**CHAPTER IV**

**RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the researcher describes the data that have been gotten in the process of Classroom Action Research in each cycle.

1. **Finding**

After the researcher got data of the problem in learning English, especially in reading and got permission from the headmaster of SDN 2 Srikaton, on Thursday April 7th 2011, he prepared anything for his classroom action research. The classroom action research was conducted on April 9th to May 25th, 2011. It was done in two cycles. The subject of the research was class 5th that consisted of 28 students. In doing his classroom action research, he was helped by a collaborator; his name is Moh. Dian Reza F.

Researcher will describe the classroom action research prosses using Kemmis and Taggart model. The description of class room action research process is as follows:

1. **Cycle 1**

Cycle I was carried out from Saturday, April 9th to Saturday, April 23rd, 2011. It was conducted in three main meetings. First meeting was done on April 9th, 2011, second meeting was April 16th, 2011, and third meeting was April 23rd, 2011.In this meeting the researcher conducted test for cycle I.

1. **acting**

This research was held in SDN 2 SRIKATON. It’s started on Saturday, April 9th, 2011. Time allotment was 2 X 45 minutes in every meeting. Here, the English teacher was the researcher himself.

In learning activities, there were two meetings. In each meeting, the researcher sets up three steps namely: pre activity, main activity, and post activity.

1. Meeting 1,( April 9th, 2011)

The researcher as the teacher came to class. Then teacher greeted the students when he entered the classroom and introduced himself in English and the students were responses it. Then, he checked the students’ attendance list. When the researcher began to teach in class, the students kept silent and gave attention to him, although the class rather crowded, because they thought that he was not their English teacher.

The teacher started the lesson with brainstorming to activate the students’ brain about the topic of the lesson. The brainstorming activities were done by asking and answering questions such as: “Do you know what fable is?” and “What kind of picture is?” Then the teacher introduced the topic of the lesson which would be discussed.

The teacher showed text to explain the bilingual fable in front of class. The teacher teaches and repeats as teaching technique by using picture.

The teacher handled text one by one and asked to the class what the story was. The students tried to look up their dictionaries to guess what the story was. When the students got the answer, the teacher repeats the word and asked to the students to repeat it after him.

The students were so active and interested in learning English when they were taught by using bilingual fable (with picture).

Researcher told the fable and demonstrates what fable was. Students gave full attention on teaching process.

Finally, the researcher gave a chance for the students to ask some questions about the topic. At the end of class, researcher gave motivation to the students to study again at home.

1. Meeting 2 (April 16th, 2011)

Like in the first meeting, in this meeting, the researcher came to class greeted students and check students’ attendant list. But before starting the lesson, he asked them if they had already followed the procedure that he introduced in the previous meeting. Then, the chief of the class led to pray and said greeting.

1. Meeting 3 (April 23th, 2011)

In the third meeting, after greeting and asking the students’ preparation for the test, the researcher wanted to know whether there were students who were absent in the meeting and all students were present.

The researcher gave the instruction about procedure of doing this test. Then he started by giving a question sheet. He gave 45 minutes to do the test, here the researcher took the score and made notes to know how far bilingual fable (with picture) could improve reading ability.

1. **Observation**

Actually the students enjoyed during teaching learning process, but some of them did not pay attention what the researcher said. Furthermore, there were two or more students were just silent. They also could not absorb the material well. Some said they were afraid of the teacher and the lesson. Some of them thought that English was difficult; the words on English were strange.

1. Qualitative data

The researcher got soft data from questionnaire and interview.

1. Quantitative Data

The researcher got students’ score by giving test so the researcher had known the mean score and the result of improving readingability through bilingual fable (with picture). The calculation of score is:

 Total Score

Mean = x 100 %

 Total Sample of Students

This formula is prepared to know whether there is a process of language learning. It is also to compare how far the process in learning happens, to make easy in determining what part of cycle needs improving.

Researcher got information about reading learning activity through observation. He got the result of analysis by giving the explanation and translating the data. The explanation of the subject made the students felt understand what they heard. The suggestion from the teacher and the researcher also became their motivation in learning.

1. **Reflection**

To see whether or not the action was successful, the researcher as a teacher who observed the process of the teaching and learning process in the classroom made reflection. The reflection focused on the analysis of the teaching and learning process and learning results.

From the data got, the researcher asked the teacher to discuss together about the problem that the students most faced in the class and tried to find out the way out by changing the reading learning model used to improve the students' reading skill in order to the teaching learning process success. Here is the reading score for cycle 1 test.

**Table 4.1.ReadingScore in Cycle 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Name** | **Sex** | **Cycle I** |
| 1 | DES | M | 68 |
| 2 | AW | M | 60 |
| 3 | NA | F | 60 |
| 4 | RM | M | 68 |
| 5 | YAB | M | 68 |
| 6 | WR | M | 60 |
| 7 | MBS | M | 60 |
| 8 | MMN | F | 68 |
| 9 | USU | F | 68 |
| 10 | AAUM | F | 60 |
| 11 | AZ | F | 72 |
| 12 | AR | F | 76 |
| 13 | ATPS | F | 68 |
| 14 | BNP | M | 68 |
| 15 | DSH | F | 60 |
| 16 | DA | F | 76 |
| 17 | GS | M | 72 |
| 18 | GK | M | 68 |
| 19 | HS | M | 60 |
| 20 | IHNF | F | 68 |
| 21 | LSA | F | 80 |
| 22 | MYEA | M | 80 |
| 23 | MIA | M | 72 |
| 24 | NA | F | 68 |
| 25 | NLA | F | 72 |
| 26 | DW | F | 76 |
| 27 | RW | F | 60 |
| 28 | WT | F | 80 |
| Total | 1916 |

**Figure 4.1.Chart of the Students’ Reading Score in Cycle I**

Based on the data, the researcher found that there were 1 or 3.57% students who got 0- 49.and 11 or 39.29% students who got 61-74. On the other hand, there were 13 students or 46,43% of students’ total got 76 - 80, there were 3 students or 10,71% of students’ total got 81- 90, and there were 0 students or 0% of students’ total got 91-100. It meant they were not mastering in reading lesson.

**Table 4.2.Score of Reading Test in Cycle 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Score level** | **Category** | **Number** | **Percentage** |
| 1 | 0-49 | Very poor | 1 | 3.57% |
| 2 | 50-69 | Poor | 11 | 39.29% |
| 3 | 70-79 | Fair | 13 | 46.43% |
| 4 | 80-89 | Good | 3 | 10.71% |
| 5 | 90-100 | Very good | 0 | 0% |
|  |  |  | 28 | 100% |

Besides, the researcher made four categories to determine students’ score in qualitative way. Based on table, the researcher found that 3.57% of students got very bad, 39.29% of students got bad, 46.43% of students got enough,10.71% of students got good, and 0% of students got very good.

All the data above showed that the using bilingual fable (with picture) technique could increase the students’ motivation in the teaching and learning process. But the result of reading scores still unsatisfactory and there were not 70% passed Minimum Mastery Criteria (KKM). So, the researcher would revise the procedure and continue to the cycle 2.

1. **Cycle II**
2. **Revised plan**

The planning at second cycle was almost the same as the first cycle. But, researcher make the picture more colorfull to intertain the students. The description are below:

Cycle 2 was conducted on May 14thand21st, 2011. This cycle was revised from cycle 1 because in the last cycle the researcher had found weaknesses which made 42.86% the final score of students’ reading test under 70; it meant they could not fulfill Minimum Mastery Criteria (KKM). So, it was needed to do the second cycle. The researcher hoped in cycle II, all students could be active and absorb the material well, and could increase the students’ score in reading Here is the result of students’ reading test in cycle 1:

**Table 4.3.Table Score of Reading Test in Cycle 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Score level** | **Category** | **Number** | **Percentage** |
| 1 | 0-49 | Very poor | 1 | 3.57% |
| 2 | 50-69 | Poor | 11 | 39.29% |
| 3 | 70-79 | Fair | 13 | 46.43% |
| 4 | 80-89 | Good | 3 | 10.71% |
| 5 | 90-100 | Very good | 0 | 0% |
| total | 28 | 100% |

1. **Planning**

Like usual, the researcher asked the chief of this class to lead praying and then check the students’ presented. Before the procedure was applied, the researcher recalled the material given last meeting and also gave them know the result of reading test. He also asked them to prepare a dictionary in order they were not confused to look for some difficult words. Here, the researcher tried to give more understanding about the topic discussed. Not forget, he designed lesson plan.

1. **Acting**

The researcher did her classroom action research on April30th and May 7th, 2011. Thus, he had two meeting in the second cycle. In this research, he was the main character because he was not only as a researcher but also taught English during the research happened.

1. Meeting 1 (May 14th,2011)

The researcher came in the class and he greeted the students by saying “good morning!” And all of the students replied, “Good morning, Sir!” There was no one absent that day. The researcher showed the reading score for the last test and their weakness. He assumed that by showing their weakness they would change and be more active. This activity had not done yet, so the researcher would continue in the next meeting. He applied this way in order they could understand about think pair share so they know the clue and finally they could face the next test well.

In the second meeting, the researcher continued the students’ duty to present in front of the class. Then, in the last lesson he announced that on May 14th, they would have a final test.

1. Meeting 2 (May 21st, 2011)

This was the last meeting for cycle 2. It would carry out on Saturday, 21st of May 2011 at 06.45 to 08.15 a.m. The researcher would give the test to the students. But before doing the test, he did not forget to greet and ask the students’ preparation and also check whether there was absent that day. And all students were present.Then researcher gave the instruction about procedure of doing this test. Then he started by giving a question sheet. He gave 30 minutes to do the test,

In the last, he closed the lesson while giving motivation and saying thank for their cooperation and hoped all of the students got satisfactory score in this test.

1. **Observation**

In cycle II, the researcher saw that the students enjoyed with teaching and learning process which taught by the teacher. They had fun with the technique and the material. They were also active to look for some difficult words in the dictionary or they asked their teacher. So, they could absorb the material easily and they were not shy anymore to express their idea or opinion to their friends although they had some mistakes. They had a great motivation to learn the material well. But, there were some of the students still confusion or they just made a noisy and joked with their friend. In a fact, they could not answer question well and correctly.

1. **Reflection**

This reflection was focused on the students’ reading skill that has improved by using bilingual fable (with picture). The improvement could be identified from the achievement of the criteria of success. The students were actively involved during the teaching and learning process. This could be seen from the students’ participation in every part of this technique.

Based on the result of oral test and the observation, the students could interest the reading using bilingual fable (with the picture) technique. It also shows the students are more active and interesting in learning, so they can memorize easily what the subject matter, only need to give motivations. According to the student’s opinions, when the teacher used bilingual fable (with the picture) technique in teaching or test, the students would pay attention and focus to teaching English. The teaching learning process could run well because the researcher as the English teacher had been able to solve some obstacles both from the students and the researcher as the English teacher.

**Table 4.4.Reading Score in Cycle 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Name** | **Sex** | **Cycle II** |
| 1 | DES | M | 72 |
| 2 | AW | M | 72 |
| 3 | NA | F | 72 |
| 4 | RM | M | 80 |
| 5 | YAB | M | 72 |
| 6 | WR | M | 72 |
| 7 | MBS | M | 72 |
| 8 | MMN | F | 68 |
| 9 | USU | F | 72 |
| 10 | AAUM | F | 72 |
| 11 | AZ | F | 88 |
| 12 | AR | F | 88 |
| 13 | ATPS | F | 72 |
| 14 | BNP | M | 72 |
| 15 | DSH | F | 72 |
| 16 | DA | F | 80 |
| 17 | GS | M | 80 |
| 18 | GK | M | 76 |
| 19 | HS | M | 72 |
| 20 | IHNF | F | 76 |
| 21 | LSA | F | 100 |
| 22 | MYEA | M | 100 |
| 23 | MIA | M | 88 |
| 24 | NA | F | 72 |
| 25 | NLA | F | 72 |
| 26 | DW | F | 76 |
| 27 | RW | F | 72 |
| 28 | WT | F | 100 |

**Figure 4.4.Chart of the students’ Reading Score in cycle 2**

**Table 4.5.The Comparison of Students’ Reading Score in**

**Pre Test, Cycle 1, and Cycle 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Score Level** | **Number of Students** | ***Category*** |
| ***Pre test*** | ***Cycle 1*** | ***Cycle 2*** |
| 1 | 0 – 49 | 22 | 1 | 0 | Very poor |
| 2 | 50-69 | 6 | 11 | 1 | Poor |
| 3 | 70-79 | 0 | 13 | 18 | Fair |
| 4 | 80-89 | 0 | 3 | 6 | Good |
| 5 | 90 - 100 | 0 | 0 | 3 | Very good |

**Table 4.6.The Table of Score Comparison in Pre Test,**

**Cycle 1, and Cycle 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No** | **Name** | **Sex** | **Pre test** | **Cycle I** | **Cycle II** |
| 1 | DES | M | 48 | 68 | 72 |
| 2 | AW | M | 36 | 60 | 72 |
| 3 | NA | F | 36 | 60 | 72 |
| 4 | RM | M | 48 | 68 | 80 |
| 5 | YAB | M | 28 | 68 | 72 |
| 6 | WR | M | 28 | 60 | 72 |
| 7 | MBS | M | 28 | 60 | 72 |
| 8 | MMN | F | 28 | 68 | 68 |
| 9 | USU | F | 36 | 68 | 72 |
| 10 | AAUM | F | 36 | 60 | 72 |
| 11 | AZ | F | 60 | 72 | 88 |
| 12 | AR | F | 60 | 76 | 88 |
| 13 | ATPS | F | 28 | 68 | 72 |
| 14 | BNP | M | 28 | 68 | 72 |
| 15 | DSH | F | 28 | 60 | 72 |
| 16 | DA | F | 56 | 76 | 80 |
| 17 | GS | M | 48 | 72 | 80 |
| 18 | GK | M | 36 | 68 | 76 |
| 19 | HS | M | 36 | 60 | 72 |
| 20 | IHNF | F | 48 | 68 | 76 |
| 21 | LSA | F | 60 | 80 | 100 |
| 22 | MYEA | M | 60 | 80 | 100 |
| 23 | MIA | M | 48 | 72 | 88 |
| 24 | NA | F | 48 | 68 | 72 |
| 25 | NLA | F | 48 | 72 | 72 |
| 26 | DW | F | 48 | 76 | 76 |
| 27 | RW | F | 28 | 60 | 72 |
| 28 | WT | F | 60 | 80 | 100 |

**Figure 4.6.Chart of the Students’ Reading Score among Pre Test,**

**Cycle 1 and Cycle 2**

 Furthermore, the researchers as the English teacher also took data from the students by giving them questionnaire which consisted of 10 numbers about the opinions of English.

1. **Discussion**

Based on the two cycles’ result above, the data showed that by applying the bilingual fable (with picture) technique, students’ reading skill could improve and influence students’ motivation. Here, the researcher discussed about the comparison of the improvement of students’ reading skill between cycle 1 and cycle 2. The comparison could be seen in two data analysis.

In this data, the comparison could be seen from the result of preliminary study, cycle 1 and cycle 2.

By observation in the preliminary study, the researcher found that the main problems of reading were lack of variety of techniques used by the teacher during the teaching and learning process and students’ motivation. By learning from those problems, the researcher implemented the bilingual fable (with the picture) technique in cycle 1 and he prepared all materials needed well. As result, the students were interested in joining every step of this technique and could be active but there were two or more students just keep silent and joked with their friend.

Finally, using bilingual fable (with picture) could improve not only the student’s reading mastery but also their participation in the class. It can be seen from questionnaire, observation form, pre test and test result, and field notes.

So, in cycle 2, the researcher satisfied with the result, because student’s reading mastery were increase after taught by using bilingual fable (with picture) and student’s interest was more in reading English.

The effective procedure in teaching reading of the second year student of SDN 2SrikatonTulungagung using bilingual fable (with picture) was succeed. It is indicated from 70.00 mean score gained in. So, they succeeded to fulfill the target of Minimum Mastery Criteria.With explanation is one student or 3,57% was in category bad, 18 students or 64,29% were in category enough, 6 students or 21,43% students were in category good and three students or 10,71% were in very good category.The conclution that using bilingual fable the use of bilingual fable (with picture) as supplementary to improve reading ability of the fifth grade students at SDN 2 Srikaton Ngantru Tulungagung is succesfull.