

ANALYSIS ON READING-BASED RESEARCHES CONDUCTED IN ENGLISH EDUCATION STUDY PROGRAM

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Abstract: This research entitled analysis on reading-based researches conducted in English Education Study Program. The purpose of this research is to investigate researchers' interest on reading skill in thesis writing. The subjects of research are the theses written on reading interest by English Education Study Program during the period 2006-2011. The research data are taken from UPT Perpustakaan Tanjungpura University. The data were analyzed by descriptive study by classified into several categories of interest: Method of Research, Research Focus, Research venue. As the result, mostly theses used Pre-experimental Study. It was 71,74% of the samples while Classroom Action Research and Descriptive Study are 19,56% and 8,70%. According to the research focus: teaching technique is 78,26 %, teaching media is 17,39% and unclassified 4,35%. Researchers' interest based on venue of study; Elementary School (4,35%), Junior High School (36,96%), Senior High School (52,17%) and University (6,52%).

Keywords: Thesis, Researchers' Interest, Reading Skill

Abstrak: Penelitian ini berjudul Analisis pada penelitian berbasis membaca yang dilakukan di Program Studi Pendidikan Bahasa Inggris. Tujuan dari penelitian ini adalah untuk menginvestigasi ketertarikan penulis pada kemampuan membaca dalam penulisan tesis. Subjek penelitian adalah tesis yang ditulis dalam ketertarikan kemampuan membaca oleh Program Studi Pendidikan Bahasa Inggris selama periode 2006-2011. Data penelitian ini diambil dari UPT Perpustakaan Universitas Tanjungpura. Data penelitian dianalisis menggunakan studi deskripsi dengan mengklasifikasikan ke dalam beberapa kategori ketertarikan; Metode Penelitian, Fokus Penelitian dan Tempat Penelitian. Sebagai hasilnya, sebagian besar tesis menggunakan Studi Pra-eksperimen. Studi ini mencapai 71,74% dari seluruh subjek penelitian. Sementara Penelitian Tindakan dan Studi Deskripsi adalah 19,56% dan 8,70%. Berdasarkan Fokus Penelitian; Teknik Pembelajaran 78,26%, Media Pembelajaran 17,39 % dan bukan Keduanya 4,35 %. Ketertarikan terhadap Tempat Penelitian; Sekolah Dasar (4,35 %), Sekolah Menengah Pertama (36,96%), Sekolah Menengah Atas (52,17%) and Universitas (6,52%).

Kata Kunci: Tesis, Ketertarikan Peneliti, Kemampuan Membaca

Thesis writing is one of the requirements of English Education Study Program students to finish Sarjana Degree. Thesis writing in this department is focused on four main skills of English and language. The students of this department must have ability in thesis writing. They have been learned how to write the research from two main subjects in their study: Research on English Language Teaching subject and Seminar on English Language Teaching. They have to make research design and accomplish some requirements to finish their thesis writing. Since the thesis of English Education Study Program focused on the four skills of English, many researchers did their thesis on the preference of those four skills of English. They conducted their thesis writing in a particular way based on their interest and problems found based on their experience. Most of them wrote their thesis based on their experience in teaching practice subject. In addition, they also did the research based on the problems found in academic environment.

Since the thesis of English study program focused on the four skills of English, many researchers did their thesis on the preference of those four skills of English. They conducted their thesis writing in a particular way based on their interest and problems found based on their experience. Most of them wrote their thesis based on their experience in teaching practice subject. In addition, they also did the research based on the problems found in academic environment.

The researchers have done their research on reading skill by using several kinds of research methods. They did the research by using mostly Pre-Experimental Study, Classroom Action Research, and Descriptive Study. As that reason, the writer is interested to find out their interest in thesis which is focused on reading skill. As the latest observation on some thesis, the writer had found out several reasons of their preference on reading. Firstly, reading is crucial to find information needed as there are many kinds of information in written form. Secondly, reading skill is the most-needed skill in National Examination because there are many reading texts and most of the answers for the questions in the examination are provided in the texts. Thirdly, reading is a basic skill to learn other skills. As Ariwiyati (2006) said that in high school, the process of teaching reading has some specific objectives; which are: 1) to enable students to develop basic comprehension skills so that they can read and understand texts of general nature; 2) to use reading to increase their general knowledge; 3) to decide about reading purpose; 4) to adapt their strategies of reading; and 5) to develop the ability to read critically.

During his study in English Education Study Program, until now the writer have encountered many other students who write or do research about reading. This phenomenon piqued the writer's interest to investigate the students' interest in research on reading. Generally, from the writer's knowledge, those researches are classified into two main categories; the research to improve reading comprehension and the research to test certain techniques on reading.

The writer wants to know further about the researches on reading in English Education Study Program and conduct an investigation to study those researches in order to learn about the students' interests, methods, and techniques

in researching reading. So, the writer formulated his research questions as follows: (1) What are the researchers' interest in choosing reading for their thesis writing? (2) What research methodologies of reading did the researchers used on thesis writing? (3) What reading techniques used in their researches?

The writer wants to know further about the researches on reading in English Department and conductan investigation to study those researches in order to learn about the students' interests, methods, and techniques in researching reading. This investigation is expected to be able to give an explanation, providing data about researches on reading in English education program and find out the students' interests and the kind of researches they have done for future reference.

Furthermore, this research is conducted by analyzing all thesis researches on reading in English education study program during the period of 2006-2011. The data are taken from the thesis enlisted in UPT PerpustakaanTanjungpura University. The writer uses the titles, the methods and the techniques from the data to create a list of researches on reading with the information about the methods and techniques during the period of 2006-2011 and then provide the explanation and find out the researchers' interests in research on reading.

This investigation is expected to be able to give an explanation, providing data about researches on reading in English Education Study Program and find out the students' interests and the kind of researches they have done for future reference. Here, the writer tries to analyze the researchers' interest in research on reading through: (1) research methods used in the research, (2) focus of the research, both the approaches used (techniques or media) and the objectives (reading skills or reading comprehension), and (3) venues of the research tookplace.

METHOD

One kind of research to collect the data and analyze it to make evaluation is analytical study. In analytical research, the researcher has to use facts or information already available, and analyze these to make a critical evaluation of the material. This study belong to the qualitative research, which is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind. This type of research aims at discovering the underlying motives and desires. Through this research we can analyse the various factors which motivate people to behave in a particular manner or which make people like or dislike a particular thing.

Some experts have explained the advantages of valid data collected by analysis method in scientific study. Corti (2008) stated that archived data is a rich source of research material that offer researchers, teachers, and learners opportunities to revisit, rework, and verify data both their own and those created by others and also to compare with other data materials. They provide opportunities to study the raw materials of recent or earlier research to gain both methodological and substantive insights. New data are typically expensive to collect; sousing already collected sources can save costs as well as avoiding duplication of research effort and investment. But unlike analysis of questionnaire data, the practice for qualitative data is far less well-established.

The analysis method used in this study is descriptive research and analyzed in qualitative approach. Gay (2007: 175) stated that descriptive research determines and describes the way things are. It involves collecting data to answer questions about the condition of a certain phenomenon. The possibilities for using data descriptively are extensive contemporary and historical attitudes and behaviors can be gleaned from data at the individual, organizational, or societal level. Qualitative research is descriptive in which the researcher is interested in process, meaning, and understanding gained through words or pictures (Cresswell, 1994). Since this research used descriptive study, this research investigates certain phenomena to collect and analyze the data to find out such kind of interest of the students in conducting their research in reading skill.

The subject of this research was reading based thesis of English Education Study Program within period 2006-2011. The number of the reading based thesis was 46 theses. The writer used descriptive study because it is appropriate in describing or presenting existing phenomena. The function of analysis is to show researchers' interest and methodologies used in thesis writing. The data were taken from UPT perpustakaan Tanjungpura University. The writer analyzed the data into several classifications according to the students' interest in reading skill preference. The writer analyzed the data into three classifications, they are: method of research, research focus and research venues.

The procedure of data collecting in this research is by listing all the reading focused thesis available in the English Education Study Program database during the period of 2006 until 2011, find out the the methodologies, classified the thesis based on the methodologies and present the data in table of percentages and pie-chart diagram.

A percentage is the number of cases out of (per) a hundred (cent) that fall in a particular category. To calculate percentage frequencies we need the frequencies in each category and the total of these frequencies for all of the categories of that variable. The advantage of expressing the number of people that fall into a particular category as a percentage (or a proportion) is that it gives us a quick indication of the relative number of people in that group. This is particularly useful if you are comparing more than two categories in more than one group where the groups contain differing numbers of variable (Howitt and Cramer, 2000).

$$\text{percentage of method} = \frac{\text{frequency of a method}}{\text{Total number of the thesis}}$$

Howitt and Cramer (2000) also stated that some people find it easier to visualise data in terms of pictures. When presenting data to a live audience it is often better to present your data as a chart or diagram than verbally. A very familiar way of pictorially presenting category data that are simply the frequencies in each category is to use the pie-chart or pie-diagram.

FINDINGS AND DISCUSSION

Findings

The result of this research is written in three kinds of classification of the students' interest. They are the method of research, teaching technique/strategy and media and sites of study.

Based on the finding, there are three kinds of method used by the researchers in doing their research. They are Pre-experimental study, Classroom Action Research (CAR) and Descriptive study. Pre-experimental study is a method of research which is a type of evaluation which aims to determine whether a program or intervention has the intended effect on a study's participants. Moreover, Cohen, Manion, and Morrison (2000) argue that pre-experimental design or single group pre test and post test design very often reports about the value of a new teaching method or interest aroused by some curriculum innovation.

Classroom Action Research is a method of research that in which participants examine their own educational practice systematically and carefully using the techniques of research, a form of investigation designed for the teachers to attempt to solve problems and improve professional practices in their own classrooms. As Dawson (2002:16) remarked: "In action research, the researcher works in close collaborations with a group of people to improve a situation in a particular setting". CAR involves systematic observations and data collection which can be then used by the practitioner-researcher in reflection, decision-making and the development of more effective classroom strategies. Finally, Descriptive study is a method that determines and describes the way things are. It involves collecting data to answer questions about the condition of a certain phenomenon. As the result and comparement from the three kinds of researches used by the English Education Study Program students, it was shown with the table below:

Table 1

Percentage researcher's interest based on method of research

| Research methods | Sum of theses | Percentage |
|-------------------------|----------------------|-------------------|
| Pre-experimental | 33 | 71,74% |
| CAR | 9 | 19,56% |
| Descriptive | 4 | 8,70% |

From the table 1 of percentages of researcher's interest based on method of research above we can see that from a total of 46 thesis focused on reading there are 33 thesis using Pre-Experimental method (71,74%), 9 thesis using CAR method (19,57) % and 4 thesis using Descriptive method (8,70%).

The writer classified the second category into two main of interest; they are teaching technique/strategy and teaching media. Based on finding, the writer showed several teaching technique and media used by the researcher in doing their research. Here is the table of techniques used by the researcher as follows:

Table 2
List of technique used by the students

| No. | Teaching Technique | Terms |
|------------|------------------------------|---|
| 1 | Quantum Technique model | A model that give dedication to the teacher to reach their students ability and express their opinion. |
| 2 | KWL technique | A cooperative technique which the students share their prior knowledge, what they want to know, and get correct information about the topic being discussed. |
| 3 | Rocket reader | Educational software developed by Dr. Simon Ronald to improve students reading speed and increase their understanding and comprehension. |
| 4 | Problem based learning | A collaborative study to discuss the issues of a problem as to create variable solution. |
| 5 | QAR technique | Question-Answer Relationship finds out different types of question and to answer those questions correctly. |
| 6 | Think pair share | A cooperative learning strategy which the students think about the question, idea, issue, and share their thoughts with a partner before discussion in a small group. |
| 7 | PLAN reading strategy | A reading strategy consists of predict, locate, add and note. |
| 8 | Timed pair practice activity | A cooperative learning in which pair of students doing task that limited by certain time. |
| 9 | Problem Posing technique | An activity in order to read first in making some questions whose answers can be found in the text. |
| 10 | Skimming-Scanning | Reading technique by skim for the main idea and scan certain information quickly and accurately |
| 11 | SQ4R technique | A six step strategy studying reading comprehension: survey, question, read, recite, record and review. |
| 12 | Mind mapping | Writes the summary on reading text, see the organization and relation between story parts to get better comprehension. |
| 13 | Authentic material | It helps to bring the real world into the classroom and significantly enliven the class and bring out a deeper understanding. |
| 14 | Pictorial dictionary | The use of appropriate pictures in teaching learning process. |
| 15 | Cooperative reading | Reading group class technique using |

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| | technique | <i>predicting, question generating, clarifying and summarizing.</i> |
| 16. | Summarizing Technique | Take larger selection of the text and reduce them to their bare essentials. |
| 17. | Sentence completion | Fill the empty spaces by recall or memorize, and cloze test needs the students to fill the empty spaces by guessing |
| 18. | “Schema activation | A strategy to use with encoding complex information. |
| 19. | <i>Reciprocal Teaching Technique</i> | An instructional procedure designed to the studentsto make prediction, question, clarification, and summaries. |
| 20. | Oral reading activities | The activities to read the word whether they understand it or not and to able to decode the word correctly |
| 21. | TGT | It has four cycles of instructional activities; teacher presentation, team study tournament, and team recognition. |
| 22. | <i>Team Pair Solo activity</i> | a class activity that uses cooperative learning. where students will solve the problems first as a team, then with a partner and finally on their own |
| 23. | Reference words | A type of rhetorical device that allow a writer to create cohesion throughout a text by reintroducing, manipulating, or anticipating information continually and in interesting ways”. |
| 24. | 3-2-1 strategy | A reading strategy that requires students to summarize keys ideas from the text and encourages them to think independently. |
| 25. | Partner’s guidelines, | The students have to work together as team mates to complete their task. |
| 26. | Key reading technique | It is used to concentrate our attention on the important words |
| 27. | SQ4R | A six-step strategy studying reading comprehension, concentration, and retention. The six-step of this method are “survey, question, read, recite, record and review |
| 28. | Directed Reading-Thinking Activity | A metacognitive strategy that teaches students’ to acquire and activate their own purposes for reading. |
| 29. | Questioning the author | An instructional strategy that supports deeper comprehension by changing the nature of the questions students are asked about the text they read. |
| 30. | Mixed Stories | Descriptive texts which consist of two |

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|-----|---|---|
| | | different topics mixed in a text. |
| 31. | <i>P.O.S.S.E reading strategy</i> | This strategy incorporates 5 effective reading techniques such as <i>Predict, Organize, Search, Summarize, and Evaluate.</i> |
| 32. | Mediated Instruction of Text (MIT) strategy | It provides the text as the source or media to be instructed by the teacher in order to increase the students' reading comprehension. |
| 33. | Numbered Heads Together | A cooperative learning technique that holds each students accountable for learning the materials. Students are placed in groups and each person is given a number. The teacher poses a question and students "put their heads together" to figure out the answer. |
| 34. | The PQ4R | One of the Techniques to help the students to understand the reading text. It is divided into 6 phases (Preview, Question, Read, Reflect, Recite, and Review). |
| 35. | Questions Answering | It is a technique of extracting a sentence or text snippet form a document or document collection that responds directly to a query. |
| 36. | SQ3R technique | A process consisting of the following five steps; Survey, Question, Read, Recite, Review. |

The writer classified the students' interest into teaching technique and media. The writer has classified all of the samples but it found the rest two theses could not categorize into the two classifications. The two theses were concerning to the students' behavior of reading activity. We can see the percentage as follows:

Table 3

| Percentage research interest based on teaching technique and media | | |
|--|---------------|------------|
| Students' interest | Sum of theses | Percentage |
| Teaching technique and strategy | 36 | 78,26 % |
| Teaching media | 8 | 17,39 % |
| Unclassified | 2 | 4,35 % |

From the table 3 of percentages of interest based on teaching technique we can see that from a total of 46 thesis about reading there are 36 thesis focusing on Teaching techniques (78,26%), 8 thesis focusing on teaching media (17,39%) and 2 thesis fall into unclassified category (4,35%).

The writer classified the last category into four venues of study where the researchers conducted their researches; they are Elementary School, Junior High School, Senior High School and University. Here is the table of the sites of study used by the researchers on their study as follows:

Table 4
Percentage research Level on reading of English Study Program.

| Participants' level | Sum of theses | Percentage |
|----------------------------|----------------------|-------------------|
| Elementary School | 2 | 4,35% |
| Junior High School | 17 | 36,96% |
| Senior High School | 24 | 52,17% |
| University | 3 | 6,52% |

From the table 4 of percentages and pie-chart of researcher's interest based on participants' level above we can see that from a total of 46 thesis about reading there are 2 thesis on Elementary School level (4,35%), 17 thesis on Junior High School level (36,96%), 24 thesis on Senior High School (52,17%) and 3 thesis on University level (6,52%).

Discussion

The result of this study showed that researchers' interest of thesis writing on reading skill can be classified into three kinds of interest. Due to the various kinds of interest, the writer classified the theses into the Method of Research, Research Focus and Participants' level. In interest of research methods, the writer found three kinds of method used by the researchers in thesis writing; they are Pre-Experimental Study, Classroom Action Research, and Descriptive Study. There were 33 theses which used Pre-Experimental Study as their method of research or 71,74% of the data while only 9 theses used Classroom Action Research as the method of research or 19,57% and there were 4 theses used Descriptive Study as the method of research or 8,70% of the data. It seems that Pre-experimental study was the most favorite method used by the researchers in writing their thesis. It showed that most of the researchers who chose Pre-experimental study tried to apply a new technique, strategy, or media in the teaching learning process.

For the second classification, the writer categorized researchers' interest into Teaching Technique/Strategy and Teaching Media. The writer found that most of the researchers were interested in teaching technique and strategy. There were 36 theses of the data or 78, 26 in percentage which were interested in Teaching Technique/strategy while Teaching Media were chosen by 8 researchers or 17, 39 % of the data. There were two researchers who were interested to choose students' behavior as their thesis focus which could not be classified into the two fore mentioned classifications. The data showed that teaching technique/strategy is preferred the most by the researchers has proved that the Teaching Technique and strategy has improved in number in the range of year 2006 until 2011.

For the last classification, the writer classified the theses into the participants' level; they are Elementary School level, Junior High School level, Senior High School level, and University level. Based on the data, most researchers chose Senior High School, they were 24 theses. There were 17 students who interested to Junior High School. There were 3 students chose university as their venues of study, and only 2 students chose Elementary School as their venues of study. This classification showed that the students prefer mostly in two main venues of study, they are Senior High School and Junior High

School. As this department study program expect their students would teach these venues of study in the future.

As the result, this study has answered the question why researchers did their research mostly in reading skill preference. Their interest on reading skill can be categorized into several parts. First, they are interested in the method of research; most of them are interested in Pre-Experimental Study. Second, their interest of research focus is in applying the new teaching technique and strategy in order to improve teaching learning process especially in reading skill. The last of interest is due to the venues of study which the students tended to choose their whether participants or samples of study are mostly in Senior High School and Junior High School level.

CONCLUSION AND SUGGESTION

Conclusion

As this investigation divided into three classifications, they are Method of Research, Research Focus and Venue of Study. The writer would like to point out some conclusion as follows: (1) The use of method of research in the thesis writing were mostly preferred by the students is Pre-Experimental Study (33 students) while Classroom Action Research used by 9 students and only 4 students used Descriptive Study. Pre-Experimental Study became the most interested Method of Research while Descriptive Study is become the lowest preference by the students in doing their research. (2) Based on the students' Research Focus, the highest preference is Teaching Technique where more than 75% of the subject of research or 28 students. The lowest research focus is due to the students' behavior where only 4,35% or 2 students were interested in. (3) The last classification showed that Senior High School and Junior High School site is dominated the students' preference on venues of study. Senior High School site has the highest preference of this classification which are 52,17 % or 28 students. Followed by Junior High School that used by 17 students. While the lowest preference is Elementary School venue with 2 students interested in this category.

Suggestion

Considering with the finding of this research, the writer would like to propose some suggestions as follows: (1) As an English teacher, they can use teaching techniques, strategies, and media that found in the research finding in the teaching learning process. However, they can do some modifications and variations in the process of learning. (2) Based on their preference of method of research, mostly of the researcher chose Pre-Experimental study. However the next students in this program can do their research using another method of research.

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