CHAPTER IV

DATA PRESENTATION AND FINDING

This chapter presents the data presentation and finding related to the proposed questions. The first sub-heading presents the data presentation related to English teaching strategies applied by the teacher, the teacher's reasons and students' responses toward the strategies. The second one presents the findings related to the research questions.

A. Data Presentation

The data presented in this research were collected by using observation and interview. The researcher investigated the teacher's strategies in teaching English, the teacher's reasons and the students' responses toward the teaching strategies. The subject of the research was the English teacher (ET), five students of first grade of Al-Islah Islamic Elementary School Tulungagung who were selected by using some reasons as informant. The students were indicated as S1, S2, S3, S4, and S5.

This part explained the subject related to teaching strategies in teaching English. The subject had the strategy called IRAS (Interactive Read Aloud Strategy) to develop students' English skills. To know how the strategies were applied by the teacher, the researcher had conducted in-depth interview, observations, and analyzed the document.

The followings are the presented data related to teaching reading applied IRAS by the subject, the reasons and the students' responses towards the use of IRAS.

1. **Data presentation on Teaching Reading Using IRAS Designed by the English Teacher at Al-Islah Islamic Elementary School**

The Interactive Read Aloud (IRAS) is the instructional piece of reading. It is a mini-lesson where the teacher uses an anchor text to think-aloud to share how to apply a strategy such as inferring or literary elements and text structures. In this study, the data are collected by the researcher from the teacher and the students in the first grade. The researcher got information about how the researcher design the strategy due to the students had high enthusiasm in their reading class.

In this case, the researcher conducted an interview with the English teacher in that school. The researcher asked about the preparation of the teacher before the IRAS was applied in the reading class. The researcher then asked about the material used in the IRAS, and what kind of text was chosen by the teacher. In addition, the researcher tried to find information about the rules of the strategy. In the conversation, the subject (ET) said that she tried to find the best strategy due to her students like reading especially English text. Finally, she found interactive reading aloud and her students interested with this way. It was simple but incredible for students in the first grade.

The researcher was curious how the subject (ET) prepared for practicing the IRAS. Generally, the students of elementary school were bored and less motivation to study English, because it was difficult for them. The subject (ET) thought that the students' problem about needed to be overcome. IRAS was one of alternatives used to facilitate the students to study reading, and in fact IRAS was appropriate to the students in the first grade. The subject (ET) applied this strategy to attract her students to be interested in reading. The result was that the teacher

made a good preparation before teaching employing IRAS in her reading class. First, the teacher designed the lesson plan involving the instruction to practice the strategy. Second, the teacher designed the rules of the strategy; what the students had to do and had not to do during the application of IRAS. Third, the material for IRAS was also provided by the English teacher in this strategy. Fourth, the English teacher provided teaching media which matched with IRAS in her reading class. Fifth, the evaluation and the feedback become the last preparation designed by the English teacher in this school. The brief explanation was stated below:

a.   The employing IRAS

In this part, the teacher made a lesson plan involving the objective and the basic competence for the lesson. Besides, the instruction used by the teacher also listed in the plan. The teacher wrote the lesson plan into a description. The description made the instruction was understandable and the students knew the procedure in IRAS.

The objective of this strategy was to attract the students' reading comprehension mastery and introduce the descriptive text to the students. On the other hand, the English teacher intended to train the students to be interested in listening, speaking and writing session. Based on the result of the observation conducted on 15th May 2019, the teacher started the lesson by explaining the objective of the study what they were going to study in that meeting. The teacher gave information to the students. Then, the teacher introduced the strategy that was going to use in reading class, and how to apply it. In the process of teaching and learning, the instruction was given to the students were:

Greetings

The teacher gave a set of greetings to the students. The greeting was intended to warm up the students' motivation in the beginning of the lesson. Such as *good morning everybody, how are you today?, do you have spirit today?, etc.*

Opening

After the teacher warm up the students by using greetings, then the teacher opened the lesson by praying and sang a short sing together. Then, the teacher invited the students to memorize the material in the previous meeting. This was intended to open the students' short memory. In this case, the teacher started to introduce what they would and what they would do with IRAS. The teacher explained the objective of the strategy, and the steps to applied IRAS.

Core instruction

In the core instruction, the teacher gave instruction for the students to do some stages activities in the following:

Pre- reading

Pre- reading was done by the students before the reading activity was started. In this activity, the teacher gave the copy of the text and the students had to read by themselves before the teacher applied IRAS. They predicted and visualized the text.

While reading

In while reading, the teacher read the text loudly, and the students have to pay attention to the teacher's reading. The students were given based on the text. They had to answer the question based on their comprehension. They also were

connecting between the sentences in the text. For example, the connection was between the first sentence and the second sentence and soon.

Post reading

In the post reading, the students found the main idea of the text, checking their predictions before and they summarize the text using their own understanding. In this activity, the students interact with their friends to find out the main idea in a group. In the last activity, they wrote down their conclusion about the text by using their own word.

Closing

In the closing stage, the teacher submitted all of the students' work and feedback. The feedback was in the form of question answer time about the difficulties, and their understandable at that day. The teacher gave motivation to the students to study hard if they want to be master in English. The teacher gave closing expression before the lesson finished such as *good afternoon everybody, see you tomorrow, etc.*

b. The teacher designed the rule of the strategy

In this part, the teacher designed the rule of the strategy covering what the students had to do or had not to do in the process of applying IRAS. The rules were; the students had to provide the pencil and eraser, they were allowed to take a note if there was something important while the teacher was reading the text, they had seat in their individual chair, they were allowed to move their seat in the groping time, they were allowed to interact with their friends in the grouping session, and the last they allowed to ask question to the teacher if they were still confused in the teaching and learning process.

c. The teacher designed the material of the strategy

Interactive Read Aloud (IRAS) is a strategy of focusing on reading comprehension mastery. In reading, the urgent complement is that the text. Teaching reading can be held if there was text as its material. The material it can be from the story book, the news paper, the magazine, the printed media, internet, or students' guidance book. In the first grade of Islamic elementary school, in applying the teacher provided IRAS, the material taken from students' guidance book and the internet. The teacher chose the descriptive text to make the students familiar to the text.

d. The English teacher used teaching media

As like another strategy, IRAS was completed with teaching media. In this strategy, the teacher of first grade used picture and white board as the teaching media. The teacher used picture to make the students easy to predict and visualize the content of the text. In this part, the teacher chose the picture of fruit and animal. Beside picture, the teacher used white board to write down the new vocabularies from the text. In addition, the teacher used the white board to write the steps of the IRAS in order to the students follow the rules. Other tools used by the teacher were board marker, eraser, piece of paper, and glue.

e. The English teacher designed the evaluation and the feedback

In the last activity of designing teaching reading applying IRAS, the teacher designed the evaluation for the students after the IRAS was finished to be implemented. The teacher evaluated the students' comprehension check by checking their prediction and their summary. If the students' main idea and their summarize were related, their comprehension on reading text was judges as good.

It was supported by the feedback given by the teacher gave in the last step of applying IRAS. The teacher gave the score for students who had good work.

2. **Data presentation on Teaching Reading Using IRAS Applied By The English Teacher At Al-Islah Islamic Elementary School**

In applying IRAS, the English teacher provided some stages and activity. The stages were predicting, visualizing, connecting, questioning, finding the main idea, summarizing, checking prediction, and making judgments. The brief description was that:

a   Predicting

According to the data derived from Mrs. Ida as English teacher of first B at Islamic elementary school Al-Islah Tulungagung in interview on May 15th 2019, the researcher found that there were eight steps used by the teacher in applying IRAS (*Interactive Read Aloud Strategy).* The first step was predicting. In this opening step the students had a change to guessing all about the text. It could be the title, the idea, or the meaning of the vocabulary. The supporting opinion was that *"…* in applying IRAS (Interactive Read Aloud Strategy), I used eight steps. Firstly, is predicting where my students guessing the title, the content of the text or the meaning of each vocabulary used."

In this step, the teacher show the picture that related to the story and the students could mention the information based on their knowledge. The purpose of this step was to build the students' prior knowledge and attract the students enthusiasm before the reading started.

b Visualizing

In the second steps was visualizing. This step involved the ability of students to make mental images of a text as a way to understand processes or events they encounter during reading. The purpose of this step was to convince the students had already understood the text or not. The teacher showed the picture related to the text and the students draw the shape, the characteristics, or the taste of the object in the text. The subject informed that in the visualizing activity, the students gave time to imagine the content of the text. Related to the teacher information, the subject stated *"...in visualizing, my students having opportunity to make an imagination about the text that I read. They can draw it based in their ability."*

It line with the statement above, if the text was about a certain fruit, the students had a time to imagine its shape, taste, and color. On other hand, if the text was about animal, the students could mention its shape, its sound, its color, its food or etc. So, the students build an imagination to improve their comprehension on the text read by the teacher.

c Connecting

In this step, the students made connections between the text and their personal experience. The teacher started to read a text loudly and stopped at certain sentence. Then, the teacher asked the students to make connection between the first and the second sentence. The subject informed that in the connecting activity, the students remember their experience dealing with the certain text. Related to the teacher information, the subject stated *"...the next, I asked my students to make connections between the text   and   their   experience.   Fr*

example, the text is about apple. I ask them, have you ever eat this fruit, when did you do it and with whom...”

The purpose of this step was to train the students to understand the text from each word and sentence. Not only the connection between sentence, but also the students made connection between the texts with their previous experience. In this precious, the students have interaction with the teacher in each step of IRAS. They could deliver their opinion.

d   Questioning

This step involved the readers to ask themselves questions throughout the reading of text. Then, after the teacher finished reading the text, she asked the students to answer some questions about the content of the text. The teacher called the students randomly. Each student was given 1-3 question and they were given score if the answer was true. This explanation was stated from Mrs. Ida said:

ET   : *“...in questioning, I try to ask my students, and they have to answer my question. They will get score if they are true ...”*

This step was intended to check the students' understanding after the teacher finished her reading. The students were trained to listen well in the while reading session and speak well in the post reading session. In line with this, the teacher knew the level of students' comprehension mastery based on their answer.

e. Finding Main Idea

This step provided a list of words to highlight the text. The students then found "clue words" for important ideas to interpret the idea of the text. In this activity, after the students having questioning step, they found the main idea of the text. The main content of the text was explained in this step. The students

improved their reading and speaking comprehension mastery also. In addition, the purpose of this step was that the students understood deeply how the content of the text was by explaining the main idea from the text individually. The supporting answer stated by Mrs. Ida:

ET   : *"…in the next step I ask them to explain the main idea of the text. most of them put their hands up to be the first ..."*

f. Summarizing

Teaching students to summarize improved their memory for what was read by the teacher. Summarization can be used to improve the students' focus on key words and phrases of an assigned text that was worth noting and remembering. By summarizing, the students could not only can listen or speak the main idea but also write it down the main idea of the text. Then, the teacher gave a paper to the students and asked them to write the main idea of the text based on their understanding. The subject stated that in summarizing, my students make a short writing about the main   idea of the text using their own words.

g. Checking Predictions

After the student made a summarize, they checked the predictions in the first step. It helped the students find meaning in the text. The teacher checked the students' predictions whether it was true or false based on the text. The subject of study stated that after write the maid idea, I checked their opinion on prediction step before, it is true or not, based on the text or not.

h. Making Judgments

The teacher gave opportunity to the students to explain their opinion about the final judgments of each object in the text. In this step, the teacher divided the students into four groups. Each group had to make a final judgment about the text. One of the captains of each group came forward and showed their result. The subject said that she asked the students to work in group to make a conclusion about the text. The teacher used grouping so that the students could interact with their friend to find out the best judgment by using their own words based on the text.

From the description above, there were eight steps in Applying Interactive Reading Aloud Strategy. This strategy was used by the teacher to help the students understand text or memorize vocabularies and the meaning read by their teacher. This strategy was focused on teaching reading, but the students trained the listening step also. It was a strategy that was very enjoyful and made the students easier and motivated in comprehending the material. They were in the first time they predicted the main idea of the text, memorize the vocabulary, visualizing the content, and summarizing the main idea from the text.

3. The Contribution of IRAS Towards Students' Reading Comprehension Mastery

After the researcher conducted an interview with the students, the researcher found that most of students had good interest in using IRAS. According to the interview with the students on April 17th 2019, the researcher got the students' answer how their feeling when the teacher taught using IRAS in the

class. The followings were the students perception when used IRAS in their reading class.

a. The student was interested in the presented material

S1 : *"...iya saya lebih suka kalau bu ida mengajar pakai cara yang baru kemarin. Menyenangkan dan saya bisa lebih faham isi nya. Saya juga boleh menggambarnya."*

"...yes, I like if Mrs.Ida teach using the new strategy. it is interesting and I can easier understand the content of the text. I can also draw it."

b. The students could improve their reading score and their pronunciation

S2 : *"...Bu ida biasanya mengajar membaca bahasa inggris dengan cara dibaca yang keras jadi saya bisa tau cara membacanya dengan benar. Jadi nilaiku bahasa inggris bagus karena bisa menjawab pertanyaannya dengan benar."*

"...Mrs.Ida usually teach English by read loudly, so I know its pronunciation well. So, my English score is good because I can answer the questions correctly. "

c. The IRAS was enjoy full

S3 : *"...yang paling saya senangi kalau bu ida memberi kuis/ pertanyaan sebelum dibaca, seperti tebak- tebakan. Jadi lebih seru waktu belajarnya."*

"...I very like if Mrs. Ida give quiz or questions before reading step, such as guessing. So, it's very nice when study started."

d. The strategy could attract the students' motivation

S4 : *"...saya jadi suka bahasa inggris karena bu ida menggunakan cara yang menyenangkan. Membaca teks nya dengan ekspresi dan tangan nya ikut digerakkan. Itu membuat saya tau dan bisa menebak arti kalimat yang dibaca."*

"...I become English lover because Mrs. Ida uses interesting way. She read the text using expression and her hands follow to move. It make me know and able to guess the meaning of the sentence."

e. The students' listening and meaning construction increased

S5 : *"...membaca itu menyenangkan kalau pakai cara bu ida. Saya juga bisa belajar mendengarkan dan menyusun arti yang benar.*

"…reading is interesting if using Mrs. Ida's strategy. I can also study listening and arrange the meaning construction well."

From the samples of students' responses above, the students got some contribution from the use of IRAS (*Interactive Read Aloud*) in their reading skill. Such as interesting situation, having good score, having well pronunciation, knowing expression and gesture enrich the vocabulary and the meaning, well meaning contraction, and good motivation to reading English text. In conclusion, the English teacher was taught using appropriate strategy and success to help the students' difficulties in comprehending the material.

B. Finding

From the descriptions of the data were covering the teacher's teaching strategies used in the classroom, teacher's reasons, and students' responses toward the teaching strategies that were applied in teaching English. This part presents the finding of the study.

The researcher found that the English teacher prepared for the practicing this IRAS. In fact, the English teacher in Islamic school of Al- Islah Tulungagung said that IRAS was appropriate to her students in the first grade. She was applied this strategy to attract her students love of reading. The result was that the teacher prepared some things before she taught using IRAS in her reading class. First, the teacher designed the lesson plan involving the instruction to practice the strategy. Second, the teacher designed the rule of the strategy, what the students do or didn't do in the process of applying IRAS. Third, the material for IRAS was designed by the English teacher also in this strategy. Fourth, the English teacher used teaching media which matched with IRAS in her reading class. Fifth, the

evaluation and the feedback become the last preparation designed by the English

teacher in this school. The findings of the study were presented in the 4.1 below.

4.1 The Description of Teacher's Preparation

No.	Instruction	Description
1.	The teacher designed the lesson plan	In this part, the teacher made a lesson plan involving the objective and the basic competence for the lesson. Beside, the instruction used by the teacher also listed in the plan. The teacher wrote the lesson plan into a description.
2.	The teacher designed the rule of the strategy	The rule were; the students had to provide the pencil and eraser, they allowed to take a note if there was something important while the teacher read, they seated in their individual chair, they allowed to move their seat in the groping time, they allowed to interact with their friends in the grouping session, and the last they allowed to asking question to the teacher if they still confused in the teaching and learning process.
3.	The teacher designed the material of the strategy	In the first grade of Islamic elementary school, the teacher applied IRAS by using the material from students' guidance book and from the internet. The teacher chose the descriptive text in this case to make the students familiar to the text.
4.	The English teacher used teaching media	The teacher used picture to make the students easy to predict and visualize the content of the text. In this part, the teacher chose the picture of fruit and animal. Beside picture, the teacher used white board to write down the new vocabularies from the text.
5.	The English teacher designed the evaluation and the feedback	The teacher evaluated the students by check their prediction and their summary. If the students' main idea and their summarizing were related, their comprehension on reading text was good.

Based on the teacher's answer the researcher could get the point that all

the strategies very effective in teaching English. Because, the teacher very

creative when delivered the material. The teacher said that there is interactive

read- aloud strategy used in teaching English at Al-Islah Islamic Elementary

School Tiudan Tulungagung. The steps were 1) Predicting, 2) Visualizing, 3) Connecting, 4) Questioning, 5) Finding Main idea, 6) Summarizing, 7) Checking Predictions, and 8) Making Judgments. The findings of the study were presented in the 4.2 below. The table was about the steps of applying IRAS.

4.2 The Steps of IRAS

No.	Instruction	Description
1.	Predicting	The first step was predicting. In this opening step the students had a change to guessing all about the text. The purpose of this step was to build the students' prior knowledge and attract the students enthusiasm before the reading started.
2.	Visualizing	This step involved the ability of students to make mental images of a text as a way to understand processes or events they encounter during reading. This purpose of this step was to recognize that the students already understand the text or not.
3.	Connecting	In this step the students were making connections between the text and their personal experience. The purpose of this step was to train the students how to understand the text from each word and sentence.
4.	Questioning	This step involves readers asking themselves questions throughout the reading of text. This step was intended to check the students' understanding after the teacher finished reading a text.
5.	Finding Main Idea	This step provided a list of words to highlight the text. The purpose of this step was that the students understand deeply how the content of the text was by explaining the main idea from the text individually.
6.	Summarizing	Summarization can be used to improve the students' focus on key words and phrases of an assigned text that are worth noting and remembering.
7.	Checking Predictions	Making predictions while the teacher read was help the students find meaning in a text. When the students made a prediction, the teacher engage with the author's clues about what is important in the text. The teacher checked the prediction is true or not based n the story.
8.	Making Judgments	The teacher gave opportunity to the students to explain their opinion about the final judgments of each object in the text. In this step, the teacher divided the students become four groups. Each group had to make a final judgment about the text.

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All eight strategies are good if the teacher prepare well for conducted it. Although this can be overwhelming at first, over time it becomes easier to implement and can flow naturally into instruction (Scharlach: 2008).

In the basis of students view, IRAS gave some contribution. They were interesting situation, having good score, having pronunciation well, knowing expression and gesture enrich the vocabulary and the meaning, well meaning contraction, and good motivation to reading English text.

The teacher also said by applying the strategy, the students more enthusiasm during teaching and learning process. The more detailed information about the contribution of IRAS to the students was stated in the table.

4.3 The Students' Responds of Applying IRAS

No.	Students' response	Description
1.	The student felt interesting	The students argued that IRAS made their study was interesting.
2.	The students improved their reading score and their pronunciation	The students argued that after the teacher taught using IRAS, their reading score and their ability to pronounce was increase.
3.	There were nice steps in conducting the IRAS	The students argued that the teacher used appropriate and nice steps in conducting IRAS.
4.	The strategy was attract the students motivation	The students argued that after the teacher taught using IRAS, They felt happy to study English.
5.	The students listening and meaning construction was increase	The students argued that reading class using IRAS was increasing their listening ability and they can arrange the meaning of sentence.

Considering that the present study has been completed, three major conclusions related to the research questions raised can be drawn. The first research question concerns the improvements of the students' reading

comprehension using IRAS (*Interactive Read Aloud Strategy*). It was found that the students' reading comprehension activities improved in four areas, i.e. test results, meaning construction, motivation, and word definition.

It can further be mentioned that interactive read-aloud is effective in supporting comprehension and vocabulary development. Besides, English learners are supported in refining their reading, speaking and listening comprehension mastery.