



Emotional Geography of Non-English Department Students on Extensive Reading

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Abstract: This present study is aimed to investigate the students feeling when they are asked for extensive reading, in case of reading news. The non-English department students who take English course are involved as the participants. The data were gathered from students' emotion diaries and interviews. Data were analysed by a constant comparative method. The salient points that emerge from the data are positive and negative emotions elaborating into four forms of emotions, namely (1) attention, (2) motivation, (3) use of learning strategies, and (4) self-regulation of learning. The implication of this present study is a mapping of students feeling for non-English departments on extensive reading.

Introduction

Extensive reading has widely been studied in second and foreign language classroom. During the last two decades, this body of research of burgeoned is on students' emotion that means to draw the modes of representation produce, mobilise, and seek to shape of emotion. It is symbolized to foster belonging forms on critical questioning problematic (Bondi, 2007). The relationships of closeness and distance the people have with themselves, other, and the environment as the emotional geography (Hargreaves, 2008). It is positively received by the learners and some cases created positive attitudes toward reading and extensive reading in EAP that can be the variation on the classroom (Macalister, 2015). Extensive reading in EAP context can be done feasibility and practicality (Ro, 2016). Students bring emotions to the classroom that concern events outside the school, but can nevertheless have a strong influence upon their learning, such as the emotional turmoil produced by stress within the family (Pekrun, 2014). An educational perspective, emotions are important because of their influence on learning and development, but students' emotional wellbeing should also be regarded as an educational goal that is important in itself (Pekrun, 2014). Based on Pekrun (2014), emotional geography framework in this study reports were in-depth the student's emotional geography on extensive reading especially for the students' non-English department. This following research problem that lead this current study "How will be the student's emotion mapping on extensive reading program?"

These findings have significant implications for teachers who are teaching non-English department students for deliberating a mapping of students feeling for non-English departments on extensive reading.

Emotional Geography

Pekrun (2014) notes:

It is important for teachers to understand, and to deal with the emotions experienced by students. The teacher can use the own emotional experiences to understand what kinds of emotions the students may undergo-remember the memories of the emotions profoundly influence learning and achievement. Alternatively, teacher can try to talk to the students about the emotions they experience

He proposed positive and negative emotions and then each emotion elucidates to be attention, motivation, learning strategies, and learning self-regulation.

Attention refers to emotions draw one's attention towards the object of emotion. For example, if the students are proud of a good grade in an examination, the students' attention is focused on this accomplishment. It follows that the attention is distracted away from current task performance. Positive emotions can reduce performance on all kinds of tasks that need attention, including most types of academic learning tasks. In contrast, negative emotions draw students' attention away from learning. For example, anxiety about failing an examination leads to concern about failure and its consequences, thereby reducing task focused attention. Similarly, boredom during lessons allows students' attention to drift away and leads to day-dreaming instead. By reducing attention, negative emotions can undermine learning and achievement.

Motivation refers to activating emotions, such as enjoyment of learning, can increase students' interest and motivation. These emotions help to recollect positive memories and to appraise positively the value of tasks and one's competence to solve them. Enjoyment promotes students' interest in the learning material, as well as the intrinsic motivation to learn (i.e. motivation that is based on interest). By contrast, the effects of deactivating emotions are probably more complex. Pleasant relaxation and relief can reduce any motivation to continue making an effort, but it can reinforce motivation to begin again with learning material later.

Learning strategies refers activating emotions help to employ flexible, creative and deep learning strategies. Examples are the elaboration of learning material (i.e. relating the material to previously learned material or material from other subjects); organization of learning material; and critical thinking. In contrast, deactivating emotions can reduce any systematic use of learning strategies.

Self-regulation of learning refers to activating emotions enhance flexible thought and action. They also promote students' self-regulation of learning, which requires flexible planning and monitoring of learning activities. By contrast, Deactivating emotions probably do not have these positive effects on self-regulation.

Extensive Reading

In the development of education, it is less investigation of emotional on extensive reading. Rodrigo et al (2014) proved that extensive reading group & non-extensive reading group have the positive attitude toward reading, extensive reading group & non-extensive reading group had been reading enjoyment, extensive reading group had positive in the reading habit, and the extensive reading group had had pleasure reading. The power of extensive reading affected the students' motivation, and contributed additional insights (eg. the impact of different extensive reading teacher practices on students' reading motivation and reading amount) to the existing extensive reading literature, and the need for extensive reading practitioners to understand what they can do to influence students' reading habits and to be sensitive to the local of their teaching setting when implementing extensive reading (Ro, 2016). However, Mikami (2016) mentioned in his study that the students' motivation was not fixed or stable dealing with extensive reading and that it was difficult for them to maintain positive motivation. Extensive reading participants are much more positive attitudes towards reading, their class, and their learning than intensive reading participants (Al-Homoud et al, 2009). Thus, extensive reading could give positive and negative attitude and motivation for the students.

Positive and negative emotion implicate in the students both reading and writing activities. Park (2016) reported that both classes demonstrated writing improvement after one semester, students who were exposed to more input through extensive reading gained significantly higher holistic scores in their post-essay test. Additionally, he mentioned that extensive reading class improved more than the traditional class in the specific areas of content, organization, vocabulary, language use, and mechanics. Sun et al (2016) proved three results in their study. First, OFFER (Objective-Focused Fast Extensive Reading) group showed significant superiority in writing quality and quantity compared to the other two groups (one-size-fits-all extensive reading and zero extensive reading). Second, extensive reading can be utilized not only for cultivating reading interest but also for promoting writing. Third, the OFFER strategy can lead to improved writing quality and fluency compared to one-size-fits-all extensive reading. Therefore, extensive reading could encourage students writing skill through extensive reading program.

Besides, extensive reading program and translation instruction activities had differentiated effects on learners' grammar knowledge and attitudes depending on their L2 proficiency, as well as both, showed positive gains in grammar knowledge from pretest to later tests (Lee, 2015). Prior vocabulary knowledge may have a large impact on the amount of vocabulary learning through extensive reading (Webb, 2015). On the other hand, a small effect for extensive reading interventions on reading comprehension, reading fluency, word reading, word reading fluency, and spelling outcomes (Wanzek et al, 2013). Extensive reading can empower students to be fluent readers who draw connections between reading and their own lives (Widodo, 2006). Hence, extensive

reading is not only having the impact for students writing skill but also encouraging students grammar, vocabulary, and reading fluency.

Dealing with extensive reading on language skills and language components, it also implemented on material development. It proved by Brown (2015). He claimed that extensive reading is the essential part of language curriculum and it included on textbook development. It is vital to introduce extensive reading in the purposeful and interactive framework of the task-based language curriculum (Green, 2005). Extensive reading was an increase of shadowing, and implications for curricula and classroom application (Nakanishi, 2011).

Method

The Participants

The participants in this study were the students of non-English department, especially study programme of Economic Studies of Development, who take English course at university level of the first semester from Indonesia. 30 students were informed to read news as long as 4 weeks. In the two-first weeks, the students found the news by their selves and next they were provided the news. While they were reading the news, they were asked to write their diaries. Form 30 students diaries, only two students of their diaries were chosen to be analysed since those were very thick elaboration on their diaries. They were RAB and AF.

Data Analysis

The data were analysed by constant comparative method. The students' diaries were gathered after they read the news. As soon as I received the diaries, I organized the stories by Pekrun emotional geography framework (2014). The salient points that emerged from the data were positive and negative emotions elaborating into four forms of emotions, namely (1) attention, (2) motivation, (3) use of learning strategies, and (4) self-regulation of learning. After that, I develop interview protocols for triangulation..

Result

Two students' diaries, RAB and AF, have been analysed that guided from four emotions, precisely attention, motivation, use of learning strategies, and self-regulation of learning. The followings were the elaboration.

RAB

Attention: *I enjoy for reading the news (positive)*

RAB was very eager when he was reading the news. Even he used Google translate to understand the meaning of the news. He also tried to discuss it to his friends. Since the news was not too long, he could understand the news. It also related to his study program

that was enjoying reading it. The first one entitled “Indonesia’s foreign exchange reserves increase to US\$128.8 billion in August” and the second one was “India launches tax revolution amid business doubts”. He completely read the news since he had new knowledge dealing with the economic development. Furthermore, he could increase English performances, in case of having more vocabulary:

My intentions and purposes in reading the news were to have knowledge, especially on the development of economics and improve my English, especially on new vocabulary.

When I interviewed him in the following week, RAB still enjoyed reading a news and he got many things by reading. In the interview, he explained his feeling at that time:

I like reading a news, especially on economic because I study and grapple with economic. So, I understand much economic vocabulary, such as supply and demand.

Motivation: I want to read the news again

RAB had willing to read the news. He thought that he would have much knowledge if he read again and again. He also thought he could improve his English by reading news. He wanted to read the news dealing with economic development, particularly regional of economic development. It was in the same wavelength of his scope of study.

Because the more I read, the more I have much knowledge. My reading performances will increase and I will know more related to economic. I want to read about economic development, specifically on regional of economic development to support my thesis writing.

In the interview, RAB talked about his willing to read news only relating to economic since he study on Economic Development Program. He was motivated by his lectures that he must monitor the current issues on economic every time. Moreover, by reading, his English performances improved:

Because I study on economic, I have to know more relating to economic. And I have to be up-to-date information through news dealing with economic in inside and outside the classroom. Moreover, my lecturer has been said that I must read news in Jakarta Post as many as I can. It also helps me to improve my English.

In the interview, he told me that he is working for his thesis. By reading news, it was very helpful to complete his thesis. He could observe the development of economic. Furthermore, he said that economic is something dynamic. It can be changed every time.

Learning Strategies

I prefer to work in group rather than individually

RAB preferred to work in groups, when I asked the student to work in group and individual. In group, he could discuss the news with his friends. He also could learn to give his opinions. Additionally, he could tolerate to his friends’ opinions.

I don’t like to work individual. I prefer to discuss in groups by brainstorming. Many activities can be done by working in groups, such as I learn to bear my friends’ opinions and I also try to give opinions.

In the interview, I asked RAB to elaborate between working in groups and individual. He preferred to work in groups. He said that working in groups was more communicative. He could discuss everything that he found with his friends. He also could learn on how to communicate with others. He should give suggestions to his friends when his friends talked too much. Additionally, he should support his friends when they were low motivation on their works. He further explained his feeling at that time:

Working in group is more interactive than working individual. I usually work in groups. If I work in groups, I will get something new from my friends. Because in working group, it may be appear the new ideas from my friends and the communication is continued. Sometimes, not all my friends were contributed on the working groups. If my friends do not contribute, I will ask them for their contribution in groups. But, if my friends have much contribution or dominate the working groups, I will ask them to lead me for the topic discussion. I like working in groups if my friends have similar purposes so that the communication will be continued.

He did not only learn on academic experiences but also acquire non-academic experiences. He got many things when he worked in groups, such as interactions with others. Sometimes, he became a leader when the discussion was not on the track.

I try to memorize the content of the news and be critical

When RAB read the news, he tried to understand the content completely. The way that he choose was useful for his to understand the content of the news. He also tried to find the main idea of the news. Then he summarized the news.

To understand the news, the way that I use is reading repeatedly it. So, I can get the point on the news. Next, I look for the main idea of each paragraph on the news.

He read the news repeatedly and he tried to find the main point of the content by referring on the first and the second paragraph. However, he tried to be critical on the news. When the news was different from the theory that he got, he tried to discuss it to his friends. He never discusses it to his lecturer since he preferred to his friends.

I always read the news more than once so I can understand and remember the content of the news. To get the point, I refer to the first or last paragraph. Sometimes, when the news are different from the theory that I got in campus, I try to discuss it with my friends who are more understand and comprehend with the topic. I try to compare the theories that I have to the news that I read so that, I discuss it to my friends.

To be more critical, firstly he always understands the content of the news. Even he read it frequently. By using this method, he would compare to the theory he got and the facts on the news.

Self-Regulation: I have more new knowledge, new vocabulary, and reading performances improvement.

Actually, RAB did not like reading. He preferred to listen. However, by extensive reading, RAB described that he could have new knowledge and new vocabulary. He also could improve his reading performances.

I can get new knowledge through reading even I like listening than reading. By reading, I have new knowledge and new vocabulary. I can improve my reading performances.

RAB smiled when I asked about his feeling on extensive reading. At the first time, he told me that he tried to love on reading. Consistently, he acquired new vocabulary and new knowledge relating to economics. His reading performances were developed. Sometimes, he was uninteresting if the news were too long.

Firstly, I try to be happy on reading because I got new vocabulary. In my concern, economics, I think so many vocabulary that I could learn. And I got much new knowledge by reading news. That's why I have willing to read again and again. However, I will be boring if the news are tangled texts. I like simple news so that I easily find the ideas. And I got new knowledge and new vocabulary, and I can improve my reading performances.

RAB described this activity that had significant impacts for his knowledge. The impacts were not only for English but also economics. He could enhance his English could and he monitor the dynamics of economics.

AF

Attention: I do love reading news

AF is more experienced in reading. He used some techniques in reading based on knowledge from his teacher. He got some advantages in reading news, to be precise improving vocabulary.

I can understand to read the news by using reading techniques that have been taught. However, some vocabularies have been not understood and I need to check it. By reading news, I can understand the news itself and enhance my knowledge. I also can find new vocabularies that have not known previously.

When I interviewed AF, he explained that reading news was his habit in senior high school. Since this activity was his habit, he took his time to read news.

I like reading news because of my habits in senior high school. When I was senior high school, I usually read the news on The Jakarta Post everyday. My teacher always asks me to read it. Because this activity in every day, I very love reading news.

Motivation: Reading is my hobby

AF was familiar on reading. Based on his diary, he wrote that reading was his hobby since he always keeps up the information relating to economic. He is studying at Economic and Business Faculty, so that he attends on the development of economic.

Reading is my hobby. By reading, I can know the information up to date. The reading topic that I like is economic because it is in line with my study programme.

In the interviewed, AF stated that reading was his habit in senior high school. He was asked to read Jakarta Post every morning given by the teacher. As a result, the task from the teacher could be as the motivation for AF to read and read news every day. Since he acquired many advantages in reading, such as the correct pronunciation and the meaning of the words

When I was senior high school, I usually read the news on The Jakarta Post everyday. My teacher always asks me to read it. Through this habit, I could know how to pronounce the word in the news, because I tried to search the words on the dictionary. Then, I tried to find out the meaning of the words. Therefore, I could master on the new vocabulary.

AF described his motivation in reading news that was from the teacher on previous years ago. It was impacted when he is at university level now.

Learning Strategies: I prefer to work individually

When I asked students to write the diary, AF described that he preferred to work individually. He wrote that he would be more focus in individual working. AF, however, cared on working in groups since he had friends to discuss and share what they faced and found.

I am more concentrate if I work individually. Actually, I can work in group because by working group, I can discuss and share to my friends.

In the interview on the previous weeks, he defined that he could be working in groups for the time being. It meant that he had friends who were active in group work and they were serious to make the works done. He also mentioned that in group works, he could deliberate to his friends about the topic of the task.

It depends on the group members. I prefer to individual work than group work. I don't like group work if some friends did not contribute in group work. Conditionally, sometimes working in groups would annoy to complete our homework, because my friends were joking as long as group discussion. However, I could discuss and share our homework through group discussion. So that, I tried to find friends that have the same willing on completing the homework or tasks

In group works, AF would ask friends who would be focus on completing the tasks because it would be impacted on finishing the tasks earlier. Moreover, dealing with understanding the news given, he summarized the news after he read the whole text. Next, he find out the main idea of the text.

I read the whole news to understand the content. Then, I try to summary the news using my own language. In addition, I find the main idea of the news and I summary it.

In the previous interviewed, he explained on how he could understand the news. He looked for main idea on the first, last, middle of the paragraph. He also stated that he only read in once to get the idea.

To understand the news, I usually read the first line of a paragraph. When it was done ans I don't find the keywords, I read the last line to find the keywords. Sometimes, I find the keywords on the middle of a paragraph. And I read it only once.

Moreover, in the interviewed, AF talked about the way he read the news. He read the news critically by associating the information form the news and the information from his lecturer. Then, he discusses it to his friend when he found problems.

Sometimes, I tried to compare the news that I read to the knowledge that I got in campus. When I find the differences information, I discuss it to my friends I am shy to discuss it to my lecturers.

Self-Regulation: I read news in leisure time

AF drew his self-regulation on reading news. He elaborated that reading is interesting activities. However, reading might be boring if the text was long-winded.

I like reading the news because it is something interesting. Sometimes, I am bored to read it if the news is not clear or un-details. I think reading news give me information, vocabulary, structure in sentences.

In the interview, AF was active on reading news by online. He stated that he had special website to access the news that he wanted to read. He did this activity in his leisure time in his boarding house.

Nowadays, I always read online news. When I am on my boarding house and I don't have activities, I always access the news through my laptop. I usually access on CNN and Jakarta Post

Discussion

This paper presents eight stories of two students of Non-English department who took English class. The stories focus on their experience on reading news as extensive reading both in groups or individual. The stories were analysed based on Pekrun's emotional geography frameworks which focus on positive and negative emotions elaborating into four forms of emotions to be precise attention, motivation, use of learning strategies, and self-regulation of learning. Students bring emotions to the classroom that concern events outside the school, but can nevertheless have a strong influence upon their learning, such as the emotional turmoil produced by stress within the family (Pekrun, 2014). He argued that students bring emotions to the classroom that concern events outside the school, but can nevertheless have a strong influence upon their learning. Additionally, emotions are important because of their influence on learning and development, but students' emotional wellbeing should also be regarded as an educational goal that is important in itself.

Some cases created positive attitudes toward reading and extensive reading in EAP that can be the variation on the classroom (Macalister, 2015). The non-English department students who took English class can be representative as the students who had emotions on extensive reading activities. RAB and AF showed their positive attention on extensive reading, especially on reading news. RAB enjoyed when he was asked to reading news. Since he is studying at Economics, he concerned on this extensive reading program. This finding is in wavelength to extensive reading group & non-extensive reading group have the positive attitude toward reading, extensive reading group & non-extensive reading

group had been reading enjoyment, extensive reading group had positive in the reading habit, and the extensive reading group had had pleasure reading (Rodrigo et al, 2014). Extensive reading participants are much more positive attitudes towards reading, their class, and their learning than intensive reading participants (Al-Homoud et al, 2009). Moreover, AF, a student in the first semester, is a student at the same major who showed positive attention on this program. He does love reading news since he got many vocabulary inputs through this extensive reading program. Extensive reading program activities effected on learners' grammar knowledge and attitudes depending on their L2 proficiency that showed positive gains in grammar knowledge from pre-test to later tests (Lee, 2015).

The students willing on reading are affected on the students' motivation on extensive reading programs. RAB elaborated his positive motivation on this program. Although, he used electronic translator to understand the news, he has big willing on this program. He described that he wanted to read the news continually. The power of extensive reading affected the students' motivation, and contributed additional insights (eg. the impact of different extensive reading teacher practices on students' reading motivation and reading amount) to the existing extensive reading literature (Ro, 2016). RAB has motivation on reading that is to up to date the current information, especially on Economics. The need for extensive reading practitioners is to understand what they can do to influence students' reading habits and to be sensitive to the local of their teaching setting when implementing extensive reading (Ro, 2016). The next story is from AF that showed the same positive motivation on this extensive reading program. Reading is AF's hobby since he was familiar on this program. He could master on pronunciation and vocabulary (Wanzek et al, 2013) as well as writing. The both classes demonstrated writing improvement after one semester, students who were exposed to more input through extensive reading (Park, 2016).

Extensive reading class improved more than the traditional class in the specific areas of content, organization, vocabulary, language use, and mechanics (Park, 2016). RAB stories elaborated that he preferred to work in group for extensive reading program since he could discuss and share the news. He learnt to bear his friends' opinion and he also could give his point of views. He was more communicative to his friends when he was doing these programs in groups. Extensive reading can empower students to be fluent readers who draw connections between reading and their own lives (Widodo). Furthermore, AF drew some positive learning strategies. He preferred to work individually but he also enjoys work in group on this extensive reading program. He is more concentration when reading news individually. However, he needs friends to discuss dealing with what he read and what he knew. In addition, one of positive learning strategies is he related his understanding and his experiences, such as he compared what he read in the news and what he got from his lecturer or his understandings. Furthermore, RAB connected on both what he read and his background knowledge. He also memorizes the content of the news. It referred to positive and

negative learning strategy.

When positive emotion of extensive reading program appears on self-regulation, it point out that this program has big impacts for students. OFFER (Objective-Focused Fast Extensive Reading) group showed significant superiority in writing quality and quantity compared to the other two groups (one--size--fits--all extensive reading and zero extensive reading); and (2) the OFFER strategy can lead to improved writing quality and fluency compared to one-size-fits-all extensive reading (Park, 2016). It also showed by RAB that he could improve his reading performances by getting new vocabulary and current knowledge. Moreover, one of AF's habits in leisure time is reading news. He has certain website to browse the current issues, especially on Economic issues. He also thinks that by doing extensive reading program his writing performance improved. Extensive reading can be utilized not only for cultivating reading interest but also for promoting writing (Park, 2016).

Conclusion

All in all, the paper has made theoretical contributions to our understanding of extensive reading for non-English department study program, to be precise a mapping of students' feelings for non-English departments on extensive reading. The main challenge lies in how to ensure that the students emerge their feelings honestly and the time is for applying extensive reading program longer. It is hoped that through more extensive reading programs will be able to create more students emotional connections with the other students and give more positive impacts for students' non-English department.

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