

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents finding and discussion of the implementation Graphic Organizer in the action research.

A. Research Findings

The classroom action research carried in two cycles, cycle 1 and cycle 2. And the procedures of the study cover four stages planning, implementing, observing, reflecting. Before presenting the procedures, it is initiated by presenting the preliminary study was done before the action research was conducted. It was done to know the students' problems in learning English particularly reading descriptive text, and it was conducted when the researcher did practice teaching in MTs Assyafi'iyah Gondang on August 19 until September 19, 2013. Based on the result of observation and interview the English teacher which were conducted in the preliminary study, the researcher concluded that the students had some difficulties to master English reading. Most of the students did not understand to the topics given by the teacher, and they seemed bored to follow the class. As a result, some students are talking with their friends in the process of teaching and learning. Then when the teacher asked the students to answer question from the descriptive text, they can not answer the question well because they can comprehend the descriptive text.

Based on the result of interviewing the teacher, most of students have difficult to comprehend the text. Then based on the result of interviewing the

students, they said that they want to have good English, but they always get difficult when they study English.

The objective of this test was to measure the students' reading ability. This test was done on Friday, 28 February, 2014. Thirty six students joined this test. The topic was "Descriptive text". It was about describing place by the title of Borobudur Temple. There were 10 questions and the students must answer based on the text. The time given was 35 minutes.

By giving a test, the researcher found that the students' ability in reading was quite weak. It can be seen in the table 4.1 below.

4.1 Table 1.1 The Students' Reading Test Score on Pre-Test

No.	Students' Initial	Pre-Test reading Score
1.	AF	30
2.	AFM	50
3.	ABS	70
4	AB	50
5	AFF	35
6.	ASH	80
7	AA	20
8	BSA	80
9	BAW	60
10.	CS	70
11.	DAP	70
12.	DLN	50
13.	DP	65
14.	ED	80
15.	FNA	40
16.	INU	70
17.	IN	85
18.	KA	60
19.	KF	80
20.	LM	70
21.	LM	50
22.	LK	55
23.	MUF	30
24.	MR	70

25.	MAS	50
26.	MYH	40
27.	MRZ	50
28.	SDP	50
29.	SK	80
30.	SLK	60
31.	SN	50
32.	SK	70
33.	SC	30
34.	SA	50
35.	UN	50
36.	YKW	70

From the result, the researcher found that among 36 students who joined the test, only 15 students could get score 65 or more. And 21 students got score less than 65. The percentage of success is:

$$\frac{15}{36} \times 100\% = 42\%$$

From the formula, the students who passed the pre-test were 42 % and 58 % were unsuccessful. The criteria of success that had been determined is 65%. It means that this test result could not achieve the criteria of success. According to them, it was quite difficult to understand the text. So, they could not answer the questions well. Besides, they seemed not interested and serious to do it.

1. Cycle 1

a. Planning

Before doing the action in first cycle, the researcher designed the lesson plan. It should be made in order to help the teacher to know the students' need and to motivate the students to follow lesson in the class. The lesson plan was arranged and developed based on the first semester program. Besides, the researcher needed to prepare instruments of reading mastery and get information of criteria of success from the English teacher. There were 36 students joined in the class. They all did the same reading task. The students were given the same the descriptive text by the researcher, and then the students read the text and found the main idea and supporting details from the text, after the students were found them, they written down into the blank graphic organizer, the graphic organizer here was used fishbone map. The researcher also gave the task with ten questions based on the text that must be completed by the students.(*see a lesson plan in appendix 1*)

1.1.Preparing the Lesson Plan

For designed the lesson plan, the researcher and the collaborator disscused about the strategy, the materials, teaching media and research instrument that will used in implementation, the researcher also determined standard competence, basic competence and indicator aim of teaching and learning process, and assignment. In

implementation, the researcher will used time in two perriod, there were about ninety minutes in every meetings.

1.2.Preparing Instructional Materials

For preparing the materials, the researcher used instructional materials descriptive text from the text book which given by the collaborator teacher. The researcher also taken the materials from internet, because there were more option descriptive text that could be chosen by the researcher.

1.3. Preparing Teaching Media

The media which used by the researcher here is visual media. The researcher created the fisbone map which a picture of graphic organizer method. This picture used the students to fill the main idea and supporting details from the descriptive text.

1.4.Preparing Research Instruments

The researcher used some instruments to collect the data there were observation sheet, questionnaire sheet, field note, and reading comprehension test. All instruments were applied to obtain the data in teaching and learning reading descriptive text by using graphic organizer method. after obtaining the data, the resarcher analyzed

them as the reflection to decide the successful of the implementation of graphic organizer method in this research.

b. Implementing

In this phase, the researcher acted as the teacher, and the real English teacher of the school acted as the observer.

1. Meeting 1

In the first meeting. The researcher implemented the Graphic Organizer on the lesson plan that was made before. The meeting I was conducted on Friday, 7 March, 2014, the researcher started the lesson by explaining the adjective words, descriptive and graphic organizer.

The researcher as teacher open the class by greeting the students, then checking the students' attendance, then he explained about adjective words (short, long, straight, wavy, curly, oval, round, square, sharp, flat, thin, thick, slim, fat, tall, short, young, old), part and things around the classroom (blackboard, table, chair, chalk, clock, calendar, picture, broom,). The teacher guided them to memorize and how to say in a good pronunciation. All of the students paid attention to him.

After memorizing the adjective, part, and things around the classroom, the teacher gave a descriptive text to each student. One of the students was up his hand and asked a question. The question was, "What is the descriptive text?". The teacher answered that descriptive text was a text which describe about people or things. For the example, the teacher asked

the students to read the descriptive text which given by the teacher. The topic was “Black Rinnoceros”. Then they read the text and tried to understand what the text was talking about.

A few minutes later, the teacher asked them a question. The question was, “Do you understand what the text talk about?”. All of the students were enthusiast to answer his question. They said that the text talked about black rinnoceros. They were wrong. The right answer is features’ of black rinnoceros. In this study the teacher concluded that they are did not understand more about the text that they read.

The following activity, the researcher introduced a graphic organizer to improve their problem in reading descriptive text. The researcher explained about a graphic organizer and a model of it.

The researcher tried to draw it on the blackboard.



After that, the researcher asked a question to the students. He asked, “What do you think about this picture?”. The students answered

orally. They said that the picture was like a fish with the bones. Then the researcher explained more about it. Graphic organizer had a topic, four factors, and two details. Exactly, the sum of supporting idea and the details depended on the text. The main idea was in the middle of bone, between the head and the tail of the fish. The supporting idea were in slash line of the middle bone. Details were in the branch of the supporting idea line. The students were interesting to this activity. He explained about what the main topic, factors, and detail are. Then because time was over at 08.30, the researcher stopped this meeting and will continuing this study in the next meeting.

Before closing the class, the teacher asked students to convey their difficulties in the process of learning English reading descriptive text. Finally, the teacher closed the class by praying and saying goodbye to the students and see you next time. The time allotment in this meeting was 90minutes.

2. Meeting 2

The meeting II was implemented on Monday, March 10, 2014. This meeting was same as the meeting I, before continuing the study, the researcher opened the class by greeting the students, then checking the students' attendance, and also stimulating the students to be ready in learning English.

In this meeting, the researcher continued from the last meeting with reviewed last topic for 10 minutes. He gave opportunity to the students to ask if they get difficulties in understanding the topic before guided students to fill the graphic organizer. Then, to make students more understood, the researcher asked the students to read the text which given in the last meeting. Then, he commanded and helped them to find the topic, factors, and detail.

After finding the main idea, supporting idea, and details, the researcher delivered blank graphic organizer to each student and asked students to fill the blank graphic with the students found from the descriptive text, which the main idea, supporting idea, and details to measure the students comprehend, the researcher gave the tasks to each students, those tasks consist of ten questions which the answers based on the descriptive text and the graphic that have been done students filled. At the end of meeting II, the teacher asked the students to convey their difficulties in the process of learning English reading. Last, the teacher closed the class by praying and saying goodbye to the students. The time allotment in this meeting was 90 minutes.

3. Meeting 3

The meeting III was conducted on Friday, March 14, 2014. In this meeting, the researcher focused to get score by post test. In the beginning of meeting, the researcher greeting the students and checking students' attendance, then the researcher reviewed last topic for 10 minutes and

also gave opportunity to the students to ask if they get difficulties in understanding the topic.

Then, the researcher gave post-test about reading “descriptive text” by filling blank graphic organizer and do the task based on the text and the graphic. For about 07.10 am, the researcher delivered a descriptive text by the title of “My Mother”, and also a blank graphic organizer. And then to measure the students' comprehension, the researcher gave the tasks to each student, in each task consist of ten questions which the answers based on the descriptive text and the graphic that have been done students filled.

The researcher gave 45 minutes to do this post test. The students felt very enjoy. Then the researcher asked students to read the text first, and tried to find the main idea, supporting idea and details, then fill them in the blank graphic organizer, the students paid attention and tried to understand the text. Some of students looked very nervous to do the evaluation because they were not sure in filling the factor and details in graphic organizer, so they get difficult to do their tasks.

Forty minutes passed all of the students done their work. After they were sure with their work, they submitted it to the researcher. The meeting closed at 08.30. then the researcher closed the class by praying and said goodbye to the students.

The result of post test on cycle 1 was compared to the criteria of success. It can be seen in the table 4.2 below:

Table 4.2. The Students' score of Reading Test in Cycle 1

No.	Students' Initial	Post Test on cycle I
1.	AF	75
2.	AFM	60
3.	ABS	80
4.	AB	60
5.	AFF	45
6.	ASH	80
7.	AA	60
8.	BSA	80
9.	BAW	70
10.	CS	80
11.	DAP	75
12.	DLN	60
13.	DP	70
14.	ED	80
15.	FNA	60
16.	INU	75
17.	IN	80
18.	KA	60
19.	KF	80
20.	LM	80
21.	LM	60
22.	LK	45
23.	MUF	55
24.	MR	75
25.	MAS	60
26.	MYH	75
27.	MRZ	70
28.	SDP	60
29.	SK	80
30.	SLK	75
31.	SN	60
32.	SK	80
33.	SC	60
34.	SA	80
35.	UN	75
36.	YKW	80

From the result, 23 students got score 65 or more and 13 students got less than 65. The percentage of success is:

$$\frac{23}{36} \times 100\% = 64\%$$

From the formula, the students who passed the reading test on cycle I were 64% and 36% failed the test.

c. Observing

The observation of the implementation process of cycle I was conducted using observation sheet to evaluate the technique applied by the teacher, to observe the teacher's activities and the students' activities in the instructional process. Observation was conducted at the same time as the meeting I, II and III. The result of observation in cycle I showed that the teacher followed the step completely, and the students learned enthusiastically in the class.

The result of the students' score in the first test (preliminary study), and the second test (cycle I) students' reading mastery is poor, because some of students get the score 50-60, and it is far from the passing score minimum which is 65. Then it can be seen that the lowest score is between 45-50. And the highest is between 75-85.

The students' reading mastery has improved which the lowest score is between 55-60, and the highest score is between 85-90. However, the students who passed the test were less than 75%, so the researcher need to conduct the next cycle.

From the explanation above, it can be inferred that the students' mean score in the pre-test was 55. There were 42% of students who passed the test, and 58% of students who failed. Whereas, the students' mean in the second test in the cycle

I was 69. There were 64% of the students who passed the test, and 36% of students who failed. The researcher concluded that there was improvement score from the first test to the second test in the cycle I, although it did not achieve the criteria of succes which was 75%. Therefore, the researcher and the collaborator decided to revise the planning of the cycle 1, and the implementation strategy in the cycle I to conduct the next cycle or the cycle 2.

d. Reflecting

Based on the obtained data from test result on cycle 1, the researcher made reflection because the criteria of success had not been achieved. With 64 % students passed the test, means that the research was unsuccessful. Actually, the positive responses were given by the students on teaching learning process. The students were excited when they got graphic. But, they could not completely fill the graphic and they got difficulties in complete the task. Most of them just filled two to three details from four details. It was because they did not read the text carefully. Based on the weakness found in implementation of cycle 1, the study was continued to cycle 2.

e. The Different Design between Cycle 1 and Cycle 2

Cycle 2 was carried out through the same procedure and time allocation as the cycle 1. But, the researcher designed it with different strategy.

On the first cycle, the teacher asked the students to read the text and find the main idea, supporting idea and details. Next he gave a blank graphic organizer

to the students to fill and complete the task. The result of it the students have problem to fill the details of the factors and complete the tasks. They did not fill the details completely. Thus, the teacher made new strategy for the next cycle. He did same instruction for each student on cycle 2, but in different topic because it had been determined before. To make it easier, he asked students to find the difficult words firstly, and then he gave a helping word in each detail of the graphic organizer.

2. Cycle 2

This part discusses the finding of the second cycle. The result of the action in the first cycle had already shown that the graphic organizer could improve the students' ability in learning reading descriptive text. But there were several weaknesses that should be overcome. It is because the students had difference intelligent, so, only the students who were clever were able to finish the researcher's instruction in a short time.

a. Planning

The reflecting in the first cycle is used as a guidance to make and revise planning in the second cycle and the different design between Cycle 1 and Cycle 2 as follows :

Cycle 2 was carried out through the same procedure and time allocation as the cycle 1. But, the researcher designed it with different strategy.

On the first cycle, the teacher asked the students to read the text and find the main topic, factors and details. Then the researcher gave a

blank graphic organizer to the students and filled it, after completed in fill the graphic, the researcher gave the task. The result of it, the students have problems to fill the details of the supporting idea, They did not fill the details completely, it was because the students didn't know the meaning of some difficult words. So, they didn't understood what the content of the text and then they get difficulties in did the task. Thus, the teacher made new strategy for the next cycle. He did same instruction for each student on cycle 2, the researcher asked students to read carefully with found the meanings of the difficult words. So, the students could comprehend the text by understanding in every words and sentences, the researcher also used the different topic, it was interested for students eight years, it was interested because the text was described about a public figure. And then to make it easier, the researcher gave a helping word in each detail of the graphic organizer. So, the students knew where the supporting idea and details must be fill.

In this stage, the researcher prepared a lesson plan which consisted of three meetings, material for teaching reading descriptive text by using graphic organizer, worksheet to give the students exercise in understanding descriptive text, and test to be given in the end of cycle.

1.1. Preparing a lesson plan

The researcher prepare a lesson plan with determined standart competence, basic competence, indicator aim of the teaching

learning process, the time allotment in every meetings was same in cycle 1.

1.2.Preparing Teaching Media

In the cycle 2, the researcher still used fishbone map as teching media to applying graphic organizer method. but the different was the researcher insert words in each detail of the fishbone map to halp students in fill the blank graphic organizer.

1.3.Preparing Instructional Materials

In the cycle 2, the researcher used the material with different topic from in the first cycle, the researcher took the text from internet, because the materials more interest and has more option to choose by the researcher, in this cycle, the researcher choosen public figure topic descriptive text “ Al Ghazali”, it was maked students more interested because all of the students knew the public figure who will they describe.

1.4.Preparing Research Instruments

The researcher used some instruments to collect the data there were observation sheet, questionnaire sheet, field note, and reading comprehension test. All instruments were applied to obtain the data in teaching and learning reading descriptive text by using graphic organizer method. after obtaining the data, the resarcher analyzed

them as the reflection to decide the succesful of the implementation of graphic organizer method in this research.

b. Implementing

1) Meeting 1

It was held on March 17, 2014, at 07.30 am until 08.15 am. After greeting and checking the students' attendance, the teacher as instructor reviewed material about "Descriptive text". He asked to the student about the difficulties that found in the last meeting. The result of the evaluation before, some of them got score less than 65 and the result of the criteria of success less than 65%. It was because the students did not read the text carefully, so they did not fill a graphic organizer completely and failed in answer the question. The researcher had to make a new strategy to solve this problem.

From this cycle the researcher helped the students in "details" of the graphic organizer. He gave a helping words filled in every details to make them easier to fill it. He gave more explanation how to fill graphic organizer in a good place based on idea, supporting idea, and details. Then he gave some examples. The examples was, *if the factor is "Nose" the detail of it can be "Sharp or Flat" depend on the text.*

In this meeting, the students were more enthusiast, it proved by one of the students raised his hand and asked a question. The question was, "How if the factor is hair, what is the details of it?". Then he answered that if the supporting

idea was hair, it could be long, straight, wave, curly. They seemed enjoy and understood what the researcher explained.

2) Meeting 2

The second meeting was carried out on March 21, 2014. It started on 07.00 up to 08.30. In this activity, the researcher gave a descriptive text by the tittle “the cat bugel” with a blank graphic organizer and the questions tag to make them more understood. The teacher did same instruction it was done in individual work. Before the blank graphic organizer was filled,he asked the students to read the descriptive text carefully. They tried to find the idea, supporting detail, and detail. It has 1 topic, 4 factors, and 2 details (each factors has two details). Then each student filled a blank graphic organizer.The researcher gave a helping word filled in each detail.

They were very enthusiast to do the exercise. Once in a while the researcher reminded them to read the text carefully. Before closing he asked to the students if they found a difficult work to fill the graphic organizer. And they said it was no problem. Then the researcher closed by greeting and continuing the meeting to get evaluation . The meeting ended at 08.00 am.

3) Meeting 3

In the meeting three was carried out on March 22, 2014. It started at 07.00 am until 08.10 am. As usual, he started the meeting by greeting and checking the students' attendance.

In this meeting, the researcher focused to get score by post test. In the beginning of this meeting, the teacher reviewed last topic for 10 minutes. He reminded the lesson about adjective words, part and things around the house, and most of the students had memorized them. He gave opportunity to the students to ask if they get difficulties in understanding the topic.

Before doing the evaluation the researcher asked the students to prepare the pencil, rubber and pen. Then, he gave evaluation about “Descriptive text”. It was same with the post test in cycle 1, but in different topic. because it had been determined before. The researcher gave fourty five minutes to do this. It was done by individual work. They were more enjoy than the post test before. During the post test, the researcher walked around the students to check their work. No one got difficulties to fill the graphic organizer. If they got difficult to fill and did the task, they tried to repeat to read the text and finally they could complete it. In the middle of post test, the teacher asked them a question, the question was,” Can you find the main topic, factors and details?”. Then they answered, “yes, I can,”. According to them, they could find the main topic, factors and details easily. At 08.00 am, all of the students had done their work. The researcher asked them to check their work once more if there were some mistakes answer. From this cycle, he felt, they did not get difficult things to read a descriptive text and filled it in the graphic organizer. After they were sure with their work, they submitted it to the teacher

Before finishing the lesson, the teacher discussed the problem that faced by the students in reading descriptive text.

The result of test on cycle 1 was compared to the criteria of success. It can be seen in the table 4.3 below :

Table 4.3 The Students' Reading Test Score on Cycle 2

No.	Students' Initial	Post Test on cycle 2
1.	AF	80
2.	AFM	60
3.	ABS	80
4.	AB	75
5.	AFF	60
6.	ASH	80
7.	AA	80
8.	BSA	90
9.	BAW	85
10.	CS	90
11.	DAP	80
12.	DLN	75
13.	DP	85
14.	ED	90
15.	FNA	60
16.	INU	85
17.	IN	90
18.	KA	80
19.	KF	90
20.	LM	85
21.	LM	80
22.	LK	60
23.	MUF	60
24.	MR	85
25.	MAS	70
26.	MYH	85
27.	MRZ	75
28.	SDP	80
29.	SK	85
30.	SLK	80
31.	SN	75
32.	SK	85
33.	SC	80
34.	SA	90
35.	UN	80
36.	YKW	90

From the result, 31 students got score more than 65 and 5 students got less than 65. The percentage of success is:

$$\frac{31}{36} \times 100\% = 86\%$$

c. Observing

The researcher observed during the action of cycle 2 done. The observation was focused on the activities done by the teacher and the students. She observed and wrote down the process happened during the action. And in the end of this step, the researcher gave reading test to know whether the students' reading ability had improved after cycle 2 done. It consisted of two parts, same like the test on preliminary study and cycle 1. The first part took "Reading descriptive text" as theme. The students completed a graphic organizer with a helping word filled in every detail of four details to make them easier. The second part was same as the first, it took "Reading descriptive text" as theme. The students read it and complete the graphic organizer.

d. Reflecting

The researcher compared the result of test on cycle 2 to criteria of success. There was 3 student got less than 65. So, 86% of the students passed the test. It means that the test was successful. It can be concluded that the students' reading ability has improved and the result of test could reach the criteria of success. So, the cycle was stopped.

B. DISCUSSION

This stage discusses about the summary of the finding from the study, the result of observation sheet, the result of fieldnote, and the result of questionnaire.

1. Summary of the findings

By observing the students' reading ability from pre-test, improving their reading both on the first and the second cycle, there was significance development of the success. The table below shows the students' score on reading test from the Pre-test, Post-test cycle 1 and Post-test cycle 2.

Table 4.4 The test result on Pre-test, Post-test Cycle 1 and Post-test cycle 2

No	Criteria	Score		
		Pre-test	Post-test Cycle 1	Post-test Cycle 2
1	Total score	1990	2505	2940
2	Mean score	55	69	82
3	Passing	42% (15 students)	64% (23 students)	86 % (31 students)
4	Failed	58% (21 students)	36% (13 students)	13% (5 students)

Based on the result of table above, the mean score of the pre-test was 55, there were 58% of the students (15 students) who passed, and 42% of the students (21 students) who failed in the test. In the cycle 1, the students mean score was 69. There were 64% of the students (23 students) who passed in the test and 36% of the students (13) who failed in the test, based on this result, the criteria of success had not been achieved because there were only 64% of the students who past in the post test cycle 1 and it was less than 75% of criteria of success. Therefore the researcher needed to conduct in the cycle 2. In the cycle 2 the

students mean score was 82. There were 86% of students (31 students) who passed the test, and only 13% of students (5 students) who failed. Its mean the action research was successful and the researcher stopped the research.

2. The Result of Observation Sheet

Dealing with the implementation of the strategy, the researcher tried to get more information about it by given observation sheet to the collaborator English teacher. She gave good response. She said that the strategy could be given to attract her students' attention and interest in reading subject. She wanted to do the similar strategy to make the teaching learning process more joyful. *(For the details of Observation sheet can be seen in appendix 6)*

3. The Result of Fieldnote

In this research consisted in six meeting that divided in two cycles, the English teacher as collaborator written down field note in the class to write the teaching learning process in every meetings. The collaborator maked field note to know the students and the researcher activity in the class, how about the researcher strategy in teaching learning process and how about the students respond during following study in every meetings. *(For the details of fieldnote can be seen in appendix 7)*

4. The Result of the Students' questionnaires

The researcher gave some items in questionnaire to know the students' response of the strategy. He made closed question with 2 options; "Yes" and

“No”. There were 8 items that should be answered by the students according their feeling after followed the implementation of graphic organizer method.

The result of each item can be seen as follows:

4.1.The question in the first item is about how students excited to follow this course, total of students who are excited to foolow this course is 94% (34 students). It means that most of students are excited learning reading by using graphic organizer method. and then 5% (2 students)who didn't excited learning reading by using graphic organizer method.

4.2.The question in the second item is about what students think that reading is important in their daily life, total of students think that reding is important in their daily life is 86% (31 students). It means that most of students are think that reading is important in their daily life. and then 14% (5 students) who didn't think that.

4.3.The question in the third item is about what students think that they can understand better of topic by filling graphic organizer, total of studentswho think that thry can understand better of topic by filling graphic organizer is 88% (30 students). It means that most of students think that they can understand better of topic by filling graphic organizer. and then 12% (6 students) who didn't think that.

4.4.. The question in the fourth item is about what students feel enjoy about this activity, total of students who enjoy following this activity is 94% (34 students). It means that most of students are feel enjoy and fun following this learning reading by using graphic organizer method. and then 5% (2 students) who didn't feel enjoy.

4.5. The question is about what students think that by this activity, the atmosphere of reading learning is more joyful, total of studentswho think that by this activity, the atmosphere of reading learning is more joyful is 91% (33 students). It means that most of students are think that by this activity, the atmosphere of reading learning is more joyful. and then 9% (3 students) who didn't think that.

4.6.The question is about what the students think that this strategy will be useful for their at next grade or not, total of student who think that this strategy will be useful for them at next gradeis 91% (33 students). It means that most of students are think that this strategy will be useful for them at next grade. and then 9% (3 students) who didn't think that.

4.7.The question is about what the studentsythink that by this strategy, they can develop their reading ability, total of students who think that

by this strategy, they can develop their reading ability is 86% (31 students). It means that most of students are think that by this strategy, they can develop their reading ability. and then 14% (5 students) who didn't think that

4.8. The question is about what students think that this strategy can increase their motivation and interest in studying reading subject, total of students who you think that this strategy can increase their motivation and interest in studying reading subject is 97% (35 students). It means that most of students are you think that this strategy can increase their motivation and interest in studying reading subject. and then 2% (1 students) who didn't think that.

So, generally, it can be concluded that the students are interested and excited to follow this activity. Consequently, their ability on reading subject can be improved and developed. *(For the details of questionnaires can be seen in appendix 12)*