

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the researcher presents the research findings, which includes the implementation of brochure as a media in teaching reading descriptive text, improvement after using brochure as a media in teaching reading descriptive text, and students' response when using brochure as a media in teaching reading descriptive text.

#### **A. Implementation of Brochure.**

In the implementation of brochure, the researcher presents the result of two cycles. In every cycle includes planning, implementing, observing, and reflecting.

##### **1. First Cycle**

###### **a. Planning**

In this step, the researcher discussed with Mrs. Elok as the English teacher about the students' problems during the teaching-learning process. From this case, the researcher offered to Mrs. Elok to implement brochure as a media in teaching reading descriptive text, especially to improve students' ability in reading understanding.

First action was conducted on Wednesday, July 4<sup>th</sup> 2012 on 09.45 to 11.30 a.m. at SMP Bilingual Terpadu, Krian. First cycle was conducted by the researcher itself. Before the first action was

conducted by the researcher; the researcher prepared a lesson plan , the material about “Summer School Programming brochure”, check list, field note, task and test as the instruments to collect the data.

The first step, researcher met Mrs. Elok as English teacher at SMP Bilingual Terpadu, to ask the syllabus that was appropriate in the school. There were four aspects that were considered by the researcher to make the lesson plan (Appendix 6), they are: (1) Objective of the teaching learning process. (2) Source of the material and media. (3) Teaching learning activities in the classroom and (4) Evaluation and assessments.

Second step, the researcher prepared observation check list and field-note (Appendix 7) as the instrument to collect the data during the implementation of brochure. The researcher collected the data concerned with the implementation of brochure, the teachers’ and students’ activities during teaching-learning process in the classroom and the students’ responses in English teaching by using brochure.

The last step, reflection was conducted in the end of the first action. Reflection related to the evaluation, before conducting it, the researcher provided a task to measure the students’ ability in understanding the content, especially “Summer School Programming brochure”. Assignment focused on reading activity,

so the researcher prepared “Summer School Programming brochure” task.

b. Implementing The Action

This action was conducted on Saturday, July 07<sup>th</sup>, 2012 on 08.45 to 10.30 a.m. In the first meeting, teacher told the aim of learning and the media of reaching the aim. Because brochure never be applied before in this class, it needed much time to tell and explained the rule. And the teacher also stacked brochure on the blackboard as a media to stimulate the students’ curious easily

The first activity was doing the task on worksheet. The teacher provided task by individual activity. The task was about Summer School Programming brochure. The researcher asked students did a work sheet in order to comprehend the material by their group. And the second was making a summary from the passage; next, the teacher asked a paper was collected as an individual work sheet. In this activity, researcher acted as a facilitator and motivator.

c. Observing

In this step, the researcher played role both as the teacher and the real teacher played role as the observer. Before doing the observation, the researcher prepared observation check list and filed-note to ease the data in the collection process. During implementation of brochure, the observer described the teacher and

students' activities briefly through field note, but after the implementation the action finished, the researcher described the condition in the classroom completely in field note.

In fact, most students did not know the interpretation of some sentences. From this case, there were many mistakes when they answered task about Summer School Programming brochure. Another problem was student found it was difficult to understand the sentence in the passage.

d. Reflecting

This activity was conducted by the researcher since the first meeting and after the researcher brushed the material up again about Summer School Programming brochure on Saturday, July 14<sup>th</sup>, 2012 on 8.30 to 9.45 a.m. The researcher evaluated students by testing students based on the material. They did the task individually to make sure that they had understood the material. This evaluation was very important in implementing brochure because this evaluation needed more discussion to master the material and solved the problems, and the result was good enough. It means that most students got good score: (65-69) = 6 Ss', (70-74) = 27 Ss', and 75-78 = 2 Ss'), (see appendix 8 ).

In this cycle, the researcher found there were some important points that should be given more attention. The first was

about the media. There were many students who were still confused about the rules of the media. Here, the researcher should explain the rules more clearly to them. Besides, she had to give more attention in introducing the technique of the game to control the students' interaction well. The second was about time allocation. Most of the students made mistake in their role and took a longer time to play the game. Seeing this, it was important for the researcher to control the time allocation to play the game.

## **2. Second Cycle**

### **a. Planning**

In this step, the researcher took "Living Smart Water" as a material, because the researcher thought that this material suitable with their daily activity. The main objective was reading to descriptive text. In this stage, the researcher who acted as the practitioner made some improvement based on the result of the first cycle. It was about the explanation. Here, the researcher planned to explain the rules clearly than before. He also planned to try answering any questions related to the technique in order the students got clear explanation and understood what they would do.

This action was conducted on Friday, July 18<sup>st</sup> 2010 on 9.30 to 10.45 a.m. Before the implementing the action, the researcher prepared a lesson plan (Appendix 6), check list, field-note, task and test.

As the first step, the researcher searched material that was related with the topic and the students' worksheet. Next, the researcher created a lesson plan by considering: (1) Objective of teaching-learning process, (2) Source of materials, (3) Teaching-learning activities in the classroom and (4) Evaluation and assessment.

The second step, the researcher prepared observation check list and field-note. The researcher collected the data concerning the implementation of Brochure, the teachers' and students' activities during teaching-learning process in the classroom, and the students' response during teaching-learning process by using Brochure.

The third step, the researcher prepared a task (Appendix 1) to measure the students' ability in understanding the passage and to make them more understand in making summary reading. The assignment focused on reading descriptive, so the researcher chose reading activities that was appropriate with their level and interest, and asked students to make summary reading.

The last step, the researcher prepared a test as the students' evaluation in the reflection step. As an instrument in evaluation, the researcher chose descriptive text tasks.

b. Implementing The Action

This action was conducted by the teacher on Saturday, July 21<sup>st</sup> 2010 on 8.30 to 9.45 a.m. The teacher focused on reading skill.

The activity was individual work. The teacher provided task by individual activity. The task was about “living smart water” connect with their daily activity.

It meant during the application, students did the worksheet individually. They read and understood the material. Next, they did the task in the worksheet individual. It was very important in implementing brochure, to know their individual ability in reading and solved the problems.

Thirdly, the teacher provided a task to make a summary reading.(Appendix 1)

c. Observing

In this meeting, the students understood reading descriptive text on brochure better than before. The topic made them motivated and understood what they had to do. Their curiosity had been showed by them during the teaching learning process.

When the action was done by researcher, the students were relaxed; it might be caused by the fact that researcher give the topic material was suitable with their daily activity. The problems that appeared when the students made a summary reading, they got difficulty in writing their idea about the passage. From this case,

the researcher provided a glossary or words in the board. It was aimed to help the students to write the summary.

d. Reflecting

In this step, the researcher conducted on the second meeting and Wednesday, July 25<sup>th</sup> 2010 on 09.30 to 10.45 a.m. After the researcher repeated to explain the material about Living smart water, next, the researcher conducted a test.

In fact, most students tried to comprehend the task then they answered the questions. The result was good. It means that most students got good score: (65-69) = 3Ss', (70-74) = 30 Ss' and 75-78 = 2 Ss'), (see appendix 8).

In general, the use of brochure as a media was run well. The students enjoyed in teaching-learning process. There were only few mistakes when they read and wrote some answer about "living smart water" passage tasks; also they felt relaxed when their task was done. Then, the teacher provided a glossary or words in the board. It was aimed to ease the students to write the summary. In this meeting, the teaching and learning process was appropriate with the lesson plan and better than before.

The researcher found advantages of using brochure, among them:



#### 1) Advantages

1. Using Brochure could stimulate students' concept of the passage.
2. Students could understand easily the meaning of sentence on the passage by using Brochure.
3. Brochure could make a joyful situation in the classroom. It encouraged students more active in the classroom.
4. Brochure was appropriate to apply in the school/area which located in Islamic Boarding House, it could make the students in more active in learning reading descriptive text..

#### **1. The Students' Response in English Teaching by Using Brochure.**

During the researcher conducted observation that was started first until second cycles, the researcher found out evidences focused on the students' response when using Brochure in the classroom.

Based on the students' activities in the classroom that was started from the first until the second cycles, Brochure could encourage students more active involve than before. For examples, when the teacher implemented Brochure focused on "Summer School Programming" , and "Living Water Smart", most students tried to imitate the teachers' demonstration by using speech and action then in "whispering", and

“Guessing” game, most students tried to guess the action verbs, even though in Indonesian language.

Those evidences were reinforced by the students’ responses from questionnaire. On Saturday, July 21<sup>st</sup> 2012 at 9.45 a.m. after second cycle was over. The researcher provided the questionnaires to students (appendix 9). The result was that most students were very happy when they learned Descriptive text by using Brochure. Brochure allowed students to learn Reading actively, even though they couldn’t speak out the language. Brochure also created fun situation in the classroom, so they had joyful learning in the classroom.

According to those evidences above, the researcher could conclude that Brochure could encourage the students’ active involvements in the classroom, and Brochure was also create fun situation during teaching-learning process then students enjoyed to learn English in the classroom.

## **2. Improvement after Using Brochure.**

Improvement was a process that is aimed to increase the quality of students itself. It was very difficult to do, but the improvement could be done when the teacher try to change the media and strategy of teaching and learning process.

In this case, the researcher tried to change the media and strategy to teach English, especially the passage from text book into Brochure. According to the result of observation previously, researcher stated that mono

text book was not suitable to apply in secondary school, because it made students difficult to understand the passage, and it caused boredom.

From this reason, the researcher tried to improve the students' ability in understanding reading descriptive by using Brochure to introduce and explain new passage in secondary school. While the researcher applied it, the researcher was also used some ways of introducing new passage, such as: the real things i.e. brochure about school and healthy water. The researcher used brochure as the instructional media in every cycle to ease the teacher in introducing new vocabulary to make students understood the passage.

The researcher stated that using action and speech, the real things, explanation verbally and brochure as the instructional media was very useful to make students more easily to understand the meaning of new vocabulary than translation. This media was also minimizing the students' mistake to understand the interpretation of the passage, and this media was very congenial to create fun and joyful situation in the classroom during English teaching-learning process.

This evidence could be reinforced by the students' score. It presented that Brochure could improve the students' ability in understanding the passage during teaching-learning process.

## **A. The Result of Questionnaire And The Discussion of Research Finding**

### **a) The Result of Questionnaire**

To know the students' responses toward learning teaching process, the researcher distributed questionnaires for all students consists of 15 questions, and it was given to the students in the last cycle.

After giving the questionnaires, the researcher analyzed every number of questions to measure the students' responses by using the following pattern:

$$P = \frac{f}{N} \times 100\%$$

P = the rate of students responses

F = total earned

N = the number of students

Concerning the result of the questionnaires, the researcher came with a conclusion that Brochure could help the students to improve their reading descriptive because the brochure could create a relaxed atmosphere, so that the students could express their idea freely. Moreover, the topic used in the implementation of brochure could motivate them to participate actively in the class because they had already been familiar with some words related to the topics. In shorts, from the students' responses in the questionnaires toward the use of brochure, the researcher concludes that brochure could give a great deal of contribution to the students' reading understanding if the media was applied in an expected atmosphere. The followings were the indicators in measured and elaborated in the questionnaires:

1. The students' opinion about English subject (1)
2. The students' opinion about Brochure (2-6)
3. The students' opinion about the advantages and disadvantages of using brochure for reading descriptive text (7-10)
4. The students' opinion about teacher's role (11-12)
5. The students' opinion about the topics used in brochure (13-15)

The result was presented in the following table:

Table 4.1 the result of questionnaire

Questions	A	B	C	D	Total of respondent
1.	7	10	6	3	35
2.	12	13	8	2	35
3.	17	12	6	-	35
4.	13	15	7	-	35
5.	19	13	3	-	35
6.	15	14	6	-	35
7.	12	13	6	4	35
8.	17	10	6	-	35
9.	18	10	7	-	35
10.	16	12	7	-	35
11.	9	16	10	-	35
12.	13	17	5	-	35

13.	19	12	4	-	35
14.	14	14	7	-	35
15.	19	13	3	-	35

## **B. The Discussion of The Research Finding**

In the description of the research findings, the result of questionnaires had been briefly explained; the results of the questionnaire were analyzed based on the research problem that was going to be revealed. In this part, the discussions were divided into five matters.

The first was about the students' responses of English lesson. Based on the result of the questionnaire (Appendix 9), it was likely that most of the students liked English lesson. Although 8, 5% of the students stated that they rather liked English lesson. As their words that English was not their language and not important for their knowledge.

The second was about the students' responses on using brochure. Based on the questionnaire, it could be illustrated that the brochure applied was interesting. About 48, 5% of the students admitted that the implementation of brochure was easy to be followed. It was illustrated during the teaching learning process; most of students were involved and felt joyful in the activity. While 37, 1% of the students said that it was very important to know the rules how to play this game. It was caused that the teacher could not explain the rules in detail and they needed more time to understand the rule that was explained by the teacher. About 48, 5%

admitted that Brochure was very interesting method to be learned, and 34, 2% of the students said that they like this brochure. It could be seen from students paid attention to the brochure when they share their opinion. In addition, most of the students considered that the media was appropriate and able to help students to explore their opinion. This could be seen from the result of the questionnaire' 82, 7% of the students could get their idea by using this technique.

The third was about the students' responses of the students' opinion about the advantages and disadvantages of using brochure for teaching reading descriptive text. It was described that 48, 5% of them admitted that they liked descriptive because by reading descriptive text could help them to understand or comprehend the content of the topic. Even though 17, 1% did not seem to like reading. Their reading descriptive text was adequate to discuss the related topic. After the implementation of the media, there were 82, 7% of students who stated that the brochure was very necessary to be implemented in SMP Bilingual Terpadu Krian. This was because the media was beneficial to improve students' reading. Based on the result of the questionnaire, it could be concluded that this brochure had many advantages for students in enhancing their reading descriptive text (Appendix 10).

The fourth was about the students responses of the teacher's role in the application of the brochure. The result showed that 62, 8% of students mentioned that the teacher helped them to participate actively in the activity. In addition, they also stated that the teacher gave them opportunities to ask

questions related to the topics. It could be concluded that the teacher's role was really good in the class, so that the students could comprehend the materials well.

The last was about the students' responses toward the topic used in Brochure. The result illustrated that 54, 2% of students admitted that the topic was interesting and 40% of them said that the topics could help them participate actively in the activity because they had been familiar with some words related to the topics.

In conclusion, the above discussion showed that student' responses toward the implementation of Brochure technique was gradually good because the students admitted by themselves that this technique was useful for them.