CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher analyzed the data that have collected during the research. This chapter presents the finding of the observation. The explanation covers the answer of the research questions proposed in chapter I, they are the implementation of three phase technique; how the teacher does pre-reading, whilst-reading, and post-reading stage in teaching reading at the second grade of SMA Hidayatut thullab Bapelle Robatal Sampang during three meetings. In this chapter, the researcher also provides the discussion of the finding.

A. Opening (pre-reading stage)

1. Opening the first meeting.

The first meeting held on 23 October 2010. It was started at 10.30 0'clock. The teacher greeted the students and checked the attendance list. Then the teacher took some slide pictures. She showed to the students one by one then asked the students to mention the name of those pictures. The main purpose of this activity is to upgrade the student's knowledge of the subject. She provided any languages preparation to avoid miscommunication.

- T: Assalamualaikum.....
 - Ok. Now l have some pictures and you must guess it. Jadi kalian harus menebaknya
- S : Burung bu! (The others) burung hantu bu!
- T: Yes, burung hantu in English? Do you know? The initial O

S : Owl bu

T : Ok. What about this one?

She gave some pictures related to the topic of the text that would be discussed. Based on some words mentioned by the students, the teacher asked them guesses the species. When the students did not understand, the teacher gave some examples again related to the topic. She did not only use oral but also use gesture to express about what she meant. She used her hand as flying bird then, the students guessed it.

After the students could guess all of the pictures, the teacher asked again about the species but, the students still did not know. Finally, the teacher wrote in the whiteboard "water fowl" and asked them to follow what she said.

T: what kind of species? There is duck and what else? Owl and?

S: Burung hantu

T: (The teacher used gesture such as moving her hand as flying bird) hewan yang mempunyai?

S : Sayap bu (the others) butterfly bu

T: Yes! What kind of species? (The students still silence, then the teacher wrote in the white board "waterfowl" and asked the students to follow what she said).

S: Waterfowl (all students together)

After the teacher explained about the topic, then she explained about kinds of waterfowl. She said that there were many of waterfowl in the world. She also mentioned some kinds of waterfowl. The main purpose of this

activity was to find out the form of the text that will be discussed. The teacher also explained about the report.

- T: Ok! There are many waterfowl. Such as chickens, ducks, owls, and eagles. Jadi banyak sekali macamnya. Dari satu kemudian ada banyak. Itu disebut apa ke apa?
- S: Anu bu, umum bu
- T: in english?
- S: General
- T : Good General classification. Then, it is described to specific. Is it named? (They still silence) Re? Re......? Report. So, report is......?
- S: Explained about something in general and description.()while looking in the book

From the transcription above, it was clear that the teacher always gave stimulus to the students before reading activity.

2. Opening the second meeting

Opening in the second meeting held on 18 October 2010. It was started at 10.30 o'clock. As in the first meeting, the teacher greeted to the students and checked the attendance list. Three students were absent then the teacher asked "Do they send a letter or not?" And the students answer "no". This opportunity was used by the teacher as opening (pre-reading stage) of study. The teacher explained that if one of them could not join to the class, they should send a letter. The teacher asked them about kinds of letter while she wrote in the whiteboard.

- T : Do they send a letter
- S : No, tidak ada bu
- T: Why not? If one of you cannot join to this class, you should send a letter. Do you know a letter?
- S: Yes bu
- T : Do you know kinds of letter? Apakah kalian tahu jenis-jenis surat itu apa saja?
- S: (some of them) letter of aplication (the other) surat kaleng, surat undangan
- T : yes, it is right.

In this meeting the teacher also provided any languages preparation to avoid miscommunication. It was caused by student's ability of English is still low. After that, she asked them about the experience in writing or reading, sending or receiving a letter. The teacher asked them to tell their experiences in writing, reading, sending or receiving a letter. The purpose of this activity has to preview the student's knowledge about the topics. She also explained about monolog text.

- T: Have you ever write, read and maybe send or receive a letter?
- S: Yes, of course bu!
- T: What kind of letter?
- S: Surat undangan bu
- T: In English please!
- S: Invitation card bu.
- T: The others?
- S: Letter of application.
- T: Have you ever sent it?
- S: Yes bu!
- T: Can tell me about your experience? (Then he tell his experience)

This activity was done to upgrade the students' knowledge of the subject. The teacher always gives stimulus to the students.

3. Opening the last meeting.

Opening in the last meeting held on 20 October 2010. It was started at 10.30 am. As in the first and the second meetings, the teacher greeted to the students and checked to attendance list. After that the teacher asked about the castle, king, and princess. Then she asked about the place residence of the king and the princess.

- T: have you ever know about the castle, king and princess?
- S: (one of students) ya bu pangeran itu raja dan putrid itu ratunya.
- T : what the English of pangeran dan putri?
- S: (While looking in the dictionary) king and princess bu
- T: Ok! Do you know where usually the king and the princess lived? Pangeran dan puttri itu biasanya tinggal dimana?
- S :tinggal di istana
- T: the others?
- S: palace bu

The teacher asked some words related to the topic. Then she wrote it on the blackboard what the students said in order to the students could read it and remember it.

4. Discussion on Opening.

In opening reading, the teacher was almost frequently used questioning technique and sometimes, she used some pictures. Questioning was done in this stage are not to test the students and give score but the teacher used this technique to introduce and help the students in understanding the text before reading. based on the theory of the reading instruction, firstly, the teacher

started with introduced the text before reading. It could be said that the teacher's activity was in line with the opening reading (pre-reading stage) proposed by Nuttal.⁵⁵ While, some pictures was used to review the student's knowledge. As Jeremy states that if we only just scratch the surface of the text and we quickly forget it. ⁵⁶ So, the teacher should choose interesting strategy. But in this stage, the teacher did not relate previous lesson with the new lesson.

The teacher also provided any language preparations to avoid miscommunication. It happened there were some students who did not understand what the teacher said because the students interesting in studying English less. As Dubin and Bicina stated that The goal of pre-reading stage are to active (to build, if necessary) the students knowledge of the subject, to provide any language preparations that might be needed for coping with the passage, and finally to, motivate the learners who want to read the text. 57

B. Whilst (during reading stage)

1. Whilst reading the first meeting.

⁵⁵Christie Nuttal. 1982. *Teaching Reading Skill in Foreign Language*: London: HEineman Educational Books. P:152.

⁵⁶ Jeremy, Harmer.1998. How to teach English: An Introduction to The Practice of English Language Teaching. England edition Longman. P: 70.

⁵⁷ Dubin and bicina.1991. p:202

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The first meeting: Whilst reading activity was an activity that was done

when the students read the text. The real process occurred in this stage when

the students were ready to read. The teacher gave them ten minutes to read the

text silently. During the reading process the teacher walked around to monitor

the students.

After that the teacher asked some of them to read the text loudly. When

a students had been reading the text, the other students were listening,

likewise the teacher.

T: Ok, please now read the text in ten minutes.

S: how if fifteen minutes bu?

T: no! Try it first. I think it is enough

S : ok. bu

After ten minutes, the teacher divided students into several groups. Each

group consists of six people. The teacher counted one to six to be one group.

The group was mixed between boy and girl. Then the teacher gave instruction

about what would they do in a group. For group one, the teacher gave task to

found out the description of Ducks. Group two, found out the description of

diving Ducks. Group three, to found out the description of some dabblers lap

water at the surface. For Group four, found out the description of dabbling

ducks. For Group five, found out the description of swans. And the last group

is found out the description of Geese mostly grazing on the grass. After that,

the teacher asked the students to present the result of discussion in a group.

There was only one person for each group to present the result.

T : Ok, enough! Now I will divided you to several groups. I will count you from one to six to be one group. So, there are six groups. (The teacher counted them until five groups)Here, you must discussion with your group about what the descriptions of some waterfowls. For group one, found out the description of Ducks. Group two, found out the description of diving Ducks. Group three, found out the description of some dabblers lap water at the surface. Group four, found out the description of dabbling ducks. Group five, found out the description of swans. Group six, found out the description of Geese mostly grazing on the grass. Ok! For this activity, I give time fifteen minutes. After that, you must present the result of discussion on group by one person for each group. Any question?

S : No, bu!

T : Ok, please move now!

In this activity the teacher gave them fifteen minutes to work. During the process, the teacher monitored the class and walked around to help the students who needed for a help. The teacher also advised the students who were crowded during the activity so that they did not disturb the other students.

After presenting the result of the discussion, the teacher gave opportunity to other group to asked question about what was presented. It was followed by the next group till the end. Occasionally, the teacher corrected the student's pronunciation. The teacher also asked the students to re-read mispronunciation. So, the students could read the sentence well. Then the teacher explained about the organization of report text.

2. Whilst the second meeting.

The second meetings: Whilst reading activity was an activity that was done when the teacher gave the students hand out about a letter. Each student got a paper about the material. After all of students got it, the teacher gave instruction to read the paper about ten minutes. They read the text silently. During the process, the teacher monitored and walked around to help the students who needed for a help. Besides that, the teacher also found some students who did not read the text and the teacher remind them.

After that, the teacher asked students to read the text one by one in the front of the class loudly. This activity was done to know the student's ability in pronunciation and speech reading. Here, the teacher also asked to the students to re-read when he or she read mispronunciation so that the students can read the sentence well.

- I : Ok, I will give you a paper. It is one of kind letter and you read it silently. I will give you time ten minutes. After that, you read one by one in front of, ok? Jadi teks ini kalian baca dulu selama lima menit, nanti kalau sudah selesai kalian membaca ke depan satu persatu, ok?
- S: ok bu, tapi gak usah kedepan bu! (The students just silent while reading)
- T: no! You must read it in front of class.

Next activity, the teacher asked them to translate the text into Indonesia. In this activity the students worked in pairs. So, they could share with their table mate easily. But, sometimes the students still asked to the teacher about

some words that they did not find in the dictionary. (In general, they used simple dictionary. So many words unfound in the dictionary). Then the teacher explained difficulty's words.

- T : ok, now please translate the text into Indonesia. If you get difficult, you can share with your friend. Kalian cari arti dari kata-kata yang ada di teks tersebut. Kalau ada kesulitan, you can share dengan teman sebangku kalian and you can look at the dictionary. Do you bring dictionary?
- S: Yes bu
- T : after that (after that moment one of the students asked) what the meaning of encourage bu?
- T: You can look up in your dictionary
- S: Nothing bu
- T: It is same with promote. Do you know the meaning of promote?
- S: (at the moment the other student said) h, .mendorong bu?
- T: Yes. As giving support

Then the teacher asked the students to re-tell about contain of letter by using own word. The students wrote it in a paper then collected it. After that the teacher asked about monolog text then explained it.

3. Whilst the last meeting.

The last meeting: Whilst reading activity was done when the teacher gave the students paper about a story. Each student got a paper and then the teacher gave instruction to read the text into ten minutes. They read silently. In this step, the students tried to find explicit information that exist in the passage. After that the teacher asked the students to read the text in front of loudly one by one. In this activity, when the students read the text, the teacher

listened and checked the student's pronunciation. If the students made mistake, the teacher asked to re-read the word and corrected it.

T: please read the text silently. I give time ten minutes. After that you will

read it in front of. Do you undrerstand?

S: satu persatu bu?

T : yes of course, one by one.

Next, the teacher asked them to translate the text into Indonesia. In this activity the teacher divided them into group. One group consists of four persons. Because one table consists of two persons, so the teacher made two table become one group. It is make them easier to sit with their group. In this activity, during the process, the teacher walked around and monitoring the class to help the students that needed for help.

T: Ok, I will make several groups. One group consists of four people. Kalian bisa join dengan teman di bangku belakang kalian. So, you do not get difficult to move.

S : kalau denngan bangku sebelah bu?

T: no. you can join with behind you.

S : ok, bu!

Here, when the students asked the meaning of word, the teacher did not give answer directly. She asked them to search on the dictionary or ask his/her classmate. Finally, if those are did not work, the teacher gave the synonym of the word or show it in brief.

S: bu apa artinya Rescue?
T: do you bring dictionary?

S: (whoile the teacher wrote in the blackboard the word of "Rescue" then asked to another). The other, what the meaning of "Rescue"?

S: I do not know bu

T : do you know the meaning of "saving"?

S: (while looking for in the dictionary) menghemat atau pertolongan bu

T : yes, like help.

When the students finished, the teacher asked to collect it. Next, asked kind of the text which was read it. The last, the teacher explained about kind the text.

4. Discussion on Whilst Reading Stage.

From whilst reading stage, it was found that the teacher always applies reading aloud and reading silent. In reading aloud there were some students that could speak well with good pronunciation. But, there were some student's mispronunciation. Nuttal states that reading aloud is slower then silence reading since the reader tended to read word by word instead of in the sense group and it will be difficult to improve the speed of reading. But according of Ammer, however, reading aloud is particularly important for ESL learner. Reading aloud can be a useful way for improving the student's pronunciation, stress, and intonation. Reading aloud still could be done although most of the students can produce sound well. However, it did not disturb the classroom activities. When the teacher asked the students to read loudly, the

⁵⁸ Ibid. p.79

⁵⁹ Ammer, A.A. 1997. The Effect of the Teacher's Reading Aloun on the Reading Comprehension of ESL. ELT Journal, 51 (1): p:43

teacher checked the mispronunciation done by the students. The correction will be done by asking them to repeat the word individually after the teacher pronounced the word. Besides that, the teacher also gives translation activity in this stage. The teacher asked the students to translate the text into Indonesia n language. But in this activity, some students were passive because some of them did not know the meaning of words. The teacher did not introduce new words before reading process. According Kustaryo there are three factors that have to do with comprehending the paragraph. One of them is word recognition. The students face difficulties when trying to recognize words, it arise because these two languages, English and Indonesian are not branches of the same language. So the teacher should introduce new words before reading process.

C. Post (closing reading stage)

1. Post Reading the First Meeting.

The first meeting: Post reading activity was an activity that was done when the students have done presentation in a group. In post reading the teacher gave opportunity to the students to ask what they did not understand. They very enthusiastic to asked the meaning of some words. Then the teacher reviewing the context and giving feedback.

⁶⁰ Sukirah Kustaryo. 1988. Reading technique for college students. Jakarta: Depdiknas. P. 15

2. Post Reading the Second Meeting.

The second meetings: in the closing (post reading stage), the teacher asked about what the difficulty that they faced. Then the teacher gave some question related to the text. There are three questions related to the text and the students did it in the class. The main of this activity was to found out the understanding of students. The end of the activity, the teacher reviewed the material.

3. Post Reading the Last meeting

The last meeting: In the closing (post-reading stage) the teacher asked the students about difficulty that was faced during translation. Then she reviewed the material. In the end, the teacher gave exercise related to the text that had been read, such as "why did he come to King Arthur's palace?." They wrote the answer in a piece of paper then they submitted it. But, the exercise was not finish, so he teacher asked them to do it at home.

4. Discussion on Post (closing reading stage)

In closing reading (post reading activity), the teacher can do various activities, such as the teacher reviewing the context and giving feedback, question, and asking the students to do exercise on the text book to check their comprehension about the text. As Carnie said that there are two post reading activities have particular merits, the first is answering written question and the

second is writing a summary of the content.⁶¹ The last, the teacher gave the students home work. It is good activity to check and exploit the learners experience in reading.

⁶¹ Carnie, Douglas and Others.1990. *Direct Instruction Reading*. Ohio: Meril publishing Company.