

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the data and the research findings. The data presented in the study were obtained from preliminary study and the implementation study.

A. Research Findings

From the pre-observation and interview done in pre-research, the researcher found the fact that the seventh grade of junior high school students of SMP N 2 Gondang had a problem with reading that was the students' reading comprehension was still low. It could be seen from the students' achievement reading score. There were some facts that indicated the problem. First, students' interest of reading was still low. Second, students had difficulties in understanding the text. They got it difficult in understanding sentences, finding the meaning of the sentences or only understood the broad outline of the text content. The students needed a lot of time in understanding the text, they did not use chance to read English text either at home or in English lesson. Finally, the students had difficulties in doing exercises. Those all made their achievement became low and caused failure in teaching and learning process.

Preliminary Study was conducted on Friday, May 8th2015, at 09.40 until 10.20 am. As the first time entering to the class, the researcher

introduced herself to the students of seventh grade. Secondly, she gave reading comprehension test in a form of multiple-choice test. From the test, the researcher began to analyze and find that the students' reading comprehension was still weak. It can be seen in table 4.1 as follows:

Table 4.1 The Students' Reading Comprehension Test Score in Preliminary Study

No	Name	Sex	Score of Preliminary Study
1	A F R	M	55
2	A N	F	80
3	A S	F	85
4	A I	M	55
5	A F T	M	75
6	B A W	M	60
7	D T D R	F	65
8	D S V	F	80
9	E R D	F	75
10	F A	M	60
11	F T	M	55
12	F W	M	75
13	G A D	M	55
14	H P	M	65
15	I F A R	M	55
16	L O	F	65
17	L S	F	75
18	M F S	F	65
19	M H	F	80
20	M I A	M	60
21	M S K	M	75
22	R K	F	55
23	S H	M	55
24	S D Y	M	60
25	V A O	F	75
26	Y A P	F	80
27	Y B S	M	65
28	Y D Y R	M	80

Note:

F: Female

M: Male

From the table above, the researcher found that among 28 students who joined the test, there were 12 students who had passed because they got score of 75 or more. However, there were found that 16 students' scores were less than 75; it means they had not passed. The percentage of students' success is calculated below:

$$\frac{12}{28} \times 100\% = 42\%$$

Based on calculation above, the students who success the preliminary study of reading comprehension test were 42%, while 58% was unsuccessful. Meanwhile, the criteria of success that had been determined were 75%. It means that the test result in this preliminary study had not achieved the criteria of success. Thus, the researcher continued her research by implementing the treatment in cycle 1.

A.1. Data From Implementation In Study

The implementation was carried out in two cycle and the descriptions of each cycle are discussed, separately to show the development of each cycle as follow:

1) Result of Cycle I

Result of cycle I are follow:

a. Planning

After indicating the problems faced by seventh grade, the researcher made an appropriate lesson plan and materials for the first second meeting. It was done by collaborating with the English teacher of seventh grade. The lesson plan was made by including the implementation of Treasure Hunt Game in teaching reading descriptive text. Meanwhile, the materials' sources were suited to the textbook usually used by the students. Besides, the researchers needed to prepare the instruments were used to record the data during the implementation of Treasure Hunt Game.

1) Preparing Lesson Plan

In this phase, the researcher and the collaborator made a lesson plan for implementing in first cycle. The collaborator helped the researcher to determine the standard competence, the basic competence, the aim of learning, learning method and assessment. Then, the collaborator ordered the researcher to conduct the research in the class VII-B.

2) Preparing Instructional Material

The researcher decided to take a descriptive text which is adapted from students' work book for Junior High School seventh grade at SMPN 2 Gondang.

3) Preparing Researcher Instrument

The researcher prepared the observation sheet. All instruments were used to record the data during the implementing of the Treasure Hunt Game.

b. Implementing

After making plan about what activities must be carried out in the classroom, the researcher implemented the Treasure Hunt Game in acting step. Considering that teaching reading involves many aspects, this step included two meeting in cycle I. The following are the description:

a) First Meeting

The first meeting was done on Monday, May 11th2015 at 07.40 until 08.20 am. In the opening activity, the researcher gave greeting and checking the students one by one.

In the main activity, the researcher started to stimulate the students related to the teaching material. Firstly, the researcher gave the free question or brain storming about the topic, which is place; i.e. what is your favorite place? With whom do you go there? How do you go there? And how do they feel there? Etc. It was purposed to make students imagine and be enthusiasm in teaching and learning materials.

Secondly, the researcher explained the descriptive text including its purpose, generic structure and language feature. Thirdly, the researcher gave the students descriptive text, and then asked them

to read the text. After the students finished reading the text, the students had to analyze the generic structure of the text carefully, and then they had to answer the questions about the text. Here, the researcher gave time limitation for the students to identify the generic structures and answer the questions. When the time was over, the teacher called some of students to identify the generic structure and answer the questions. Then, they continued discussing it together to determine the correct answer.

In closing activity, the English teacher left the class; the researcher asked them to share their difficulties in understanding the teaching materials.

b) Second Meeting

The second meeting was on Friday, May 15th2015. It was started at 08.20 until 09.40 am. In opening activity, the researcher greeted and checked the present list of the students.

In the main activity, the researcher asked students to review the last lesson for 5 minutes. After giving some questions and reminding the materials of the previous meeting, the researcher told the students that they would have Treasure Hunt Game.

Firstly, he divided the students into groups of 5 or 6 students. Secondly, the researcher gave the first clue and the descriptive text to the students. Thirdly, the researcher asked students to open the first

clue and look for the next clue. Clues here described about some places in the school; such as: library, a mosque, a canteen and a classroom. So, the students knew what the clue meant and they finally could find it. Besides the clue, the students also found the questions to answer the text.

Fourthly, the researcher asked the students to find the clue and questions. The researcher provided 20 minutes to complete the clue and questions. Then, the researcher asked the students to answer the questions. Next, researcher asked the students to submit their answers, and the researcher finally checked their works and gave scores. After the researcher announced the score, he gave reward to the group which got the best score. Then, in the last activities the researcher gave opportunity to ask about the difficult vocabulary from the text.

In the closing activity, the English teacher gave conclusion about the lesson and closing the lesson of the day.

c. Observing

The observation was done at the same time in the acting of Treasure Hunt Game in teaching reading. The researcher observed the teaching and learning process from the beginning until the end of lesson by full filling the observation sheet. It was purposed to know whether the implementation of Treasure Hunt game in teaching reading is effective or not. The observation was also meant to gain the data of the teaching and learning process that

includes the teacher's (researcher) activity, students' activity, students' interaction with teacher, students' interaction with other students, students' interaction with the material, and students' interaction with teaching media or the whole facts which were happening during the teaching and learning process.

The result of observation showed that every step in lesson plan had been done very well. However, the students were still low motivated to find clues and the questions. So that they took too long time to do this activity. It means that, there must be any improvement in designing lesson plan. After in teaching and learning process, she gave post-test of cycle I.

d. Reflecting

Reflection is very important as a consideration whether the research is continued to the cycle II or not. The result of cycle I was then reflected to the criteria of success in which there must be 75% students are passed. However, it was found that 35% of students were still failed; it means that the criteria of success had not been achieved. Based on the result of observation, some students still showed low motivation in reading. Therefore, it influenced their score in reading comprehension.

The researcher found some problems that caused the failure. There were still some difficulties in comprehending content of the descriptive text because they were confused to answer the text. Besides that, the students felt nervous with the time provided. So, it makes the students' score were still

under standard that had been determined. In post-test cycle I, the researcher gave the test items are multiple-choices with two descriptive texts in which included ten questions.

The students' reading comprehension test score in post-test 1 is presented in the following table.

Table 4.2 the Students' Reading Comprehension Post-Test Score on Cycle 1

No	Name	Sex	Score of Cycle 1
1	A F R	M	65
2	A N	F	80
3	A S	F	80
4	A I	M	65
5	A F T	M	75
6	B A W	M	65
7	D T D R	F	80
8	D S V	F	75
9	E R D	F	75
10	F A	M	60
11	F T	M	80
12	F W	M	75
13	G A D	M	70
14	H P	M	65
15	I F A R	M	75
16	L O	F	85
17	L S	F	75
18	M F S	F	65
19	M H	F	75
20	M I A	M	80
21	M S K	M	70
22	R K	F	65
23	S H	M	75
24	S D Y	M	60
25	V A O	F	75
26	Y A P	F	80
27	Y B S	M	70
28	Y D Y R	M	85

Note:

F: Female

M: Male

From the table above, the researcher found that among 28 students' who got score in the test. 18 students reached the score 75. And the 10 students got less 75 score. This is the percentage of students' success:

$$\frac{18}{28} \times 100\% = 65\%$$

From the formula above, the students who successes the cycle 1 of reading comprehension test were 65%, while 35% were unsuccessful because the criteria of success or KKM (Kriteria Ketuntasan Material) are 75%. Based on the result reading comprehension test above, the researcher decided to continue the research to the cycle II to determine the best solution to solve those problems.

2) Result of Cycle II

The cycle II was done by revising the teaching strategy of reading applied in the first cycle. On the cycle I, the researcher arranged the students in group to discuss the task using Treasure Hunt Game. In groups, the students could discuss the text with other friends. The cycle two was conducted in two meetings were used to discuss a reading comprehension in descriptive text using Treasure Hunt Game.

a. Planning

Based on the result of reflection on cycle I, the researcher decided to make a new plan on cycle II. Before starting the action the researcher made design of the lesson plan. It consists of objectives, materials, instructional procedure and evaluation with scoring and criteria of success.

1. Preparing Lesson Plan

In this phase, the researcher and the collaborator made a lesson plan for implementing in cycle II. The collaborator helped the researcher to determine the standard competence, the basic competence, the aim of learning, learning method and assessment. Then, the collaborator ordered the researcher to conduct the research in the class VII-B.

Cycle II was conducted in the same procedure and time allocation as in cycle I. However, the researcher needed to make different strategy for teaching and learning process.

On the cycle I, the English teacher asked the students to identify and answer the questions based on the descriptive paragraph and then discussed it together. Besides, the students also answered the questions about descriptive paragraph with their group. The teacher gave 20 minutes to find the clues and questions to the paragraph. They could not answer the question by the certain time given from the English teacher. They were confused about the meaning of the text, so

they did not know where they should go to find the next clues and the questions.

In the cycle II, the researcher asked the English teacher to give 20 minutes to answer the multiple-choice questions from the text and 25 minutes to find the other clues. The students made groups by themselves. Before it, the English teacher explained again the rule of this game once more time.

2. Preparing Instructional Material

The researcher decided to take a descriptive text which is adapted from students' work book for Junior High School seventh grade at SMP N 2 Gondang.

3. Preparing Researcher Instrument

The researcher prepared the observation sheet students' questionnaire. All instruments were used to record the data during the implementing of the Treasure Hunt Game.

b. Implementing in Cycle 2

Similar to the Cycle I, the action of cycle II was conducted in two meetings. The followings are descriptions of activity for each meeting.

a) The First Meeting

The first meeting of cycle II was done on Friday, May 22th 2015. It was started at 08.20 until 09.40 am. In the opening activity; the researcher gave greeting also checking present list of the students.

In the main activity the researcher gave free question to answer the students related the lesson last meeting. Firstly, the researcher reviewed the last lesson for 5 minutes. The researcher gave question and answer to review the last lesson. Secondly, the researcher gave the students descriptive text to be read.

Thirdly, he asked the students to find the meaning of the difficult words by looking at dictionary. Fourthly, he asked the students to answer the questions together correctly. Fifthly, he asked the students to answer the question based on the text. The researcher asked the students raise their hand to answer the questions. And after the students finished answering the questions, the English teacher and the students discussed together the correct answer. Then, the English teacher asked the students to answer together.

In closing activities, the researcher gave conclusion about the lesson and closing the teaching learning activity of the day.

b) The Second Meeting

The second meeting was on Monday, May 25th2015. It was started at 07.40 until 08.20 am. In opening activity, the researcher greeted and checked the students' present list. In the main activity the researcher started to give the students' motivation to enjoy the lesson today.

Firstly, the researcher asked students to review the last lesson for 5 minutes. Secondly, the researcher explained the rules of Treasure Hunt Game again and asked the students to make groups consist of 5 or 6 students in each group. Thirdly, the researcher gave the first clue and the descriptive text to the students.

Fourthly, the researcher asked students to open the first clue and look for the next clue. The clues described about some places in the school; such as: library, a mosque, a canteen and a classroom. So, the students knew what the clue meant and finally found it. Beside the clue, the students also found the questions to answer the text. Each group has different text and questions.

After that, the researcher asked the students to find the clue and questions. The English teacher provided 20 minutes to answer the multiple-choice question and 25 minutes to complete the clue and questions. Then, the researcher asked the students to answer the questions. Next, researcher asked the students to collect their answers, and then he checked their works and gave scores. After the English teacher announced the scores, he gave reward to the group which got the best score. In closing activities the researcher gave opportunity to the students to share about difficulty the lesson of the day.

In the last activities, the researcher gave conclusion of the lesson and closing the lesson.

c. Observing

In this cycle the researcher also did observation to observe what was happening during teaching and learning process, especially in implementation of Treasure Hunt game.

All steps of teaching activity had been done quite well. The result showed that students' motivation to follow the activity was significantly increased. It was showed by length of completing the game that was shorter than the first cycle. Furthermore, the students were more creative to answer every question given by their teacher. Then, the researcher gave post-test cycle II to compare the improving the students reading comprehension.

d. Reflecting

The researcher analyzed the data to measure achievement of the students' reading comprehension based on the data gained by observation sheet, field notes and post-test of cycle II. Based on the observation sheet and field notes it was shown significant improvement after the implementation was successfully done. All of the plans had been made by the researcher could be done well. The data from post-test cycle II showed that 83% or 14 students were categorized into passed and there were only 3 students who were failed. The students' reading comprehension test score in post-test 2 is presented in the following table.

Table 4.3 The Students' Reading Comprehension Post-Test Score on cycle 2

No	Name	Sex	Score of Cycle 2
1	A F R	M	65
2	A N	F	90
3	A S	F	90
4	A I	M	70
5	A F T	M	75
6	B A W	M	85
7	D T D R	F	75
8	D S V	F	85
9	E R D	F	75
10	F A	M	65
11	F T	M	75
12	F W	M	75
13	G A D	M	80
14	H P	M	65
15	I F A R	M	75
16	L O	F	80
17	L S	F	75
18	M F S	F	80
19	M H	F	75
20	M I A	M	60
21	M S K	M	85
22	R K	F	85
23	S H	M	75
24	S D Y	M	75
25	V A O	F	80
26	Y A P	F	90
27	Y B S	M	75
28	Y D Y R	M	85

Note:

F: Female

M: Male

From the table above, the researcher found that among 28 students' who got score in the test, there were 23 students who got 75 or more.

Meanwhile, there were 5 students who got less than 75. This is the percentage of students' success:

$$\frac{23}{28} \times 100\% = 85\%$$

From the formula above, the students who successes the cycle 2 of reading comprehension test were 85% and were 17% of unsuccessful. Considering the criteria of success had been achieved and the students' reading comprehension had been improved, the research was not required to be stopped the research.

B. Discussion

The activities in cycle 2 were better than cycle 1. Where the students still had problems in understanding descriptive text. The findings of the study show that the students' reading comprehension improved after the implementation Treasure Hunt Game. From preliminary study, post-test cycle I and post-test cycle II is presented as follows:

Table 4.4 The Students' Reading Comprehension Tests in Preliminary Study, Cycle 1, Cycle 2

No	Name	Sex	Score		
			Preliminary Study	Cycle 1	Cycle 2
1	A F R	M	55	65	65
2	A N	F	80	80	90
3	A S	F	85	80	90
4	A I	M	55	65	70

5	AFT	M	75	75	75
6	BAW	M	60	65	85
7	DTDR	F	65	80	75
8	DSV	F	80	75	85
9	ERD	F	75	75	75
10	FA	M	60	60	65
11	FT	M	55	80	75
12	FW	M	75	75	75
13	GAD	M	55	70	80
14	HP	M	65	65	65
15	IFAR	M	55	75	75
16	LO	F	65	85	80
17	LS	F	75	75	75
18	MFS	F	65	65	80
19	MH	F	80	75	75
20	MIA	M	60	80	60
21	MSK	M	75	70	85
22	RK	F	55	65	85
23	SH	M	55	75	75
24	SDY	M	60	60	75
25	VAO	F	75	75	80
26	YAP	F	80	80	90
27	YBS	M	65	70	75
28	YDYR	M	80	85	85
Total Score			1885	2115	2165
Mean Score			67.32	75.53	77.32
Maximum Score			80	85	90
Minimum Score			55	60	65
Passing Grade (KKM)			75	75	75
Achieved (%)			42	65	83
Not Achieved (%)			58	35	17

Note:

F: Female

M: Male

Table 4.4.1 The Mean and Percentage of Students' Reading Comprehension Score in Preliminary Study, Cycle 1 and Cycle 2

No	Stage	Mean Score	Percentage (%)
1	Preliminary Study	67.32	42%
2	Cycle 1	75.53	65%
3	Cycle 2	77.32	83%

From the table above, showed that the percentage of the students' success in reading comprehension ability had improved from 42% in the preliminary study to 65% in cycle 1. Then the percentage of the students' success in reading comprehension ability had improved from 65% in cycle 1 to 85% in cycle 2. And in the Cycle I, 18 students were successful or 65% among the class. It means that the test was success. Thus the action researcher was stopped.

Based on the finding above, it could be concluded that, the researcher tried to apply of Treasure Hunt Game to improve reading comprehension in descriptive text. Treasure Hunt Game is one of game to improve reading. Here, the researcher provided clues, descriptive text and question to be answered by the students. Each group has different descriptive text and questions. By looking the clue and the question to answer the descriptive text, the students can get motivate and curious in learning reading, especially in descriptive text.

So, it can be concluded that the students are interested and excited to follow this activity. Thus, their achievement on reading comprehension can be improved.

In relation to the results of this research, The researcher found that there was significant difference between the students' ability, students' participation, and students' interest who were taught by treasure hunt game and those taught before using treasure hunt game. Those who were taught using treasure hunt game was better than those who were taught before treasure hunt game. It meant treasure hunt game could help the students in improving in their skill in reading descriptive text. It could also help the teacher to improve the students' participation and interest in reading descriptive text. Teaching reading using treasure hunt game could stimulate the students in improving their reading descriptive text.

So, the students' achievement who were taught reading descriptive text by using treasure hunt game was better than who were taught reading descriptive text before using treasure hunt game for the A seventh grade students of SMP N 2 Gondang.