

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the finding of the study and discussion toward the result of the study.

#### **A. Findings**

The data presented in this study are the result of reflection in the first cycle, and the result of reflection in the second cycle.

##### **1. The Result of the First Cycle**

In the first cycle, the researcher found that most of the students still had low in reading comprehension especially in Hortatory Expositions Text. Based on the result of reading comprehension test showed that the criteria of success could not be achieved yet because there were only 19 students or 51,4% who passed the test. Meanwhile, the criterion of success for this action research was 70% of students who get score of 75 or more in their tests. Although the results of the test were not very good, it was better than the results of reading hortatory exposition text in the preliminary observation.

From the observation sheet, it was found that there was miss activity in the teaching and learning process. It can be concluded that the action of cycle 1 was not successful. So, the researchers should make

changes to the teaching scenario or lesson plan to be applied in cycle 2. Thus, the researchers hope that in cycle 2 could get better results and deal with the weaknesses of cycle 1. Based on the weaknesses above, several revisions would be applied in Cycle 2 as follows:

1. The researcher gave more motivation to the students to be active in the class.
2. The researcher gave the example of the text that analyzed using annotating text strategy on piece of paper. Then, it distributed to all of students. In order to all of students could know the examples of the form to annotated text.
3. The researcher gave more the explanation about the material of hortatory exposition text related to the social function, generic structure and language feature of the text.
4. The researcher applied the strategy in groups but students done the tasks individually. In order, the process of understanding students about the material provided was increasingly focused.
5. Students could ask their group friends if they got difficulties. In order that student understanding could be channeled each other.

These points were some revision points that have not been applied in cycle 1. In order to increase the students attention and students interest in learning Hortatory Expositions Text. The reseacher applied these several revision in the Cycle 2 to solve the difficult of undstanding the text.

## **2. The Result of the Second Cycle**

In the second cycle, the researcher found that the changing of group work where the task done by individually succeeded. It proven by most of the students got improvement in reading hortatory expositions text.

In this stage, the analyzed from reading comprehension test of cycle 2 showed that there were 29 students or 87,8% who got score more that 75 and 4 students or 12,1% who got score less than 75. In short, the criteria of success which 75% of students can get score more than 75 could be achieved in cycle 2. From observation sheet, it showed that the participation of the students in the process of teaching and learning was very good that was 90% in second meeting. It showed that the teaching and learning activity got improvement in each meeting.

## **B. Discussion**

The focus of this study was to solve the problems of students in reading comprehension hortatory exposition text in eleventh grade of IIS 2 at MAN 3 Tulungagung academic 2018/2019 through Annotating text strategy by improve the reading comprehension. In order to achieve successful in teaching reading comprehension using these strategy. The research should do some preparations, i.e. lesson plan, material, and media.

Before conducting the research, the researcher should know first the problems that faced by the students during teaching leaning process in reading class. That was done by doing a preliminary study in a way

interviewing the English teacher, observing the teaching and learning process, and administering the test. The result showed that most of students have difficult in vocabulary, comprehending the reading text, and low motivation on reading. Then, the result of preliminary test showed that 29 of 33 students did not pass the test. Therefore, 29 students who fail will be the subject of this research.

After that, the researcher tried to plan an effective strategy to solve the problem by using Annotating Text Strategy. In this case, the researcher planed the criteria of success, materials, and instruments which later be explained. The action of this research conducted in 2 cycles that each cycle consisted of three meetings. That was two meetings for teaching and learning the material by using Annotating Text Strategy as the teaching strategy and one meeting for conducting a test.

In increasing the success, the researcher revised the lesson plan in Cycle 2 by giving more motivation to be active in the class, distributed the example of the text that had been analyzed using annotating text strategy on piece of paper, gave more explanations about hortatory exposition text, applying the strategy in groups, but students worked individually to make students focus more on their work in the group, and could ask their friends about difficult vocabulary.

The result of the action research showed that the students' score from Preliminary study, Cycle 1, and Cycle 2, there was significant improvement of the success. The improvement of the students' score could be seen in the

table below:

#### 4.1 Students' Score in Reading Comprehension Test

No.	Name	Preliminary Study	Cycle 1	Cycle 2
1.	ARA	40	–	–
2.	ARA	76	80	92
3.	ANZ	64	76	80
4.	ANR	–	76	96
5.	DWP	–	60	76
6.	DSI	60	80	84
7.	EI	76	88	100
8.	EC	64	76	80
9.	FAN	64	80	84
10.	HIAU	52	–	–
11.	IWS	68	–	76
12.	IYS	72	–	80
13.	IRN	72	80	88
14.	KH	60	72	80
15.	KV	64	76	80
16.	LQN	52	80	80
17.	LNN	52	80	84
18.	MMA	40	68	80
19.	MC	68	72	80
20.	MBWA	72	80	88
21.	MSN	36	60	72
22.	MAR	72	80	88
23.	MMI	68	72	84
24.	MR	36	60	80

25.	NNZ	56	80	80
26.	NDMA	–	–	68
27.	RAM	48	72	80
28.	RAP	36	60	80
29.	TRN	76	76	84
30.	VM	–	80	88
31.	WAR	72	80	80
32.	YNR	52	76	84
33.	ZNAP	76	80	92
<b>Total</b>		<b>1744</b>	<b>2100</b>	<b>2728</b>
<b>Percentage of Success</b>		$\frac{4}{33} \times 100$ = <b>12.1%</b>	$\frac{19}{33} \times 100$ = <b>51,5%</b>	$\frac{29}{33} \times 100$ = <b>87.8%</b>
<b>Mean Score</b>		<b>52.8</b>	<b>63,6</b>	<b>82,6</b>

From the table above, there was improvement of the students in reading hortatory expositions text and the percentage of success in Cycle 2 could achieve the criteria of success.

**Table 4.2 Result of Observation Sheet**

<b>Student's Performance:</b>					
<b>Cycle 1</b>			<b>Cycle 2</b>		
Meeting 1	Meeting 2	Meeting 3	Meeting 1	Meeting 2	Meeting 3
14-03-2019	15-03-2019	21-03-2019	22-03-2019	28-03-2019	29-03-2019
(27/50) x	(37/50) x		(42/50) x	(45/50) x	
100%	100%	<b>Test</b>	100%	100%	<b>Test</b>
<b>= 54 %</b>	<b>= 74 %</b>		<b>= 84 %</b>	<b>= 90 %</b>	

The result of the student's performance in the observation sheet showed the student understanding the materials increased and students motivated in learning that was 90% in the last meeting. Automatically, the learning of the students in reading hortatory exposition made enjoys and all criteria of success in this research were could be achieved.

Furthermore, the previous study which has been done by Heniarti Sri Augusta at.al (2014) on their research entitled "The Effect of Applying Annotating Strategy on Comprehension of Grade XI Students at Sman 8 Padang in Reading Monologue Texts" this strategy had a large effect for improving reading comprehension. It can be seen from the result of the test between the experiment and control group in which the experimental class has a better effect in reading the three types of texts taught, namely the Hortatory Exposition, Narrative, and Spoof.

Other research from Ardiyan Syah (2013) on his research entitled

"Improving Students' Reading Comprehension of The Eleventh Grade of Language program of MAN Bawu Jepara In The Academic Year 2012/2013 By Using Annotating Text Strategy" showed that this strategy can be effectively solved the problem of the students' reading comprehension.

Based on the discussion above, the researcher concluded that the implementing of Annotating Text Strategy could improve the students in teaching reading comprehension of hortatory exposition text in the class IIS-2 students at MAN 3 Tulungagung in academic 2018/2019. The result of this study demonstrated that Annotating text strategy could improve the students' reading comprehension of hortatory exposition text because it is not only unique but also it is suitable to analyze the text in a different way by using some symbol of annotation. This was supported by Heniarti Sri Agusta et.al (2014) and Ardiyan Syah (2013) who stated that the use of Annotating text strategy was a suitable way to increase students in reading comprehension and reading monologues text, i.e, Hortatory Exposition, Narrative, and Spoof.