

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

The chapter presents the research findings and discussion. The research findings are based on the result of the data analysis, and the discussions is based on the findings.

4.1 Research Findings

The section presents the research findings which cover the techniques of teaching reading applied by the teacher at MTS Miftahul ulum Batang-batang, the problems faced by the teacher in the teaching reading and the alternative solutions to solve her problems in teaching reading.

4.1.1 The Technique of Teaching Reading Skill

Based on the result of the data analysis, it was found out that the technique used by the English teacher, in teaching the reading skill was the eclectic technique. Furthermore, the teacher applied the technique by implementing three stages.

The Various techniques was the combination of more than one characteristics of teaching techniques. They were Know, Want, Learn, and How (KWLH) Technique, Directed Reading-Thinking Activity (DRTA), and Guided - Reading Procedure Technique, SAVOR Procedure Technique and Oral Reading Technique. In this case, the teacher combined one or more of the characteristics of those techniques to make the students more interested in the teaching and learning process.

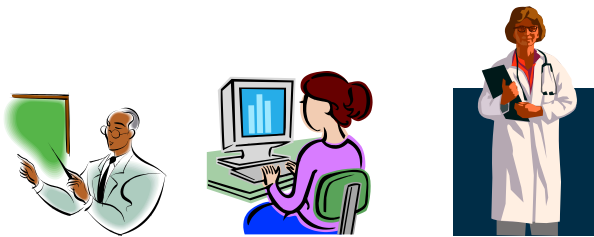
There were several steps followed by the teacher in implementing the eclectic techniques:

- The teacher opened the lesson and introduced the text (KWLH Technique).
- The teacher assigned the students to make predictions from the title and the picture clues (Directed Reading-Thinking Activity (DRTA)).
- The teacher acted as a model for active thinking reading (KWLH Technique).
- The teacher translated the unfamiliar words (SAVOR Procedure Technique).
- The teacher helped students identify what they learned as they read and Asked them to comprehend the text accurately (KWLH Technique, DRTA)
- The teacher helped students get additional information about the text (KWLH Technique).
- The teacher dealt with new vocabulary and other points of concern (Oral Reading Techniques, Guided - Reading Procedure Technique).
- The teacher assigned the students to work in a group of no more than five students each, and sometimes in individual works (SAVOR Procedure Technique).
- The teacher asked the students to summarize the information in their own words and retell it in front of the class (Oral Reading Techniques).
- The teacher gave a test immediately to check the students' short-term recall (Guided - Reading Procedure Technique).
- The teacher gave another form of the test later to check medium or long term recall (Guided - Reading Procedure Technique).

To apply her techniques, the teacher implemented it in three stages as follows:

Stage one: Pre - reading activities

1. The teacher divided the students into a smaller group and made the circle around Her. And the teacher stood on the middle of them.
2. The teacher showed the picture and asked the leading questions to make the students predict what the text was about. Then, he gave some questions and showed the pictures to the students.



- Where do your parents work?
- What are the people in pictures doing?
- What are their professions?
- Etc.

Stage two: Whilst - reading activities

1. In the case, the teacher read the passage aloud as a model and used the textbook and student's worksheet. Then, he asked the students to repeat together. And then the teacher gave correction of the mistakes in pronunciation.
2. Sometimes the students got difficulties in new vocabulary, and the teacher asked them to give the solution. However, if they did not know, the teacher gave the answer.

3. After that the students discussed with their friends, they tried to find out the main idea supporting details and the key words. In the case, the teacher gave explanation of how to identify them more easily.
4. The teacher gave the explanation which was supported with her experience about the content of the text.
5. And then the teacher gave simple questions to be answered and wrote them in the blackboard. In the way, the teacher could correct the grammatical mistakes.
6. The teacher asked the students to comprehend the passage once again silently. After that the teacher gave a task. For instance: True and false statements, fill in the blank, multiple choices and usually comprehension tasks.
7. The result of the tasks was then corrected by the teacher.

Stage three: Post - reading activities

1. In the step, the teacher asked the students to summarize the paragraph in their groups. And also one of them came forward to retell the passage and got the additional points.
2. After the discussions, the teacher gave her students a chance to ask questions of what they did not know about the passage.

4.1.2 The Teacher's Problems

Based on the result of the data analysis, it was found out that there were some problems faced by English teacher in teaching reading. The problems are described as follows:

1. The teacher got a problem in pronunciation. For example, the teacher pronounced [red'e] for the word "reading". It made the students confused because they did not understand what the teacher meant.
2. The class was so crowded and noisy that the teacher got a problem to create a good learning condition. In the case, the students talked by themselves with their friends and sometimes they run around the classroom.
3. The teacher could not implement the curriculum so that he could not make good preparation of new materials, new design of syllabus, evaluation and instructional activities in the teaching and learning process in the classroom.
4. Sometimes the teacher could not finish the materials at the end of the meeting.
5. The teacher could not present the materials clearly because the teaching media were insufficient. In the case, media are very important to help students acquire new concept of English. It can create enjoyable atmosphere of learning teaching activities. As a result, the students were quiet when the teacher asked them about some questions about the topic. In other words, they were not active in the class.

4.2 Discussions

The research findings showed that the English teacher of the second year students at MTS MIFTAHUL ULUM Batang-batang used the eclectic technique of teaching reading skill and applied her technique in three stages. she did not choose one of the techniques suggested by the expert because he tried to combine all of them. In relation to the, Callahan has stated, “Their basic technique is to give the learners information and then insure remembering. Their role is to provide students with knowledge that will provide a foundation for higher thinking”⁴².

However, it was found out that the teacher faced problems when he applied the technique in teaching reading skill. Firstly, he got a problem in her pronunciation, she faced the problem because he could not get rid of her mother tongue, that is Maduranese dialect.

To overcome the problem, Smith suggests that the teacher can apply their role well in teaching reading. Their role in teaching reading includes helping the students read, teaching letters or words, providing a chance to learn, discouraging a guess and creating interesting and meaningful reading abilities⁴³. Of course, the teacher’s qualification affects the process of teaching learning English, especially reading skill. Therefore, by having a good qualification the teacher can also minimize the other problems.

⁴² Joseph F and Leonard H Callahan. Clark. *Teaching in the Middle and Secondary Schools*. {New York: Macmillan Publishing Company, 1988} Hal 177

⁴³ Abdul Rasyid.. *A Study on teaching Reading Comprehension at Senior High School in Sumenep*. {Unpublished S-1 Thesis. Malang: English Department, UMM 2006} hal 43

Furthermore, the teacher faced crowded classroom situation. This can be due, among other reasons, to the big size of class. In relation to this, Brown states that the number of students that is more than 20 possibly invites some problems such as student's opportunities to speak are lessened, lack of attention, and teacher's feedback toward student's written work is limited.⁴⁴ In fact, the number of the third year students in one class was 52 students which made the class crowded and noisy. To overcome the problem, Brown gives some suggestions. First, try to make each student feels important by learning names and using them. Second, assign the students as much interactive work. Third, optimize the use of pair work and small groups to give the students chances to perform in English. Fourth, use peer editing, feedback, evaluation whenever appropriate. Five, give the students a range of extra class work. Six, set up a small center in your class where the students can do individualized works. The last, organize informal conversation groups and study groups.⁴⁵

Next, the teacher could not implement of curriculum so that he could not make good preparation of new materials, new design of syllabus, evaluation and instructional activities in the teaching and learning process. In relation to those problems, Mas'udi et. al state that curriculum is seen from the perspective of the teacher. First, the teacher is the prime agent of curriculum development. Second,

⁴⁴ H Douglas Brown, *Principles of Language Learning and Teaching*. {San Francisco: Addison Wesley Longman, Inc. 2000} Hal 132

⁴⁵ Ibid, Brown Hal 133

educational reality is not what educational planners say ought to happen, but what teachers and learners actually do.⁴⁶

In the case, the teacher should develop knowledge, value, and attitude to achieve the defined educational objectives. But if the teacher is not able to translate the basic course outline into relevant and effective learning processes, the standardized curriculum will be insignificant.

In addition, the teacher could not finish the materials at the given time because MTS Miftahul ulum Batang-batang have been make a new building, so it's disturb teaching and learning process. It is not enough for the teacher to teach more effectively and clearly. The 2004 Curriculum stated, "The allocation of the time is very important for teaching and learning process. The more time the teacher teaches students, the more opportunity the students understand their learning". Therefore, the teacher should be provided with a longer or more sufficient duration for students' reading ability and given the additional time out of the schedule.

The last, the teacher failed when presenting materials due to the fact that he could not present it clearly because the teaching media were insufficient. So, it made the students seem bored and passive. According to Kasbollah (in Krisna 1994), "The main role of instructional media is to attract the learner's attention and to transfer the information". In the regard, by using the teaching aid, the teacher is required to create a situation that can make the learners acquire experiences and do activities more effectively. The students also might be interested in learning English reading.

⁴⁶ Penyesuaian dan Penyempurnaan Kurikulum. 2004. *Kurikulum Berbasis Kompetensi*. { Jakarta: DEPDIBUD2004}. Hal 37

Therefore, the teacher should be creative to provide media by searching certain media or creating them by herself because media can improve ability and transfer information given easily.