

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

As the researcher stated in the previous chapter that the research design used was Classroom Action Research. The study was done in two cycles. This part presents the findings of the study done in the two cycles.

#### **A. Research Findings**

Applying Classroom Action Research in this study involved four steps in each cycle. The steps were planning, implementing, observing, and reflecting. However before presenting findings of each of cycle, this chapter is initiated by presenting the results of preliminary study. That is very crucial for the results of preliminary study, the planning of the first cycle could be arranged. It was done by observing the activities of the learning English in the classroom, interviewing the English teacher, interviewing the students, and administering preliminary test. The following is the presentation of the results of preliminary observation.

##### **a. The result of observing the activities of the learning English in the classroom.**

The activities was conducted within the teaching and learning process before the implementation innovative instructional strategy. It was held at second grade social 4 students of SMAN 1 NGUNUT in 2015/2016. The class consisted of 29 students, they were 11 male and 18 female. The

preliminary study was held when the researcher conducted Teaching Practice (PPL) on October 2015.

Based on the result of conducting observation, the researcher analyze and found that the students lazy when they face the text or passage to read. However, the researcher found the biggest problem when the teacher order the student to read the text or passage. The students can't read the text or passage fluently and accurattelly. Its happen because the students doesn't like to read the text if the topic can't interest them. To make the students wants to read the text, the teacher should to gave more individual approach and motivate them about the important of reading in daily life. And than about the students can't read fluently and accurattelly, it can improve by using the strategy who implemented by the researcher. As the result, the students don't like to read if the topic can't interest them and difficult in reading the text fluently and accurattelly.

**b. The result of interviewing English teacher.**

The interview was held on Monday, May 02<sup>nd</sup> 2016. In this interview, the researcher mentioned some question to English teacher related to the point of the research. Those were about the general condition of teaching and learning process in the class, the technique implemented during the process of teaching and learning in the class, and asked about Sight Word strategy.

The first point in this interview was about the general condition of teaching and learning process in the class. She told that is was conditional. Conditional in here means that every day when English lesson ongoing, especially reading skill. The students very active when the teacher explain the material, but if the teacher order to the students to read the text, they are look lazy and doesn't has enthusiasm. A lot of part of them lazy to read because they don't like about the topic and that can't make them interest to read the text. And than, the condition would be different in teaching reading in the next day, its happen when the topic can interest them. In different condition, sometime she seemed that students so passive in the class, they also so sleepy and lazy to paying attention on the teacher's explanation. The case was found for the male students, although not all of them. However, there were also found that some students were really focused on the lesson and teacher's explanation.

The second point was about the technique implemented by the teacher. The English teacher explained that she used Vocabulary Collection before teaching reading process. The teacher order to the students to find the difficult word in the text who want they read. If the students find difficulties word on the text, the students wrote on their book, than show to the teacher before the reading process. Before the reading process, the teacher order the students to write on the whiteboard about the difficult word that they found on the text. And than if all of students write their

difficult word, the teacher give the example by read the word who write by the students than the students continue to repeat teacher's example.

The last point in this interview was about Sight Word Strategy itself. The English teacher said that she little bit know about the strategy, but she never to implement the strategy in her teaching process.

**c. The result of interviewing the students'.**

The researcher conducted an interview with the students in the end of the lesson. The interview activity was held on Wednesday, May 11<sup>st</sup> 2016. From the students' interpretation related to learning English at SMAN 1 NGUNUT, it was found that the students doesn't like to read the text, passage, or the story. But, not all students do not like to read the text, there are some students who like reading, but they don't make it as a hobby, but to fill their spare time. Based on interviews, the reason that they don't like reading, because they think that reading is an activity can make them lazy. On the other hand, when they asked to read the text of English, they feel less confident with their ability to read, because they felt while reading English, their reading ability are not fluently and accurately, so it makes them do not like to read the text. The description above implied that most of them faced problems in their reading activity, especially in reading fluency when they read the text.

**d. The Result of administering Preliminary Test**

The preliminary test was done before the implementation of the innovative instructional strategy. It was administered on Wednesday,

April 20<sup>th</sup> 2016. That is Analytical Exposition text for reading test. It consist of 5 paragraphs and 201 words. In this research, this text used twice for collecting data, there are for pre-test and for post-test of cycle I. To evaluating and scoring the students' reading test, the researcher prepare the text, than call the student one by one to sit in front of his than inform the student to read the text. The researcher give 8 minutes maximum time for every student to finish reading the text. In every test, the researcher use scoring rubric to evaluate and give students' scores. The students' scores in preliminary test were presented in the following table :

**Table 4.1 Students' scores in Preliminary Test.**

NO	STUDENTS' NAME	PRELIMINARY TEST SCORE	PASS	FAIL
1	Adi Riwanto	35	-	√
2	Alvi Laila Rizka	45	-	√
3	Aprilia Duwi Lestari	65	-	√
4	Ayura Kumala Sari	45	-	√
5	Bayu Adi Wicaksono	80	√	-
6	Bella Nova Dwi Ananda B.	55	-	√
7	Dimas Resi Mahendra	60	-	√
8	Dio Fajar Ramadhan	40	-	√
9	Epa Maika Mayangsari	60	-	√
10	Eva Silvia Nurhaneyzah	60	-	√
11	Fanny Yulian Tanurama	50	-	√
12	Firman Puji Ashari	45	-	√
13	Intan Ela Nur Aini	65	-	√
14	Lia Putri Mukti Harini	75	√	-
15	Mia Sela Ramdhani	55	-	√
16	Mikho Alwi Meylino	65	-	√
17	M. Irfan Alfauzi	50	-	√
18	M. Abdul Aziz	40	-	√
19	Nofi Kurnia Sari	55	-	√
20	Nurita Gumilangsari	60	-	√
21	Oktavina Ardita Saputri	60	-	√
22	Robbi Rendra Winarko	45	-	√
23	Robby Firman Thobroni	35	-	√

24	Santika Maharani	55	-	√
25	Sendy Anggita	75	√	-
26	Silfia Nopiana	60	-	√
27	Virda Angelita Putri	55	-	√
28	Wiliana Anata Dewi S.	60	-	√
29	Yolanda Tri Alfiana	50	-	√
	<b>Total</b>	<b>29</b>	<b>3</b>	<b>26</b>
	<b>Percentage</b>	<b>100%</b>	<b>10.34 %</b>	<b>89.65 %</b>

Note : the passing grade minimum is 75

From the table above, it could be seen that 3 out of 29 students could pass the minimum score grade and there were 26 students could not pass the minimum score grade because their score were less than 75. In percentages, there were 10.34% of students passed and 89.65% of students failed in reading test.

Based on findings in Preliminary Test above, the researcher supposed that students at the second grade of SMAN I NGUNUT need an innovative instructional strategy to minimize their difficulties and problems in learning English, especially in reading. The offered innovative instructional strategy was Sight Words Strategy (SWS). The implementation of the technique was conducted in two cycles. Every cycle was conducted in three meetings, two meetings for implementing the innovative strategy, and one meeting for giving reading test. The result of applying the developed innovative instructional strategy are presented as follow :

## 1. Findings of Cycle I

### 4.2 The result of Post-Test I

NO	STUDENTS' NAME	POST – TEST SCORE	PASS	FAIL
1	Adi Riwanto	50	-	√
2	Alvi Laila Rizka	60	-	√
3	Aprilia Duwi Lestari	80	√	-
4	Ayura Kumala Sari	75	√	-
5	Bayu Adi Wicaksono	90	√	-
6	Bella Nova Dwi Ananda B.	70	-	√
7	Dimas Resi Mahendra	75	√	-
8	Dio Fajar Ramadhan	55	-	√
9	Epa Maika Mayangsari	70	-	√
10	Eva Silvia Nurhaneyzah	70	-	√
11	Fanny Yulian Tanurama	70	-	√
12	Firman Puji Ashari	60	-	√
13	Intan Ela Nur Aini	75	√	-
14	Lia Putri Mukti Harini	80	√	-
15	Mia Sela Ramdhani	70	-	√
16	Mikho Alwi Meylino	80	√	-
17	M. Irfan Alfauzi	70	-	√
18	M. Abdul Aziz	50	-	√
19	Nofi Kurnia Sari	75	√	-
20	Nurita Gumilangsari	75	√	-
21	Oktavina Ardita Saputri	75	√	-
22	Robbi Rendra Winarko	60	-	√
23	Robby Firman Thobroni	55	-	√
24	Santika Maharani	70	-	√
25	Sendy Anggita	80	√	-
26	Silfia Nopiana	70	-	√
27	Virda Angelita Putri	60	-	√
28	Wiliana Anata Dewi S.	75	√	-
29	Yolanda Tri Alfiana	65	-	√
	<b>Total</b>	<b>29</b>	<b>12</b>	<b>17</b>
	<b>Percentage</b>	<b>100%</b>	<b>41.37 %</b>	<b>58.62 %</b>

In this cycle, the post-test using the same text with preliminary study test, that is Analytical Exposition text for reading test. In Cycle – I, the researcher found that 58.62% of the students or 17 out of 29 students got the score under the minimum score grade based on Criteria of Success who made by Collaborator and the researcher. It

has not given great result yet in the improvement of students' ability in reading fluency. The minimum score grade was designed that the students could pass the test if they got  $\geq 75$  in reading text test.

Other perception came from classroom situation, teaching and learning atmosphere, the students' participation, students' interesting, and students responses. In classroom situation, the situation are very quite when the teacher gave an explanation, although there are some students who chatted with his/her friend, but it didn't reduce the tranquility when the teacher give an explanation. The same conditions are not much different with teaching and learning atmosphere, some students did not show the activeness in discussion when teachers allow lessons that are not understood when the teacher finished explaining. In the students' participation, however, it seemed the difference. It could be shown from the students' attendance that they followed the lesson every day. Then, about students interesting, it seemed that students doesn't interest about the text that want to used in the test, it seemed that the students tidak antusias saat guru menampilkan text pada layar LCD, mereka terlihat malas untuk membaca. Peneliti beranggapan bahwasanya text yang dipakai sudah berkali-kali di tampilkan dan dibaca bersama-sama, sehingga saat guru meminta siswa untuk membaca bersama terlihat malas dan tidak semangat. Lastly, in the students' responses, only four or seven students brave to ask about their difficult in understanding the material



and can answer some questions in discussion phase. Therefore, the planning in the Cycle – 1 needed to be revised before implementing to the next cycle to achieve the criteria of success.

From the explanation above, the researcher and the collaborator analyzed that there were some obstacle in the Cycle – 1. Those were the students' scores in the post test could not achieve the criteria of success yet, the students still difficult in reading, the students can't read the text fluently and accurately. On the basis of the weaknesses above, some revision were made to be implementation in the Cycle – 2 as follows:

1. The researcher asked the students to choose one of three Narrative text who prepare by researcher by footing.
2. The researcher distributed the text (based on footing) for each student. So, each student got the text to read at his/her home..
3. The researcher asked the students to read the text at their home
4. The researcher asked the students to give underline on word that difficult to read.
5. The researcher gave brief explanation and instruction.
6. The researcher gave more times to finish Post-test.

## 2. Findings of Cycle II

### 4.3 The result of Post-Test II

NO	STUDENTS' NAME	POST – TEST SCORE	PASS	FAIL
1	Adi Riwanto	60	-	√
2	Alvi Laila Rizka	65	-	√
3	Aprilia Duwi Lestari	90	√	-
4	Ayura Kumala Sari	80	√	-
5	Bayu Adi Wicaksono	95	√	-
6	Bella Nova Dwi Ananda B.	80	√	-
7	Dimas Resi Mahendra	85	√	-
8	Dio Fajar Ramadhan	75	√	-
9	Epa Maika Mayangsari	85	√	-
10	Eva Silvia Nurhaneyzah	85	√	-
11	Fanny Yulian Tanurama	80	√	-
12	Firman Puji Ashari	75	√	-
13	Intan Ela Nur Aini	85	√	-
14	Lia Putri Mukti Harini	90	√	-
15	Mia Sela Ramdhani	80	√	-
16	Mikho Alwi Meylino	90	√	-
17	M. Irfan Alfauzi	75	√	-
18	M. Abdul Aziz	55	-	√
19	Nofi Kurnia Sari	80	√	-
20	Nurita Gumilangsari	85	√	-
21	Oktavina Ardita Saputri	90	√	-
22	Robbi Rendra Winarko	70	-	√
23	Robby Firman Thobroni	60	-	√
24	Santika Maharani	85	√	-
25	Sendy Anggita	90	√	-
26	Silfia Nopiana	85	√	-
27	Virda Angelita Putri	75	√	-
28	Wiliana Anata Dewi S.	85	√	-
29	Yolanda Tri Alfiana	80	√	-
	<b>Total</b>	<b>29</b>	<b>24</b>	<b>5</b>
	<b>Percentage</b>	<b>100%</b>	<b>82.75%</b>	<b>17.24%</b>

In Cycle – II, based on table above, it was found that 17.24% of the students or 5 out 29 students get score under minimum score grade, and 82.75% of the students or 24 out 29 students passed the test with the score related to the Minimum score grade based on Criteria of

Success. It has give satisfactory result in the improvement students' reading ability and students reading scores. Therefore, it could be concluded that the planning in the Cycle – II was implemented successfully.

Another perception came from classroom situation, teaching and learning atmosphere, the students' participation, the students' interesting, and the students' responses during teaching and learning process. In the classroom situation, it showed the progression well. It can be seen, all of the students can focus on teacher's explanation. Thus, the teaching and learning process can be run well. More interesting classroom activities could be seen in the teaching and learning atmosphere that the students' could increase their activeness in the class step by step. The students seemed more serious to keep attention in learning English. The students were eager to learn English. It could be shown from the students' attendance that they followed the lesson every day. About the students interesting, the students very interest on the text, because the text who chosen by theirselves. The last talked about the students' responses. Here, more than 10 students were brave to ask about their difficulties in reading the text and the students can answer the questions and pay attention in discussion phase.

From the explanation above, the researcher and the collaborator teacher analyzed that almost the obstacles in the Cycle – 1 could be

handled in the Cycle-2. The students' scores in the Post-Test 2 could release the criteria of success. The students involved themselves in learning English, the students can read the text fluently and accurately, and so on. On the basis of the great results in the Post-Test II, the researcher didn't need to continue his study.

## **B. Discussions**

The focus of this study is to improve the second grade XI Social 4 students' reading fluency at SMAN 1 NGUNUT in academic year 2015/2016 by solving their problem.

The data are taken from observation phase. It is conducting during teaching reading process in preliminary study and the last meeting in every cycles. This observation intended to know the effect of applying Sight Words Strategy in teaching reading process. The findings show that the students can read the text fluently and accurately. They could apply the strategy after the teacher give treatment using Sight Words into their reading activity. During conducting observation in teaching reading process, they participated actively. It could be seen when the researcher giving explanation and example, the students are serious to pay attention, and when the researcher inform the students to read the text, the students quickly to read. In addition, the students can ask to the teacher when they have the problem in reading the text and to understanding the material in discussion section. Beside conducting observation, it is also supported by the result of making field notes that the students showed their effort to read the text

fluently and accurately. Hence, it could be concluded that the teaching reading by using Sight Words Strategy run well.

The next method in collecting data is by using interview. The researcher prepares some interview guidelines to facilitate the collaborator teacher. However, for the students, the researcher only prepares the interview guidelines without showing to them. The reason is the students do not know that they are to be the subject of the research. Hence, the researcher decides it is better to ask them directly. The interview activity here was given to English teacher and students. After the implementation of the Sight Words Strategy, it indicates that the learners obtain some luckiness. It reveals that when the teacher says this strategy run well and successful, the students can read the text fluently and accurately. Besides, the students also get new ability in English, especially in reading and they can get a technique to increase their ability in reading the text.

Furthermore, the data also are taken from the results of administering preliminary test, Post-Test I, and Post-Test II. From the preliminary test, it reveals that most of students can not achieve the Minimum Criteria Score. The Minimum Criteria Score is  $\geq 75$ . It means that the students can pass the test if they can achieve the score at least 75. The fact, however, shows the students who can pass the test are 3 students and the others are failed. Hence, it really needs the Sight Words Strategy to improve the students' reading fluency. After implementing the Sight Words strategy and conducting the Post-Test I, the progress can

be identified. If in the preliminary test there are only 3 students who pass, in the Post-Test 1 there are 12 students who pass the test. However the students' progress is not really satisfied yet. Hence, it needs more modification in applying the Sight Words Strategy, and the effect is, then, seen through administering the Post-Test II. Finally, based on the result of Post-Test II, it can be seen that most of students can achieve the criteria of success. Here, 24 students get score  $\geq 75$  and only 5 students get score under 50. It means that the Sight Words Strategy is applied successfully.

The progress of students' scores can be seen in the following figure:

**Figure 4.1 Diagram the result of applying Sight Words Strategy**

