

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher discusses about the results and finding of the research. It presented the percentage of the questionnaire and the reason of data questionnaire of TBI 6A, 6B, 6C, 6D dan 6E in IAIN Tulungagung.

A. FINDINGS

In this part, the researcher discusses about the results of the questionnaire of the students' perceptions to the English lecturer's Pedagogical Content Knowledge on reading comprehension aspects of TBI 6A, 6B, 6C, 6D dan 6E (166 students) in the form of percentage as the data.

1. Identifying Main Idea

In identifying main idea the students know what is meant by the main idea in reading, the students learned how to get the main idea in reading and students have been given an explanation of the main idea of the lecturer

From the statement above, it showed that the whole class of TBI 6A-6E IAIN Tulungagung 100% (166 students) are familiar and understand the main idea, because all off the students answer "yes" in the questionnaire that they are know what is meant by the main idea, learned how to get the main idea and have been given an explanation of the main idea of the lecturer. So, the English lecturer have done do the pedagogical content knowledge in identifying main idea

perfectly. In the teacher method used to identify the main idea can be seen in table 4.1

Table 4.1. The lecturer's method of identifying main idea

Method	Students who choose this method	Percentage
1. Reading the first sentence in the first paragraph	132 students	80%
2. Reading the first sentence in the last paragraph	46 students	27.7%
3. Identifying the words that often appear	25 students	15 %
4. Reading the title of the passage and check the paragraphs	47 students	28.3%
5. Employing background of knowledge to guess the main idea	51 students	31%

From the table above, in identifying main idea showed that the first method that easy to be used by students is "reading the first sentence in the first paragraph", with the number of voters = 123 students (80%) and it is expected that the lecturers will use this method so that the students will be more interested and understood in teaching and learning reading comprehension material.

2. Identifying Supporting Details

In identifying supporting details the students know what is meant by the supporting details in reading, the students learned how to get the supporting details in reading and students have been given an explanation of the supporting details of the lecturer

From the statement above, it showed that the whole class of TBI 6A-6E IAIN Tulungagung that 99% students are familiar and understand about identifying supporting detail, 166 students answer “yes” in the questionnaire point a that they are know what is meant by supporting detail, and in question point b and c that there are 164 students answer “yes” and 2 students answer “no” that they learned how to get the supporting details and have been given an explanation of supporting details of the lecturer. So, the English lecturer have done do the pedagogical content knowledge in supporting details is pretty good. In the teacher method used to identifying supporting details can be seen in table 4.2

Table 4.2. The lecturer’s method of identifying supporting details

Method	Students who choose this method	Percentage
1. Reading in detailed begins with the first sentence to the last sentence and then analyzing the structure of ideas of the paragraph	92 students	55%
2. Analyzing <i>cohesive devices</i> (a tool used to determine the	55 students	33%

relevancy /conjunction) in paragraphs		
3. Describing comparison, reason, and causation that support the main idea	59 students	36%
4. Directly reading the second sentence and the entire sentences	42 students	25%
5. Making 'Map Ideas' on a sheet of paper separately and determining the relevancy	21 students	13%

From the table above, in identifying supporting details showed that the first method that easy to be used by students is "reading in detailed begins with the first sentence to the last sentence and then analyzing the structure of ideas of the paragraph", with the number of voters = 92 students (55%) and it is expected that the lecturers will use this method so that the students will be more interested and understood in teaching and learning reading comprehension material.

3. Understanding Vocabulary

In understanding vocabulary, the students know what is meant by the vocabulary in reading, the students learned how to understand the vocabulary in reading and the students have been given an explanation of the vocabulary of the lecturer.

From the statement above, it showed that the whole class of TBI 6A-6E IAIN Tulungagung that 99,6% students are familiar and understand about

understanding vocabulary, 166 students answer “yes” in the questionnaire point a and b that they are know what is meant by vocabulary, that they learned how to understand vocabulary and in question point c that there are 165 students answer “yes” and 1 students answer “no” that they have been given an explanation of understanding vocabulary of the lecturer. So, the English lecturer have done do the pedagogical content knowledge in understanding vocabulary is well. In the teacher method used to understanding vocabulary can be seen in table 4.3

Table 4.3 The lecturer’s method of understanding vocabulary

Method	Students who choose this method	Percentage
1. Opening the dictionary to see the meaning directly	93 students	56%
2. Analyzing sentence structure	42 students	25%
3. Guessing the meaning by analyzing the context	116 students	70%
4. Analyzing the affixes that make up the words	26 students	16%
5. Associating pronunciation of the word to the other words that are already known the meaning	28 students	17%

From the table above, in understanding vocabulary showed that the first method that easy to be used by students is "Guessing the meaning by analyzing the context", with the number of voters = 116 students (70%) and it is expected

that the lecturers will use this method so that the students will be more interested and understood in teaching and learning reading comprehension material.

4. Identifying Reference

In identifying reference, the students know what is meant by the reference in reading, the students learned how to identifying reference in reading and the students have been given an explanation of the reference of the lecturer.

From the statement above, it showed that the whole class of TBI 6A-6E IAIN Tulungagung that 97% students are familiar and understand about identifying reference, 160 students answer “yes” and 6 students answer “no” in the questionnaire point a that they are know what is meant by reference, and in question point b 161 students answer “yes” and 5 students answer “no” that they learned how to identify reference and in question point c there are 164 students answer “yes” and 2 students answer “no” that they have been given an explanation of the reference of the lecturer . So, the English lecturer have done do the pedagogical content knowledge in identifying reference is good. In the teacher method used to identifying reference can be seen in table 4.4

Table 4.4 The lecturer’s method of identifying reference

Method	Students who choose this method	Percentage
1. Finding the keywords such as names of people, place, or institution in the paragraph	71 students	43%
2. Checking the <i>main idea</i> with other words in the paragraph	59 students	36%

Method	Students who choose this method	Percentage
3. <i>Scanning</i> or reading every sentence in detailed	77 students	46%
4. Analyzing the various nouns and pronouns that accompany it	10 students	6%
5. Using model of <i>WH-Question</i> to understand the explicit meaning	65 students	39%

From the table above, in identifying reference showed that the first method that easy to use by students is "*Scanning* or reading every sentence in detailed", with the number of voters = 77 students (46%) and it is expected that the lecturers will use this method so that the students will be more interested and understood in teaching and learning reading comprehension material.

5. Making Inference

In making reference, the students know what is meant by the inference in reading, the students learned how to make inference in reading and the students have been given an explanation of the inference of the lecturer.

From the statement above, it showed that the whole class of TBI 6A-6E IAIN Tulungagung that 98% students are familiar and understand about making inference, 161 students answer "yes" and 5 students answer "no" in the questionnaire point a that they are know what is meant by inference, in question point b 162 students answer "yes" and 4 students answer "no" that they learned

how to make inference and in question point c there are 165 students answer “yes” and 1 student answer “no” that they have been given an explanation of the main idea of the lecturer. So, the English lecturer have done do the pedagogical content knowledge in making inference is good. In the teacher method used to make inference can be seen in table 4.5

Table 4.5 The lecturer’s method of making inference

Method	Students who choose this method	Percentage
1. Identifying the keywords such as the names of people, place, institution and employing the <i>background knowledge</i> to guess the implicit meaning in the paragraph	103 students	62%
2. Finding explicit meaning first and then changing the implicit meaning	43 students	26%
3. Immediately concluding the explanation in the paragraph to use its implicit meaning	58 students	35%
4. Only employing the <i>background of knowledge</i> to guess the implicit meaning of the paragraph	31 students	19%

From the table above, in identifying reference showed that the first method that easy to be used by students is "Identifying the keywords such as the names of people, place, institution and employing the *background knowledge* to

guess the implicit meaning in the paragraph", with the number of voters = 103 students (62%) and it is expected that the lecturers will use this method so that the students will be more interested and understood in teaching and learning reading comprehension material.

B. DISCUSSION

In this part presents the discussion of data findings. This discussion is about how the data findings was implemented related with the theory.

For students of English Education Study Program, the reading course is still a difficult course. This is seen when they are assigned a text, many students have not been able to answer questions about the text well. This means their reading ability is still relatively low. When they are told to tell return what they read by using their own words, the main idea of the story which they convey is still not right on target.

The ability to understand a student reading is strongly influenced by student background as reinforced by Burnes (1985: 46) he says that students' understanding is a process where the background or initial knowledge of students on what students read is very interacting with the text they read. This is confirmed again ole Neufeld (2005: 302) that students understand what they read is a construction process what they read both during reading and after reading. This opinion is then supported by Ahuja (2001: 10) he states that the reading

comprehension of students is the product of what they read that is connected with the background or the initial knowledge of the students.

This is in line with Chittravelu's (2004: 87-89) opinion that the difficulty arises because the reading is not always "single skill" used in the same way at all times, but is "multiple skills" used differently in the text type. Different and different goals. Reading ability can be used by students to read learning materials on other subjects that is reading to learn Nuttall (1983: 21).

According to the researchers, the difficulties students in understand the text is also caused by several factors, including the limitations of vocabulary, lack of time to practice practicing reading skills given lecturers and also because of the relatively low student's reading speed, or maybe because the teaching methods of lecturers are still not adequate. In connection with that as the researcher said before in chapter 1, the purpose of this research is to determine: The Students' Perceptions to the English Lecturer's Pedagogical Content Knowledge on Reading Comprehension Aspects at sixth semester in IAIN Tulungagung. The researcher want to know what is the easier method or way from the lecturer to make the students understand about reading comprehension. So, the English lecturer pedagogical content knowledge is very useful to solve the problem in reading comprehension.

In this study, there are 5 aspects of reading comprehension that discussed. The aspects must be possessed by the English lecturer and used the pedagogical

content knowledge in reading comprehension to make the students understand well about the material. This aspect support by the theory from Dr. M.R. Patel and Pravin M. Jain (2008) stated that there are 5 important aspects in reading comprehension that are identifying main idea, identifying supporting details, understanding vocabulary, identifying reference and making inference.

1. Identifying Main Idea/ Main Sentence

The main sentence is very important in a paragraph. In the main sentence contained one idea, one idea, or one thought which later will be explained by a number of clarifying sentences. Therefore, a major phrase must meet the requirement that there be a clear explanation or framing idea (Chaer, 2011: 73). So, the lecturer must have the pedagogical content knowledge or method to make the students understand easily in identifying main idea.

Tarigan (2008: 14) suggests that there are four possible locations of the main sentence in a paragraph. The first possibility, the main sentence or topic sentence is at the beginning of the paragraph, immediately after the transition if the transition is in the paragraph. Second possibility, the topic sentence is at the end of the paragraph. The third possibility, the main sentence is at the beginning at the beginning and at the end. Fourth, the topic sentence is spread throughout the paragraph. Then according to Wiyanto (2012: 105) said that the location of the main sentence can be at the beginning

of the paragraph, in the middle of the paragraph and at the end of the paragraph.

In this study, from five methods to identify main idea, the easier method is by reading the first sentence in the first paragraph. This method is good for teaching about main idea in reading comprehension.

The reasons from the result answers of TBI 6A-6E are because this strategy is very easy to find the main idea in the passage, it does not need to read the whole sentences, but directly focuses on one sentence without reading other sentences, so that it does not take a long time, the main idea is usually found in the first sentence in the first paragraph and it constitutes general knowledge (deductive), reading first sentence is more enthusiastic than reading till the end of the passage, and we have already known the topic is being discussed by identifying the main idea from the first sentence in the first paragraph, so that we understand what the passage is meant.

This reason is supported by the theory from Dr. M.R. Patel and Pravin M. Jain (2008) stated that one of tips that easy on finding the main idea is reading the first sentence in the first paragraph. In some paragraphs, the first sentence can be the main idea so we do not need to go to other sentences to get the main idea. Although this is rare, but did not rule out this could exist in a text. So, the pedagogical content knowledge for English lecturer for the best

method in identifying main idea to make the student understand is by reading the first sentence in the first paragraph

2. Identifying Supporting Details

After discussed about main idea, we must discuss about supporting details because supporting details provide information to clarify, prove, or explain the main idea. These details demonstrate the validity of the main idea. They often list parts, aspects, steps, or examples of the main idea. Or sometimes they may list the causes of it, effects from it, or ways in which it shows itself to be true. According to Smilktein (2012) in order to get a complete understanding of your textbook material, you need to understand how all the textbook information is connected. Supporting detail used to illustrate and explain their main ideas. Unlike main ideas, which are more general in nature, supporting details consist of fact, examples, definitions, and other more specific information. So, the lecturer must have the pedagogical content knowledge or method to make the students understand easily in identifying supporting details.

In this study, from five methods to identify supporting details, the easier method is reading in detailed begins with the first sentence to the last sentence and then analyzing the structure of ideas of the paragraph. This method is good for teaching about identifying supporting details in reading comprehension.

The reasons from the result answers of TBI 6A-6E are: by reading in detailed begins with the first sentence to the last sentence and then knowing the structure of ideas of the paragraph makes us easier to determine supporting details and the main idea, to understand the passage, it needs to read the whole text, it helps to analyze correctly. Additionally, it is not only being careful but we can understand the whole text and by using this strategy we cannot be misunderstanding about the content of the whole passage.

This reason is supported by the theory from John Langen and Lynn Jenkins (2002) stated that supporting details is a paragraph contains facts, statements, examples-specifics which guide us to a full understanding of the main idea. They clarify, illuminate, explain, describe, expand and illustrate the main idea and are supporting details. They said that to determine supporting details we can decide which details help to further the story line, decide which details help you to understand the main idea and answer question raised by the main idea (who, what when, why or how). So, the pedagogical content knowledge for English lecturer for the best method in identifying supporting details to make the student understand is by reading in detailed begins with the first sentence to the last sentence and then analyzing the structure of ideas of the paragraph.

3. Understanding Vocabulary

After discussed about main idea and supporting details, we must discuss about vocabulary. Vocabulary knowledge has been proven to be a key component of reading comprehension, as well as being strongly related to general academic achievement (Feldman and Kinsella 2005). Similarly, vocabulary deficiencies have been linked to academic failure among students (Becker 1977, as cited in Banker, Simmons, and Kameenui 1995). Students need to understand key vocabulary words specific to the topic they are studying in order to fully comprehend the concepts. Students also need a strong understanding of general academic vocabulary that crosses all content areas. So, the lecturer must have the pedagogical content knowledge or method to make the students understand easily in understanding vocabulary.

Another expert Jitendra 2004 stated that vocabulary knowledge is also a major contributor to reading comprehension. Although developing proficient reading skills has been found to be the most effective word learning strategy, students who struggle to read often do not engage in the independent reading levels needed to improve vocabulary development and acquire necessary levels of vocabulary knowledge.

According to Beck, McKeown and Kucac (200) understanding vocabulary is not as simple as either knowing a word or not knowing it. They argue that the process by which students learn new words is rather complex

and often occurs in progression. Word knowledge may fall on a continuum, ranging from students never having heard of word, to students understanding all there is to know about the word, to some level of understanding that lies between these two extremes. Understanding the complexity of what it means to know a word helps educators develop a vocabulary program that addresses these unique learning processes. Likewise, when the lecturers create assessments related to vocabulary, they must keep in mind that certain types of assessments-multiple-choice tests, for example-may not reflect the way in which students develop and process new information about words.

In this study, from five methods to understand the vocabulary, the easier method is guessing the meaning by analyzing the context. This method is good for teaching about understanding vocabulary in reading comprehension.

The reasons from the result answers of TBI 6A-6E because it does not need to open a dictionary, so we can train not to always depend on the dictionary, guessing can develop our thoughts for creative thinking analysis, the lecturers usually do not directly tell the meaning, but they ask to guess the meaning with the context in order to make the students think critically, by analyzing we can guess the meaning, if you see the context so you can quickly find the meaning of the vocabulary, we will easily remember and understand the vocabulary, add the vocabulary and demand to be more active and it has

different meanings in different context, we can guess the meaning of the word and this strategy is more effective than seeking at the dictionary. While the structure of English sentence cannot be interpreted word by word and if you already know the context of a sentence it will help you to understand the meaning of the sentence, although there is a vocabulary which is difficult to guess.

This reason is supported by the theory Yan Shen (2004) stated that guessing the meaning of unknown words from context is a very important method while reading. Analyzing the meaning of sentences is also critical. Based on the context, students can guess the meaning the meaning of some unknown words in reading passages. When an unfamiliar word or phrase is encountered, students should not stop. On the contrary, continuing to read through the entire passage often helps to decipher the meaning of those unfamiliar words and phrases. Once students feel comfortable with the new words, they can look them up in the dictionary to check their guesses. This strategy/method helps students better understand the guessed words and increase their vocabulary. Guessing from context is particularly helpful when students come across idioms and proverbs.

So, the pedagogical content knowledge for English lecturer for the best method in understanding vocabulary to make the student understand is by guessing the meaning by analyzing the context.

4. Identifying Reference

Reference is one of aspects in teaching reading comprehension. According to Smith (1988:115) reference is the symbolic relationship that a linguistic expression has with the concrete object or abstraction it represent. Reference is the relationship of one linguistic expression to another, in which one provides the information necessary to interpret the other. So, the lecturer must have the pedagogical content knowledge or method to make the students understand easily in identifying reference.

In this study, from five methods to identify reference, the easier method is *scanning* or reading every sentence in detailed. This method is good for teaching about identifying reference in reading comprehension.

The reasons: Because, we will more easily understand and know the contained meaning (explicit) by reading in detailed, The time is faster, By applying scanning, important words will be filtered and this makes it easy for us, it will be difficult to understand the contents of passage if you do not read it in detail, so firstly read the passage in detailed, it is better to make the students understand to analyze the entire contents of the passage and Only do 1 stage, it is simple and easy to do.

This reason is supported by theory from some experts. Brown (2001: 308) stated scanning is a quickly searching for some particular piece of information in a text. Scanning exercises may ask students to look for names or dates, to find a

definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text. We only try to locate specific information in scanning. We just let our eyes scan until we find the information we are looking for, such as name, a date or a less specific piece of information. Therefore, scanning is far more limited since it only means retrieving what information is relevant to our purpose (Grellet, 1981: 19)

Trishna Knowledge Systems (2011) scanning is a technique used when searching for key word or ideas, usually when one knows what to look for. Scanning involves moving one's eyes quickly down the page seeking specific words and phrases. Scanning is also used to look for detail that may help answer question. For difficult comprehension of content, scanning can, at best, help in doing whatever is possible when one is running out of time.

According to study & learning Centre RMIT University scanning is useful when you want to find out specific information. It can help to save time by quickly locating particular information that is relevant to your study so you avoid reading unnecessary material. You can use it to find out more detailed information to support an argument in academic writing, clarify something, check the bibliographic details of something that you've cited or in any situation when you want to quickly and easily find the answer to a question. So, the pedagogical content knowledge for English lecturer for the best method in

identifying reference to make the student understand is by *scanning* or reading every sentence in detailed.

5. Making Inference

Making inference ability is a valuable component skill of reading comprehension. Not all details are explicitly mentioned by the author, so the reader must generate links between different parts of a text and use general knowledge to fill in missing detail, in order to construct an adequate and coherent representation of the text. According to Smith (1988:115) reading inferences are made when a reader uses literal information in a text and background knowledge to draw a conclusion. This background knowledge may come from the reader's world knowledge or from the text itself. The process making inferences is vital to the reader's understanding of the text. So, the lecturer must have the pedagogical content knowledge or method to make the students understand easily in making inference.

In this study, from five methods to make inference, the easier method is identifying the keywords such as the names of people, place and institution and employing the *background knowledge* to guess the implicit meaning in the paragraph. This method is good for teaching about making inference in reading comprehension.

The reasons: Because, understanding anything will be easier if there is a key word, for example in understanding the sentence or paragraph in this case the

implicit meaning by using keywords that accompanied the background of knowledge, It does not require a long time, it is more efficient (faster and precise), it will be more knowledge by reviewing the supporting words/sentences, the keywords are symbols of the contents of a paragraph, it will be easy to analyze and connect to the background of knowledge by finding the keywords, this strategy is more effective in finding the implicit meanings and also to improve students' skills about how much of their knowledge and there is no simple strategy to find implicit meaning, this is the easiest strategy.

This reason is supported by the theory from Jenny Kellard (2015) stated that when you make an inference, you use clues/keywords from the text (or the world) and what you already know to make an assumption about what is happening (background knowledge). According to Marzano (2010) one simplified model for teaching inference includes the following assumptions are we need to find clues to get some answers, we need to add those clues to what we already know or have read, there can be more than one correct answer and we need to be able to support inferences. So, the pedagogical content knowledge for English lecturer for the best method in making inference to make the student understand is by identifying the keywords such as the names of people, place and institution and employing the *background knowledge* to guess the implicit meaning in the paragraph.