

CHAPTER IV

RESULT AND DISCUSSION

This chapter contains the description of the data obtained to answer the statement of the problems: the kinds of strategies used to improve the student's reading skill, how the teachers apply the strategies to improve the student's reading skill and also the students' responses to teaching reading used by their teacher.

This chapter focuses on presenting the research result on the basis of the data analysis. In other words, it presents the result of interview, observations check-list and also questionnaire. From the classroom observation and interview, the researcher described the kinds of strategies and the reading strategies application used by the teacher to improve their student's reading skill. The result of questionnaire used by the researcher to describe the students' responses included the students' opinion about the teaching of reading, the students' opinion about the use of strategies and materials to teach reading, and the teacher's role in application and the general evaluations.

4.1. The Result of Observation

a. *Observation I (January 13, 2012)*

The researcher conducted the first observation in the first class on January 13, 2012. It was conducted at eight E class and the students were taught by Mrs. Lilik Suharti S.Pd. M.Pd. The subject was reading and the

material was short descriptive essay that used short interesting passage about *Idul Fitri in India* as the media of teaching.

To begin the class, the teacher started the lesson by saying greeting to the students and checked the students' attendance to create conducive atmosphere. Then, the teacher asked all of the students to pray for opening the lesson. After that, the lesson started and the students were asked to pay attention to the teacher.

In warming up activities, the teacher made statements or questions related to the topic through the passage and asked one or two students to answer the question to measure the students' background knowledge.

The teacher began to explain the instruction and give example how to get the information and comprehend the passage. Then, the teacher asked them to read the passage silently focused to identify the new vocabularies or challenging words for reading material.

After everything was settled, the teacher continued to the next activities. The students created a word journal of unfamiliar words which found by the students and the teacher follow-up with extended instruction to discuss and find out the meaning clearly together.

After those all finished, the teacher started to explain what the student to do next. Such as what will they learn? What do they want to find out about? And what will happen next in the passage?

Afterwards, the teacher asked the students to begin reading the passage clearly and silently in fifteen minutes. While the students read their passage, the teacher took around the class to observe and ensure that they are reading. Sometimes, the teacher also assisted students when they come to unknown words or experience a breakdown of understanding.

After the time for reading was up, then teacher asked students to identify and answer the question individually in their book based on the wall chart. They did it in 10 minutes. Then, the teacher checked students' answer and discussed the material in peer checking. The teacher guided the students in discussion, and giving them the questions one by one in the book. The students looked interesting by saying the right answers loudly. At that time, he wrote the answers and gave the translation of the word in Indonesian. He did it until the whole of the questions had been answered.

Then, the teacher made seven or eight students in a group. After that, the teacher asked the students to pay attention to the text passage. They might classify between the main idea and the supporting details. After the categories being classified, the teacher checked their tasks and corrected it one by one. At last, she chose the bigger mark of the group to become the champion. Then, she gave reward to that group.

After that, the teacher asked each of the students to summarize by their own language. Then, the task would be collected after 15 minutes. The

teacher monitored the students while they have been doing the task. It was to anticipate them if they have the difficult words and also to control them.

After the time was up, the teacher asked the students to collect their tasks in the end of teaching-learning process. Then, he reviewed the lesson that has been taught, checked the students' comprehension, and made the summary of the lesson today. Finally he closed the lesson by greeted their students.

b. *Observation II (January 14, 2012)*

The researcher did the second observation in the second class on January, 14, 2012. It was conducted at eight D class and the students were taught by Mr. Suprayitno S.Pd. M.M. The subject was reading and the material was short descriptive essay that used short interesting passage about *Idul Fitri in India* as the media of teaching.

As the first observation, the teacher started the lesson by saying greeting to the students and checked the students' attendance to create conducive atmosphere. Then, the teacher asked all of the students to pray for opening the lesson. After that, the lesson started and the students were asked to pay attention to the teacher.

Firstly, the teacher stimulated the students about the topic that will be taught by asking the question related to the topic of the day. Then, he started explaining about the topic by holding a short discussion to build the

students' knowledge. He asked the students about their habit activities during Idul Fitri, and a few of students ought to raise their hand if they want to answer the teachers' questions.

Afterwards, the teacher asked the students to close their books. And then, the students pay attention and listened to the teacher explanation about the instruction, the material and the ways to get the main information and comprehend the passage well. Sometimes, while the teacher explained those all above, he also asked a question to make sure that everything was clear for their students.

The next activity did by the teacher was writing the new words, difficult words phrases and idioms based on the passage on the board. Then, the students pronounced together leading by their teacher. After that, the teacher asked the students to discuss the meaning and to use it in original sentences.

After the students understand the teacher' explanation, the instruction and the difficult words, idioms and phrases, the teacher asked the students open their passage about Idul Fitri in India. Then, the teacher read aloud the first part of passage with gesture and dramatic to heighten the effect and to aid in comprehension.

The students continued the reading passage individually in fifteen minutes while some students read silently and others orally. While the students read their passage, the teacher took around the class to observe and

ensure that they are reading. Sometimes, the teacher also assisted students when they come to unknown words or experience a breakdown of understanding.

After the students finished their duty to read the passage, the teacher asked them to answer some questions based on the passage individually in their book in ten minutes. Next, the students discussed the answers of the questions together. The teacher asked the selected student to write the answers as the result of discussion one by one. After the students' work was done, the teacher wrote the correct answers and gave the translation of the word in Indonesian. He did it until the whole of the questions had been answered.

Then, the teacher divided the students into some groups and asked them to classify the main idea and the supporting details of the passage. After the categories being classified, the teacher checked their tasks and corrected it one by one. At last, he checked the bigger mark of the group and decided the group becomes the champion. Then, he gave reward to that group and read aloud the correct answers.

Before time was up, the teacher asked each of the students to summarize the lesson that taught by the teacher in their own language. Then, the task would be collected after 15 minutes. The teacher took around the class while the students have been doing the task. It was to anticipate them

if they have the difficult words and also to control and ensure them that they did the task well.

After the time was up, the teacher asked the students to collect their tasks in the end of teaching learning process. Finally, teacher closed the class by asked the students to pray first. And he said see you to the next meeting.

c. *Observation III (February 03, 2012)*

The researcher conducted the third observation in the first class on February 03, 2012. It was conducted at eight E class and the students were taught by Mrs. Lilik Suharti S.Pd. M.Pd. The subject was reading and the material was biographical recount text that used short interesting passage about *Opick's life* as the media of teaching.

To begin the class, the teacher started the lesson by saying greeting to the students and checked the students' attendance to create conducive atmosphere. Then, the teacher asked all of the students to pray for opening the lesson. After that, the lesson started and the students were asked to pay attention to the teacher.

In warming up activities, the teacher made statements and showed the picture related to the topic through the passage and asked one or two students to answer the question to measure the students' background knowledge.

The teacher began to explain the instruction and give example how to get the information and comprehend the passage. Then, the teacher asked them to read the passage silently focused to identify the new vocabularies or challenging words for reading material.

After everything was settled, the teacher continued to the next activities. The teacher created a word journal of unfamiliar words which found by the students and follow-up with extended instruction to discuss and find out the meaning clearly together.

After those all finished, the teacher started to explain what the student to do next. Such as what will they learn? What do they want to find out about? And what will happen next in the passage?

Afterwards, the teacher asked the students to begin reading the passage clearly and silently in fifteen minutes. While the students read their passage, the teacher took around the class to observe and ensure that they are reading. Sometimes, the teacher also assisted students when they come to unknown words or experience a breakdown of understanding.

After the time for reading was up, then teacher asked students to identify and answer the question individually in their book based on the material. They did it in 10 minutes.

After they finished doing it, Teacher checking students' answer and discuss the material in peer checking. The teacher guided the students in discussion and giving them the questions one by one in the book. The

students looked interesting by saying the right answers loudly. At that time, he wrote the answers and gave the translation of the word in Indonesian. He did it until the whole of the questions had been answered.

Then, the teacher made seven or eight students in a group. After that the teacher asked the students to pay attention to the text passage. They might classify and complete the time line of biographical recount text about Opik's life.

After the task being done, the teacher checked their tasks and corrected it one by one. At last, she chose the bigger mark of the group to become the champion. Then, she gave reward to that group.

After that, the teacher asked each of the students to summarize by their own language. Then, the task would be collected after 15 minutes. The teacher monitored the students while they have been doing the task. It was to anticipate them if they have the difficult words and also to control them.

After the time was up, the teacher asked the students to collect their tasks in the end of teaching-learning process. Then, he reviewed the lesson that has been taught, checked the students' comprehension, and made the summary of the lesson today. Finally he closed the lesson by greeted their students.

d. *Observation IV (February 04, 2012)*

The researcher did the last observation in the second class on February 04, 2012. It was conducted at eight D class and the students were taught by

Mr. Suprayitno S.Pd. M.M. The subject was reading and the material was biographical recount text that used short interesting passage about *Sulis's life* as the media of teaching.

As the first observation, the teacher started the lesson by saying greeting to the students and checked the students' attendance to create conducive atmosphere. Then, the teacher asked all of the students to pray for opening the lesson. After that, the lesson started and the students were asked to pay attention to the teacher.

Firstly, the teacher stimulated the students about the topic that will be taught by asking the question related to the topic of the day. Then, he started explaining about the topic by holding a short discussion to build the students' knowledge. He asked the students about their favorite Indonesian singer, and a few of students ought to raise their hand if they want to answer the teachers' questions.

Afterwards, the teacher asked the students to close their books. And then, the students pay attention and listened to the teacher explanation about the instruction, the material and the ways to get the main information and comprehend the passage well. Sometimes, while the teacher explained those all above, he also asked a question to make sure that everything was clear for their students.

The next activity did by the teacher was writing the new words, difficult words phrases and idioms based on the passage on the board. Then,

the students pronounced together leading by their teacher. After that, the teacher and the students discussed the meaning and the teacher asked his students use it in original sentences.

After the students understand the teacher' explanation, the instruction and the difficult words, idioms and phrases, the teacher asked the students open their passage about Sulis's life. Then, the teacher read aloud the first part of passage with gesture and dramatic to heighten the effect and to aid in comprehension.

The students continued the reading passage individually in fifteen minutes while some students read silently and others orally. While the students read their passage, the teacher took around the class to observe and ensure that they are reading. Sometimes, the teacher also assisted students when they come to unknown words or experience a breakdown of understanding.

After the students finished their duty to read the passage, the teacher asked them to answer some questions based on the passage individually in their book in ten minutes. Next, the students discussed the answers of the questions together. The teacher asked the selected student to write the answers as the result of discussion one by one. After the students' work was done, the teacher wrote the correct answers and gave the translation of the word in Indonesian. He did it until the whole of the questions had been answered.

Then, the teacher divided the students into some groups and asked them to classify and complete the time line of the passage about the biographical recount text. After the categories being classified, the teacher checked their tasks and corrected it one by one. At last, he checked the bigger mark of the group and decided the group becomes the champion. Then, he gave reward to that group and asked them to read aloud the correct answers and to write the correct time line on the board.

Before time was up, the teacher asked each of the students to summarize the lesson that taught by the teacher in their own language. Then, the task would be collected after 15 minutes. The teacher took around the class while the students have been doing the task. It was to anticipate them if they have the difficult words and also to control and ensure them that they did the task well.

After the time was up, the teacher asked the students to collect their tasks in the end of teaching learning process. Finally, teacher closed the class by asked the students to pray first. And he said see you to the next meeting.

4.2. The Result of Interview and Documentation

The researcher gets this data from the result of interview, and also actually the researcher gets this data from the documentation. The

researcher gets the interview and the documentation after observing both of the teachers; Mr. Suprayitno S.Pd. M.M and Mrs. Lilik Suharti S.Pd. M.Pd.

When the teachers asked about the teaching of Reading in the classroom, they answered that the eight grade students of SMP Negeri 2 Buduran Sidoarjo were excited to learn English a lot specially Reading. It is happened because they and their students had a good relationship. They always made the situation of the class more relax.

Talking about reading, they suggested that students even had some difficulties to improve it. From the textbook we can see that almost the material were long text. When the students read the text to practice reading, they felt bored and half of the students did not understand about the meaning of the words, idioms, phrases and etc. That's why; they emphasized some strategies and methods which made the students more interested to improve reading. So, the students felt enjoy and freely to express their opinion through orally or written.

When the teachers asked by the researcher about the kinds of strategies or methods that used in teaching English especially in reading, they explained that there were some preparations as strategies or methods that be used to improve their students' reading skill during reading class.

The preparations of their strategies or methods used to improve their students' reading skill during reading class were:

a. Mr. Suprayitno S.Pd. M.M

Before he taught the class, he always prepared some preparations about the strategies, the methods and the materials which is appropriated and interested for his students.

Firstly, he explained the type of reading which appropriated and could help his students felt easy to understand the material or the text. The chosen types were intensive reading because from that type he can combine silently or orally reading during reading class.

Then, he preferred the material that appropriated or interested with his students' backgrounds knowledge like students' daily activities, experiences, favorite's artist or famous person, etc.

The last, he preferred to set the activities during learning process. He divided the class into three steps activities; Pre-reading activities, During reading activities and Post reading activities. Each step consists of some activities as the researcher' observation result, such as skimming, scanning, setting the purpose of reading, finding the main idea and information, comprehension questions, discussion etc.

This technique was expected to help the students to come into a comfortable and enjoyable condition in which they would actively interacted with others in class without worrying of making mistakes. In addition, students would be able to communicate with each other.

Moreover, the students tended to use the language closer to their real life so that the learning would be naturally as they did in their mother tongue reading.

b. Mrs. Lilik Suharti S.Pd. M.Pd

Before she taught the class, she always prepared some preparations about the strategies, the methods and the materials which is appropriated and interested with her students.

Firstly, she explained the type of reading which appropriated and could help her students felt easy to understand the material or the text. The chosen types were silent reading.

Then, she preferred the material that appropriated or interested with her students' backgrounds knowledge like students' daily activities, experiences, favorite's artist or famous person, etc.

The last, she preferred to set the activities during learning process. She also divided the class into three steps activities; Pre-reading activities, During reading activities and Post reading activities. Each step consists of some activities as the researcher' observation result, such as skimming, scanning, setting the purpose of reading, finding the main idea and information, comprehension questions, discussion etc.

This technique was expected to help the students to come into a comfortable and enjoyable condition in which they would actively

interacted with others in class without worrying of making mistakes. In addition, students would be able to communicate with each other. Moreover, the students tended to use the language closer to their real life so that the learning would be naturally as they did in their mother tongue reading.

4.3. The Result Of Questionnaire

The result of questionnaire was used to support the data through the observation and teacher interview. This technique was used to find out the students' responses in class which conducting reading strategies used by their teacher. The researcher set closed question type. It means that he gave students questions followed by some possible answer. After classifying the questionnaire result, the frequency of occurrence of each opinion was counted to know the proportion of each type of proportion. It was calculated by divided the number of each comment with the total number of students, and then multiplied it with a hundred percent. $P = \frac{F}{N} \times 100\%$:

a. The Students' Opinion about Reading in English

The researcher wants to know the students' opinion about the teaching of English especially in reading. This is important because the researcher thought that before start to teach, the teachers should know whether the students interest with the subject or not. Then, the

teacher could predict whether strategy that was suitable and make the students interest and enjoy during the learning process. From the result of questionnaire, it can be concluded that there were 57 % of students who stated that they were very interested when their teacher Reading in English subject, and the others 29 % were interested too. It showed that 86 % of the students were interested in learning Reading in English. From thus results, the researcher can conclude that most of the eight grade students of SMP Negeri 2 Buduran Sidoarjo were eager to learn English.

b. The Students' Opinion about The Use of Strategies and Materials to Teach Reading

Concerning with the teacher's strategies of teaching reading, about 55 % person considered teacher's strategies of teaching reading and 45 % of them considered them very interesting. Because according to them the teacher was attractive, smart, open-minded, patient, funny (gave them little joke to make them interested in his material). Furthermore, he taught reading well, sometimes gave them new words, idiom and other difficult words they never knew before, explained the material clearly, shared his experience about the way to learn reading for all the students.

It means, the students directly felt more enjoyable with the reading teaching strategies. It was proven that 100% students said that they felt interested in joining the class.

In predicting the material using their background knowledge, there were 38 % of them always were able to guess the activities or the situations of passage given by the teacher because they were able to relate the context (activities or situations) to what they read from the text. 49 % of them sometimes were able to guess the activities or the situations of passage given by the teacher because they didn't directly comprehend the text, but needed more time to comprehend and guess. And 13 % of them weren't able to do that way because it was difficult for them to do. In other word, 87 % of the students said that the passage to practice reading concerned with the students' background knowledge and daily activities.

About the implementation of the strategies and material to practice reading, 96 % of the students interested with the strategies and materials. It mean, most of the students felt easy and comfortable to practice reading when the teacher gave the passage, and during the application of their teacher strategies. In this case, most students stated that their friend were enthusiastic in class. From the result of the questionnaire, it can be concluded that more than a half of total students participate actively in reading activities. Moreover, 100% of

the students said that by using their reading' teacher strategies to practice reading, they were more motivated and interested. It was needed to produce high achievement in learning English.

c. The Teacher's Role in The Application of Strategies and Materials to Teach Reading

Based on the result of questionnaire, most students said that their teacher was helpful in the teaching and learning reading class. The teacher also motivated the students who reluctant to speak and he always observed the students activities. 100% agreed that their teacher corrected the errors and other students' mistake.

But 100 % students said that he did not dominate the class. This revealed that the teacher gave a chance to the students to get involved or participate actively in teaching learning process.

In other words, the students will be more actively and interested to take a part on the reading activities.

d. The General Evaluations

In this general evaluation result, most of students 100% agreed that the use of their reading teacher strategies was very useful and made their anxiety reduced in class. So, they could read although in simple way. Finally, all the students said that it was very important to implement their teacher strategies during reading class to improve students' reading skill.

4.4. Discussion

In this part, the researcher discussed about his finding and research result; observation result, interview result, documentation, and questionnaire result to answer the research statement problem. The whole data were identified and analyzed based on the researcher needed to find the reading strategies used by the teacher, the application of the teaching reading strategies used by the teacher, and the students' responses to the teaching reading strategies used by their teacher.

Every teacher surely has his own problems according to the teaching reading strategies used then. Of course he had his own solution to make a better and creative ways to improve their students' reading skill. Based on the research result to the two English teachers in the two different class, the researcher noted that they tried to solve the problems during they used the teaching reading strategies; the type of reading, the application of teaching reading strategies in the class, and the ways to improve their students' reading skill.

In the type of reading, both of the teachers used different type of reading. Mr. Suprayitno S.Pd. M.M used intensive reading because he combines silently and orally reading. Before he began the class, he asked his students to close their book and pay attention to him. Then, he explained the instructions and the material that would be learned until his students

understand clearly included new and difficult words, phrases, idioms, and the first part of the selection material.

After the explanations were clear, he asked his students to read and comprehend the next parts of the selection material with silently or orally reading. And sometimes he also took around the class to observe, ensure that his students are reading, and assist them when they come to unknown words or experience a breakdown of understanding.

Finally, after his students finished their duty the teacher asked them to answer some questions and summarize the material with their own language. And as each correct answer was given, it is written on the board. Then, all of the answers were read aloud.

Unlike with Mr. Suprayitno S.Pd. M.M, Mrs. Lilik Suharti S.Pd. M.Pd chose silent reading as the type of reading for her teaching reading strategies. As the preparation, she supported the material that matches her students' interest and reading level.

Before she began the main activities during reading class, she asked her students to scan and identify challenging words, and then created a word journal of unfamiliar words. She identified words from students logs and follow-up with extended instruction to discuss and find out the meaning clearly together.

After that, she previewed the material and set a purpose for reading; what will they learn? What do they want to find out about? And what will

happen next in the passage? After those all above clear, she asked the students to begin reading the passage clearly and silently.

While the students read their passage, the teacher took around the class to observe and ensure that they are reading. Sometimes, the teacher also assisted students when they come to unknown words or experience a breakdown of understanding.

To check whether the students understand what they have read, she tested them by giving questions based on the material and asked them to make summarizing the material by their own language.

Based on the application of teaching reading strategies, both of the teachers used Kawabata' stages to teach reading which was divided into three activities during reading class; pre-reading activities, during reading activities, and post-reading activities. And each activity consists of some stages (See Chapter II. 2.3).

To improve the students' reading skill, either Mr. Suprayitno S.Pd. M.M or Mrs. Lilik Suharti S.Pd. M.Pd kept applying the principle of teaching reading as Jeremy Harmer stated; Reading is not passive skill, Student needs to be engaged with what they are reading, Student should be encouraged to respond to the content of a reading text, not just to the language. Prediction is major factor in reading, Match the task to the topic, and Good teacher exploit reading texts to the full.

And in other side, they also used Carmen and Evelyn suggestions for supporting English learners' comprehension skill:

1. Before reading a story, select word or concepts that are key to understand it.
2. As students advance in their English, words that are more difficult can be explained and discussed.
3. Create word walls.
4. Have students made their own individual dictionaries in which they record words, illustrate them depending on their abilities, write sentence using the words.
5. Use visual displays such as charts, diagrams, and webs to help student see relationship between words and ideas from literature.
6. Use objects that students can touch and handle.
7. Provide concrete experiences that can help students acquire needed background knowledge to understand a story that is read.
8. Group your English learners with native English speakers whenever possible, because native speakers can provide good language models for those developing English.
9. Teach students to draw on cognates that they already know in their native language to help them understand English words.

The last discussion was about the students' responses to teaching reading used by their teacher. It based on the questionnaire result, most of

the students interested with reading in English. They also felt enjoyable and enthusiastic with the teaching reading strategies used by their teachers. It could be seen in the previous questionnaire result that most of them agreed with the teaching reading strategies and the application of their teachers' role to improve reading skill. Then, all the students said that it was very important to implement their teacher strategies during reading class to improve students' reading skill.

From those all discussion above, the researcher concluded that there were good relations between the teachers and the students. In other word, the teachers selected the best and simple strategies for their students' with the result that the students can follow and understand all of the instruction well. For the students, they can feel enjoy and interest with the teaching reading strategies used by their teachers during teaching-learning process. And by their teachers' strategies, the students felt motivated to increase and improve their reading skill.