

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the data and the research finding obtained from the classroom action research at grade eight of MTs Sultan Agung Jabalsari Tulungagung, in the academic year 2013/2014. The data presented in this study are obtained from the preliminary study, the implementation, observation and the reflection of the action.

A. Research Finding

The research finding was presented according two cycles namely cycle I and cycle II. The finding was obtained from questionnaires, informal interview and the test. In line with the research problems, the finding included the students' ability when questioning strategy was used.

a. Data from preliminary study

This study was conducted by interviewing the English teacher and the students of MTs Sultan Agung Jabalsari Tulungagung about the problem and difficulties in teaching learning activity especially in reading comprehension. In this study, the researcher found that the students' achievement on reading comprehension is quite weak. They found some difficulties when they are given a reading test. The result of the students' test in the preliminary study can be seen in the table 4.1 as follows

Table 4.1: The Result of Student's Preliminary Test Score

No.	Students' name	Preliminary Score
1	A	40
2	Bah	60
3	Ar	30
4	Mss	35
5	Mb	40
6	F	50
7	Lmk	40
8	Eo	55
9	Kk	55
10	A	75
11	Mbm	60
12	Ba	40
13	Mq	75
14	If	80

By the fact, this research was arranged to improve students' ability on reading comprehension. From that, the students' who got score 75 in the reading test on the preliminary study was 3 students or 24% while the 11 students or 80% got less than 75. Then the researcher used questioning strategy to improve students' ability on reading comprehension.

b. Data from Cycle 1

1. Planning

In this stage, the researcher prepared; lesson plan which consisted of 3 meetings, material of narrative text, prepared reading text and give questioning in that text, test to be given in the end of cycle (third meeting), and observation checklist to observe researcher as practitioner of research and to observe students' activity to know their motivation. Researcher also prepared a questionnaire in order to find out the students' response toward the applied strategy to be given in the end of study.

2. Implementing

1. Meeting I

The meeting one was done on 21 of May 2014. For the first time the researcher greeted the students and gave leading questions about English and the teaching and learning process. It was done to motivate them in the class activity. The students answered the researcher's greeting and the researcher's questions.

Then she introduced the material. The students listened carefully then follow the lesson.

This meeting was conducted to explain about definition of narrative text, the purpose of narrative text and the structure of narrative text and give the example of narrative text. The aim was the students knew how to understand the text by reading comprehension.

In this meeting the researcher focused on narrative text and took a reading text entitled "Cinderella" as students' worksheet. To start the lesson, the researcher did not only directly asked the students to read the text. She stimulated by giving questioning related to the text, for example: "1) Do you know the story about Cinderella?" all of students answered "Yes". 2) What's on your minds when we talk about Cinderella?" the student's answered were various, for example: student number 1 answered beautiful princes, student number 14 answered lived with the stepmother and stepsisters when her mother's died, and student number 9 answered did not know. It was done to know how good and how far the student's knowledge or experience on the topic was.

The researcher gave some additional explanation about the topic. In the explanation the researcher asked the students to give their opinion one by one, there were some students asking and giving opinion. So, that the situation could be controlled and the students could give their opinions one by one although they did not use English all the time. They use mixed languages, both the Indonesian and English language.

For the last, the researcher gave opportunity to the students to ask some questions. she asked the students orally to know whether they have problem in learning this lesson or not. In fact, there were some students did not understand about the text and asked the researcher, for example student number 7 asked about what the meaning of “kingdom”, and the researcher answered “kerajaan”. Then, the teacher made some conclusions about the material. then the teacher and students made reflection for the teaching and learning process in the class then the researcher closed by giving motivation, hope and greeting

2. Meeting II

The second meeting was done on 26 of May 2014. As previous meeting, the second meeting was started by greeting and followed by building students' readiness by giving them some leading questions related to the previous topic. Teacher asked students some questions such as; “What do you know about narrative text?” “What is the function of narrative text?”, “Do you still remember what is the structure of narrative text?”

In this meeting the aim was to know how questioning really useful in teaching learning process in the class and the students should be able to understand the reading text based on the questioning strategy. The students could complete the questions based on the text. The students need the teacher's help to revise the structure and the meaning of the text. The researcher realized that some students got difficulties in understanding narrative text.

In this activity they were very active. Sometimes the class were very crowded because some of the students wanted be the first to answer the question given by the researcher, because they thought that they had understood. But some of the students always copied from their friends' answers and it was not good for them.

Finally, she asked the students orally to know whether they have problem in learning this lesson or not. The teacher made some conclusions about the material. Then the teacher and students made reflection for the teaching and learning process in the class then the researcher closed by giving motivation, hope and greeting.

In this meeting, a few students could find the meaning of words in the text that the teacher given. But most students still cannot finish the exercise without teacher 's guide. The students demonstrated quite different levels of proficiency, so the teacher needed to make them to work with couple in the next meeting.

3. Meeting III

Teacher opened the class by greeting them and asked their condition, and gave them motivation to study English and also gave some questions related to the previous meeting to make sure in their understanding. The researcher supported them to always study hard and asked them about their difficulties in studying English.

In this meeting the researcher gave the post test to the students to answer the questions. Firstly, the researcher delivered the test sheet, and then asked them

to do the questions that the teacher gave. Finally, after 40 minutes the researcher asked them to collect the answer sheet. In this way some student felt motivated in learning English, because they enjoyed the test. Some students still had problem in answering the question, because they didn't know some the meaning of the text. Before closing the activity the researcher gave motivation again to keep study hard. The result of the test Cycle 1 can be seen as follows:

Table 4.2: Result of the test Cycle 1

No.	Students' name	Result of test cycle 1
1	A	60
2	BAH	70
3	AR	50
4	MSS	50
5	MB	60
6	F	60
7	LMK	60
8	EO	70
9	KK	60
10	A	80
11	MBM	60

12	BA	60
13	MQ	80
14	IF	85

3. Observing

From the researcher observation in the teaching and learning process, she found that students liked to use questioning strategy in learning reading comprehension. They were also more active to participate during learning process in the class. It could help the other students to develop their score.

But the other hands, there were some students who still found difficulties to answer the question because they didn't understand about the text. Some students still did not understand about the meaning from the text so students needed more guidance in reading text.

For the researcher, she should explain more clearly during teaching and learning process. It is because the students still have low understanding about the method used in the teaching and learning process.

4. Reflecting

From all of the process from meeting 1 until meeting 3, it can be concluded that there were 5 students or 39% of the total students who could get the score 70. It did not yet meet with the predetermined criteria for success that was 75%.

After the researcher gave students to do them individually, for each student needed different time to finish their individual work. They also thought

that the time allotment is not enough. It was because each student had difference ability in English.

c. Data from 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 questioning strategy could improve the students' ability in learning reading comprehension. 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.

1. Planning

In this stage, researcher prepared; lesson plan which consisted of 3 meetings, material for teaching reading comprehension especially in narrative text by using questioning strategy, worksheet to give the students exercise in understanding reading comprehension, and test to be given in the end of cycle.

Observation sheet used in the second cycle was the same with the observation sheet used in previous cycle.

2. Implementing

1. Meeting 1

The meeting was held on 2 of July 2014. In the beginning of the meeting, the researcher explained that the criteria of success were not reached yet. Their weakness before was because they were still have some weakness in reading comprehension. Then she told them that they would do the next cycle to improve

their achievement. Besides, she told that their motivation and achievement had increased.

In the implementation, for the first time the researcher greeted the students and gave leading questions about English and the teaching and learning process, it was done to motivate them in the class activity. The students answered the researcher's greeting and the researcher's questions. Then she explained about the theme of the material. The students listened carefully then follow the lesson.

In this meeting teacher gave more explanation of narrative text. Then she gave them the example of narrative text, then asked the students to observe that then asked them to the questions. To know the students' understanding, she asked the students to do some exercises.

2. Meeting 2

The meeting was done on 4 of July 2014. Teacher opened the meeting by greeting and continued by asked question about the previous meeting. Then, in this meeting, the researcher asked them to do the exercise given by the teacher. The students looked very happy because she also gave them prize to the students who finished first.

In this activity they were very active. Sometimes the class were very enthusiastic because some students wanted to be the first and get the prize. Finally, In order to make the students really understand how to do with the passage, the researcher asked the students whether they understand or not. Then the researcher asked the students to read the text. She also asked the students orally to know whether they have problem in learning this lesson or not. Teacher

made some conclusions about the material. Then teacher and students made reflection for the teaching and learning process in the class then the researcher closed by giving motivation, hope and suggestions.

3. Meeting 3

The meeting was held on 9 of July 2014. In the beginning of the meeting the researcher asked the students whether they really understand or not about the lesson given the previous day. Most of them finished the excercises by teacher's help.

In this meeting the teacher asked them to do the assessment based on the material given before individually. The students were very enthusiastic to do this because they had understood material given from the teacher the day before.

The extra time which was given to them in observing and doing the test made them more concentration and they could finish the assignment on time. The result of assessment in the cycle 2 can be seen as follows:

Table 4.3: the result of the test Cycle 2

No.	Students' name	The Result of Cycle 2
1	A	85
2	BAH	80
3	AR	65
4	MSS	70
5	MB	80

6	F	85
7	LMK	85
8	EO	90
9	KK	80
10	A	90
11	MBM	85
12	BA	85
13	MQ	90
14	IF	95

3. Observing

From the researcher's observation in the teaching and learning process in cycle 2, she found that students who getting better in understanding the reading comprehension especially in narrative text. It could be seen from the score and the process of learning. They were also more active to participate during learning process in the class, it could help the other students to develop their score.

The researcher always guided and warned them to read the text about narrative text so the students were always being careful and easy to complete the questions.

4. Reflecting

a. The result of student's score

From all of the process of cycle II from meeting 1 until meeting 3, it can be concluded that there were 13 students or 96% of the total students who could get the score 70. The improvement of the students' score from cycle I to cycle II was 62%. Some weaknesses found in the first cycle, which had been revised, could improve the students' ability on reading comprehension in the meetings in cycle 2

b. The Result of the Teacher's Interview

During the implementation of questioning strategy in improving students' ability on reading comprehension, the researcher tried to get more information about it by conducting interviews to the partner teacher. From that interview, it showed that the teachers gave better responses toward the implementation of questioning strategy on reading comprehension. Moreover, she wanted to help the students increase their ability on reading comprehension.

The teacher said that the implementation of questioning strategy was very active, attractive and challenging. But the method of teaching and learning can be more attractive if the researcher could applied more game and gave the students appreciation or respect after finishing the teacher assignments, so the students had more intention and be more active in the learning process.

(See appendix 9 for interview guide)

c. The result of student's questionnaire

The researcher conducted questionnaire for the students after the implementation of questioning strategy. She interviewed some students who got significant development on reading assignment in preliminary, cycle 1, and also cycle 2. She conducted it based on the interview guide. It consisted of some questions about learning reading comprehension both using questioning strategy and not using questioning strategy in learning process.

They said that reading comprehension is very important but it is also difficult. But by questioning strategy it seemed easy and they did not feel bored and sleepy in learning process. They never got this method before so they felt comfort in learning process. *(See appendix 10 for questionnaire guide)*

B. The differentiation strategy between cycle I and cycle II

In the cycle one the teacher just gave questioning strategy, and by giving that strategy the students have difficulty in understanding the text and the score of the students were under the minimum standard. So, in cycle II the teacher gave the picture series that suitable to the text, especially in narrative text. In order to increase the students attention and students interest in learning narrative text.

C. Discussion

The implementation of reading comprehension to the students of MTs Sultan Agung Jabalsari Tulungagung was very effective. It could give contribution on improving the students' mastery on reading comprehension. It

gave more chance for students to maximize their own capability. It also gave more motivations for students to learn more.

In this study, there were some findings in the first and second cycle which will be discussed by the researcher in the following section:

a. Teaching and learning process by using questioning strategy

The use of the lesson plan, on the basis of the finding, it is identified that lesson plan is one of the most important task that the teacher should undertake before conducting the teaching and learning activities in the classroom. Planning for instructional is a critical element in the instructional process (Burden & Byrd, 1999). Carefully designed, comprehensive plans will have a positive effect on the students learning.

Moreover , according to Harmer (2000:320)” written plans are not just proposals for future action; they are also records of what has taken place. Thus when we are in the middle of sequence of lesson, we can look back at what we have done in order to decide what to do next”.

An objective is a statement of the intended learning outcomes. It describes what the students will be able to do when an instructional has been completed. Therefore before conducting a teaching and learning activity, it is a must for the teacher to specify the instructional objective because it will guide her to achieve the expected result from her teaching plan. Eggen & Kauchack (1996) state that clear objectives are critical because they provide the frame work for the teacher as she guide her students to the topic she is teaching.

The strategy used in this cycle is questioning strategy. That strategy was chosen because they were active and enjoyable. This was done to prevent students from getting bored in learning.

b. Discussion on the Teaching reading comprehension Through Questioning Strategy

Based on the finding, it is identified that the appropriate model of teaching reading comprehension is through questioning strategy. The implementation of questioning strategy is very active, attractive and challenging. The method of teaching learning is more attractive when the researcher applied question and gave the students prize. This condition is in accordance with Taboada and Guthrie (2006:13) stated that “Questioning refers to students asking or writing self-initiated questions about the content of the text before or during reading to help them understand the text and topic”.

According to Lerner (1985:393) “Questioning is the types of questions teacher to stimulate the various types of thinking that students engage in during reading”. Questioning is always considered a valuable tool to stimulate student learning. Questioning was done before the actual reading. It had the purpose to set out the reader mind of their reading. So, they not only follow the writer idea but also actively build their own interpretation of the reading.

In concluding, questioning strategy is effective in improving the students’ reading comprehension. The researcher need to have a collaborator teacher acting as an observer to help him observing the class. It is helped the researcher to focus on carrying out this strategy in order to make the strategy run well.

c. The Students' Achievement

The result of the students' achievement showed that questioning strategy in teaching-learning English, could improve students' ability on reading comprehension significantly. The result of the students' test that was conducted from cycle I to cycle II were satisfactory. It indicated that the teaching-learning process was successful. When the teacher presented the materials through questioning strategy the students could understand what they had learned from the lessons.

The result of the students' score from preliminary test until second test in the second cycle improved significantly. In preliminary test, the students who could reach the score equal to or more than 70 was only 3 students or 24%. In the first cycle the total of the students who passed the minimum score was 5 students or 39%, and in the second cycle it improved into 13 students 96 %. Their progress was not only could be seen from their writing score, it also could be seen from their motivations during the process of teaching and learning.