaca dalam bahasa Inggris dengan tujuan untuk dapat lulus dalam mata kuliah bahasa inggris.   1   2   3   4

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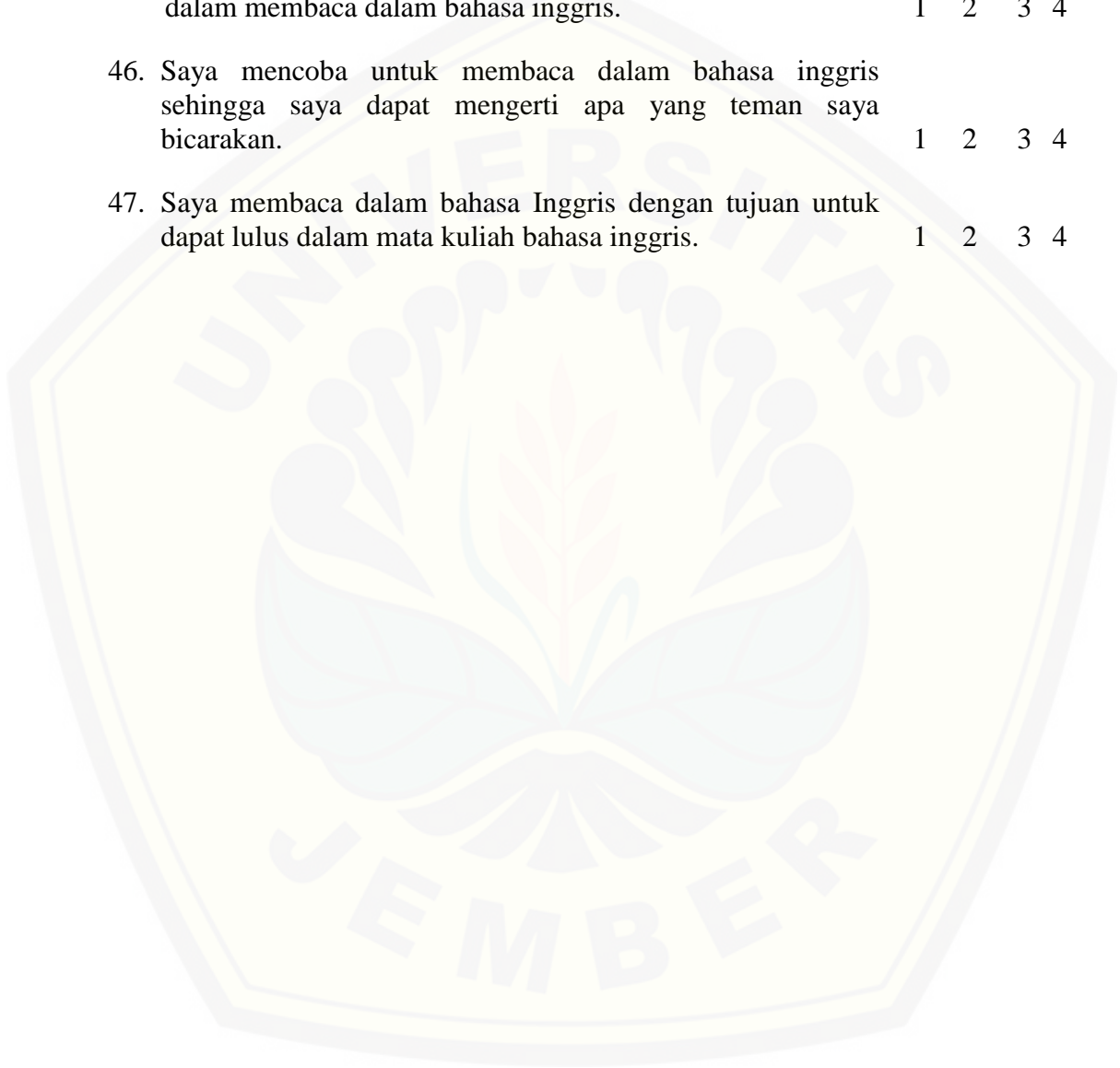
C. List of Interview Questions

1. Do you like reading?
2. Which one do you choose between reading in Indonesia or English?
3. Could you tell me about your experience in English reading?
4. What do you think about English reading activity?
5. Which one do you like, reading from the textbook or gadget? Why?
6. Do the advertisements that keep appearing can disturb you while you reading from the gadget?

a) Involvement
1. What kind of book that interest you?
2. How many hours in a week that you spend to read an English text?
3. How many books that you can read in a week?
4. What kind of long stories that interest you?
5. Do you have a special time to read in your house or boarding house?

b) Preference for Challenge
1. Do you find any difficulties while you read an English text? What are they?
2. What do you do to face those difficulties?
3. Are those difficulties decrease your motivation in English reading?
4. What kind of topic that interests you?
5. What kind of text that is difficult for you?

c) Competition
1. Why do you want to be the best learners in a class?
2. What do you do to be the best learners in a class?
3. Do you make any preparation before the reading class?
4. Do you have any desire to be the best learners in a reading class?
5. Do you ever try to compare your reading ability with your friends?

d) Recognition

1. Do you feel happy while the lecture give you compliment about your reading ability?

2. What kind of compliment that is usually given by the lecture?

3. Have you ever asked by the lecture to read in front of a reading class?

4. Have your friends ever ask you about reading assignment?

5. When the lecture gives a question in the reading class, do you directly raise your hand to answer the question?

e) Compliance

1. How often does your lecture give you assignment in the reading class?

2. What kind of assignment that is usually given by the lecture?

3. Does the lecture give you a freedom to choose the reading topic?

4. What do you think about submitting the assignment on time? Is it important?

f) Grade

1. How important does the reading score for you?

2. What do you do to get the best score in reading class?

3. Do you make a preparation before the reading class begins?

g) Extrinsic Test Compliance

1. Do you ever get English standardized test like TOEFL, IELTS, etc?

2. Are the reading sections in English standardized test like TOEFL, IELTS, etc difficult for you?

3. What do you think about the contribution of reading activity in English standardized test like TOEFL, IELTS, etc?

h) Extrinsic Social Sharing

1. Do you like to share your reading activity to your friends?

2. To whom do you usually share about your reading activity? What kind of topic that you usually share with them?

3. How often do you share your reading activity to your friend?

4. Do your sharing activities can motivate you to increase your reading activity?

List of Interview Questions

1. Apakah kamu gemar membaca?

2. Manakah yang kalian pilih, antara bacaan berbahasa Indonesia atau berbahasa Inggris?

3. Bagaimana pengalaman kalian dalam membaca bacaan berbahasa Inggris?

4. Apa pendapat kalian tentang membaca bacaan berbahasa Inggris?

5. Manakah yang kalian suka, apakah membaca dari textbook atau gadget? Apa alasannya?

5. Apakah iklan-iklan yang ada di gadget mengganggu aktivitas kalian saat membaca dari gadget?

a) Involvement

1. Buku apa yang sering kalian baca atau menarik untuk kalian baca?

2. Berapa jam dalam seminggu yang kalian habiskan untuk membaca bacaan dalam bahasa Inggris?

3. Berapa banyak bacaan/buku yang dapat kalian baca dalam satu minggu?

4. 'Long stories' apa yang kalian suka?

5. Apakah kalian mempunyai waktu baca sendiri di rumah atau tempat kos?

b) Preference for Challenge

1. Apakah kalian menemukan kesulitan saat membaca bacaan berbahasa Inggris? Apa saja kesulitan yang kalian hadapi?

2. Apa yang kalian lakukan untuk menghadapi kesulitan-kesulitan tersebut?

3. Apa kesulitan-kesulitan itu menghambat/mengurangi motivasi kalian dalam membaca?

4. Topik bacaan apa yang menarik untuk kalian baca?

5. Bacaan seperti apa yang menurut kalian sulit?

c) Competition

1. Mengapa kalian ingin menjadi yang terbaik di dalam kelas?

2. Apa saja yang kalian lakukan untuk menjadi yang terbaik di dalam kelas?

3. Apakah kalian melakukan persiapan sebelum kelas 'reading'?

4. Apakah kalian mempunyai keinginan untuk menjadi yang terbaik di kelas 'reading'? Apa yang kalian lakukan?

5. Apakah kalian pernah membandingkan kemampuan kalian dalam membaca dengan kemampuan membaca teman-teman kalian?

d) Recognition

1. Apakah kalian senang jika ada dosen yang memuji kemampuan membaca kalian?

2. Pujian seperti apa yang biasa diberikan oleh dosen kalian?

3. Apakah kalian pernah diminta untuk membaca di depan kelas 'reading' oleh dosen?

4. Apakah teman kalian pernah meminta tolong kalian dalam tugas membaca?

5. Ketika dosen memberi pertanyaan, apakah kalian langsung tanggap untuk menjawab pertanyaan tersebut?

e) Compliance

1. Seberapa sering dosen kalian memberi tugas dalam kelas 'reading'?

2. Tugas seperti apa yang sering diberikan oleh dosen pada kalian?

3. Apakah dosen membebaskan kalian dalam mencari topik bacaan?

4. Bagaimana pendapat kalian tentang mengumpulkan tugas tepat waktu? Apakah itu penting?

f) Grade

1. Seberapa penting nilai 'reading' untuk kalian?

2. Apa yang kalian lakukan agar mendapatkan nilai terbaik?

3. Apakah kalian membuat persiapan sebelum pelajaran 'reading' berlangsung di kelas?

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g) Extrinsic Test Compliance

1. Apakah kalian pernah mengikuti tes seperti TOEFL, IELTS, dll?

2. Apakah sesi "reading" pada tes TOEFL, IELTS, dll itu menyulitkan kalian?

3. Menurut kalian bagaimana kontribusi aktivitas 'reading' dalam tes TOEFL, IELTS, dll?

h) Extrinsic Social Sharing

1. Apakah kalian suka menceritakan pengalaman membaca kalian pada teman-teman?

2. Kepada siapa kalian dapat menceritakan pengalaman membaca kalian? Topik apa yang biasa kalian ceritakan pada mereka?

3. Seberapa sering kalian menceritakan pengalaman kalian pada teman?

4. Apakah aktivitas tersebut dapat memotivasi kalian untuk meningkatkan aktivitas membaca kalian?

D. Transcription of the Interview

A. Group 1

X   : halo..

All   : halooo mbak…

X   : udah kenalan kan ya… hmm.. jadi interview ini untuk melanjutkan pengambilan data yang questionnaire itu..

All   : iya mbak

X   : sebelum masuk sini udah suka ndak baca bacaan bahasa inggris?

A   : kalo buku ndak

B   : internet

X   : internet? Lhaa

C   : komik

X   : jadi gini, memang kan sekarang ini banyak sekali bacaan-bacaan, ya yang memang lebih mudah lewat internet ya. Kalian sering merasa terganggu ndak dengan adanya iklan-iklan?

A   : mengganggu mbak

B   : tergantung iklannya

C   : pake aplikasi mbak, jadi ndak ada iklannya

X   : ada ya? Berarti mbak yang katrok ya...

A,B,C : hahahahaha

X   : berarti kalian lebih suka baca di gadget ya? Jarang baca dari buku?

C   : kalo ada buku ya baca dari buku

B   : ya biar keliatan ngetrend mbak

X   : trus kalian masuk ke kuliah ini, kalian tetep banyak baca dari gadget?

E   : sering mbak.. tiap hari malah

X   : lebih sering ya? Kalo dikasi tugas sama dosen, dosennya biasanya ngasi bacaan ato kalian cari sendiri?

C   : kasi bacaan

A   : pilih sendiri

E   : tergantung mbak

F   : tergantung dosen nya mbak

G   : kita mah manut aja

X   : misal nih kalo ada koran satu bahasa inggris, yang satunya bahasa indonesia, kalian prefer yang mana?

B   : koran bahasa indonesia

F   : bahasa indonesia

C   : bahasa indonesia

E   : iyaa

X   : bahasa indonesia? Kalian anak sastra inggris lho

ABCEF: iyaa

G   : kan jujur mbak... ahahah

H   : katanya disuruh jujur

X   : iya.. kenapa kok pilih bahasa indonesia?
C   : lebih mudah
F   : mudah dipahami
E   : mudah.. kita kan warga negara indonesia
B   : cinta indonesia.. wkwkwk
H   : pindah jurusan marine
X   : lah trus tujuan kalian masuk kesini apa pas?
E   : paksaan orang tua hahaha
C   : pengen bisa
F   : memperdalam
X   : kalian sebelumnya sudah suka baca belum?
A   : suka
B   : belom
H   : lumayan
F   : suka cuma komik-komik
G   : ada yang suka ada yang ndak
E   : kalo saya suka cenderung film
H   : kalo yang saya baca itu yang justin bieber itu tok wes
X   : jadi sukanya tertentu aja ya? Oke boleh diceritakan sukanya baca apa?
          Dalam bacaan bahasa inggris lho ya.. misal nih sukanya politik
A   : kalo saya sih suka baca buku cerita mbak
X   : buku cerita apa?
A   : buku cerita yang agak legend-legend sedikit.. iya jadi lebih ke history
          gitu
X   : oke. Trus kegiatanmu itu berpengaruh ndak sama kelas reading? Misal
          jadi nambah vocab
A   : kalo vocabulary sih nambah. Tapi kalo dari cerita ke pelajarannya itu
          unconnect wkwkkw
G   : ga nyambung hoiii
A   : server not found hahahah
X   : memang isinya ndak nyambung, tapi ilmunya kan dapet to dari baca itu?
A   : dari ceritanya dapet, tapi dari connectnya ke pelajaran ndak. Vocab dari
          cerita tersebut dapet
X   : nambah lah ya. Kalo dosennya ngasih apa?
A   : dosennya ngasi materi-materi, baru sekarang ngasih journal satu kali.
          Iya satu kelas sama ini...
E   : boh iyooo lahhh
G   : iki sak kelas kabeh,,, wkwkwkw
X   : oke next. kamu suka bacaan apa?
B   : film mbak. Film hollywod itu
X   : trus ada pengaruhnya ndak kegiatanmu tu?
B   : ndak sih mbak
X   : seberapa sering kamu baca? Dalam seminggu?
B   : tiga mungkin
X   : udah memang menyiapkan waktu untuk baca?
B   : ndak

X : kalo C?

C : kalo aku lebih suka baca novel sih mbak

X : novel apa?

C : tergantung sih mbak. Seumpamanya tu novel nya negri lima menara, sang pemimpi

X : bahasa indonesia berarti ya?

C : iya, kalo inggris masih belom . soalnya sukar mbak dipahami

X : terus selama ini yang pernah dibaca apa?

C : ya banyak sih mbak

X : kebanyakan bacanya karena disuruh dosen?

C : ya ndak juga sih mbak, ya kalo kepengen baca ya pinjam, kalo ndak ya ndak

X : ohh banyak buku berarti ya?

C : iya mbak

X : oke lanjut

E : lebih suka baca berita olahraga

A : wehhhh basketttt

X : itu bahasa indonesia ato bahasa inggris?

E : ya biasanya di ...UK

X : oh iya.seberapa sering?

E : ya kalo tim favoritnya maen

X : wah sippp... trus lanjut?

A : ayo F iki game online tok

X : iya ndak papa lho sbenere game online kan...

B : bahasa inggris

H : betulll...betulll

F : game online

X : trus gimana pengaruhnya?

F : hahahah

X : kenapa ndak ada ya? Wkwkwk

F : ya kalo game onlinenya itu kan antar negara mbak, jadi ngechatnya ya bahasa inggrisan. Jadi lumayan bisa ngelatih wkwk

X : kalo bacaan-bacaan? Mungkin kalo dosennya nyuruh baca aja ya?

F : ya kalo ada sponsor, misal ada berita lagi hot

E : wah lagi hottttt wkwkwk

F : misal bencana alam lah.. hahaha

X : trus kalo kamu?

G : kalo aku jarang buku mbak. Lebih sering yang artikel. Paling sering artikel IT. Sama browsing-browsing game, berita-berita. Terus kalo bahasa inggris ndak nya itu tergantung blognya...
Kalo dapatnya bahasa inggris ya baca inggris, kalo bahasa indo ya baca indo.. heheheheh

X : berarti kalian ini memang suka baca lewat gadget ya? Karena lenih mudah aksesnya ya? Daripada bawa buku gitu ya?

G : iya jadi ngantuk mbak kalo buka buku.

X : next?

H	: kalo saya semua tentang fakta
X	: maksudnya?
H	: contohnya itu seperti dibalik dari lagu apa gitu kan liriknya ini-ini.. kaya gini kalo lagunya ini muternya dari belakang itu ada faktanya apa gitu.
X	: dalam bahasa inggris
H	: iya.. kalo di bahasa indonesia, ndak ada deh yang kaya gitu-gituan
X	: suka musik berarti?
H	: musik...hmmm... pokoknya semua2 yang orang ga tau aku pengen tau.
X	: ohhh...hahhaha... sering itu?
H	: tiap hari
X	: dari dulu?
H	: dari smp
X	: oke.. trus kamu?
I	: suka baca buku tentang kepercayaan-kepercayaan.
A	: iluminati...
F	: hahaha
X	: kenapa kok tertarik sama iluminati?
H	: iya soalnya tertarik sama yang mistis-mistis.
X	: itu dalam bahasa indonesia, ato bahasa inggris?
H	: bahasa inggris
X	: berarti browsing-browsing juga ya?
H	: bukunya
X	: bukunya beli sendiri?
H	: pinjem
ABCEF: hahahahaha
X	: lho ndak papa lho... kan ada perpust. Iya kan?
H	: ndak pernah masuk mbak... hahahah
X	: jangan-jangan ndak punya kartunya
H	: perpust mana?
X	: perpust sastra
H	: perpustnya aja ndak tau.. wkwkwk
F	: ohhh ini... itu lhoo pintu paling pojok sana..
X	: bayarnya berapa ya lima ribu tah
A	: oh lima puluh jangan mbak
X	: ngasik foto juga.. itu untuk berapa bulan tapi. Perpanjang bayar lagi. Trus lanjut kamu?
I	: suka baca novel mbak
X	: novel apa?
I	: yang cenderung kaya keagamaan gitu mbak, direkam itu mbak?
X	: lah iya direkam.. hahaha. Bahasa indonesia atau bahasa inggris itu?
I	: bahasa indonesia.
X	: kalo bahasa inggris?
I	: belom mbak
X	: sampe sekarang? Tapi kalo dari tugas-tugas pernah baca kan ya? Trus ini J?
J	: kalo saya sukanya kaya sejarah-sejarah gitu mbak, perang-perang.

X	: Indonesia juga?
	Terus ya kalian ini typenya kalo baca sukanya ditempat yang seperti apa? Milih tempat ndak? Seperti apa tempat yang paling enak buat kalian baca?
B	: kamar
E	: tempat sepi
X	: kamar kos?
B	: ya kamar. Kamar sendiri di rumah mbak.
X	: kenapa?
B	: ya nyaman sambil tiduran, sepi.
X	: lebih enak ya? Fokus.
	Trus ini kalo kalian lagi nganggur-nganggur kaya nuggu apa, itu mungkin lebih cenderung enak browsing ya?
H	: iya mbak
X	: trus kalo kesulitan. Alasan kalian kenapa tadi kalo ada berita bahasa inggris sama bahasa indonesia, lebih milih yang indonesia. Kenapa tuh, kesulitan apa yang kalian hadapi?
I	: pasti mbak
B	: vocab-vocab yang kadang tidak dimengerti.
X	: trus apa lagi?
C	: bahasanya bahasa ilmiah.
X	: bahasa ilmiah? Tapi kan ndak semua pake bahasa ilmiah, kalo journal pake bahasa ilmiah.
E	: iya itu.
F	: bahasanya kadang sulit dimengerti
G	: ya pokoknya terutama vocab itu mbak.
X	: trus mungkin yang laen?
F	: gaya bahasanya mbak
A	: grammar
X	: menjadi anak sastra inggris kan diharuskan untuk membaca bacaan dalam bahasa inggris. Setelah mempunyai kesulitan yang seperti itu, apa yang kalian lakukan?
B	: lebih cenderung diselesaikan secara musyawarah.
C	: diskusi
X	: oh kalian sering diskusi?
F	: iya mbak daripada bosen sendirian di kos.
X	: kebanyakan tugas individu apa tugas kelompok?
H	: individu
I	: sering individu. Tapi kadang kan bisa diskusi gitu mbak. Apalagi laki-laki mbak.
X	: sering? Satu minggu sekali atau?
E	: ya tiap kalo ada tugas itu mbak.
X	: oh itu tiap minggunya dikasi tugas reading?
J	: ndak sih jarang mbak
X	: oh jarang?
A	: ya akhir-akhir ini aja mbak.

X   : oh karena mau uas ya jadi banyak tugas? Tugasnya apa biasanya?
C   : tugas journal itu mbak membuat summary.
F   : buat pertanyaan, buat soal, buat cerita.
X   : trus menurut kalian bacaan apa yang sulit? Journal itu susah ndak?
F   : susah mbak
G   : iya susah mbak
B   : bahasanya mbak susah dimengerti
C   : vocabnya buerattt.
B   : kalo vocabnya bisa dicari, tapi bahasanya yang dipake ituya berat.
G   : tingkat bahasanya itu kaya bahasa dosen.
X   : udah seberapa sering baca journal?
ABCFJ: baru kali ini...
X   : ya memang harus sering-sering baca journal. Kalo mbak ini dulu dikenalin sama journal malah pas reading berapa ya reading 3 kayaknya. Jadi kalian ini beruntung. Mungkin kalian ini kalo ga ada tugas ya ndak baca ya?
A   : iya mbak
B   : pasti
X   : trus ya kalian ini suka baca apa? Suka ndak yang long story?
C   : long story? Ya tergantung ceritanya mbak. Ya kalo dari depan udah agak eneg ya udah.
X   : trus novel apa yang buat penasaran?
B   : harpot
A   : novel apa ws iku?
F   : one love one dream
X   : trus kalo dikelas kalian ini tipe mahasiswa yang aktif ndak, pengen keliatan pinter didepan temen-temen ndak?
B   : tergantung mood sih mbak
X   : wuaduhhh tergantung mood.
B   : kalo hari ini mood nya enak ya ngacung, kalo ndak ya ndak ngacung.
X   : jadi kalo dosen nya..
A   : lah tergantung dosen kalo saya mbak.
X   : misal nih miss X
ABCFJI: huaa enak kalo itu.
A   : iya, kita semangat belajar kalo itu mbak.
E   : kalo salah jadi ndak takut mbak.
A   : kalo mr. C mbak wkwkwk
X   : oh kalo mr. C langsung diem smua brarti ya?
B   : iya mbak ndak nyaman
X   : ndak nyaman nya karena apa?
F   : ngritiknya itu mbak. Terlalu keras
B   : masuk ke hati.
X   : kalo miss X tipenya suka kasi pujian ndak? Seperti 'oh pinter sekali'?
A   : kalo itu mbak intinya sabar mbak
B   : enjoy
X   : jadi kalian rebutan nih kalo jawab pertanyaan

C   : hahahha ndak juga sih mbak...

X   : trus kalo reading kalian mempersiapkan semalam sebelumnya ndak?

B   : kopi

G   : kok iso seh.. hahhaha

X   : ya misal kaya baca-baca dlu

B   : nggak..

C   : nggak pernah mbak..

X   : kalian dikasi bahan reading ndak?

C   : iya di kasih fotocopyan

F   : jarang dipake..

X   : biasanya kalian baca dulu?

G   : ndak mbak..ahhahhah

A   : biasanya dosen nya jarang bahas mbak

E   : iya mbak jarang dibuka

B   : iya Cuma berapa pertemuan

H   : 2x

X   : berarti apa dong yang diajarkan?

J   : lebih sering ke article

H   : article

A   : lebih sering ke tugas, article

X   : hmmmm... brarti langsung dikasi bahannya trus dibaca

B   : iya temanya pilih sendiri

C   : dibaca

F   : retell

X   : uts kemaren soalnya gimana?

A   : prefix, suffix, meaning

C   : respons

X   : kalian kalo ada tugas dikerjain semua ndak? Ato yang dinilai aja?

G   : dikerjakan mbak untuk mematuhi peraturan.. hahaha

X   : maksudnya? Kalian baca kerjakan tugas kalo dinilai aja?

C   : ndak mbak

B   : harus ada rewardnya mbak. Reward itu yang terpenting.

X   : tapi sebenernya walopun kalian ga dapet reward dari dosen kalian dapet reward sendiri lho kan kalian bisa nambah pengetahuan grammar, vocab.

X   : trus kalian ada ndak motivasi membaca biar TOEFL nya bagus?

B   : iya mbak pasti

X   : tapi kalian belom pernah ya sayang banget. Dulu kalo mbak dikasi gratis Kalo SMA juga belom?

B   : belom mbak

X   : menurut kalian ngumpulin tugas secara on time itu penting ndak?

H   : penting

X   : kenapa?

B   : mempengaruhi nilai

A   : dapat poin kalo miss X

X : biasanya kalo ada tugas disuruh kumpulin besoknya ato pertemuan berikutnya?

B : tergantung mbak. Tergantung dosen

X : lah kalian ini kerjain nya sukanya mepet-mepet ato gimana?

B : mepet-mepet

X : sehari sebelum ato sejam sebelum? Ahahah

B : bahannya biasanya udah dicari duluan, dikerjainnya baru mepet-mepet.

X : berarti bahannya kebanyakan disuruh cari sendiri juga ya?

B : iya mbak

X : trus biasanya kalo kalian baca sesuatu sering ndak disharingkan sama temen? Misal nih tentang sepak bola

E : wah ya sering mbak

A : yang hot-hotnya mbak

X : selaen ke teman kalian sharing ke siapa lagi? Ortu?

A : waduh ndak pernah mbak

X : lho kenapa?

B : ndak pernah mbak, kan jauh

X : telpon-telponan?

C : ya paling tanya keadaan

A : tanya uang.. hahaha

B : ditanyai masi hidup apa ndak mbak hahahaha

H : kuliahnya niat apa ndak

X : brarti jarang banget ya, kalo sama temen? Sharing nya apa?

B : ya ada tugas yang kurang jelas. Tentang jodoh... hahhahah

X : jadi memang cenderung ke teman ya..

X : kamu yang baru datang lebih suka baca di text book atau di gadget?

K : di gadget

X : kenapa?

K : kan kalo dikertas itu buat males, kalo di gadget lebih enak

X : sukanya baca apa? Novel?

K : ndak pernah

X : long stories? Sukanya apa?politik gitu suka ndak?

K : Iya berita

X : kalo ada berita bahas indonesia sama bahasa inggris, milih yang mana?

K : bahasa indonesia

X : kalo yang bahasa inggris suka baca apa?

K : kalo ada tugas aja mbak... hehehehe

X : jadi cenderung baca kalo ada tugas aja ya. Punya waktu tersendiri buat baca ndak?

K : Punya, tapi bahasa indonesia

X : menurut kamu susahnya baca dalam bahasa inggris apa?

K : vocabularinya itu mbak

X : trus alasan kamu ndak baca dalam bahasa inggris kenapa?

K : itu kelemahannya mbak

X   : kamu suka diskusi juga ndak?

K   : iya mbak ikut juga itu bareng-bareng

X   : nah iya itu ditingkatkan biar bisa bahas bareng..

B. Group 2

X   : Sebelumnya mbak mau tanya pengalaman kalian. Kalian dulu masuk sini pilihan pertama atau pilihan kedua?

A   : Aku ya mbak pilihan pertama jalur yang ke tiga.

X   : 3kali tes

A   : iya 2kali tes itu bukan yang ini, gitu wes..

X   : tapi ndak ada paksaan kan ya?

A   : ndak ada, soale memang suka.

X   : kamu tipe orang yang gemar baca ndak?

A   : gemar sih.

X   : kalo ada bacaan indo sama inggris, kamu suka yang mana?

A   : aku lebih pilih indo, soalnya bahasa inggris masih sukar

X   : susahnya apa kalo baca bacaan bahasa inggris buat kamu?

A   : kalo bacaan bahasa inggris kita nemui kata yang belom pernah kita tahu. Kan kalo aku baca nemuin kata yang udah umum, itu fine-fine aja. Tapi kalo katanya udah mulai sulit, moodnya kaya agak turun.

X   : berarti tipe kamu kalo menemukan kesulitan langsung ditinggal atau aku mau cari jawabannnya?

A   : itu yang pengen aku rubah.

X   : berarti kamu sadar ya pentingnya baca? Sebelumnya di sma sudah lumayan baca bahasa inggris? Sukanya baca apa?

A   : novel

X   : dibanding baca di novel, suka ndak baca di gadget?

A   : iya kalo novel, kadang aku pikir novel mahal ah, ya udah pake gadget aja.

X   : Disini ada perpust lho.

A   : iya belom digunakan mbak.Sebenarnya, feelnya, aku lenih suka pake buku mbak. Soalnya kalo pake gadget lama-lama matanya udah ndak enak. Lebih nyaman pake novel/buku.

X   : Sukanya baca apa?

A   : Genre romance mbak.

X   : sebelumnya sudah sering baca bacaan bahasa inggris nda, sebelum masuk sini?

B   : Belum

X   : Tapi suka baca ato biasa?

B   : Biasa.

X   : biasanya kan suka baca di gadget, kalo kamu kan lebih ke buku ya? Sukanya apa?

B   : bahasa indonesia.

X   : kalo bahasa inggris pernahnya baca apa?

B   : belom pernah, kemaren bacanya waktu reading.

X : Oh, berarti waktu disuruh reading aja? Disuruhnya baca apa?
B : terakhir itu journal-journal trus artikel-artikel.
X : Berarti kalian cenderung baca kalo disuruh bu Y ya?
B : untuk saat ini iya.
X : berarti kesadarannya masih kurang ya

X : pengalamanmu gimana, kalo ada bacaan bahasa indonesia sama bahasa inggris, pilih mana?
C : bahasa indonesia mbak.
X : jujur aja bahasa indonesia ya? Ahahahaa
Trus lebih sering ke textbook atau gadget? Kalo cowok-cowoknya kemaren bilang "wah aku lebih suka baca digadget mbak, aku suka baca berita olah raga soalnya enak cepat".
B : baca lirik-lirik aku mbak.
A : baca subtitle korea.
C : baca komik. Kalo novel bahasa inggris, biasanya tak buat tidur mbak. Bacaan penghantar tidur.
X : ga selesai-selesai dong bacanya? Satu hari satu lembar. Wkwkkwkw
Trus kamu?
E : ndak suka mbaca mbak.
X : tapi sadar pentingnya mbaca? Apa coba pentingnya baca?
E : penting kok, ada tugas-tugas kan disuruh baca
X : trus? Baca itu nambah vocab lho ya, banget, pengaruhnya gede
E : tapi suka sih. Kadang kalo baca di blog-bog, cuma berita yang kecil-kecil. Kalo yang buanyak itu males.
X : Selama ini punya waktu sendiri buat baca?
E : Ga ada.
X : Next, kamu? Pengalaman sebelum masuk sini sudah suka mbaca ndak? Bahasa inggris ya?
F : jarang-jarang
X : novel?
F : Harry potter
E : tapi ndak selesai. Hahaha
F : iya soalnya udah nonton filmnya.
X : iya ya dari novel banyak yang dipotong, ntik lak males nonton filmnya. Trus kalo indo / inggris pilih mana?
F : tergantung konteksnya mbak
X : tergantung konteks gimana maksudnya?
F : misal isunya sama, indonesia sama inggris, ya pilih yang inggris.
X : udah punya waktu tersendiri buat baca ndak?
F : ya kalo kosong itu mbak, baca dari hape.
X : jadi kamu suka di gadget ya? Merasa terganggu ndak ada iklan itu?
F : iya merasa banget. Sangat
X : jadi msih tetep baca lewat itu?
F : masih. Cari beda tempat sih, beda blog aja.

X   : kata temenmu yang cowok kemaren, ada aplikasi yang itu, iklan bisa hilang sendiri. Coba aja tanya temenmu.

D   : buat di youtube ato apa mbak?

X   : kurang tau. Pokoknya iklan-iklan itu bisa diblog jadi ndak muncul.

X   : gimana sebelumnya udah suka mbaca? Bahasa inggris ya?

G   : Cuma komik aja.

X   : udah lumayan berarti

G   : sedikit

X   : terus masuk sisni, intensitasnya nambah?

G   : kalo komik ya nambah ato yang biasanya indonesia terus, kesini inggris.

X   : kalo novel?

G   : belom pernah nyoba, satu halaman udah ngantuk.

X   : kalo berita?

G   : kalo ada tugas aja.

X   : trus sulitnya baca pake bahasa inggris?

H   : vocab, limited edition.

X   : gramatical?

H   : tergantung sih

X   : oh mungkin kalo jurnal/artikel ya?

H   : iya, kadang ada yang past tense, jadi present lagi. Jadi bingung.

X   : trus apalagi?

H   : bentuke kaya ga enak diliat.

X   : mungkin dari diri sendiri juga ya. "aduh liat wes ngantuk". Jadi ditaruk ya.

H   : iya gek tulisane cilik-cilik

X   : kan tau banyak kesulitan, apa yang kalian lakukan? Sudah mulai mengatasi ato ditinggal aja?

H   : tak paksa

A   : sedikit dipaksakan

B   : lek tugas ya tak artino.

X   : juga sering diskusi? Kalian ada kengininan dipuji karena bacanya bagus, ada ndak?

D   : ya ada

H   : pasti mbak

X   : apa yang kalian lakukan, misal bu X tanya " ayo sapa yang mau membaca?".

H   : tergantung konteks, kalo menguasai ya mau mbak. Lek gak ya meneng ae karo dingkluk.

X   : biasanya sebelum reading mempersiapkan dulu apa ndak?

H   : ndak

X   : baca-baca dulu?

H   : kalo ada tugas mbak.

X   : kalo ada tugas dulu baru jalan ya? Oke... wkwkwkw

H   : setidaknya itu motivasi mbak.

X   : next, nanti reading 2 tanpa disuruh sudah jalan ya?

H	: harus
X	: sebelumnya sudah pernah ikut TOEFL? Sapa?
H	: pernah di sma
X	: gimana? Readingnya?
H	: susah, bacaanya panjang, waktunya sedikit, kata-katanya susah.
X	: jadi, menurut kalian penting ndak sih, berpengaruh ndak sih belajar baca ini buat TOEFL?
H	: sangat.
X	: tapi kalian masih belom ya? Kalo mbak dulu dikasi gratis.
H	: apanya mbak?
X	: TOEFLnya. Jadi semua fakultas itu dikasi. Makanya aku kaget kok ini kalian ndak ada.
H	: ya itu
X	: jadinya pengen tau ya? Pokoke ada tiga listening, grammar and structure dan reading. Itu sek mending lho ya. Lek TOEFL yang lebih tinggi itu ada speakingnya.
H	: ciehh
X	: iya beneran ada writing juga. Kalo inikan cuma abc gitu. Kalo tingkat lebih dewa itu ada essaynya. Itu aku juga belom pernah coba. Pengen sebenere ya pengen ngukur. Apalagi aku sastra inggris mau lulus nih. Kira-kira TOEFLq ada peningkatan ato ndak.
H	: ngerasa sastra inggris tapi kok ga isa bahasa inggris aku ya?
X	: ya, ngrasa ndak speakingnya kurang?
H	: iya
X	: jangan terlambat kaya aku. Jadi kalian buat grup speaking seminggu sekali ngomong-ngomong apa tah. Cerita-cerita, curhat-curhat, ato yang enak kita bahas. Iya yang penting dipake. Untung-untung dikelas kita berani ngomong, coba kalian pasti jarang kan? Pasti ngerasa takut salah.
X	: tugasnya dari dosen itu kalin cari sendiri atau dikasi dosen?
H	: dua-duanya ada yang dikasi trus ada yang cari sendiri. Artikel-artikel, Cuma temanya kadang ditentuin.
X	: terus, tugasnya disuruh ngapain?
H	: disuruh respon tapi terus tulis new vocabularies.
X	: Trus kalo ada tugas kalian ngerjainnya jauh-jauh sebelom pengumpulannya ato mepet?
H	: tipeku mepet.
X	: mepet ya?
X	: mepet
B	: tapi kalo dia dari jauh-jauh hari
X	: menurut kalian penting ndak kumpulin tugas on time?
H	: penting mbak
X	: kenapa? Pentingnya apa?
D	: kalo semakin kita undur-undur ya nilainya semakin
X	: beranak pinak ya?
H	: masuk mimpi mbak, aku wedi mlebu mimpi sampek'an

X : sampe masuk mimpi? Tanggung jawabe gede banget brarti ya? Ada tugas langsung dibawa mimpi, langsung dikerjain

B : didalam mimpi aja ngerjain dia mbak

D : hoeeeee

X : besok paginya langsung selesai dia, langsung ditanyai sekelas.

X : okei terus biasanya nih kalian suka ndak sharing apa yang kalian baca? Misal nih korea

D : sukakkk

A : biar virusnya menjamur gitu mbak

B : huoooo

X : berarti ke temen ya? Kalo orang tua ato adik?

D : ibuk

X : iya biasanya critanya apa?

D : drama hahaha. Soalnya aku sma ibukku sama-sama suka Kpop, suka drama, suka korea

X : hebat lhoh.. jarang-jarang ya

B : kalo aku komik sih

X : juga bisa crita ke ibuk juga?

B : samanovel juga

X : kalo aku bener-bener beda rasane bertolak belakang, "apa itu korea-korea? Ganti"

C : aduh sama

D : kalo aku malah sekongkol sama ibukku, ganti, kalo bapak sama adik lagi nonton lain diganti dah.

X : oke. Lebih sering mana ortu sama temen critanya?

D : sama sih

X : terus yang lebih sering ke temen siapa?

H : saya mbak, soalnya ga pernah pulang

X : kalo ini alasannya ga pernah pulang.

H : Tapi kalo waktu di telp itu critanya akeh mbak, seminggu itulangsung tak rangkum. Hahahaha. Ada summarinya

D : bisa berjam-jam itu. Kalo telp pake apa nie? Tak tanya sek ben murah pake apa ni.. wkwkwk
   Kalo kamu gimana G?

G : kalo aku sih sharingnya ke temen yang sepaham. Kalo beda pemikiran itu nanti, kamu ngomong apa sih? Kan sakit ngomong panjang-panjang tapi ga ngerti.

X : jadi liat-liat dulu ya?

G : iya biasanya tak pancing, eh kamu tau ndak ini? Oiya ta? Langsung wes

D : berhasillll...hahahhaa

X : hahhaha... kalo gitu seneng y? Ada temen. Ini wes kenal semua satu angkatan? Banyak lho jumlah kalian

D : ndak mbak tinggal 98

C : satus wes lah...wkwkwkwk

D : iya kan hampir 100

B : tapi bukan 100, 98

G   : aku di itung loro..hahahah
X   : terus kalo kamu sukanya cerita ke siapa?
C   : tetangga
X   : selimut tetangga nanti
C   : ndak, maksudnya ke temen kos
X   : sharingnya tentang apa? Tentang yang dibaca lho ya
C   : aku baca opo? Wwkwkkw
X   : oh backgroundnya memang ga suka baca ya?
H   : ndak, sing wingi iku wing trakhir mbak, cari buat ujian sim. Wkwkwk
C   : oiya mbak saya baca itu.
H   : sharing ora?
C   : belom sih hhahaha
H   : digowo ujian sim iku
X   : apa? Ujian sim A ato C?
D   : wkwkwkwk
E   : sg B ae opo o?
X   : gimana? Bisa? Lulus?
C   : belom mbak
D   : masi cari soale
X   : lah mbak lho dlu ndak lulus wkwkwk. Kamu asal mana sih?
C   : ambulu
X   : ambulu kan deket, pulang pergi?
C   : ndak
X   : ngekos?
C   : tapi sering pulang ahhhahaha
X   : ambulu mana?
C   : pontang
H   : dira park
X   : perempatan, oh kolam renang
C   : iya
D   : kan tadi bilang mbak..
X   : oiya deng... deket situ...hahahahahahah

C. Group 3

X   : makasih ya kalian udah datang, udah bisa kumpul.
A   : iya mbak.
X   : sebelumnya mbak mau tanya nih, kalian masuk sastra inggris ini pilihan
          pertama atau kedua ya?
A   : pilihan pertama
X   : pilihan pertama? Ndak papa. Aku dulu bukan pilihan pertama.
B   : pilihan kedua mbak

X : oiya ndak papa. Terus mbak ingin tahu pengalaman kalian baca, bahasa inggris ya. Soalnya fokusku ini memang bacan bahasa inggris. Sebelum masuk sini udah sering-sering baca ndak?

B : kalo novel iya.

X : novel? Oke, trus kamu gimana?

C : Jarang. hahhaha

X : Jarang? Oke ndak papa jujur aja.

A : kalo saya kebanyakan handbook sama motivasi gitu bukan novel lah intinya.

X : Oh iya. Bahasa Inggris tapi?

A : Iya.

X : kalo kamu?

A : kebanyakan film bahasa inggris mbak.

X : Oke, kalo gitu kalian lumayan ya. Trus kalo misalnya nih pilihan, ada buku ato newspaper bahasa inggris sama bahasa indonesia. Kalian prefer yang mana nih?

A : yang bahasa inggris. Soalnya kan beda, kalo bahasa indonesia kan sudah paham, ndak ada gregetnya kali ya.

X : wahh sip... ini baru beda.

A : Iya mbak. Jujur aja aku suka.

X : trus kalian sendiri pasti pernah ngalami kesulitan kan, kesulitan apa nih yang kalian hadapi?

A : Vocabnya terutama.

X : iya vocabnya. Terus?

A : ya intinya itu mbak, kita ndak paham vocabnya jadi ndak paham artinya mbak.

X : iya artinya. Terus apa yang kalian lakukan?

A : Cari dikamus, langsung.

X : langsung cari artinya di kamus? Ato males wes ntar aja?

A : ndak mbak, langsung.

X : trus kalo C gimana nih, mungkin punya pendapat berbeda?

C : males, tapi ya coba dimengerti dulu dalam seluruh kalimat itu.

X : terus kalo kamu gimana?

B : kalo saya ya mbak sama seperti mereka berdua. Hahahaha

X : ohh sama. Terus nih kalian nyadar kalo reading it penting?

A,B,C: iya penting

X : penting nya kenapa hayo?

A : memperbanyak vocab sih sepertinya.

X : Kalian pernah test toefl ndak?

A : belom

X : Kamu? Pernah?

B : pernah

X : Udah tahu berarti ya modelnya? Model reading toefl. Ya apa? Bantu ndak menurut kamu kalo sering baca?

B : Iya. Soalnya kebanyakan itu kata-kata yang keluar di TOEFL ndak semudah kata-kata yang biasa kita temui.

C   : iya ndak seperti yang biasa kita bicarakan.
X   : iya betul-betul.
B   : Vocabnya itu lebih susah.
X   : Jarang ditemui ya?
B   : nah iya, jarang ditemui.
X   : terus, kalian udah punya waktu sendiri ndak untuk membaca?misalnya nih, aku satu minggu ini punya waktu tersendiri buat membaca.
B   : ndak rutin. Random gitu.
X   : biasanya suka baca apa C?
C   : hmm. Sukanya baca history-history gitu.
X   : oh iya. Sukanya baca di gadget, online atau textbook?
C   : di gadget.
X   : online ya? Kenapa? Mungkin karena mudah ya aksesnya?
A,B,C: iya..
X   : kalian udah pernah ke perpust belum?
A,B,C: belum. Hahahhaa
A   : kalo perpust yang besar sudah.
X   : perpust pusat ya? Trus kalo kamu juga? Prefer gadget?
A   : iya, soalnya kan kalo novel-novel inggris susah di temuinnya.
X   : Oh susah ya dicarinya?trus kalo B?
B   : iya gadget juga.
X   : Kalian sering merasa terganggu ndak adanya iklan2 di gadget?
B   : ndak sih kalo aku ndak ada.
A   : oiya kalo online ada. Tapi ndak terganggu sih, kan tinggal ngeclose-ngeclose aja.
X   : hmmm gtu ya.. hahahaha.. terus menurut kalian nih tempat yang paling nyaman buat membaca dimana nih?
B,C   : kamar.. hahahah
X   : kamar? Oke. Trus, kamu?
A   : kalo aku ini di outdoor.
X   : di tempat kaya gini?
A   : iya bisa kalo aq.
X   : iya beda memang ya.
A   : kalo dikamar aku malah ngantuk.
X   : nah iya. Ada beberapa memang yang bilang kalo dikamar jadi ngantuk.trus, bacaan yang sering kalian baca apa?novel, komik?
B   : novel iya, komik iya. Lebih ke novel mbak.
A   : kalo aq bukan ke novel mbak, tapi apa ya lebih ke pengetahuan gitu.
X   : ohh article gitu tah?
A   : nah iya mbak.
X   : udah pernah disuruh baca jurnal ndak?
A,B,C : belum
X   : belum ya. Bu Y ngasihnya apa?
A   : article. Biasanya dikasi sama Bu Y atau kalian cari sendiri?
C   : cari sendiri.
X   : biasanya Bu Y pakai buku ndak?

A   : sering mbak, sampe habis malahan.
X   : tiap minggunya sering ngasih tugas?
A   : lah iya itu mbak article itu.
X   : oalah article itu tugas berarti ya?
          Nah ini ya mbak pengen tahu ya, setelah kalian dapat tugas nih ya, kalian termotivasinya membaca karena ada tugas itu, atau karena udah memang terbiasa mbaca tanpa ada tugas?
A,B,C : karena ada tugas. Hahahah
X   : biasanya memang gitu ya..
          Ada anak cewek ato cowok bilang kalo ini mbak aku suka berita olahraga, jadi tanpa ada tugas, aku suka baca. Kalo kalian gimana?
C   : enggak.. hahahah
X   : kalo kalian yang cewek?
B   : ndak
A   : hmm..enggak begitu... hahhaaa
X   : berarti seringnya karena kalo ada tugas aja yah. Oke
          Tapi darisini kalian pahamkan ya pentingnya rading itu bisa nambah vocab, grammar juga, trus paham model-model article. Kalo bedain nih bahasa novel sama bahasa journal, pasti lebih berat yang?
A,B,C: journal
X   : ya karena kosakata, dan model kalimatnya ya. Kalo novel itu alurnya kan enak ya?
A   : vocabnya juga ndak terlalu susah.
X   : biasanya bisa langsung habis ndak baca novel?
A   : tergantung
B   : mood-moodan..kadang kalo ceritanya bagus ya, ndak bisa berenti, jadi lanjut terus.
X   : terus kalo didalam kelas, kalian ini termasuk mahasiswa aktif ndak?
          Misal bu Y kasih tugas, kalian buru-buru angkat tangan atau?
B   : masih nunggu..
X   : kenapa nih?
A   : masih agak takut mbak, entah ya
X   : takutnya ke Bu Y, atau?
A   : takut salah
X   : terus kalo b gimana?
B   : lebih ke pasifnya mbak.
X   : oke berarti harus ditingkatkan lagi ya. Tapi Bu Y enak kan? Beliau welcome banget kan?
B   : iya ngerti
X   : ujiane kemaren gimana?
C   : lebih gampang daripada UTS mbak.
B   : iya lebih
X   : UTS soalnya gimana? Ya bacaan-bacaan gitu ta?
A   : Prefix, suffix gitu mbak.
X   : mungkin susahnya it tipe bacaannya ya?
A   : ini banyak unfamiliar wordnya.

B,C   : ndak ada bacaanya.
X   : ohh.. ndak ada bacaanya.
A   : Cuma ini lho persamaan, synonim kata.
X   : oh synonim kata? Cari synonim nya?
B   : iya itu UTSnya.
X   : oalah.. kalo UASnya?
C   : sama..synonim juga
X   : ohh
A   : lebih gampang tapi mbak
B   : kata-katanya
X   : oh... kata-katanya lebih familiar bagi kalian gitu?
         Ya kalo kalian mau yang lebih familiar lagi, harus banyak baca.
         Hahhahhaa
         Jadi kalian ndak punya waktu khusus untuk baca ini ya? Misal satu
         minggu ada waktu sendiri buat baca.kalian kira-kira berapa jam, dalam
         seminggu digunakan buat baca?
A   : kalo baca novel kan... hmm... paling ditinggal bentar terus nanti balik
         dibaca lagi.
C   : selonggarnya waktu..hahahah
X   : jadi seadanya waktu luang ya? Hahaha... oke
         Terus menurut kalian ngumpulin tugas on time itu penting apa ndak?
ABC   : penting
X   : pentingnya dimana?
A   : hmmm...nilainya mungkin biar ndak dikurangin ya mbak ya... hahahah
X   : jadi kalian kalo ada tugas langsung dikerjain ya?
         Tipe kalian ini kerja tugas jauh-jauh hari atau mepet-mepet?
B   : jauh hari..
C   : mepet-mepet..hahhaa
A   : kadang jauh. Kadang mepet kalo aku..kalo nabrak sama tugas yang
         lainnya.
B   : tapi kebanyakan sih mepet..hahaha
X   : oh ini ada yang baru dateng. Duduk sini aja. Nama kamu siapa? E
         E kamu dulu sebelum masuk kuliah ini udah gemar baca ndak?
         Masudnya udah sering baca-bacaan bahasa inggris ndak?
E   : lumayan
X   : trus apa biasanya yang dibaca?
E   : article berita
X   : kalo article sukanya apa? Olahraga?
E   : artist
X   : oh artist, brarti bacanya suka online ya? Sering merasa terganggu ndak
         sama iklan-iklan yang muncul?
E   : banget
X   : trus kamu masih tetep suka baca lewat online?
E   : suka. Diclose'in aja mbak
X   : punya waktu tersendiri ndak buat baca?
E   : ada. Pas waktu libur.

X : oh jadi bacanya pas waktu libur.
Nih, trus masuk kuliah, harusnya intensitas bacanya lebih sering ya
E : iya
X : kamu bacanya pas ada tugas aja atau
E : ada waktu luang.
X : wah berarti tipe-tipe suka baca ya. Satu hari kira-kira bisa berapa jam?
E : berapa jam ya... hmm kalo baca 2jam udah bosen. Tapi terus ganti video-video speaking, film
X : trus kamu tipenya aktif ndak kalo dikelas? Ato kalo dosen kasi pertanyaan kamu masih takut-takut buat jawabnya?
E : yah tergantung dosennya.
X : kalo bu Y?
E : bu Y hmmm
C : takut.. hahahha
E : iya kalo bu X ndak
X : lho kenapa emangnya?
E : iya agak-agak gimana gitu..
X : emangnya dosen yang paling serem siapa?
ABC : pak Y
X : kamu kalo ngerjain tugas biasanya ngumpulin on time ato ndak?
E : iya mbak.
X : kalian ini kalo ndak salah dikasi tugas video ya?
A : iya mbak. 3minggu sekali
X : kaya retell gitu ya?
B : iya mbak
A : retell dari article
X : biasanylian kalian kalo habis baca sesuatu, disharingkan ndak?
B : kadang
A : aq iya.. sama ibuk.. bawel soalnya
X : kalo kamu?
C : ndak pernah
X : sama adik, kakak, ibu?
C : tentang yang saya baca?
X : iya
C : ndak pernah
B : kadang-kadang sih. Ya kalo novel, sma temen yang sama-sama suka novel. Ya biasanya sharingnya sama temen-temen. Kalo orang tua jarang.
A : kalo saya itu sering lho mbak. Bawel soalnya. Sama temen deket biasanya.
X : kalo sama orang tua?
A : hmm ndak mbak
X : kenapa? Karena ndak nyambung tah?apa karena topiknya tah?
A : iya..iya.. gitu mbak
X : trus E?
E : kadang-kadang sih tergantung liat temennya aja.
X : ohh... liat nyambung apa ndak gitu ya? Kalo ke orangtua?

E   : jarang mbak. Paling sering ke mama.

X   : hm. Paling deket ke mama ya?

B   : kalo saya itu biasanya sharingnya lewat facebook. Tapi pake bahasa indonesia.

X   : oh iya2... terus

B   : ya biasanya crita masalah novel, tapi ya liat-liat orangnya, kadangkan ada yang ndak suka baca novel.

X   : kalo film nih??

A   : lah kalo film sering.

C   : kalo film iya

X   : trus apalagi nih, film trus olahraga?

C   : hmmm

X   : ndak suka.?

E   : renang

X   : trus biasanya pa dong kalo cowok?

C   : suka sih.. Cuma ndak terlalu mengikuti

X   : kalo cewek nih biasanya lebih ke gosip ya, kalo cow nih

A   : sport

B   : film action

C   : ya action, horror

X   : kalo toefl baru satu aja ya yang pernah ikut, yang lain? Masih belum pernah, di sma?

E   : apa?

X   : TOEFL

E   : hmm blom

X   : coba nanti kalo ada yang free, tp biasanya buat angkatan atas sih. Biar kalian tau modelnya, ada reading, listening, sama grammar and structure. Semakin tinggi lagi nanti ada speakingnya sama essay nya. Kalo mbak pernahnya yang 3 itu aja. Itu aja udah...

B   : grammarnya yang susah. Biasanya dari 1234 mana yang salah.

X   : iya..iya

E   : jawabane nyrempet-nyrempet gitu ya

X   : nah iya. Ngrasa ini ndak tepak, tapi ini ya ndak tepak pisan..wkwkwk

E   : iya pernah liat mbak dikasi tahu sama guruku. Iki lho soale koyok ngene.

X   : menurut kalian listeningnya susah ndak disini?

C   : hmm lumayan

X   : sering-sering dengerin lagu galau.. ahhaha

A   : lek lagu sering

B   : film juga kan ya

X   : iya kalo bisa nonton film tanpa subtitle wkwkkw. Kalo mbak sukanya korea-korea jadi ndak nyambung. Hahhaha

A   : ya kalo korea kan pakainya subtitle bahasa inggris.

X   : iya bisa. Tapikan kalo mau melatih listening ndak bisa.
           Nih E, kesulitan di membaca bacaan bahasa inggris apa?

E   : apa ya.. hmmm...

X   : wah kayaknya udah pinter nih, soale sudah suka mbaca

E   : pronounciation... apalagi ya?

B   : grammar?

X   : vocabnya gimana? Ndak mengalami kesulitan

E   : sedikit

X   : jadi sering buka kamus ya?

E   : iya. Dikit-dikit buka kamus

X   : iya soalnya kalo vocab ya, kalo ndak pernah dipake nanti bisa lpa

A   : nah iya mbak.. lupa

D. Group 4

X   : sebelumnya aku pengen tahu background kalian sebelum masuk sastra ini gimana sih? Sudah suka baca belum sih? Bacanya bahasa inggris ya

A   : jarang sih kalo bahasa inggris

X   : jarang? Pernah tapi ya?

A   : ya paling buku pelajaran, terus article-article

B   : kalo aku ya article-article gitu

C   : article

E   : article

X   : trus, masuk ke sini pasti intensitas mbacane tambah tinggi nih. Apa yang udah pernah dibaca nih?Novel?

A   : novel ndak, belom pernah nyoba.

C   : aq ndak suka novel

B   : novel..hmm biasanya. Kaya cerpen bahasa inggris yang continue gitu mbak. Di internet biasanya.

X   : oh tapi belom pernah novel yang full gitu ya? Kenapa nih kok ndak nyoba?

B   : ngantuk. Mualess.Ahahahah

X   : pernah punya waktu tersendiri ndak buat baca?

D   : ndak...

X   : ndak ada ya? Masih belum... tapi sadar ya pentingnya baca?

A   : sadarr... hahah

X   : sadar tapi mungkin motivasinya masih kurang ya? Brarti tipe kalian ini ada tugas baru baca atau tanpa tugas mau baca?

B   : ada tugas baca, tapi kadang tanpa tugas yabaca

E   : iya tanpa tugas ya baca kok

X   : lebih suka bacanya di textbook kayak novel, atau lewat online, gadget?

A   : gadget

X   : kenapa

B   : kalo gadget kan sering dipegang

X   : lebih enak ya aksesnya. Kalo kamu?

C   : lebih ke buku

X   : buku.. udah pernah ke perpust sini?

C   : belum

E   : aku juga belum

X   : aduh kasian banget ya.. harusnya ada panah perpust, gitu ya.

C   : hahahaha..nylempit

X   : iya nylempit..hhahaha bayar berapa ya lupa, kasi foto 3x4. Nanti 3 bulan harus perpanjang lagi.

     Punyaku udah satu tahun yang lalu kayake. Wkwkkw soale kesan kalo liat skripsi ndak perlu pake itu, Cuma kalo pinjem harus punya itu. Kalo perpust pusat?

A   : udah ahhaha... yang itu

B   : kalo itu bikin kartunya doang

X   : kok bisa bikin kartu?

C   : itu pelatihan itu

X   : oalah pelatihan. Udah pernah baca article ato journal?

E   : pernah.. reading kan disuruh

X   : ohiya.. dikasi diktat ya/ lebih bahas bukunya?

C   : modul

X   : apalagi selain article, jurnal? Dikasi sama bu Y atau nyari?

B   : nyari sendiri

X   : oke tak tanyai satu-satu. Kamu sukanya baca buku apa?

A   : buku?

X   : iya terserah.. misal kalo kemaren itu ada yang bilang, ini mbak aku suka korea, jadi suka cari berita tentang korea2. Atau kalo cowok suka sepak bola.

A   : ya paling itu komik. Kan ada komik bahasa inggris. Trus yaitu sejak dsuruh baca reading, mulai suka baca article-article.

X   : trus kesulitan yang kamu hadapi apa?

A   : ya kadang vocab-vocab yang nggak diketahui gitu.hahaha

X   : grammar?

A   : iya juga

F   : udah selesai?

X   : ndak baru mulai kok.

     Okey next

     Trus C, nih misal pagi-pagi ada bacaan bahasa indo sam bahasa inggris, kamu pilih yang mana?

C   : dua-duanya.. ahhaahha kalo yang di gadget itu biasanya bacanya itu short story, romance, trus misteri-misteri gitu.

X   : nah ini kalo udah punya kesukaan lebih enak. Jadi lebih dipupuk lagi kesukaan bacanya.

     Jangan kaya mbak males baca, jadi baca segini aduh susah trus ditaruh. Kalo kalian gimana? Dapat kesulitan itu dicari ati ditinggal?

B   : dicari..

A   : dicari dulu biasanya, kalo udah mentok baru ditinggal..wkwkkwkw

X   : selain grammatical, vocab, kalian menemukan kesulitan apa?

F   : aku ditanyain juga? Apa wes?

B   : kamu nemu kesulitan apa aja selain grammar sm vocab?

F   : vocab

X   : kebanyakan vocab ya, padahal kalo vocab itu tinggal buka kamus aja ya

AB   : iyaa..bener

F   : enak malah.. aku biasanya baca kamus

X   : kamusnya aja?

F   : iya kamusnya aja..

X   : wah bagus ini.. pernah ndak kalian ditanyain eh bahasa inggrisnya ini apa, itu apa? Ngerasa sebel ndak? Masa kita ini kamus berjalan.

B   : iya mbak.. ya juga merasa bersalah soalnya anak sastra inggris kok ndak tau.

X   : kalo E, kamu sukanya apa?

E   : pokoknya textnya yang ndak panjang-panjang, paling ya kaya percakapan-percakapan itu

X   : kayaknya sedikit dari yang kalian yang suka semacam novel gitu ya? Kenapa ya?

A   : novel bahasa indonesia sukanya.

B   : terlalu complicated paling ya mbak

C   : novel bahasa inggris itu soalnya susah dimengerti

X   : susah mana bahasanya? Novel, short story, atau journal?

C   : journal

X   : kenapa? Pemilihan katanya ya?

E   : iya..

X   : trus G? Kamu suka baca apa?atau pernah baca apa?

G   : ya novel. Tapi bahasa indonesia.

X   : kalo bahasa inggris?

G   : ya buku bahasa inggris, ndak pernah fokus sama bahasa inggris.

X   : ndak pernah cari-cari di internet?

G   : ndak... ndak pernah.

F   : kalo aq sukanya dari lagu, film. Kalo baca-baca kaya novel itu ngantuk..hahaha

B   : aku juga film...

C   : lagu paling sering.

G   : iya lagu, setiap hari itu.

B   : ya lebih mencintai produk indonesia kalo lagu.

X   : kalo dulu ya skripsi itu boleh bahas tentang lagu. Misal nih, ini sebenere pembuat lagunya ingin menyatakan apa sih? Kaya gitu boleh. Tapi sekarang tambah kesini udah ndak boleh.

H   : kalo bedah novel gitu mbak?

D   : ya kalo bedah novel boleh.
          Next, tentang kompetisi didalam kelas. Bu Y tipenya suka nunjuk mahasiswa didalam kelas ndak?
          Ayo kamu baca lantang.

B   : kadang sih

A   : iya kadang, ndak sering.

X   : terus kalian ini mahasiswa yang pasif atau akttif kalo didalam kelas?

A   : pasif kayaknya

X   : pasifnya karena apa? Takut atau?

A   : iya malu kadang yang takut juga kalau salah.

X   : terus kamu?

B   : kalo aku sih disuruh baca itu seneng ya, tapi baca lho ya...
        Bukan yang retell.. misal ayo kamu baca setelah itu kamu retell ke temen-temenmu.. itu aku langsung...

X   : kenapa-kenapa? Apa bingung nyusun kalimatnya gitu tah?

B   : bukan cuman kalo aku disuruh baca ya.. ya udah aku cuma fokus sama pronouncation nya aja. Kan baca gini, oh ini pronouncationnya gini-gini, udah dipikirin ya. Ntar pas tiva-tiba disuruh meretell ya. Itukan masi gini lagi. Itu tadi kan gini-gini. Ndak mikir. Kalo ngeretell kan harus diartikan dulu baru kita nganu sendiri. Nah sedangkan kita itu mikirin pronouncationnya ndak mikirin yang lain. Fokusnya ke pronouncationnya soale disuruh baca gitu kan. Kalo aku sih gitu.

X   : trus F gimana?

F   : Apa? Aku ndak paham

X   : kamu tipenya aktif ato pasif?

F   : kadang sih sering angkat tangan misal ditanya sapa mau maju. Tapi kalo pasif aktifnya sih ndak tau kayake pasif. Tapi ya sering keceplosan. Trus apa? Gitu itu.

X   : kalo contoh kemaren itu, ada yang bilang kalo aku tergantung dosennya mbak. Kalo dosennya serem, aku diem wes. Tapi kalo dosennya enak, saya excited gitu mau jawab. Kalo kalian gimana? Kaya gitu juga?

E   : iya seh tergantung dosen juga.

D   : liat-liat dosen juga?

ABC : iyaa mbak

D   : oke terus.. misal ada bacaan baru yang kalian ga pernah tahu. Tipe kalian itu langsung kalian baca atau ndak?

A   : tergantung liat topiknya dulu.

X   : topiknya? Seperti C tadi ya sukanya romance
        Kamu juga?

B   : iyaa

X   : siapa yang pernah ikut TOEFL?

C   : SMA

X   : gimana menurut kalian readingnya gimana?susah ndak?

C   : susah, tapi ya lebih susah IELTS

X   : udah pernah yang ada speaking sama essay nya?

C   : ya IELTS itu mbak. Tapi jelek mbak nilainya..hehehehe

X   : kalo disini yang standart itu reading, grammar and structure, sama listening. Yang laen harus coba nih. Soalnya ya dari banyak baca itu bisa bantu banget ke TOEFL.
        Biasanya kalian kalo ngumpulin tugas on time ndak?

A,B : on time

F   : biasanya kalo bu Y harus on time.
        On time tapi bikinnya mepet..wkwkkw

X   : kenapa?

B   : soalnya ngaruh ke nilai..

X   : terus kalian sukanya ngerjain jauh-jauh hari ato

A   : ndak.. mepet...wkkwk

G : ndak greget kalo ndak mepet-mepet

H : kalo articlenya seh nyarinya jaoh, tapi pas nempelnya, ngrangkumnya mepet..

C : ndak. Aku mepet semua..hahaha

F : dulu waktu awal-awal itu masih semangat ngerjainnya.

X : padahal ini masih satu semester lho.kok semangatnya udah turun. Hahahaaahah

X : kalo mbak ini sudah banyak semester..wkwk
Terus biasanya ngasih tugas terus?

H : iya setiap minggu

X : berarti itu strateginya bu Y biar kalian mau baca.

G : dipaksa baca..hahah

X : iya kalo ndak gitu pasti ndak mau baca, ke perpust aja, banyak yang ndak tahu perpustnya dimana..hahhahhaa

F : iya..hahaha... dikunci terus lagi..

X : sebenernya ndak dikunci, tapi memang kalo sekarang jam 12 itu istirahat. Mulai istirahatnya setengah12 nanti baru buka lagi jam 1 ato setengah 2

F : oalahh

X : disana itu kalo kadung rame, ya ruame. Kalo sepi ya sampe ngantuk-ngantuk disana. Enak.. wkwwkwk
Trus nih situasi apa yang kalian suka untuk baca? Misal di kamar ditutup rapet. Kalo mbak isa tidur itu. Hhahahaha

B : kalo aku kalo ndak ada kerjaan. Bosen liat tv, ngapain-ngapain, ya baca novel. Tapi dulu waktu sma. Kalo sekerang wes..

X : lho kenapa?

B : hmmm ndak tau..mungkin karena kesibukan, kemaren kekampus terus, kan ikut PSM... jadi kalo dirumah itu jadi babu itu disuruh bersih-berih, ndak sempet baca...

X : trus kalo mau kelas reading ndak ada persiapan dong?
Baca-baca dulu kek..

B : jujur aja ndak.. paling kalo disuruh baca dulu, baru tak baca.

C : itu aja kadang ndak aku...hahahah

X : berarti tugasnya banyak article ya?

G : ya article, video

X : kalo mbak dulu tugasnya dari buku itu aja...

H : kita juga, tapi lebih banyak article itu..

X : kalo ada 2 tugas, satu dikasi nilai satu ndak dikasi nilai. Kalian akan milih yang dikasi nilai atau mau kerja dua-duanya?

G : dikerjain dua-duanya. Tapi lebih didahulukan yang dinilai.

F : tapi kadang ngerjain tapi malah ndak dinilai..

B : iya.. padahal negrjain susah-susah

X : tebel ndak?

C : iya padahal ngerjain semaleman. Aduh kok gitu.

X : ya diambil sisi positifnya yaitu kalian dari situ udah membaca.
Terus kalian habis baca apa, kalian suka sharing ke siapa? papa,mama,temen, ato siapa? sharing tentang bacaan ya..

A   : sama mbak
X   : kalo ke temen?
A   : jarang
X   : jarang?
A   : kalo itu nyambung?
X   : ato dipilih-pilih bahasnya?
A   : nyambung.. mbaknya sastra inggris juga soalnya
X   : oiya? Disini? Angkatan?
A   : 2014

From Whats App
X   : T ini mbak dian, ada waktu sebentar? Ada beberapa hal yang mau mbak tanyakan berkaitan sama interview yang kemaren.
T   : iya mbak mau tanya apa mbak?
X   : makasih sebelumnya ya. Mbak mau tanya, bu Y kan biasanya minta kalian cari article. Kamu sukanya topic apa?
T   : Iya mbak sama2. Hmmm kalo aku sukanya topic tentang kesehatan mbak.
X   : Lebih sering mana ya diminta cari article sendiri ato dikasih sama bu Y?
T   : diminta cari sendiri mbak
X   : oiya2.. Next tentang keadaan di reading class. Kalo ada temen yang lebih pintar dari kamu dalam membaca, sikap kamu gimana? Kamu lebih termotivasi ato malah down?
T   : hmmm aku merasa lebih termotivasi untuk jadi lebih unggul daripada dia mbak.
X   : nah sip.. trus yang kamu lakukan apa?
T   : Yaa belajar materi yang besok bakalan dibahas. Ngerjain tugas-tugas yang belom disuruh.
X   : brarti bisa dibilang kamu ngerjain tugas sebelom temen-temen yang lainnya kerjain ya?
          Pernah ato sering ndak kamu bandingin kemampuanmu dalam reading sama kemampuan temen-temen kamu?
T   : iya mbak. Tapi aku ya ga tau mereka udah nerjain apa nggak. Pokoknya sebelum bu Y nyuruh ngerjain kadang ta kerjain duluan.
          Bandingin gimana nih mbak maksudnya? Kalo dalam hati yaa pernah wkwkwkw
X   : Ohh gitu ya? Iya yang kaya gitu.. waktu ada temen baca pasti kan ada pikiran aku lebih baik.. hehehe.. kalo secara langsung pasti sungkan lah ya.
          The last question, kalo ada temen tanya tentang tugas reading, kamu dengan senang hati membantu atau ngerasa sebaliknya?
T   : nah iya mbak.. ehhehe
          Senang hati membantu mbak soalnya kan seneng kalo kita lebih bisa dari temen yang lain.
X   : okee.. done.. Makasih banyak ya T buat waktunya buat jawabannya juga.. maaf lho mengganggu.. sukses ya kuliahnya

T : iyaa sama-sama mbak.. ngga ganggu sama sekali kok mbak.
  Iya makasi mbak, sukses juga buat skripsinya..
X : Aminn,, aminn..

X : Y, haloo Ada waktu benar ndak?
Y : Kenapa mbak?
X : Mbak mau tanya-tanya sedikit berkaitan sama reading class.. buat skripsi..boleh?
  Ada beberapa hal yang kurang jelas soalnya..
Y : Boleh mbak
X : Makasih
  Jadi gini.. pasti di reading class kemarin kamu pengen kan jadi yang terbaik dikelas? Gimana sikapm daat ada teman yang lenih pinter dari kamu? Kamu sering banding-bandingin kemampuanmu sama mereka apa ndak?
Y : Ya pengen lah mbak
  Sikapku ya lapang dada aja mbak, soalnya itu tak buat motivasiku biar lebih rajin lagi buat belajar mbak. Kalo saya sih ga pernah mbak, saya orangnya ga terlalu suka banding-bandingin mbak.
X : Memotivasinya dalam hal apa Y? Kamu jadi lebih sering baca gitu tah? Atau berusaha yang terbaik kalo ada tugas jadi nilainya bagus. Atau gimana?
Y : Kalo pandangan saya berbeda mbak, menurut saya, terbaik didepan dosen itu dari segi penilaian mbak, kalo terbaik di kelas, unggul dari mahasiswa lain. Kalo terbaik didepan dosen, kek IP gitu dah.
X : Ohh gitu ya.. trus selaen sering baca apa lagi yang kamu lakukan buat jadi yang terbaik didepan dosen?
Y : Lebih aktif dikelas tambah ya sok sok an baik hati gitu deh mbak didepan dosen.
X : Hmmm pinter juga.. wwkkw
  Trus kalo ada tugas gimana? Kamu rajin ndak ngerjainnya? Kan itu nambah nilai banget..
Y : Rajin sih mbak, tapi rasa malas mulai datang kalo dapet dosen kaya pak Y. Ga nyaman itu berpengaruh besar terhadap pembelajaran mbak.
X : Untung reading bukan pak Y ya? Kamu di ajar bu Z ya? Kalo tugasnya bu Z rajin dong kalo gitu?
Y : Untung banget tuh mbak.. bu Z mbak, kalo sekarang bu C.
  Rajin mbak, tapi saya banyak ga ngikut kuis jadi pengaruh ke IP.
X : Wah sayang ya... oiya Y wktu wawancara kemarin kamu bilang suka baca yang mistis-mistis ya.. biasanya buat tugas reading itu kamu cari article apa?
Y : Salah orang kayaknya bak.. Wawancara kemaren say bilang kalau saya tentang sejarah perang, seperti perang persia sama spartan mbak.
X : Waduh salah ya... maaf-maaf.. trus kalo buat tugas kamu articlenya berkaitan dengan itu?

Y   : Iya kalo disuruh bebas berkaitan dengan itu mbak. Saya ngikut intruksi saja..

X   : Lebih sering mana cari sendiri atau dikasi article langsung dari bu Z?

Y   : Cari sendiri mbak.

X   : For the last question...kalo ada temen yang tanya tentang tugas reading kamu akan dengan senang hati membantu atau sebaliknya Y?

Y   : Senang hati membantu mbak, bolehlah kalo saya pingin jadi yang terbaik di dosen, tapi kalo ada yang butuh bantuan, dengan senang hati saya bantu.

X   : Oke Y.. makasih banyak ya buat waktunya sama jawabannya. Sukses buat kuliahnya...

Y   : Oke mbak.. sukses juga buat skripsinya

X   : Aminn.. makasih juga..

Note:

X   : Interviewer

Others : Interviewee