CHAPTER IV

FINDING AND DISCUSSION

This chapter focuses on presenting the research findings based on the result of data analysis, in other words, it presents the answer of the research questions.

A. Research Finding

The homegrown material used in the research subject is using material like at home and the text is descriptive texts. Teaching reading through homegrown material also gives positive effect. The research and teacher feel that students have already reached a good result in their reading proficiency because of their own motivation. To know the research finding, these are the result descriptions:

1. The Result of Observation

In this study, observation the start of the teaching learning process until end of the class, she observes the material, the techniques that the teacher used, and classroom activities through observation checklist. The observation was attached in appendix (see appendix I)

Based on the result of the observation checklist, the material are in accordance will the level of the students. The students are interested in the homegrown materials or the text and then the text increase the student motivation in learning reading. Learning technique makes the students participate actively in the classroom. The result of the observation checklist was explained as follow:

Table 4.1 Observation Checklist

Teacher's name : Prativi khilyatul Auliya, S.Pd

Class : VIII

Number of students : 35

Observing : 1

Material		Yes	No
A. Ma	aterials		
1.	The material are in accordance the level of the students	1	
2.	The materials are in accordance with the curriculum		
3.	The students are interested in the homegrown materials/	1	
	the text	,	
4.	The materials are concern with the students' daily live	√ ,	
5.	The text increases the students motivation in learning	√ √	
	reading	1	
6.	The text helps students understand more vocabulary	V	
7.	The students find difficult words from the text	√	
8.	The text provides students with clues on the meaning of		
	the difficult words	J	
9.	The text motivates the students to solve their difficulties	, v	
B. Tec	chnique		
1.	The teacher's technique makes the students participate	V	
	actively in the classroom		
		$\sqrt{}$	

2. The teacher's technique makes the students easily get		
bored		
3. The teacher's technique makes the teacher dominate the	, i	
class		
C. Classroom activity		
Teacher's activities		
Teacher greets the students	\ \ \	
2. Teacher motivate students through short games	V	√
3. Teacher forms students in groups	$\sqrt{}$	
4. Teacher gives the topics that will be use in learning	$\sqrt{}$	
vocabulary at the meeting of the lesson	$\sqrt{}$	
5. Teacher explain the materials and the method that is	1	
going to be used	$\sqrt{}$	
6. Teacher asks students to read the text silently		
7. Teacher asks students to read the text loudly	$\sqrt{}$	
8. Teacher gives clues and gestures to explain the new	1	
words	•	
9. Teacher asks students to find out the meaning of new	$\sqrt{}$	
words by them selves		
10. Teacher asks students to identify the words in the text		
11. Teacher asks students to make sentences	$\sqrt{}$	
12. Teacher gives feedback to the students		$\sqrt{}$
Student's activities	$\sqrt{}$	

1.	Students greet the teacher	√	
2.	Students do a short game in the beginning of lesson	√	
3.	Students pay attention to the teacher's explanation	V	
4.	Students read the text silently	√	
5.	Students read the text loudly		$\sqrt{}$
6.	Students learn how to master new vocabulary		$\sqrt{}$
7.	Students identify the part of speech of the words in the	ما	
	text	V	
8.	Students make sentences using the words in the text		
9.	Students get bored in the class		

Observation Checklist

Teacher's name : Prativi khilyatul Auliya, S.Pd

Class : VIII

Number of students : 35

Observing : 2

Materi	al		Yes	No
B.	Ma	aterials		
	1.	The material are in accordance the level of the students	1	
	2.	The materials are in accordance with the curriculum		
	3.	The students are interested in the homegrown materials/	√	
		the text	1	
			V	

4. The materials are concern with the students' daily live	V	
5. The text increases the students motivation in learning		
reading	√	
6. The text helps students understand more vocabulary		
7. The students find difficult words from the text	$\sqrt{}$	
8. The text provides students with clues on the meaning of	√	
the difficult words		
9. The text motivates the students to solve their difficulties		
B. Technique		
1. The teacher's technique makes the students participate		
actively in the classroom	1	
2. The teacher's technique makes the students easily get	1	
bored	V	
3. The teacher's technique makes the teacher dominate the		
class	,	
C. Classroom activity		
Teacher's activities		
1. Teacher greets the students	√	
2. Teacher motivate students through short games	√	
4. Teacher forms students in groups	$\sqrt{}$	
5. Teacher gives the topics that will be use in learning	$\sqrt{}$	
vocabulary at the meeting of the lesson		√
6. Teacher explain the materials and the method that is	1	

going to be used	1	
7. Teacher asks students to read the text silently	V	
8. Teacher asks students to read the text loudly	1	
9. Teacher gives clues and gestures to explain the new	,	
words	\ \	
10. Teacher asks students to find out the meaning of new	√	
words by them selves	√	
11. Teacher asks students to identify the words in the text	√	
12. Teacher asks students to make sentences	√	
13. Teacher gives feedback to the students	√	
• Student's activities	,	
1. Students greet the teacher	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	
2. Students do a short game in the beginning of lesson		
3. Students pay attention to the teacher's explanation	√	
4. Students read the text silently	√	
5. Students read the text loudly	1	
6. Students learn how to master new vocabulary	1	
7. Students identify the part of speech of the words in	√	
the text		
8. Students make sentences using the words in the text	√	
9. Students get bored in the class. ⁵²	√	

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⁵² Syanfatul Was'iyyah, "The Use of Authentic Material to Improve First Years Students Vocabulary at SMPN 2 Surabaya", (IAIN Sunan Ampel Surabaya, 2010). P: 23

a. The Resume of first Cycle

Based on the students score for the first cycle test, students get low score in reading test, it is happened because the test is too complicated for students with poor English competence. Successful indicator was 80, so that the cycle would be stopped and the next cycle was nothing.

b. The Resume of Second Cycle

Based on the score result which increased from 75 to 95 and the increasing participation of the students, the research found that by using homegrown materials as a media teach reading can be done well. It means the student's reading is increasing. The research and teacher feel that students have already reached a good result in their reading proficiency because of their own motivation.

c. The Resume of Third Cycle

Teaching reading through homegrown material is give positive effect. The research and teacher feel that students have already reached a good result in their reading proficiency because of their own motivation.

2. The Result of Questioner

In this study, questioner was aimed to know student's opinion about the teaching learning process using homegrown reading material as a media to teach reading. It was given at the end of the research to enable students to answer all the questions. The questionnaire was attached in appendix (see appendix iv)

After collecting the result of the questionnaire, the writer made tabulation and formulated the result of questionnaire in the percentage form. The results of the questionnaire were explained as follows:

Table 4.2 The Student's Opinion About Learning Reading

Number	Yes	No	Total
1	73,7%	26,3%	100%
2	86,8%	10,5%	100%

From the table above, it could be and that most of the students were the learning English and reading.

Table 4.3 The Student's Opinion about The Technique

Number	Yes	No	Total
3	78,9%	21,1%	100%
4	100%	0%	100%

From the table above, it could be said that most of the students were like with the writer technique by using homegrown reading materials to teach reading.

Table 4.4 The Student's Opinion about The Topic

Number	Yes	No	Total
5	60,5%	39,5%	100%
6	86,8%	10,5%	100%

From the table above, it could be said that most of the students were increase with the topic of homegrown reading materials to teach reading.

Table 4.5 The Student's Opinion about The Material

Number	Yes	No	Total
7	37,7%	26,3%	100%
8	80,5%	10,5%	100%

From the table above, it could be said that most of the students were like with the homegrown reading materials to teach reading

Table 4.6 The Student's Opinion about The Material

Number	Yes	No	Total
9	76,3%	23,7%	100%
10	92,1%	7,9%	100%

From the table above, it could be said that most of the students were enthusiastic to find out the difficult words and their meanings.

Based on the research finding which are gained through observation. The first observations, is not perfect. The research gets difficulties managing the time and the student's score for the first cycle test, students get low score in reading test, it is happened because the test is too complicated for students with poor English competence. Second observation, the teacher feel that students have already reached a good result in their reading proficiency because of their own motivation.

The last observation, teaching reading through homegrown material is perfect. It means the student's reading is increasing. The research and teacher feel that students have already reached a good result in their reading proficiency because of their own motivation.

Based on the research findings which are collected through questioners, the teacher has the teaching learning process during the implementation of teaching reading through homegrown material. In addition to the skills and knowledge, students will be better and they will have more confidence to use English while learning in the classroom. The motivated and participate during the teaching learning process. Therefore, the students total score of reading is great than 90. In conclusion, the skills and knowledge of teachers can make teaching effective.

B. Discussion

The discussion is about the explanation of the research findings through observation and interview.

1. The Learner Role Used By the class eight.

In the discussion the researcher presents about the result of research findings which are explained. In order to know the daily learner role those are used by class eight at MTs Unggulan Al-Jadid Waru Sidoarjo.

The homegrown material used in the research subject is using material like at home and the text is descriptive texts. Homegrown material is materials refer to material developed locally by a particular teacher or group of teachers for a particular course, a particular group of students and with the resource available at a particular time. As opposed to published materials,

they are also referred to as tailor-made material, locally produced material, self-designed materials, internal materials, internal materials, homemade materials or homegrown materials. In house material developed either from scratch or by adapting existing learning material.⁵³

2. Teaching and Learning Process

Teaching reading through homegrown material is give positive effect.

The research and teacher feel that students have already reached a good result in their reading proficiency because of their own motivation.

As Graver stated that homegrown material as a support for the task of teaching based on creativity and not only brings several important benefits to the learning process. This material can be done by one teacher alone or in collaboration with colleagues. Some advantages of using homegrown ingredients are:

- a. Students are motivated to acknowledge the high level of interest and feel that having an obligation to make a greater effort
- b. Teachers can change and improve constantly in accordance with students.

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⁵³ Graver, K, (2000). *Designing language course: A guide for teacher*.Boston, MA:Heinle, Cengage Learning