

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the finding and the discussion of the action research about the implementation of Five W'S Stars Diagram to improve the eighth grade H students' reading in narrative text of SMPN 1 Sumbergempol in Academic year 2015/2016.

A. Research Findings

The data presented in this study were based on the results of preliminary reading test, the implementation and the reflection of the action from cycle 1 and cycle 2.

1. Cycle I

This part describe the process of cycle 1. The researcher presented the process of planning, acting, observing, and reflecting of implementing Five W's Stars Diagram.

a. Planning

In this stage, the researcher prepare; lesson plan which consisted of four meetings, material of narrative text, prepare reading text, give exercise about reading in narrative text by using Five W's stars diagram and give reading test in narrative text , test to be given in the end of cycle (four 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.

b. Implementing

1) Meeting 1

The first meeting of the cycle was done on Tuesday, February 2nd 2016 from 10.40 a.m. until 12.00 p.m. The application of the actions was carried out based on the lesson plan made by the researcher before. The teaching and learning were divided into 3 phases, they were: opening activity, main activity, and closing activity.

The first phase was opening activity. The activity began by delivering greeting to the students then continued by giving short introduce herself. After that, the researcher checked the students' attendances. Then she gave some leading questions related the material like:

“Do you like reading?”

“What kinds of things have you ever read?”

“Do you know what narrative text is?”

Some of the students responded the questions by good answers. They liked reading, especially reading story. They did not know narrative text in detail.

The second phase was main activity. In main activity, the researcher gave an example and explained about the narrative text. Then, she explains about Five W's Stars Diagram method and the steps. The students learned about the Five W's Stars Diagram method, the meaning, the purpose, and also about the steps. After the students got the point and understood about Five W's Stars Diagram method, the researcher asked students to practice it. At the beginning the researcher asked students to skim the example of narrative text that had been given. In the second step, the researcher asked students to fill out a Five W's stars diagram (Who, When, Where, What, and Why) of the story or the event related to the text. Then, the third step was reading, here the students asked to read whole the text carefully and also to find the answer of the questions made by the researcher. After the students found the answers, they discussed together, it was to know whether the answer was correct or incorrect. In the last step, the teacher asked the students to read the text to give reinforcement in understanding the text.

The third phase was closing activity. It was the last activity in meeting 1 of the cycle. Before the researcher closed the lesson, she reflected the material. Teacher give summarize the material of the material. She asked the difficulties in this material and also discussed together. Then, she gave a conclusion and reinforcement

to the students. Teacher gives motivation for the students. The last, she closed the lesson and greeted the students.

2) Meeting 2

The second meeting of the cycle was done on Friday, February 5th 2016 from 10.00 a.m. until 11.20 a.m.

In the opening teaching activity the class began by greeting and checking the students' attendance. The teacher tried to build up the students' spirit first, before she delivered the material. Then the teacher reviewed and discussed the last material. Students paid attention to the teacher's explanation.

In the main teaching activity, the teacher give the material to the student and explain about the reading in narrative text by using Five W's stars diagram, and give example of the narrative text. The last step, teacher gives the exercises for the students.

In the teaching activity, teacher asked the students discussion about their answer to correct the answer student's worksheet. Then the teacher distributed the reading evaluation test. The test was conducted to measure the students' improvement in reading test after teaching by using Five W's stars Diagram. And the teacher gives feedback for the students about their answer.

3) Meeting 3

The third meeting of the cycle was done on Tuesday, February 9th 2016 from 10.40 a.m. until 12.00 p.m. This meeting was focused

on giving a test to the students. The activities were as like with the activities in the first meeting. The process of teaching and learning was divided into three phases, they were: opening activity, main activity, and closing activity.

First phase was opening activity. The activity was begun by delivering greeting to the students. After that, the researcher checked the students' attendances. Then the researcher reviewed and discussed the material of previous meeting.

Second phase was main activity. In main activity, the researcher gave students' worksheets containing of narrative text. Then, she asked the students to do the worksheets by using Five W's Star Diagram method. The researcher gave enough times to finish the task. After the students finished doing the task, the researcher asked students to exchange their worksheets with their friends. Then, he asked the students to discuss the answer together and also corrected their friend's worksheets. After it had already been done, the researcher asked the students to give score to their friends' worksheets. Then, she asked the students to collect their worksheet. The last; the teacher gives feedback for the students.

Third phase was closing activity. Before the researcher closed the lesson, the researcher reflected the material. She discussed and gave conclusion about the material. The researcher shared with

the students. And the last, the researcher finally closed the class and greeted the students.

4) Meeting 4

The four meeting of the cycle was done on Friday, February 12th 2016 from 10.00 a.m. until 11.20 a.m. 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 reading 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 4.1 the Result of Students' Reading Narrative Text Score in Cycle 1

No	Name	M/F	Score	Category
1.	AF	M	75	Passed
2.	ANH	F	100	Passed
3	AOW	F	65	Failed
4	ANI	F	75	Passed

5	DEK	F	75	Passed
6	EJ	F	75	Passed
7	FPA	F	85	Passed
8	FRH	M	65	Failed
9	IA	F	60	Failed
10	KM	M	90	Passed
11	MDTBA	M	65	Failed
12	MAS	F	100	Passed
13	MAA	M	75	Passed
14	MR	M	70	Failed
15	MRK	M	75	Passed
16	MCM	M	65	Failed
17	MISI	M	55	Failed
18	MRAS	M	70	Failed
19	NS	M	60	Failed
20	NKN	F	95	Passed
21	NQN	F	55	Failed
22	NAZN	F	50	Failed
23	OC	M	-	-
24	PW	F	90	Passed
25	RWP	M	70	Failed
26	RH	M	80	Passed
27	SUS	F	70	Failed
28	TZP	F	75	Passed
29	TA	M	65	Failed
30	TAS	F	65	Failed
31	YDR	F	50	Failed
The highest score				100
The lowest score				50
Mean score				72 %

c. Observing

In this stage, the observer observed the teaching and learning process. From the observation, it was found that students had a good response about the technique, but they were just not interested in the topic that given. Besides, the teacher explained it quickly and his voices were not loud so the students were still confused about it. The researcher analyzed the implementation of Five W'S Stars Diagram method for teaching and learning reading.

The reading test was conducted at the end of the cycle that was on February 12th 2016. The test was done to measure the students' reading using Five W's Stars Diagram technique.

d. Reflecting

Reflecting was very significant to be done to enhance the result received in the next cycle. The result of reading narrative test in cycle 1 showed that the criteria of success could not be achieved because there was only 72 % or 14 students who passed the test from 30 students had test. It could be concluded that the action in the first cycle did not run successfully. After the researcher gave students to do them individually, for each that the time allotment is not enough. It was because each student had different ability in English.

2. Cycle 2

This part discussed the finding of the cycle 2. The discussion covered the finding obtained in the planning, the implementing, observing the action, and reflecting.

a. Planning

The implementation of Five W's Stars Diagram technique in cycle 1 shows that had not been success yet. It could not improve the students' reading in narrative text. It failed to fulfill the criteria of success in this study which could not improve the percentage of the students who made progress in their score. For

that reason the researcher made some revision and improvement in the lesson plan. The researcher revised in the instructional material used by choosing the more appropriate text to easy reading learning. Besides that, the researcher made some improvement on the way the researcher carried out the teaching activity by giving the students clearer explanation and instructional in every steps and guided the students. In general, the action in cycle was not totally different from cycle 1.

In this stage, the researcher prepare; lesson plan which consisted of four meetings, material of narrative text, prepare reading text, give exercise about reading in narrative text by using Five W's Stars Diagram and give reading test in narrative text, test to be given in the end of cycle (four 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.

b. Implementing

1) Meeting 1

The first meeting was held on February 16th 2016 at 10.40 a.m. 12.00 p.m. In opening activity, the teacher opened

the lesson by greeting to the students and followed by checking the students' attendance list. To remember the students about the material learn, the teacher reviewed the previous material by explaining again the explanation of Narrative text.

In the main activity, the teacher focused on implementing teaching reading by using Five W's Stars Diagram. The researcher arranged students to be eight groups and gave task to each group. The researcher gave some texts to all groups. The students asked to discuss the text given in other groups, and then made a Five W's Stars Diagram based on the text given.

The third phase was closing activity. It was the last activity in meeting 1 of the cycle. Before the researcher closed the lesson, she reflected the material. Teacher give summarize the material of the material. She asked the difficulties in this material and also discussed together. Then, she gave a conclusion and reinforcement to the students. Teacher gives motivation for the students. The last, she closed the lesson and greeted the students.

2) Meeting 2

The second meeting was held on Friday, 19th 2016 at 10.00 a.m. 11.20 a.m.

In the opening teaching activity the class began by greeting and checking the students' attendance. The teacher tried to build up the students' spirit first, before she delivered the material. Then the teacher reviewed and discussed the last material. Students paid attention to the teacher's explanation.

In the main teaching activity, the teacher asked the students to do the worksheet and asked them to do the task individually. That worksheet was same with the previous worksheet in the first meeting. During that activity, the teacher walked around the class to help the students if they found any difficulties. The time given to finish the task was 15 minutes. After 15 minutes running, the teacher guided the students to discuss their answers. She called the students randomly to read their answer then wrote it in front of class. The teacher gave guidance to the students when they got difficulties in answering. In the last activity of that phase the teacher asked the students to revise and book the correct answer from the white board.

In the teaching activity, the researcher reflected the material and encouraged the students to make reflection. One

hour lesson rest was used to do the test. The teacher asked the students to close all of their notes. Then the teacher distributed the reading evaluation test. The test was conducted to measure the students' improvement in reading test after teaching by using Five W's stars Diagram.

3) Meeting 3

The third meeting of the cycle was done on Tuesday, February 23th 2016 from 10.40 a.m. until 12.00 p.m. This meeting was focused on giving a test to the students. The activities were as like with the activities in the first meeting. The process of teaching and learning was divided into three phases, they were: opening activity, main activity and closing activity.

First phase was opening activity. The activity was begun by delivering greeting to the students. After that, the researcher checked the students' attendances. Then the researcher reviewed and discussed the material of previous meeting.

Second phase was main activity. In main activity, the researcher gave students' worksheets containing of narrative text. Then, she asked the students to do the worksheets by using Five W's Stars Diagram method. The researcher gave enough times to finish the task. After the students finished

doing the task, the researcher asked students to exchange their worksheets with their friends. Then, he asked the students to discuss the answer together and also corrected their friend's worksheets. After it had already been done, the researcher asked the students to give score to their friends' worksheets. Then, she asked the students to collect their worksheets.

Third phase was closing activity. Before the researcher closed the lesson, the researcher reflected the material. She discussed and gave conclusion about the material. The researcher shared with the students. And the last, the researcher finally closed the class.

4) Meeting 4

The four meeting of the cycle was done on Friday, 26th 2016 from 10.00 a.m. until 11.20 a.m. 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 reading 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. After collecting the test result, the teacher gave questionnaire sheet to know the students' response about the Five W's Stars Diagram. The students were interested to fill the sheet. Finally the teacher closed the class and said good bye.

Table 4.2 the Result of Students' Reading Scores of Test Cycle 2

No	Name	M/F	Score	Category
1.	AF	M	100	Passed
2.	ANH	F	100	Passed
3.	AOW	F	70	Failed
4.	ANI	F	75	Passed
5.	DEK	F	90	Passed
6.	EJ	F	100	Passed
7.	FPA	F	85	Passed
8.	FRH	M	100	Passed
9.	IA	F	80	Passed
10.	KM	M	100	Passed
11.	MDTBA	M	100	Passed
12.	MAS	F	100	Passed
13.	MAA	M	75	Passed
14.	MR	M	70	Failed
15.	MRK	M	75	Passed
16.	MCM	M	70	Failed
17.	MISI	M	100	Passed
18.	MRAS	M	70	Failed
19.	NS	M	70	Failed
20.	NKN	F	90	Passed
21.	NQN	F	100	Passed
22.	NAZN	F	100	Passed
23.	OC	M	80	Passed
24.	PW	F	100	Passed
25.	RWP	M	80	Passed
26.	RH	M	80	Passed

27.	SUS	F	75	Passed
28.	TZP	F	75	Passed
29.	TA	M	75	Passed
30.	TAS	F	75	Failed
31.	YDR	F	75	Passed
The highest score				100
The lowest score				70
Mean score				85.48 %

c. 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.

d. Reflecting

The researcher analyzed the data gained from the observation sheet and the result of preliminary reading test cycle 2 to decide whether the implementation of Five W's stars Diagram was successful or not.

It was found that the observation sheet and reading test showed many improvements. All the plans that had been made by the researcher could be done very well. From 31 students who joined the class and did the test, there were only six students who could not reach the criteria of success. To be seen from the class' criteria of success, the class could be categorized passed. The percentage was 85.48%. Considering that the criteria of success had been achieved and the students reading test in narrative text had been improved properly, the researcher concluded that the research could be finished.

Beside the reading test, the data was taken from the questionnaire sheet that was given to the students as the respondent after cycle. The researcher gave some items in questionnaire to know the students' responses of Five W's Star Diagram method. She made closed question with two options; "Yes" and "No". The result of each item could be seen in Table 4.3.

From the result of the students' questionnaire, the researcher found: (1) Most of students in the eighth grade^H liked reading, (2) Most of students in the eighth grade discussed narrative text actively with their teacher, (3) There was only a few of the students not discussing how to use Five W's Star Diagram Method actively, (4) Most of the students were interested about Five W's

Star Diagram, (5) All students of the eighth grade could follow the Five W's Star Diagram method well, (6) There was just a few of the students did not understand narrative text more using Five W's Star Diagram method, (7) All students asked to their friends to help them when they found the difficulties, (8) Most of the students felt more active in teaching and learning process through Five W's Stars Diagram method, (9) Most of the students could make narrative text individually, and (10) All students thought that this strategy improved their reading.

Table 4.3 The Result of Students' Responses of Implementation of Five W's Stars Diagram Method

NO	QUESTIONS	Yes	No
1.	Do you like reading?	94%	6%
2.	What do you think about Reading, is it important?	94%	6%
3.	Is Reading Narrative text interesting?	97 %	3%
4	Do you often find difficulty to answer the questions from narrative text?	97 %	3%
5.	Does your teacher teach a technique to understand a reading text easier?	100 %	0%
6.	Does the topic given by the teacher make you interested to read?	94 %	6%
7.	Do you often experience any difficulties to answer the questions from reading text?	100%	0%
8.	Can you retell the content of the text which you read?	94%	6 %
9.	Has your teacher ever taught about reading text using Five W'S Stars Diagram technique?	91%	9%

10.	Are you interested using the Five W's Star Diagram method?	100%	0%
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From Table 4.3, it was known that there was not revision in teaching and learning process. So, it could be concluded that the students were interested in joining the reading class and their reading ability could improve.

B. DISCUSSIONS

This stage discussed about the summary of the finding from the study, the teacher's opinion and the students' opinion.

By observing the students' reading ability from preliminary study, improving their reading both on the first and the second cycle, there was significance development of the success.

Table 4.4 below showed the students' score on reading test from the preliminary study, cycle 1 and cycle 2.

Table 4.4 The Result of The Test on Preliminary Reading Test, Cycle 1 and Cycle 2.

No.	Name	Preliminary Study	Cycle 1	Cycle 2
1.	AF	70	75*	100*
2.	ANH	80*	100*	100*
3.	AOW	60	65	70
4.	ANI	70	75*	75*
5.	DEK	70	75*	90*
6.	EJ	75	75*	100*
7.	FPA	40	85*	85*
8.	FRH	60	65	100*
9.	IA	75*	60	80*
10.	KM	70	90*	100*
11.	MDTBA	75	65	100*
12.	MAS	90*	100*	100*
13.	MAA	75*	75*	75*

14.	MR	40	70	65
15.	MRK	75*	75*	75*
16.	MCM	65	65	70
17.	MISI	45	55	100*
18.	MRAS	70	70	70
19.	NS	40	60	70
20.	NKN	90*	95*	90*
21.	NQN	70	55	100*
22.	NAZN	85*	50	85*
23.	OC	70	-	80*
24.	PW	80*	90*	100*
25.	RWP	70	70	80*
26.	RH	80*	80*	80*
27.	SUS	65	70	75*
28.	TZP	75*	75*	80*
29.	TA	65	65	75*
30.	TAS	70	65	75*
31.	YDR	40	50	85*

The diagram of the percentage of success on preliminary, cycle 1 and cycle 2 can be seen as follows:

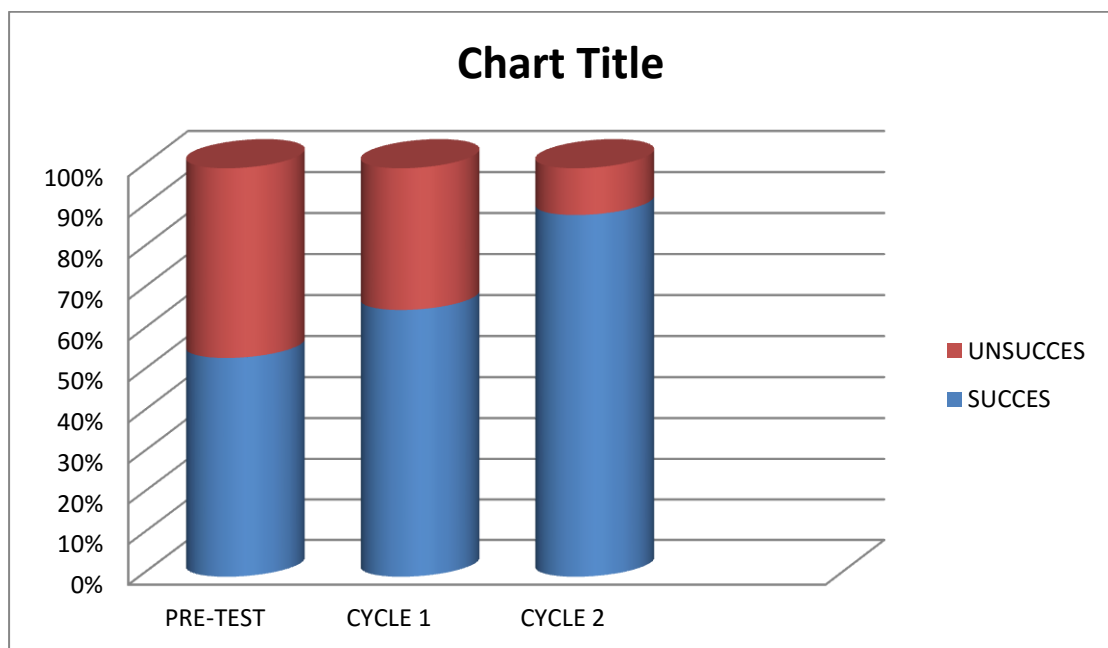


Figure 4.1 the percentage of success on preliminary study, cycle 1 and cycle 2

From the figure 4.1 above, it was clear that there was improvement of the students' reading ability from preliminary reading test to cycle 1 and cycle 2. On preliminary reading test, only 12 students passed the test. It meant that just 48, 38% from 31 students had good ability on reading. Then on cycle 1, 14 students were successful on reading test 72% of all students could pass and 28% failed. Although it had not reached the criteria of success, but there was increasing of the success. On cycle 2, there were 26 students got score more than 75 and 5 students got less than 75. From the result of calculation above, it was known that the percentage of success in reading post-test 2 was 85,48% and the criteria of success was 75%. So, it meant that reading test in cycle 2 was successful. According to Dyah Rahayu Widiarni (2008). The success rate of teaching process can by using in various businesses, among others, with the continuity of the learning process itself. There were two points which could be seen from the level of success of the learning process:

- a. If 75% of the students who follow the teaching and learning process achieved a success rate of at least, optimal or maximal, then continue to the learning process for a new subject
- b. If the 75% poor students (below the minimum level) to achieve the level of success, then the next process was the improvement of teaching and learning.

According to Patel and Jain (2008: 117) Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading provides a basis for explaining difficulties of structure and for extending

knowledge of vocabulary and idioms. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorts text. This reading is done to get specific information. Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read to keep them update. Material for extensive reading is selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading is to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

The findings above deals with some related theories and previous study as mentioned in chapter 2. According to Santoso (2010) stated that the use of Graphic Organizer could improve the Students' ability in a Descriptive text at SDN 3 Ngadirejo In Academic Year 2009/2010. Another previous study come from Rindoko(2013) stated that there were significant improvement from the preliminary study, cycle 1, and cycle 2. Stated that there were significant improvement from the preliminary study, cycle 1, and cycle 2. And the result showed that Five W's Stars diagram technique could improve the achievement of students reading comprehension in narrative text by using story mapping technique at SMAN 1 Tugu in the academic year 2012/2013.

The researchers conclude that, the use of Five W's stars diagram could improve the students' reading achievement. The results of this action research in two cycles proved the hypothesis which says, "The use of Five w's Stars diagram can improve the eighth-H students' reading at SMPN 1 Sumbergempol.