

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter describes and analyzes the data obtained during the research. Before discussing the finding of the research, it explains the general description of the subject, then it continues to the discussion.

A. General Description of MTs Raudlatul Ulum, Klampis

The subject of this study is MTs Raudlatul Ulum in Klampis, Bangkalan. It was established officially in 1987. This school is one of Islamic Junior high schools in Klampis, Bangkalan. In every grade, there are only one class which has not more than thirty students in every class. Although this school has strategic location, MTs Raudlatul Ulum is not one of favorite schools in Klampis, Bangkalan. Most students in this school have big curiosity in learning Islam which made them choose this school.

In order to support the teaching learning process, this school provides some facilities such as library, computer, big classroom, etc. However, there are not enough facilities that support the teaching of English reading. The teachers' performance of MTs Raudlatul Ulum are very competent in their field, and they have high loyalty, discipline and responsibility in doing their duties. There are 14 teachers in this school that handle only one subject based on their majors.

There are vision and mission of MTs Raudlatul Ulum, Klampis, Bangkalan. The vision of MTs Raudlatul Ulum are be ideal Madrasah and

progressive. While the mission are (1) Creating a healthy Islamic environment, clean, beautiful and comfortable, (2) To provide services on the basis of awareness and patience, (3) implement the learning and activities to develop students' potential optimally, (4) Develop an attitude of Islamic brotherhood (akhuwah Islamiyah), (5) Cultivate a spirit of excellence (academic and non academic) to the students, And (6) Implement management involving all the potential.

B. Research Findings

1. The Description of The Teachers' Activities in Implementing Islamic Materials and result of test.

Before the writer conducted the research, first of all, the researcher did the preliminary study. The researcher observed the second grade student when the process of English teaching learning happen. Anyhow, he primarily focused on the problem that is encountered by the students in improving English reading skill. Besides, the researcher interviewed the English teacher in order to get the information about the students' reading mastery.

In this subheading, the writer describes the result of the observation during the implementation of Islamic materials in teaching reading. It describes from the first cycle until the third one as follows:



a. First Cycle

The first cycle was conducted on June 10th 2013, the duration was 80 minutes. During the implementation of the first cycle, the researcher used 4 steps which are stated by Kemmis as follows:

1) Planning

In this stage, the researcher identifies the problem of English teaching and learning process, especially the problem that is encountered by the students in improving English reading skill. One of the problems is that the students have less motivation to learn or even to improve their reading skill. Based on that analysis, the researcher tries to solve the problem by implementing authentic reading material, Islamic materials. By using such media, the researcher hopes that it can increase the students' learning interest in reading English material.

After identifying problem on preliminary study, the researcher and the teacher prepare things needed in the implementation of the action at the first cycle. In this cycle, the researcher acts as teacher and conducts the material.

First of all, the researcher makes the lesson plan based on syllabus given by the teacher then implements it in the learning process. In this research, the researcher uses only one lesson plan for every cycle. All of the lesson plans are attached at the appendix.

Second, The researcher is choosing the material. In choosing the materials, the researcher puts some considerations. They are: reasonable, reaching enough or neither too easy nor difficult for the students, interesting, and balance with the students' level and curriculum in order to build up the students' reading skill. In this cycle, the researcher uses the Islamic material with its topic "the six pillar of Iman"

2) Acting

In this step, the researcher starts the activity by giving the pretest to the students to know the students' reading mastery before getting the Islamic material. The result of the pretest which was held on June 10th 2013 is presented in the table 4.1:

Table 4.1
The Result of The Pretest

No.	Name	Pretest score	Note
01.	Ahmad Mubarak	60	Unsuccessful
02.	Durrotun Nasihah	60	Unsuccessful
03.	Fina Rohmatul Jannah	75	Successful
04.	Hoiriyatus Solehah	50	Unsuccessful
05.	Husniya	70	Unsuccessful
06.	Ivaus Sholeha	60	Unsuccessful
07.	Lailatul Qutsiyah	55	Unsuccessful
08.	Natijatul Amaliya	70	Unsuccessful
09.	Moh.Choiri	65	Unsuccessful
10.	Muhammad	55	Unsuccessful
11.	Mujahid	50	Unsuccessful
12.	Mulyati	80	Successful
13.	Nur Kholisoh	75	Unsuccessful

14.	Nur Khofidhoh	60	Unsuccessful
15.	Nurul Kholizah	60	Unsuccessful
16.	Rohmah	70	Unsuccessful
17.	Samiyah	60	Unsuccessful
18.	Siti Budur	50	Unsuccessful
19.	Siti Jahriyah	80	Successful
20.	Sofiatul Toyyibah	85	Successful
21.	Sofiatul Rohmah	65	Unsuccessful
22.	Toyyibah	65	Unsuccessful
23.	Ummu Salamah	50	Unsuccessful
24.	Dicky Wahyudi	60	Unsuccessful
25.	Homsah Ainahum	60	Unsuccessful
26.	Ahmad	50	Unsuccessful
	Total of Score	1640	
	Average score	63.07	Unsuccessful

Based on the table 4.1, there are 22 students who get score under the minimum score (KKM), that is 75. It means that there are only 4 students of 26 students who passes the standard score which are about 15.3% and it can be categorized that it is on the average scale of reading mastery.

Based on the analyses result done by the researcher, this kind of thing is caused by the students' condition which has no much interest in reading. The researcher hopes that the implementation of Islamic reading materials grows the students' interest in reading English text.

Right after the researcher administs a pretest for the students, he then continue the class by conducting the pre-teaching activity. The



writer elicits the topic to activate the students' schemata about the topic of the Islamic material. The researcher give the students some questions in order that they could guess the topic. He uses cards including the words, show the clues on the board to the students, and they guess the topic.

In the whilst activity stage, the writer distributs the copy of text and asks the students to read the text carefully. All of the students are reading the text enthusiastically. After the students finish their reading, the researcher then continue the activity by asking the vocabulary that the students may not know. The researcher then explains the students about its meaning.

In the post-activity, the researcher on the teacher behalf gives the students test in order to check their understanding toward the text that they have read. Compared to another reading material, Islamic material obviously could increase the students' learning interest in reading English passages. It is proven by their score which is getting better after the Islamic materials implemented by the researcher.

The last stage of the meeting is closing. The researcher gives feedback to the students and checks their understanding by giving them opportunity to ask whether they do not understand the topic of the material then he greets to close the class.

3) Observing

The observing stage is carried out by the teacher while the researcher implementing the material. In this activity, he observes the technique, activity, and the students' responses during the lesson. The real teacher as the observer only sits on the backside of the students, and fills the checklist and observes the process of teaching learning.

According to the teacher as an observer, the performance of the researcher as the teacher at that time is good. He has a clear instruction and could attract students' attention to begin the lesson with game, elicit the words in order that they are got ready to read the text. He also can stimulate the students to be active in the class activity. Even though the students' are enthusiastic in the following the class, anyhow in some cases there are some students who are still confused to the teachers' instruction. Hence, it makes the time allocation in every activity could not be applied as schedule. Derived from this case, indeed, the researcher needs to think more about the time management.

Dealing with the result of the test of this meeting, many students still get score under minimum score of English. It could be seen from the table 4.2:

Table 4.2
Posttest Score of First Cycle

No.	Name	Pretest score	Note
01.	Ahmad Mubarak	70	Unsuccessful
02.	Durrotun Nasihah	80	Successful
03.	Fina Rohmatul Jannah	60	Unsuccessful
04.	Hoiriyatus Solehah	75	Successful
05.	Husniya	75	Successful
06.	Ivaus Sholeha	60	Unsuccessful
07.	Lailatul Qutsiyah	75	Successful
08.	Natijatul Amaliya	70	Unsuccessful
09.	Moh.Choiri	50	Unsuccessful
10.	Muhammad	80	Successful
11.	Mujahid	70	Unsuccessful
12.	Mulyati	75	Successful
13.	Nur Kholisoh	75	Successful
14.	Nur Khofidhoh	80	Successful
15.	Nurul Kholizah	80	Successful
16.	Rohmah	75	Successful
17.	Samiyah	75	Successful
18.	Siti Budur	80	Successful
19.	Siti Jahriyah	85	Successful
20.	Sofiatul Toyiybah	75	Successful
21.	Sofiatul Rohmah	70	Unsuccessful
22.	Toyiybah	70	Unsuccessful
23.	Ummu Salamah	60	Unsuccessful
24.	Dicky Wahyudi	70	Unsuccessful
25.	Homsah Ainahum	70	Unsuccessful
26.	Ahmad	70	Unsuccessful
	Total of Score	1875	
	Average score	72,11	

Based on the result of the students' test in the first cycle, there are 12 students who get score under the minimum score in English

(KKM). There are 14 students of 26 students who passed the standard score which is about 53,84%. Even though they have already known about the topic of that day, which is the six pillar of Iman, however they have no much vocabulary related to the topic. Therefore, in next cycle, the researcher as the teacher gives the vocabularies stage in the pre-teaching activity in order to increase the students' score.

4) Reflecting

The next stage after observing is reflecting. The implementation of classroom action in the first cycle is formulated through the discussion between the researcher and the teacher together. The results of discussion by the two of them are formulated as follows:

Firstly, the time is short enough, so the students had less time for discussing whole class about the answer. It is caused by the time wasted for game and whilst activity of reading. Students need more time in whilst reading. Moreover, the students' vocabulary is still less enough. Somehow, their reading comprehension is quite good since they can answer the questions based on the text even could retell it a bit well. The average score of the test in this first cycle is "72,11" while the indicator of the success is 75. It means that the second cycle



should be going on with the same treatment but it needs more improvement in managing the time.

As the observer, the teacher suggests the researcher to use some pictures related to the topic of the text in the warming up activity. He said that it is quite important to catch the students' interest toward the Islamic material. Moreover, he tells that the successfulness in warming up activity would make the students interest into the material until the class is finished. They learn in fun and enjoy feeling.

b. Second Cycle

The second cycle was conducted on June 17th 2013 and the duration was 80 minutes. The steps are explained as follow:

1) Planning

In this stage, the researcher uses the information from the first cycle's reflection as a basic in preparing the acting stage in the second cycle. The text being prepared in the second cycle has the topic "Romadhon month". Considering to the previous reflection, the researcher uses picture to attract the students about the material. The picture is related with the topic. Moreover, the teacher tries to give instruction more briefly and repeats the instruction until the students understand what the teacher means.

2) Acting

Just like the beginning of the previous meeting, students are very enthusiastic when the researcher gives a game in the beginning of the lesson. The game at that time is guessing the words.

In the second stage, that is pre-teaching activity, the researcher elicits the topic to activate the students' schemata about the lesson. The researcher then shows the picture as the warming up activity to introduce the topic for the students, and asks some questions which are related to the topic.

In the whilst reading activity, the researcher distributes the copy of the Islamic material, and asks the students to read and understand the text carefully. After that, he lets the students to discuss what the main topic of the text is about. At this time, the researcher is controlling and monitoring them when they work. The researcher also pays more attention to the students who have the difficulties in understanding the text.

The next activity is post-activity as the follow up of the whilst reading activity, the researcher then administers a test to know the improvement of students' reading mastery. The allocation time is a bit longer compared to the previous meeting. After the students collect the answer, the teacher discusses the answer together with the students.

For the last activity, the researcher asks the students' difficulties during the class activity. Then, The researcher give feedback about the material they have learnt on that day.

3) Observing

In this cycle, the students look more active than the previous meeting. The reading text that they got at this cycle is more interesting. However, there is a little trouble in the pre-reading activity. The pictures applied as a media at that time are not quite big. It makes the students in the backside could not see well what the picture is actually. It needs bigger pictures for the next meeting. Dealing with the instruction, in this cycle the teacher could give the clear instruction and manage the time allocation in every activity well.

Dealing with the result of the test of this meeting, many students still get score under minimum score of English. It could be seen from the table 4.3

Table 4.3
Posttest Score of the Second Cycle

No.	Name	Pretest score	Note
01.	Ahmad Mubarak	75	Successful
02.	Durrotun Nasihah	70	Unsuccessful
03.	Fina Rohmatul Jannah	80	Successful
04.	Hoiriyatus Solehah	60	Unsuccessful
05.	Husniya	80	Successful
06.	Ivaus Sholeha	80	Successful
07.	Lailatul Qutsiyah	60	Unsuccessful
08.	Natijatul Amaliya	75	Successful

09.	Moh.Choiri	70	Unsuccessful
10.	Muhammad	60	Unsuccessful
11.	Mujahid	85	Successful
12.	Mulyati	80	Successful
13.	Nur Kholisoh	75	Successful
14.	Nur Khofidhoh	75	Successful
15.	Nurul Kholizah	80	Successful
16.	Rohmah	80	Successful
17.	Samiyah	75	Successful
18.	Siti Budur	75	Successful
19.	Siti Jahriyah	80	Successful
20.	Sofiatul Toyyibah	85	Successful
21.	Sofiatul Rohmah	75	Successful
22.	Toyyibah	75	Successful
23.	Ummu Salamah	75	Successful
24.	Dicky Wahyudi	80	Successful
25.	Homsah Ainahum	75	Successful
26.	Ahmad	75	Successful
	Total of Score	1955	
	Average score	75,19	Successful

Based on the result of the students' test in the second cycle, the average score is 75,19. It is in accordance with the indicator of achievement. But, there are 5 students who get score under the minimum score in English (KKM).

4) Reflecting

After the learning process is finished, the researcher and the teacher then discusses the class activity on that day. According to the teacher, the learning process on that day is better than that the previous meeting. The activity in the lesson plan can be applied well. Moreover,

the students' reading improvement is good enough. The average score of the students was increasing from 72,8 to 75,18 But, there are some students who get score under 9 according to minimum score of English.

In the next cycle, the researcher would make better his class research by giving bigger and more colorful picture as a media in warming activity, to get the students' attention.

c. Third Cycle

The third cycle was conducted on June 24th, 2013 and the duration was 80 minutes. The steps are explained as follow:

1.) Planning

The third cycle is the last cycle in the class research. Just like the previous cycle, on this stage the researcher uses the information from the second cycle's reflection as a foundation the acting stage in the third cycle. In preparing this cycle, the researcher makes some preparations before implementing the material. The researcher prepares lesson plan, the instrument such as a picture, and the test to know the students' vocabulary improvement. Here, the researcher uses bigger picture than that in the previous meeting.



2.) Acting

Since the second grade students are more interested and enthusiastic when the teacher begins the lesson by giving them a game, therefore as the first activity the researcher begins the lesson with a game as a warmer. He gives different game from the previous meeting in order to alleviate the students' boredom. The game is finding vocabulary.

The next activity is pre-reading activity. In this activity, the researcher elicits the topic of the reading text by showing several pictures and asks them to guess the topic. The topic at that time was about 'Idul Fitri'. from the process of eliciting, the students get some vocabularies, such as: forgiveness, ancestors, mass prayer, neighborhood,

In the whilst-reading activity, the teacher distributes the copy of the Islamic reading material and asks the students to read the text. Moreover, the teacher asks some of the students to retell the text using their own words in front of class, to check their pronunciation and understanding of the text.

In the post-reading activity, the teacher asks the students to do the exercise to check their understanding toward the text they have already read. The test consists of 10 questions in the essay form with time allocation 20 minutes.

3.) Observing

The observation stage in the third cycle is quite similar with the previous cycle. It is carried out during the acting stage. The teacher of the class alongside with the researcher as her collaborator observes the students' teaching learning process. Based on the teachers' observation, the material in the third cycle is conducted well. The students look enjoy and enthusiastic about the class activity. They also always pay attention to what the researcher explains. There are improvements of students' score in this cycle. It can be seen from the table 4.4 below:

Table 4.4
Test Score of The Third Cycle

No.	Name	test score	Note
01.	Ahmad Mubarak	85	Successful
02.	Durrotun Nasihah	90	Successful
03.	Fina Rohmatul Jannah	85	Successful
04.	Hoiriyatus Solehah	75	Successful
05.	Husniya	85	Successful
06.	Ivaus Sholeha	85	Successful
07.	Lailatul Qutsiyah	75	Successful
08.	Natijatul Amaliya	80	Successful
09.	Moh.Choiri	75	Successful
10.	Muhammad	85	Successful
11.	Mujahid	85	Successful
12.	Mulyati	80	Successful
13.	Nur Kholisoh	85	Successful
14.	Nur Khofidhoh	80	Successful
15.	Nurul Kholizah	90	Successful
16.	Rohmah	90	Successful

17.	Samiyah	80	Successful
18.	Siti Budur	80	Successful
19.	Siti Jahriyah	85	Successful
20.	Sofiatul Toyyibah	100	Successful
21.	Sofiatul Rohmah	80	Successful
22.	Toyyibah	80	Successful
23.	Ummu Salamah	85	Successful
24.	Dicky Wahyudi	80	Successful
25.	Homsah Ainahum	90	Successful
26.	Ahmad	85	Successful
	Total of Score	2175	
	Average score	83,65	

Based on the table 4.4, the average score is 83,65. It is fulfilled with indicator of achievement. Also, this cycle can be categorized in an excellent scale.

4.) Reflecting

Here, the researcher and the teacher discusses about the teaching process, and the result of the test. Based on the result of observation checklist and the students' score, it can be known that Islamic reading material is effective to improve the students' reading mastery. Moreover, the researcher and the teacher thinks that the students have already gotten the good result in their reading score because of their own motivation and interest in English. In addition, this meeting is the last cycle because of limited time that has been given by school and the researcher got

all data are needed and the criteria of the successfulness of this media could be reached.

2. The result of Questionnaire

In order to know the students' response toward the use of Islamic reading material, the researcher uses questionnaire as his instrument. In conducting the research, this instrument is given in the end of the last meeting, on June 24th 2013.

After collecting the questionnaire sheet, the researcher makes tabulation and formulates the result of questionnaire in the percentage form. The result of the students' answer of questionnaire is presented in the table 4.5:

Table 4.5
The Questionnaire Result

Number of Questionnaire	Number of Answer				Number of Students
	A	B	C	D	
1.	7	17	1	1	26
2.	2	7	15	2	26
3.	1	2	5	18	26
4.	-	8	-	18	26
5.	12	14	-	-	26
6.	15	11	-	-	26
7.	18	8	-	-	26
8.	20	6	-	-	26
9.	21	5	-	-	26
10.	24	2	-	-	26
11.	25	1	-	-	26
12.	4	22	-	-	26

Note:

A: Sangat Suka/ menarik	C: Kurang Suka/ menarik
B: Suka/ menarik	D: Tidak Suka/ menarik

After analyzing the questionnaire result, the researcher made the result of the questionnaire in percentage form. It is calculated using percentage formula:

$$\frac{\text{total of opinion of each type}}{\text{total of students}} \times 100\%$$

Table 4.6
The Students' Opinion About Study English

Number	A	B	C	D	Total
1.	26,9	65,3	3,8	3,8	100%
2.	7.6	26.9	57.6	7.6	100%

Based on the table above, it can be concluded that more than a half of the students like to study English. However there are also two of them who have no much willingness to study it. Even though they love to study English, they do not really like the learning English activity conducted by the teacher. There are many of them who have no passion to be active in joining their English class activity.

Table 4.7
The Students' Opinion About Reading Activity

Number	A	B	C	D	Total
3.	3,8	7,6	19,2	69,2	100%

Table 4.3 above shows that there are a lot of students who do not really like to learn reading. Anyhow in some cases, there is one of them who like the reading English text.

Table 4.8
The Students' Opinion About Islamic Materials

Number	A	B	C	D	Total
4.	-	30,7	-	69,2	100%
5.	46,1	53,8	-	-	100%
6.	57,6	42,3	-	-	100%
7.	69.2	30.7	-	-	100%
8.	76.9	23.0	-	-	100%
9.	80.7	19.2	-	-	100%
10.	92.3	7.6	-	-	100%
11.	96.1	3.8	-	-	100%

Based on the table 4.8, it can be seen that almost of the students never know and even never understand about the Islamic reading material. However, there are a view of them who ever heard a little bit about this such a material but they are really understand what is it about. Nonetheless, the students in this class really love when the teacher applies Islamic reading materials in teaching reading. Moreover, they do really like the topic chosen by the researcher so that they have a big curiosity to learn it a much deeper. Therefore, it can be said that Islamic reading materials is good and makes the students interest in learning reading.

Table 4.9
The Students' Opinion About The Reading Test

No.	A	B	C	D	Total
12.	15.3	84.6	-	-	100%

Based on the table 4.9, it can be concluded that most of them think that the test is easy and understandable. Based on the observation result done by the researcher, it is caused by their willingness in reading the Islamic material which they have already gotten the Islamic knowledge background.

C. Discussion

This subheading tries to discuss the research question formulated in the first chapter. It is based on the analysis of the results of the observation checklist, the reading test and questionnaire.

The discussion begins from the first question in research question about the implementation of Islamic reading Materials in teaching reading. According to Arikunto, each cycle contains four procedures. They are planning, acting, observing, and reflecting.⁵⁴

Based on the results of the observation checklist, questionnaire, and vocabulary test, there is significant improvement of students' reading score from the first until third cycle. Therefore, it can be said that this material has a good effect for the students' reading mastery.

⁵⁴ Arikunto, *Penelitian Tindakan Kelas*, 56.



During the implementation of the Islamic reading material in the first cycle, the researcher as the teacher actually encounters some difficulties in class, especially in managing the time. It definitely makes the activity in the lesson plan can not work well. Moreover, there are some problems created by the students that are the students' ignorance to the teachers' explanation. Most of them talk with their tablemate. Besides, the students' vocabularies in the class are few, which makes the reading activity takes time. During the test, many students still get score under the average of KKM. Based on the teachers' statement, the students' difficulty happen because of their limitation to practice the reading in the classroom.

In the second cycle, the teacher tries to give a shorter and a clearer instruction than the first cycle to make the students understand what they have to do during the implementation of Islamic reading material. Since the text in this second cycle is quite short and interesting, no wonder the students enjoy the activity. Somehow, there are several students who get difficulties in understanding the text. Based on the students' test, the researcher thinks that his research is quite successful. Because in this meeting, the researcher still finds many students' mistake in doing the test.

In the third cycle, the material works perfectly. The students can understand Islamic materials that has been taught easily. Moreover, the students look enthusiastic during the implementation of the material . It shows that they like this kind of material. In addition, the teacher can manage the

time well, which makes his activity in the lesson plan can be done all. Surprisingly, the students' score of this cycle is categorized very well, because the average score of students in the test is more than 80.

Based on the questionnaire, it is divided into several point, which are (1) the students' opinion about study English, (2) the students' opinion regarding to their English reading activity, (3) the students' opinion about the Islamic material and its implementation in improving their reading mastery, (5) their reading improvement.

Based on the result of the questionnaire No. 1, most of the second grade students of MTs Raudlatul Ulum Klampis, Bangkalan love to learn English. It can be seen in the tabulation that 65.3% of students like English subject, while the 3.8% of them do not really like it.

Even though there are many students who like study English, however, the number of students who love to learn reading is not much than those who like English. There are (26.9 % like, 57.6 % like enough) of students to learn reading. There is none of learners who love to learn reading much or find that comprehending reading is exciting. A big number of students (69.2%) who dislike reading class finds that reading is something difficult that really hard to be defeated. For many students, reading is stressful and, therefore, potentially de-motivating, it can be seen in the tabulation that not many of the students really like to the reading activity in their class.

Dealing with the use Islamic reading materials, the result of questionnaire shows that there were (46.1 % like it much, 53.8 % like) of Islamic reading material as their media in improving reading skill.

Most of students like to improve their reading skill by using Islamic reading material because this material does not make them bored. In addition, thing that makes them love this material is because they not only get new knowledge about to the topic, but also can improve their reading mastery.

There are none of students who dislike the Islamic reading material as their media to improve their reading skill. They consider this material is not such a thing that needs energy drain and brain racking time and because they really enjoy to understand about what is being written in the passage.

The topics written in the passages are also considered as interesting one. Most of the students feel that it does really help them. It can be seen in the tabulation that 76.9% admit that Islamic reading material is an aid that could help them much in improving their reading. While 23 % agree that this material helps them in improving their reading mastery.

During the implementation of the material, there are significant improvements on the students' reading mastery. In the last cycle, none of the students get the score under the standard minimum. It can be seen from the result of the post test that there are 100 % of the students who passes the standard score. Therefore, it can be concluded that Islamic materials are a good media to improve the students' reading mastery.