

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents the research findings and discussion. The research findings are based on the data obtained from preliminary study and during teaching of reading comprehension through Somebody Wanted But So (SWBS) strategy and the discussions are based on the findings.

A. Findings

The classroom action research carried out in 2 cycles, and the procedures in this study include four stages: planning, implementing, observing, and reflecting. Before presenting the procedures, it is started by presenting preliminary study. Preliminary study was done before the action research was conducted. Preliminary study includes preliminary interview and preliminary test. The researcher gave preliminary interview to the English teacher in order to know the problem in teaching and learning process especially in reading.

Based on the interviewing with English teacher, she explains about the difficulties in teaching reading of the eleventh grade especially in XI-B students at MA Al-Hikmah Langkapan Srengat Blitar. The students could read the passage aloud, but they did not understand the content of the text. It is caused by several factors, such as: students just read text without comprehend it and they are lack of vocabularies. Moreover, students has difficult to make summarise of the text, because they do not got the main idea of the text, so they

tend to write all the text. Then the students also have low motivations, because in the learning process the teacher only focused on one strategy.

After preliminary interview the researcher got the data of the problems in teaching and learning process, especially in reading. Then, the researcher asked permission to the head master of MA Al-Hikmah Langkapan Srengat Blitar, on May 13th, 2016. After got permission from the head master of MA Al-Hikmah Langkapan Srengat Blitar, the researcher gave preliminary test to the students to know the students ability in reading comprehension, on Saturday, May 14th, 2016.

The data of the students' score in the preliminary test showed that only 3 students who passed the test and 20 students others were failed. For scoring rubric of preliminary test can be seen in table 4.1 and for detail score in preliminary test can be seen in table 4.2.

Table 4.1 Scoring Rubric of Preliminary Test

Category	Excellent 4	Good 3	Average 2	Poor 1
Main Idea	Correctly identifies the main idea in a clear and accurate manner.	Correctly identifies most of the main idea in a complete sentence.	Identifies an important idea but not the main idea in a complete sentence.	Identifies a detail but not the main idea.
Supporting Details	Clearly states 2 or more important details using own words or statement	States at least 2 important details with some paraphrasing of information.	States at least 1 important details with some paraphrasing of information.	Includes unnecessary details. Does not demonstrate any paraphrasing.
Conclusion	Writes a clear	Writes an	Writes a	Does not

	and specific concluding statement.	adequate concluding statement	weak concluding statement.	include a concluding statement.
Mechanics and Grammar	Contain few, if any spelling of grammatical errors.	Contains several error in punctuation, spelling or grammar that do not interfere with meaning	Contains many error in punctuation, spelling or grammar that interfere with meaning.	Contains many error in punctuation, spelling and/or grammar that make the piece illegible.
Summarize with Evidence	Summarize in own words by identifying three main points and elaborating with evidence using correct form.	Summarize in own words by identifying three or more main points from text.	Attempts to summarize in own words, but lacks one or more main points or includes unnecessary details.	Recognizes a summary statement, but lacks ability to write a summary independently / Retell selection randomly.

Score	$5 \times 4 = 20$
Total Score	$20 \times 5 = 100$

Table 4.2 The Result of Preliminary Study

No.	Name	Score	Result	
			Passing	Fail
1	ABF	55		√
2	ASSL	45		√
3	ADS	55		√
4	EAN	40		√
5	ENKH	75	√	
6	FAI	45		√
7	HP	40		√

8	IP	55		√
9	LH	70		√
10	LLI	-		√
11	MHS	60		√
12	IISP	-		√
13	NMS	75	√	
14	NR	50		√
15	NLKR	75	√	
16	PR	45		√
17	RL	70		√
18	RA	55		√
19	SBH	45		√
20	TPR	65		√
21	UTA	45		√
22	INL	40		√
23	MH	45		√
Total Score		1150	3	20
Percentage			$= \frac{3}{23} \times 100$	87%
			$= 13\%$	
Mean's Score			50	

The percentage was calculated using the following formula:

$$\frac{\text{Total of all passed students}}{\text{Number of students}} \times 100\%$$

Thus, it obtained that the students who passed the preliminary test were less than 75%, it is only 13% (3 students) students were pass in the preliminary test and the other 87% (20 students) who failed. The result of means score in

preliminary test that was still 50. It is still far from the passing score minimum which is 75. Therefore, from the students' score in preliminary test above, it can be concluded that the criteria of success had not been achieved yet. The students got difficult to comprehend the narrative text. Most of them were confused to find the main idea and supporting details, make conclusion, and got difficult in mechanics and grammar. So, most of them can not write good summary that given by the researcher.

The description of the classroom action research process as follows:

1. Cycle I

The data was presented in cycle I include planning, implementing, observing, and reflecting of the study. This first cycle was done during three meetings for teaching and learning process and conducting the test. It was conducted three days, on Monday, May 16th, 2016 until Wednesday, May 18th, 2016.

a. Planning

Based on the result of the preliminary test and teacher problems in teaching reading, it was identified that students got difficulty to understand the context of the text so the students also difficult to make summary of the text.

On Monday, May 16th, 2016 the researcher discuss with the collaborator teacher to prepare all things to teach reading comprehension in narrative text through Somebody Wanted But So (SWBS) strategy in the

classroom action research. These preparations of those conducted before the researcher implements Somebody Wanted But So (SWBS) strategy. The researcher conducted planning in every meeting and every cycle.

In prepare the researcher made lesson plan for cycle I. The researcher determined standard competence, basic competence, indicator, learning goals, teaching material, model and method of teaching, process of teaching learning, evaluation/assessment, standards evaluation, media and source.

The researcher also prepared the materials about narrative text and taken the instructional materials from the Teacher's Hand Book for Senior High School XI Grade which given by English teacher, the researcher's collection book, and also from the internet. The materials were narrative story. The story is about "Prambanan Temple", and for test cycle I is about "The Story of Surabaya". The story taken from book and internet.

The researcher used media to deliver the materials. The media were whiteboard, Teacher's Hand Book for Senior High School XI Grade and copy of material. The researcher prepare the media that related to the topic. This media was used to support the strategy which the researcher applied which was Somebody Wanted But So (SWBS) strategy.

The researcher also used some instrument to collect the data, there were observation sheets and test. The observation sheet done by the collaborator English teacher which is joining to the class. Observation sheet contains about the researcher and the students activities when applied Somebody Wanted But So (SWBS) strategy in the classroom. The observer

will give comment about the researcher when teaching and learning process happend. The researcher also gave a test for the students. The test was used to measure the students' achievement on comprehending reading a narrative text through Somebody Wanted But So (SWBS) strategy.

After the researcher discuss with the collaborator teacher to prepare all things to teach reading comprehension in narrative text through Somebody Wanted But So (SWBS) strategy then the researcher met the students to discuss about the implementation of Somebody Wanted But So (SWBS) strategy.

b. Implementing

In this part of implementing, the researcher would like to describe anything had been done by the researcher in classroom action research for each meetings. The implementing of Somebody Wanted But So (SWBS) strategy in the first cycle on Tuesday, May 17th, 2016 and Wednesday, May 18th, 2016. The implementation of the first cycle during two meetings:

1. First Meeting

The first meetings was conducted on Tuesday, May 17th, 2016. This meeting was conducted to explain the material and implement the strategy about Somebody Wanted But So (SWBS). The first activity, the researcher greets the students using English in order to create English environment and pray together. The researcher checked the student's attendance list. The researcher asked the student's condition and students' response in that meeting. The researcher also introduced their

self to the students and tell the purpose about her research. Before applied Somebody Wanted But So (SWBS) strategy, the researcher explained about narrative and generic structure of narrative text, in this class the researcher just to remind about narrative text.

After the students understand about narrative text and generic structure, then the researcher explain about Somebody Wanted But So (SWBS) strategy. The researcher explain about the definition, the purpose and how to identify the story using Somebody Wanted But So (SWBS) strategy. Most of the students were interested with this technique and motivated but some students still involve reluctantly. In this meeting the researcher only focused on narrative text.

2. Second Meetings

The second meetings was conducted on Wednesday, May 18th, 2016. This meetings was conducted for giving students the test. After the researcher explain the material and method to identify Somebody Wanted But So (SWBS) strategy, the researcher give individual test to the student entitled “The Story of Surabaya”. The students should read the narrative text about “The Story of Surabaya” then the students answer the questions, find generic structure of narrative text, and make a summary using Somebody Wanted But So (SWBS) strategy using their own chart or table then make a summary statement based on its strategy. After the students were finished their job, the researcher ask the students to submit it, the researcher will do a correction for giving feedback to the students.

The last activity was the researcher concluded the material and closed the meeting by praying and saying goodbye to the students.

c. Observing

The observation was done by English teacher as observer, during teaching and learning process, the implementation of the strategy about Somebody Wanted But So (SWBS) and test cycle I. The observation of cycle I was conducted using observation sheet. Observation sheet used to observe teaching and learning process in the classroom during the implementation of Somebody Wanted But So (SWBS) strategy and the test cycle I.

The observer wrote down the action and gave comment in observation sheet during teaching and learning process, the implementing of the strategy and test. The result of the observation showed that the researcher had implemented every step as it was described in the lesson plan and the students were motivated with Somebody Wanted But So (SWBS) strategy. However, there were some students still reluctantly when the researcher explain the material but overall it's good.

The reading test of cycle I was done at the second meetings, on May 18th, 2016. The result between preliminary test and test cycle I was different. In the test of cycle I, most of the students got better grade than in the preliminary test but some of the students did not reach the standard criteria of minimum score. For student's scoring rubric of test cycle I can be seen in table 4. 3 and for detail score in reading test, can be seen in table 4.4

Table 4.3 Scoring Rubric of Test Cycle I**Scoring Rubric for Objective Test****For Questions Number 1, 2, 3, and 4**

Category	Excellent 4	Good 3	Average 2	Poor 1
Answer	The students can answer the questions well in completed sentence and easy to understand.	The students can answer the questions fairly well.	The students can answer the questions but difficult to understand.	The students can answer the question but uncompleted.
Proof	Provides relevant proof stated and implied in the text to support answer.	Provides relevant proof stated in the text to support answer.	Provides some relevant proof from the text to support answer.	Provides little or irrelevant proof from the text.
Clarity	Answers are very easy to understand. They are clear and concise.	Answers are always easy to understand.	Answers are sometimes understandable, but need to be more to the point.	Answers are difficult to understand.
Use of Information	Answer Mostly includes supporting evidence from the text/lesson when necessary. Quotations or paraphrases are often included in answer.	Answer usually includes supporting evidence from the text/lesson when necessary. Quotations or paraphrases are sometimes included.	Sometimes answer include supporting evidence from the text/lesson when necessary.	Answers do not include supporting evidence from the text/lesson when necessary.
Mechanics	Spelling and grammar is mostly correct.	Spelling and grammar is usually correct.	Contained several spelling and grammar errors.	Contains many spelling and grammar errors.

Score	$5 \times 4 = 20$
Total Score	$20 \times 5 = 100$

Scoring Rubric for Subjective Test

For Questions Number 5 and 6

Category	Excellent 4	Good 3	Average 2	Poor 1
Moral Value (for number 5)	The students can mention more than 2 moral values well.	The students can mention at least 2 moral value in clear sentence.	The students can mention 2 moral value but does not clear.	The students can mention 1 moral value.
Conclusion (for number 6)	Writes a clear and specific concluding statement.	Writes an adequate concluding statement	Writes a weak concluding statement.	Does not include a concluding statement.
Clarity	Answers are very easy to understand. They are clear and concise.	Answers are always easy to understand.	Answers are sometimes understandable, but need.	Answers are difficult to understand.
Proof	Provides relevant proof stated and implied in the text to support answer.	Provides relevant proof stated in the text to support answer.	Provides some relevant proof from the text to support answer.	Provides little or irrelevant proof from the text.
Use of Information	Answer mostly includes supporting evidence from the text/lesson when necessary. Quotations or paraphrases are often included in answer.	Answer usually includes supporting evidence from the text/lesson when necessary. Quotations or paraphrases are sometimes included.	Sometimes answer include supporting evidence from the text/lesson when necessary.	Answer do not include supporting evidence from the text/lesson when necessary.
Mechanics	Spelling and grammar is mostly correct	Spelling and grammar is usually correct	Contained several spelling and grammar errors.	Contains many spelling and grammar errors.

Score	$5 \times 4 = 20$
Total Score	$20 \times 5 = 100$

Scoring Rubric for Summary

Somebody Wanted But So (SWBS)

Category	Excellent 4	Good 3	Average 2	Poor 1
Main Idea	Correctly identifies the main idea in a clear and accurate manner.	Correctly identifies most of the main idea in a complete sentence.	Identifies an important idea but not the main idea in a complete sentence.	Identifies a detail but not the main idea.
Supporting Details	Clearly states 2 or more important details using own words or statement	States at least 2 important details with some paraphrasing of information.	States at least important details with some paraphrasing of information.	Includes unnecessary details. Does not demonstrate any paraphrasing.
Conclusion	Writes a clear and specific concluding statement.	Writes an adequate concluding statement	Writes a weak concluding statement.	Does not include a concluding statement.
Summary	Summary are very easy to understand. They are clear and concise	Summary are always easy to understand.	Summary are sometimes understandable, but need to be more point.	Summary are difficult to understand.
Mechanics and Grammar	Contain few, if any spelling of grammatical errors.	Contains several error in punctuation, spelling or grammar that do not interfere with meaning	Contains many error in punctuation, spelling or grammar that do not interfere with meaning.	Contains many error in punctuation, spelling and error grammar that make the piece illegible.

Score	5 x 4 = 20
Total Score	20 x 5 = 100

$$\begin{aligned}
 \text{Total Score} &= \frac{\text{Objective test} + \text{Subjective test} + \text{Summary SWBS}}{3} \\
 &= \frac{100 + 100 + 100}{3} \\
 \text{Maximal Score} &= 100
 \end{aligned}$$

Table 4.4 The Result of the Test in Cycle I

No.	Name	Score	Result	
			Passing	Fail
1	ABF	65		√
2	ASSL	50		√
3	ADS	66		√
4	EAN	70		√
5	ENKH	75	√	
6	FAI	75	√	
7	HP	60		√
8	IP	70		√
9	LH	75	√	
10	LLI	70		√
11	MHS	60		√
12	IISP	-	-	-
13	NMS	75	√	
14	NR	75	√	
15	NLKR	70		√
16	PR	75	√	
17	RL	70		√
18	RA	60		√
19	SBH	70		√
20	TPR	60		√
21	UTA	75	√	

22	INL	65		√
23	MH	75	√	
Total Score		1435	8	15
Percentage			$= \frac{8}{23} \times 100$ $= 35\%$	65 %
Mean's Score			62	

The percentage was calculated using the following formula:

$$\frac{\text{Total of all passed students}}{\text{Number of students}} \times 100\%$$

From the data above, it can be conclude that the students who passed the test cycle I were less than 75%, it is only 35% (8 students) were pass in the test cycle I and the other 65% (15 students) who failed. The result of means score in test cycle I that was still 62. It is still far from the passing score minimum which is 75. Therefore, from the students' score in test cycle I, can be concluded that Somebody Wanted But So (SWBS) strategy has improved but not maximally yet

d. Reflecting

Reflecting was the final stage of cycle I, it is consist of the analysis of teaching and learning process and the students' result. To determine whether the actuating of the second cycle was successful or not, the researcher made reflection as follows:

Based on the test in cycle I the researcher was not successful yet in cycle I because students score did not reach the minimal criteria. It can be concluded that there were 3 students of the total students who could get the score ≥ 75 and 20 students of the total students who get score ≤ 75 . It did not meet yet with the criteria of success that was who get score ≥ 75 for reading comprehension test. It could be concluded that the action in the first cycle did not run unsuccessfully. Although the result was not good yet, it was still better than the result of reading comprehension in preliminary test that conducted before. It means the Somebody Wanted But So (SWBS) strategy can improve students' reading comprehension although it was not maximally yet. By analyzing the results of observation sheet and the reading comprehension test, the researcher and the English teacher found some problems that caused the failure. The students were difficult to comprehend the text and answer the questions, the students still confused to identify Somebody Wanted But So (SWBS) because they were afraid to make mistake, each student needed different time to finish their individual work. The researcher thought that the time allocation is not enough. It was because each student had difference ability in English.

b. Cycle II

The data was presented in cycle II include planning, implementing, observing, and reflecting of the study. The second cycle was done during three meetings for teaching and learning process and conducted the test. It was

conducted three days, on Thursday, May 19th, 2016 until Saturday, May 21th, 2016. As done in the first cycle, the reading comprehension test cycle II was also conducted to evaluate the reading comprehension in narrative text. It administered to the students at Saturday, May 21th, 2016.

a. Planning

Based on the result of the test cycle I and student's problem in reading comprehension, it was identify that students still got difficulty in understanding the text, analyzing Somebody Wanted But So (SWBS), answer the questions based on the text and the result of the students score did not reach the standard criteria. It means that the teaching and learning process had not been success yet. So, on Thursday, May 19th, 2016 the researcher and the teacher discuss to make some revision and improvement in the lesson plan. Both of the researcher and the collaborator teacher discussed how to solve the problem. Although, the preparation of the action in the second cycle was not totally different from that conducted in the first cycle. The researcher revised in the instructional material used by choosing more appropriate text for the students and also made some improvement on the way she carried out the teaching activity by giving the students clearer explanation, giving guidance to the students and asked students to discuss with their friends if they did not understand yet.

In revise cycle II the researcher made lesson plan. The researcher determined standard competence, basic competence, indicator, learning

goals, teaching material, model and method of teaching, process of teaching learning, evaluation/assessment, standards evaluation, media and source.

The researcher also prepared the materials about narrative text and taken the instructional materials from the Teacher's Hand Book for Senior High School XI Grade which given by English teacher, the researcher's collection book, and also from the internet. The materials were narrative story. The researcher chose more appropriate text for the students. The narrative text story is about "The Legend of Toba Lake", and for test cycle II is about "Malin Kundang". The story taken from book and internet. The researcher chosen familiar story to the students to make them interest and enjoy for reading and identify the story about narrative text using Somebody Wanted But So (SWBS) strategy.

The researcher used media to deliver the materials. The media were whiteboard, book and copy of material. The researcher prepare the media that related to the topic. This media was used to support the strategy which the researcher applied which was Somebody Wanted But So (SWBS).

In this meeting the researcher also used instruments to collect the data, there were observation sheet and test. The observation sheet done by the collaborator English teacher which is joining to the class. Observation sheet contains about the researcher and the students activities when applied Somebody Wanted But So (SWBS) strategy in the classroom and test cycle II. The observer will give comment about the researcher while the teaching and learning process happening. The researcher also gives test for the

students. The test was used to measure the student's achievement on comprehending reading a narrative text through Somebody Wanted But So (SWBS) strategy. After the researcher discuss with the collaborator English teacher to prepare all things to teach reading comprehension in narrative text through Somebody Wanted But So (SWBS) strategy then the researcher met the students to discuss about the revision of the implementation of Somebody Wanted But So (SWBS) strategy.

The researcher hopes when she applied Somebody Wanted But So (SWBS) strategy to all of the students could be effective in order that they could increase their score in reading comprehension.

In addition, Somebody Wanted But So (SWBS) was selected because, it was believed to be able to increase the students' ability and give motivation in reading comprehension.

b. Implementing

In this part of implementing, the researcher would like to describe anything had been done by the researcher in classroom action research for each meeting. The implementing was done on Friday, May 20th, 2016 until Saturday, May 21th, 2016. The implementation on the second cycle covers two meetings:

1. First Meeting

The first meeting was conducted on Friday, May 20th, 2016. This meeting was conducted to remind the students about last material, implement the strategy about Somebody Wanted But So (SWBS). In

first activity, the researcher greets the students using English in order to create English environment and pray together. The researcher checked the student's attendance list. The researcher asked the student's condition and students' response in that meeting. Before revise the strategy about Somebody Wanted But So (SWBS) strategy, the researcher explained about narrative and generic structure of narrative text, in this class the researcher explain clearly and ask the students to discuss with their friends if they did not understand yet.

After the students understand about narrative text and generic structure, then the researcher explain about Somebody Wanted But So (SWBS) strategy. The researcher explains clearly about the definition, the purpose and how to identify. Most of the students were interested and understand with this technique. In this meeting the researcher focused on narrative text.

2. Second Meetings

The second meetings was conducted on Saturday, May 21th, 2016. This meeting was conducted for giving students the test. After the researcher explain the material and method to identify Somebody Wanted But So (SWBS) the researcher give individual test to the student entitled "Malin Kundang". The students should read the narrative text about "Malin Kundang" then answer the questions, find generic structure of narrative text, and make a summary using Somebody Wanted But So (SWBS) strategy using their own chart or table then make a summary

statement based on its strategy. After the students were finished their job, the researcher ask the students to submit it, the researcher will do a correction for giving feedback to the students. The last activity was the researcher concluded the material and closed the meeting by praying and saying goodbye to the students.

c. Observing

The observation was done by English teacher as observer, during the implementation of the strategy about Somebody Wanted But So (SWBS) and test cycle II. The observation of implementation process of cycle II was conducted using observation sheet. Observation sheet used to observe teaching and learning process in the classroom during the implementation of Somebody Wanted But So (SWBS) strategy and test cycle II.

The observer wrote down the action and gave comment in observation sheet during teaching and learning process. The result of the observation showed that the researcher had implemented every step as it was described in the lesson plan and the students were motivated with Somebody Wanted But So (SWBS) strategy.

The reading test of cycle II, was done at the second meetings on Saturday, May 21th, 2016. The result between test cycle I and test cycle II was different. In the test of cycle II, most of the students got better grade than in the test cycle II. For scoring rubric of test cycle II can be

seen in table 4.5 and for detail score in reading test can be seen in table 4.6

Table 4.5 Scoring Rubric of Test Cycle II

Scoring Rubric for Objective and Subjective Test

For Questions Number 1-6

Category	Excellent 4	Good 3	Average 2	Poor 1
Answer	The students can answer the questions well in completed sentence and easy to understand.	The students can answer the questions fairly well.	The students can answer the questions but difficult to understand.	The students can answer the question but uncompleted.
Proof	Provides relevant proof stated and implied in the text to support answer.	Provides relevant proof stated in the text to support answer.	Provides Some relevant proof from the text to support answer.	Provides little or irrelevant proof from the text.
Clarity	Answers are very easy to understand. They are clear and concise.	Answers are always easy to understand.	Answers are sometimes understandable, but need to be more to the point.	Answers are difficult to understand.
Use of Information	Answer Mostly includes supporting evidence from the text/lesson when necessary. Quotations or paraphrases are often included in answer.	Answer usually includes supporting evidence from the text/lesson when necessary. Quotations or paraphrases are sometimes included.	Sometimes answer include supporting evidence from the text/lesson when necessary.	Answers do not include supporting evidence from the text/lesson when necessary.

Mechanics	Spelling and grammar is mostly correct.	Spelling and grammar is usually correct.	Contained several spelling and grammar errors.	Contains many spelling and grammar errors.
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Score	$5 \times 4 = 20$
Total Score	$20 \times 5 = 100$

Scoring Rubric for Summary

Somebody Wanted But So (SWBS)

Category	Excellent 4	Good 3	Average 2	Poor 1
Main Idea	Correctly identifies the main idea in a clear and accurate manner.	Correctly identifies most of the main idea in a complete sentence.	Identifies an important idea but not the main idea in a complete sentence.	Identifies a detail but not the main idea.
Supporting Details	Clearly states 2 or more important details using own words or statement	States at least 2 important details with some paraphrasing of information.	States at least important details with some paraphrasing of information.	Includes unnecessary details. Does not demonstrate any paraphrasing.
Conclusion	Writes a clear and specific concluding statement.	Writes an adequate concluding statement	Writes a weak concluding statement.	Does not include a concluding statement.
Mechanics and Grammar	Contain few, if any spelling of grammatical errors.	Contains several error in punctuation, spelling or grammar that do not interfere with meaning	Contains many error in punctuation, spelling or grammar that do not interfere with meaning.	Contains many error in punctuation, spelling and/or grammar that make the piece illegible.
Summarize with Evidence	Summarize in own words by identifying three main points and elaborating with evidence	Summarize in own words by identifying three or more main points from text.	Attempts to summarize in own words, but lacks one or more main points or includes	Recognizes a summary statement, but lacks ability to write a summary

	using correct form.		unnecessary details.	independently / Retell selection randomly.
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Score	5 x 4 = 20
Total Score	20 x 5 = 100

$$\text{Total Score} = \frac{\text{Objective test and Subjective test} + \text{Summary SWBS}}{2}$$

$$= \frac{100 + 100}{2}$$

2

$$\text{Maximal Score} = 100$$

Table 4.6 The Result of the Test in Cycle II

No.	Name	Score	Result	
			Passing	Fail
1	ABF	85	√	
2	ASSL	70		√
3	ADS	70		√
4	EAN	90	√	
5	ENKH	90	√	
6	FAI	80	√	
7	HP	90	√	
8	IP	80	√	
9	LH	90	√	
10	LLI	90	√	
11	MHS	90	√	
12	IISP	-		√
13	NMS	90	√	
14	NR	90	√	
15	NLKR	90	√	

16	PR	90	√	
17	RL	90	√	
18	RA	70	√	
19	SBH	90	√	
20	TPR	70		√
21	UTA	90	√	
22	INL	-		√
23	MH	85	√	
Total		1780	18	5
Percentage			= $\frac{18}{23} \times 100$	22%
			= 78 %	
Mean's Scores			77	

The percentage was calculated using the following formula:

$$\frac{\text{Total of all passed students}}{\text{Number of students}} \times 100\%$$

The results of the students' score in the test cycle II can be concluded that students' reading comprehension in narrative text has improved. In addition, the students who passed in the test cycle II were 78% (18 students) and 22% (5 students) who failed. The result of means score in test cycle II was 77. So, the criteria of success were achieved because most of the students' score was ≥ 75 and have been reach the standard criteria, it means

that Somebody Wanted But So (SWBS) strategy can improve the students reading comprehension in narrative text.

d. Reflecting

Reflecting was the final stage of cycle II, it is consist of the analysis of teaching and learning process and the students' result. To determine whether actuating of the second cycle was successful or not, the researcher made reflection as follows:

The positive responses were given by the students in teaching and learning process. Based on analysis of the teaching and learning process from cycle I until cycle II indicated that cycle II was better than cycle I, the effort by the researcher to fix the problem in cycle I worked well. First, the researcher made revision on the plan in term of choosing appropriate text that suitable with the student's condition in the class. It was effective to increase their enthusiasm, enjoy and interest when study. Second, the researcher gave clearer explanation about narrative text include definition and generic structure of narrative text. Third, the researcher provided with more help, guidance, control and encouragement.

Based on the students' learning result, it showed that the students had improved in their achievement in reading comprehension, the improvement can be examined from the criteria defined in this study. The scores were higher than the score in test cycle I. In test cycle II 5 students did not reach the standard criteria yet and 18 students reach the standard criteria. So the researcher can conclude that the result of the students score in cycle II was

better than students score in cycle I. From the result of cycle II, it was showed that this method can improve the student's reading comprehension on narrative text through Somebody Wanted But So (SWBS) strategy to the eleventh grade students at MA Al-Hikmah Langkapan Srengat Blitar in academic year 2015/2016. By using this strategy, the students more active in teaching and learning process.

B. Discussion

The objective of this study was to know Somebody Wanted But So (SWBS) strategy can improved the student's reading comprehension in narrative text of the eleventh grade students at MA Al-Hikmah Langkapan Srengat Blitar in academic year 2015/2016.

There are some previous research that relate with Improving students reading comprehension in narrative text through Somebody Wanted But So (SWBS) strategy. The first research entitled The Effect of Somebody Wanted But So Strategy Toward Reading Comprehension in Narrative Text of the Second Year Students at Senior High School 1 Tambang in Kampar Regency from Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau Pekanbaru 1433H/2012M. The writers of this research is Sri Jumiati. In this research, the findings revealed that H_0 is rejected and H_a is accepted. It means that there is significant effect of Somebody Wanted But So (SWBS) strategy toward reading comprehension of Narrative text.

The second research is entitled the Effectiveness of Somebody Wanted But So (SWBS) Strategy Toward Students' Reading Comprehension at Senior High School a Study at The Eleventh Grade Students of Social Program in SMA Negeri 14 Padang from English Teacher of Education Department STKIP PGRI Sumatera Barat. The writer of this research is Tri Rahayu. In their research, the findings revealed that Somebody Wanted But So (SWBS) strategy was more effective than Questioning strategy toward students' reading comprehension. The researcher found that hypothesis 1 Ha and 2 Ha was accepted. It means that Somebody Wanted But So (SWBS) strategy was effective toward students reading comprehension. Last, hypothesis 3 Ha was accepted, so Somebody Wanted But So (SWBS) strategy was more effective toward students reading comprehension at eleventh grade students of Social Program in SMAN 14 Padang.

In Sri Jumiati and Tri Rahayu's research found that their research used quantitative research and Somebody Wanted But So strategy is effective to teach reading comprehension. Therefore, the writer conduct the research which is quite different. In this research the researcher used classroom action research and the researcher want to implement this strategy to solve the problem. Somebody Wanted But So (SWBS) is the strategy helps students understand the various plot elements of conflict and resolution (Macon, Bewel and Vogt Prezsler, 2006). Either during reading or after reading, students complete a chart that identifies a character.

Student identification of plot elements, such as conflicts and resolutions, can be facilitated by the use of the "Somebody Wanted But So" (SWBS) reading strategy. With SWBS strategy, the students complete a chart by creating a SWBS statement that identifies a character, the character's goal or motivation, a conflict that disturbs the character, and the resolution of the conflict.

The Somebody Wanted But So (SWBS) strategy will be successful to improve the students' reading comprehension of the eleventh grade, if the scores of the students have achieved the criteria of success which is 75%. Thus students who get score at 75 or more classified into passing the test, and the students who get score less than 75 are considered failed.

From the preliminary study, the students' mean score of the preliminary test was 50. In addition, there were 13% of the students (3 students) who passed in the test and 87% of the students (20 students) who failed in the test. It showed that the students' reading comprehension is still low.

From the test cycle I, the students who passed the test cycle I were less than 75%, it is only 35% (8 students) were pass in the test cycle I and the other 65% (15 students) who failed. The result of means score in test cycle I that was still 62. It is still far from the passing score minimum which is 75. Therefore, from the students' score in test cycle I, can be concluded that Somebody Wanted But So (SWBS) strategy has improved but not maximally yet.

The results of the students' score in the test cycle II can be concluded that students' reading comprehension in narrative text has improved. The students who passed in the test cycle II were 78% (18 students) and 22% (5 students) who failed. The result of means score in test cycle II was 77. So, the criteria of success were achieved because most of the students' score was ≥ 75 and have been reach the standard criteria, it means that Somebody Wanted But So (SWBS) strategy can improve the students reading comprehension in narrative text.

Based on the data which were gathered from observation, interview, and, the result of students score could be concluded that the students were interested in learning reading comprehension by using Somebody Wanted But So (SWBS) strategy and the problems of learning reading comprehension could be finished. In addition, the students' reading comprehension in narrative text has improved well.