**CHAPTER IV**

**RESEARCH FINDINGS AND DISCUSSION**

In this chapter, the researcher describes the data that have been gotten in the process of Classroom Action Research in each cycle.

**A. Finding**

This classroom action research carried out in two cycles, and the procedure of this study include four stages: planning, implementing, observing, and reflecting. Before presenting procedures of the classroom action research, it is started by presenting preliminary study. The preliminary study was done before classroom action research conducted. Preliminary study consists of preliminary test. The researcher then asked permission to the head master of MIN 4 Tulungagung and the English teacher to conducting the preliminary test. Preliminary test conducted on Friday March 21$^{th}$ 2017AM. Then after the researcher got the permission from head master of MIN 4 Tulungagung and English teacher, the researcher started to give the test for 5$^{th}$ class to know the Reading comprehension.

From preliminary test it is showed the data of student's score that is showed 6 students passed the test and 23 students others failed on the test. For detail score in preliminary study can be seen in table 4.1.

**Table 4.1.Reading Score in preliminary study**

| No | Name | preliminary |
|----|------|-------------|
| 1 | CAP | 40 |
| 2 | MAF | 30 |
| 3 | AA | 60 |
| 4 | AFA | 20 |
| 5 | AZR | 60 |
| 6 | ANF | 60 |
| 7 | AFN | 40 |
| 8 | CNC | 60 |
| 9 | EAW | 80 |
| 10 | EH | 60 |
| 11 | EF | 60 |
| 12 | HL | 60 |
| 13 | INA | 50 |
| 14 | IF | 60 |
| 15 | KAM | 50 |
| 16 | LO | 50 |
| 17 | LPS | 60 |
| 18 | MLU | 60 |
| 19 | MIA | 20 |
| 20 | MAPP | 50 |
| 21 | MRA | 90 |
| 22 | MR | 80 |
| 23 | MWFF | 20 |
| 24 | NAPM | 90 |
| 25 | RP | 60 |
| 26 | TAA | 70 |
| 27 | QH | 60 |
| 28 | ZM | 30 |
| 29 | YPMW | 80 |

Based on the data, the researcher found that there were 7 or 24,13% students who got 0-49.and 16 or 55,17% students who got 50-69. On the other hand, there were 1 students or 3,44% of students' total got 70-79, there were 3 students or 10,34% of students' total got 80- 89, and there were 2 students or 6,89% of students' total got 90-

100. So, most of them cannot answer correctly the preliminary test that given by the researcher.

After giving the preliminary test in preliminary study to the students, the researcher conducted the classroom action research to the students which is consists of two cycles: cycle 1 and cycle 2. The cycle in classroom action research presents in 4 stages; planning, implementing, observing and reflecting. The description of procedures in classroom action research as follow:

## 1. CYCLE 1

Cycle 1 was carried out from Saturday, April 1 th to Wednesday, April 5rd, 2017. It was conducted in two main meetings. First meeting was done on April 1th, 2017, and second meeting was April 5th, 2017,.In this meeting the researcher conducted test for cycle I.

a. **Planning**

On Tuesday, March 28th, 2017, the researcher discussed with collaborator teacher (English teacher) about using bilingual fable with picture conducted the classroom action research. The researcher prepared many instruments such us, test, observation sheet, field note, and questioner, before conducting classroom action research. The researcher conducted planning in meeting and the cycle.

First, the researcher made the lesson plan as the guidelines for the researcher for conduct the teaching activity. The lesson plan was

arranged based on syllabus in the second semester. The lesson plan consists of; identity, competency standard, basic competency, indicators, the purpose of the study, material, method, teaching and learning activity, media and reference, and assessment.

The material was prepared by researcher. The researcher prepared the bilingual fable with picture for discussion in the teaching and learning process and give work sheet for the students which consists of questions that should be answered by the students. The researcher also used media to deliver the material. The media were white board, copy of material and the bilingual fable with picture papers.

The researcher prepared the observation sheet to write students activity in the class. This instrument used to collect the data while the researcher conducted teaching and learning process in the class and researcher also make student's test to measure their achievement on reading ability.

b. **Implementing**

The researcher describe the implementing the classroom action using bilingual fable with picture The implementing consists of two meeting on Thursday 1$^{st}$ April 2017 and 5$^{th}$ April 2017.

1) Meeting 1 ( April 1$^{th}$, 2017 at 07.00-08.20AM)

The researcher as the teacher came to class. Then teacher greeted the students when she entered the classroom and introduced herself in English and the students were responses it. Then, she checked the students' attendance list. When the researcher began to teach in class, the students kept silent and gave attention, although the class rather crowded, because they thought that she was not their English teacher.

Then the teacher implementing bilingual fable with picture to teaching reading comprehension into some step, there are (1) teacher started the lesson with brainstorming to activate the students' brain about the topic of the lesson. The teacher give the narative text entitled " a Crow and Oriole" to the students. After that, (2) the teacher give question which related the narative text. This activities is brainstorm activities were done by asking and answering questions such as: "Do you know what fable is?" and "What kind of picture is?" (3) Then the teacher introduced the topic of the lesson which would be discussed. (4) The teacher showed text to explain the bilingual fable in front of class. The teacher teaches and repeats as teaching technique by using picture. (5) The teacher handled text one by one and asked to the class what the story was. (6) The students tried to look up their dictionaries to guess what the story was. When the students got the answer, (7) the teacher repeats the word and asked to the students to repeat it.

The students were still pasive and did not interested in learning English when they were taught by using bilingual fable (with picture). Researcher told the fable and demonstrates what fable was. less students gave attention on teaching process.

Finally, the researcher gave a chance for the students to ask some questions about the topic, but in the class is crowded because some students did not give attention of the teacher explain, then the teacher gave motivation to the students to study again at home.

2) Meeting 2 (April 5th, 2017 at 07.00-08.20 AM)

In the second meeting, teacher greeted the students when she entered the classroom. Then, she checked the students' attendance list. When the researcher began to teach in class, the students kept silent and gave attention, although the class rather crowded. After greeting and asking the students' preparation for the test, the researcher wanted to know whether there were students who were absent in the meeting and all students were present.

In this meeting the teacher give the test for cycle I. The researcher gave the instruction about procedure of doing this test. Then she started by giving a question sheet with narrative text entitled "The Foolish Cat". She gave 45 minutes to do the test, here the researcher took the score and made notes to know how far bilingual fable (with picture) could improve reading ability.

**c. Observing**

Actually the students enjoyed during teaching learning process, but some of them did not pay attention what the researcher said. Furthermore, there were two or more students were just silent. They also could not absorb the material well. Some said they were afraid of the teacher and the lesson. Some of them thought that English was difficult; the words on English were strange.

1) Qualitative data

The researcher got soft data from questionnaire and interview.

2) Quantitative Data

The researcher got students' score by giving test so the researcher had known the mean score and the result of improving reading ability through bilingual fable (with picture). The calculation of score is:

$$\text{Mean} = \frac{\text{Total Score}}{\text{Total Sample of Students}} \times 100\%$$

This formula is prepared to know whether there is a process of language learning. It is also to compare how far the process in learning happens, to make easy in determining what part of cycle needs improving.

Researcher got information about reading learning activity through observation. She got the result of analysis by giving the explanation and translating the data. The explanation of the subject made the students felt understand what they heard. The suggestion from the teacher and the researcher also became their motivation in learning.

**d. Reflecting**

Based on observing and implementing of the cycle 1 the researcher need improvment as in explaning and socialyzing Bilingual Fable with picture to the students. So the students will give more attention and did not crowded when teaching learning activity. To see whether or not the action was successful, the researcher as a teacher who observed the process of the teaching and learning process in the classroom made reflection. The reflection focused on the analysis of the teaching and learning process and learning results.

From the data got, the researcher asked the teacher English to discuss together about the problem that the students most faced in the class and tried to find out the way out by changing the reading  learning model used to improve the students' reading skill in order to the teaching learning process success.

The improvement for cycle 2 the researcher asked the students to forming group discussion consist two students in every group. The students must be to answer the question which given by the teacher. So by changing the teaching model, the teacher hope that the changing model can improve students reading ability.

Here is the reading score for cycle 1 test. For detail score in cycle 1 can be seen in table 4.2.

**Table 4.2.Reading Score in Cycle 1**

| No | Name | Cycle I |
|----|------|---------|
| 1 | CAP | 70 |
| 2 | MAF | 90 |
| 3 | AA | 90 |
| 4 | AFA | 80 |
| 5 | AZR | 80 |
| 6 | ANF | 80 |
| 7 | AFN | 90 |
| 8 | CNC | 80 |
| 9 | EAW | 90 |
| 10 | EH | 80 |
| 11 | EF | 90 |
| 12 | HL | 70 |
| 13 | INA | 80 |
| 14 | IF | 80 |
| 15 | KAM | 80 |
| 16 | LO | 80 |
| 17 | LPS | 90 |
| 18 | MLU | 70 |
| 19 | MIA | 80 |
| 20 | MAPP | 70 |
| 21 | MRA | 80 |
| 22 | MR | 100 |
| 23 | MWFF | 80 |
| 24 | NAPM | 100 |
| 25 | RP | 80 |
| 26 | TAA | 80 |
| 27 | QH | 90 |

| 28 | ZM | 40 |
|----|------|-----|
| 29 | YPMW | 80 |

**Figure 4.1.Chart of the Students' Reading Score in Cycle I**
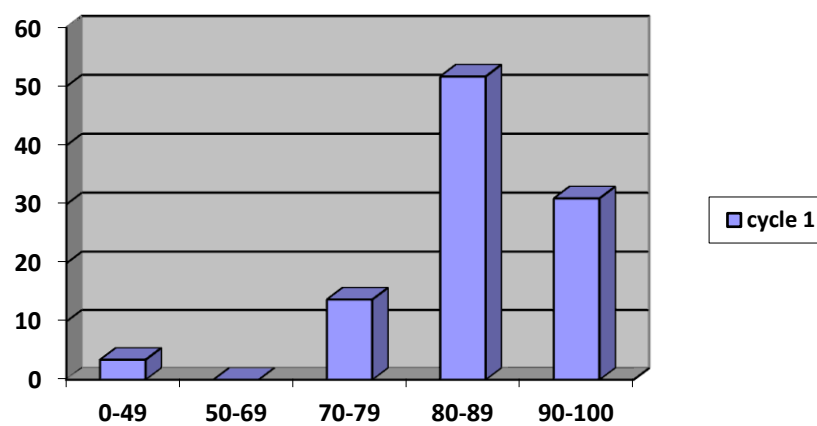


Based on the data, the researcher found that there were 1 or 3,44% students who got 0-49.and 0 or 0% students who got 50-69. On the other hand, there were 4 students or 13,79% of students' total got 70-79, there were 15 students or 51,72% of students' total got 80- 89, and there were 9 students or 31,03% of students' total got 90-100. It meant they were not mastering in reading lesson.

**Table 4.3 Score of Reading Test in Cycle 1**

| No | Score level | Category | Number | Percentage |
|----|-------------|----------|--------|------------|
| 1 | 0-49 | Very poor | 1 | 3.44% |

| 2 | 50-69 | Poor | 0 | 0% |
|---|--------|-----------|----|--------|
| 3 | 70-79 | Fair | 4 | 13,79% |
| 4 | 80-89 | Good | 15 | 51,72% |
| 5 | 90-100 | Very good | 9 | 31,03% |
|   |        |           | 29 | 100% |

Besides, the researcher made four categories to determine students' score in qualitative way. Based on table, the researcher found that 3.44% of students got very bad, 0% of students got bad, 13,79% of students got enough,51,72% of students got good, and 31,03% of students got very good.

All the data above showed result of reading scores still unsatisfactory and there were not 70% passed Minimum Mastery Criteria (KKM). So, the researcher would revise the procedure and continue to the cycle 2.

## 2. CYCLE II

### a. Planning

The planning at second cycle was almost the same as the first cycle. The description are below:

Cycle 2 was conducted on April 8th and 12th, 2017. This cycle was revised from cycle 1 because in the last cycle the researcher had found weaknesses which made 51,72% the final score of students' reading test under 70. So, it was needed to do the second cycle. The researcher hoped in cycle II, all students could be active and absorb the material

well, and could increase the students' score in reading Here is the result of students' reading test in cycle 1.

Like usual, the researcher asked the chief of this class to lead praying and then check the students' presented. Before the procedure was applied, the researcher recalled the material given last meeting and also gave them know the result of reading test. The researcher tried to give more understanding about the topic discussed. Not forget, he designed lesson plan.

The researcher discuss togeteher with the english teacher to reach the problem solving of the students. The result of discussion is the researcher want to changing the learning model by grouping the students into group consists of two students and they must be answer the teacher's questions, so students give more attention and get the motivation for learning reading text.

## b. Implementing

The researcher did her classroom action research on April 8th and April 12th, 2017 at 07.00-08.20 AM). Thus, she had two meeting in the second cycle. In this research, he was the main character because he was not only as a researcher but also taught English during the research happened.

a. Meeting 1  (April 8th,2017 07.00-08.20 AM )

The researcher as the teacher came to class. Then teacher greeted the students when she entered the classroom. Then, she checked the students' attendance list. When the researcher began to teach in class, the students kept silent and gave attention, although the class rather crowded.

The teacher started the lesson with brainstorming to activate the students' brain about the topic of the lesson. The teacher give the narative text entitled "a Smart Tortoise" to the students. After that, the teacher give question which related the narative text. This activities is brainstorm activities were done by asking and answering questions. Then the teacher introduced the topic of the lesson which would be discussed.

The teacher showed text to re-explain the bilingual fable in front of class. The teacher teaches and repeats as teaching technique by using picture.

The researcher showed the reading score for the last test and their weakness. The researcher assumed that by showing their weakness they would change and be more active.

In this meeting the teaching learning model has been changed. The teacher ask the students to forming the group discussion with their friends in the same chair. the teacher ask to the students to discuss about the materials that given by teacher, then the teacher give question to every group. By using this model the almost the students

silent and giving attention with the teacher. They try to answers by discussing. If the students cannot anwer the question by the teacher, the teacher will give question with the other group. Every group which can answer the question by the teacher will get the point. It is can making the students interest to more reading material. They challenged to answers the question by the teacher to get more points.

b. Meeting 2 (April 12<sup>th</sup> 2017 at 07.00-08.20 AM)

This was the last meeting for cycle 2. It would carry out on Wednesday, 12<sup>th</sup> of April 2017 at 07.00-08.20 AM). The researcher would give the test to the students. But before doing the test, she did not forget to greet and ask the students' preparation and also check whether there was absent that day. And all students were present. Then researcher gave the instruction about procedure of doing this test. Then the researcher started by giving a question sheet with narrative text entitled "a Silly Buffalo". He gave 30 minutes to do the test,

In the last, she closed the lesson while giving motivation and saying thanks for their cooperation and hoped all of the students got satisfactory score in this test.

c. **Observing**

In cycle II, the researcher saw that the students enjoyed with teaching and learning process which taught by the teacher. They had fun with the technique and the material. So, they could absorb the material easily and they were not shy anymore to express their idea or opinion to their friends although they had some mistakes. They had a great motivation to learn the material well. But, there were some of the students still confusion or they just made a noisy and joked with their friend.

### d. Reflecting

This reflecting was focused on the students' reading skill that has improved by using bilingual fable (with picture). The improvement could be identified from the achievement of the criteria of success. The students were actively involved during the teaching and learning process. This could be seen from the students' participation in every part of this technique.

Based on the result of oral test and the observation, the students could interest the reading using bilingual fable with the picture technique. It also shows the students are more active and interesting in learning, so they can memorize easily what the subject matter, only need to give motivations. According to the student's opinions, where the teacher used bilingual fable with the picture technique in teaching or test, the students would pay attention and focus to teaching English. The teaching learning

process could run well because the researcher as the English teacher had been able to solve some obstacles both from the students and the researcher as the English teacher. For detail score in cycle 1 can be seen in table 4.4.

**Table 4.4.Reading Score in Cycle 2**

| No | Name | Cycle 2 |
|----|------|---------|
| 1 | CAP | 80 |
| 2 | MAF | 90 |
| 3 | AA | 90 |
| 4 | AFA | 80 |
| 5 | AZR | 80 |
| 6 | ANF | 80 |
| 7 | AFN | 90 |
| 8 | CNC | 80 |
| 9 | EAW | 90 |
| 10 | EH | 80 |
| 11 | EF | 90 |
| 12 | HL | 70 |
| 13 | ISNA | 80 |
| 14 | IF | 100 |
| 15 | KAM | 100 |
| 16 | LAO | 70 |
| 17 | LPS | 90 |
| 18 | MLU | 70 |
| 19 | MIA | 80 |
| 20 | MAPP | 70 |
| 21 | MRA | 90 |
| 22 | MR | 100 |
| 23 | MWFF | 90 |
| 24 | NAPM | 90 |
| 25 | RP | 80 |
| 26 | TAA | 90 |
| 27 | QH | 100 |
| 28 | ZM | 70 |
| 29 | YPMW | 90 |

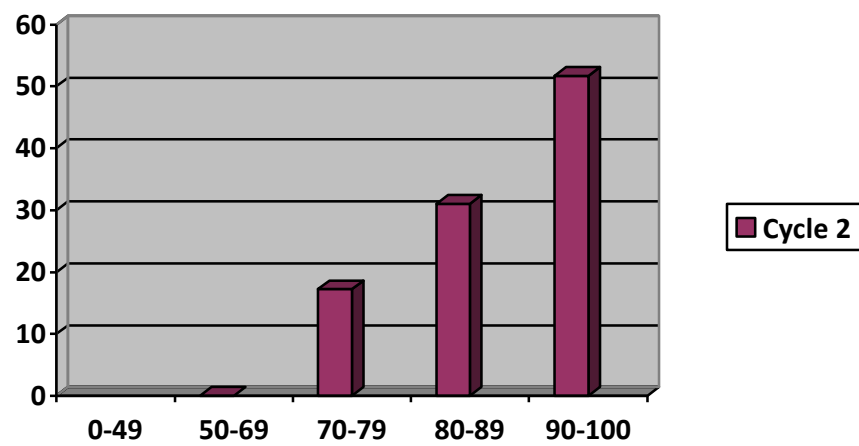**Figure 4.2 Chart of the students' Reading Score in cycle 2**



**Table 4.5 The Comparison of Students' Reading Score in**
**Pre Test, Cycle 1, and Cycle 2**

| No | Score Level | Number of Students | | | Category |
|----|-------------|----------|---------|---------|----------|
| | | *Pre test* | *Cycle 1* | *Cycle 2* | |
| 1 | 0 – 49 | 7 | 1 | 0 | Ver y poor |
| 2 | 50-69 | 16 | 0 | 0 | Poor\ |
| 3 | 70-79 | 1 | 0 | 5 | Fair |
| 4 | 80-89 | 3 | 4 | 9 | Good |
| 5 | 90 – 100 | 2 | 15 | 15 | Very good |

**Table 4.6 The Table of Score Comparison in Prelimenary Test,**

**Cycle 1, and Cycle 2**

| No | Name | Pre test | Cycle I | Cycle II |
|----|------|----------|---------|----------|
| 1 | CAP | 40 | 70 | 80 |
| 2 | MF | 30 | 90 | 90 |
| 3 | AA | 60 | 90 | 90 |
| 4 | AFA | 20 | 80 | 80 |
| 5 | AZR | 60 | 80 | 80 |
| 6 | ANF | 60 | 80 | 80 |
| 7 | AFN | 40 | 90 | 90 |
| 8 | CNC | 60 | 80 | 80 |
| 9 | EAW | 80 | 90 | 90 |
| 10 | EH | 60 | 80 | 80 |
| 11 | EF | 60 | 90 | 90 |
| 12 | HL | 60 | 70 | 70 |
| 13 | ISNA | 50 | 80 | 80 |
| 14 | IF | 60 | 80 | 100 |
| 15 | K | 50 | 80 | 100 |
| 16 | L | 50 | 80 | 70 |
| 17 | LPS | 60 | 90 | 90 |
| 18 | MALU | 60 | 70 | 70 |
| 19 | MIA | 20 | 80 | 80 |
| 20 | MAPP | 50 | 70 | 70 |
| 21 | MRA | 90 | 80 | 90 |
| 22 | MR | 80 | 100 | 100 |
| 23 | MW | 20 | 80 | 90 |
| 24 | NAPM | 90 | 100 | 90 |
| 25 | RP | 60 | 80 | 80 |
| 26 | TAA | 70 | 80 | 90 |
| 27 | QH | 60 | 90 | 100 |
| 28 | ZM | 30 | 40 | 70 |
| 29 | YPMW | 80 | 80 | 90 |

**Figure 4.3 Chart of the Students' Reading Score among Prelimenary Test, Cycle 1 and Cycle 2**
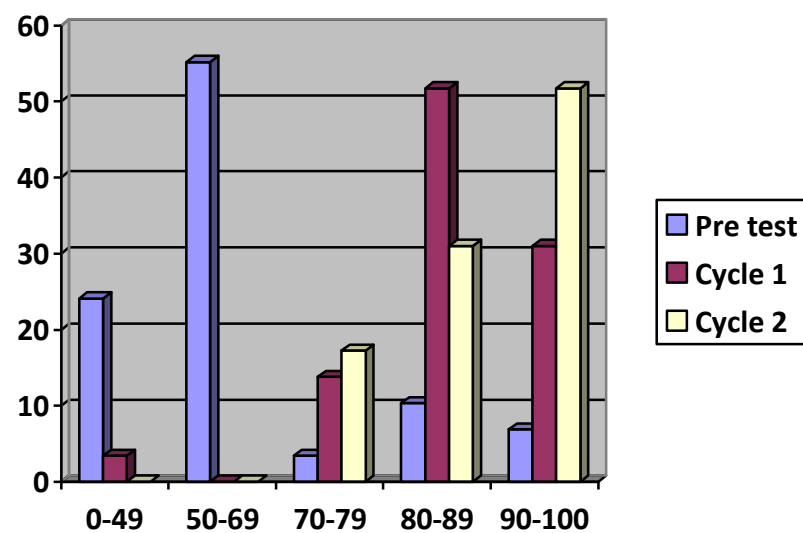


Furthermore, the researchers as the English teacher also took data from the students by giving them questionnaire which consisted of 10 numbers about the opinions of English.

**B. Discussion**

Based on the two cycles' result above, the data showed that by applying the bilingual fable with picture technique, students' reading skill could

improve and influence students' motivation. Those examples for literature are overlooked in the text we use,specially fables, a narative genre which is very populer among children ages three to twelve (Aries,2010:39. That is suitable with learning process in the class using bilingual fable with picture. The students more active, interesting with the material and pay attention with the teacher in learning process.

According to Chodijah (in Fadillah, 2012), Bilingual class is expected to build English community naturally at school, it is not only explain the lesson by using two languages, therefore it can fullfill the good quality of using English in learning process. It can be said the impotant thing in bilingual class is how the students can use and understand English beside learning the context it self. that is suitable with learning process in the class. Using bilingual fable with picture the students understand material and  know the meaning of bilingual fable text.

By observation in the preliminary study, the researcher found that the main problems of reading were lack of variety of techniques used by the teacher during the teaching and learning process and students' motivation. By learning from those problems, the researcher implemented the bilingual fable (with the picture) technique in cycle 1 and he prepared all materials needed well. As result, the students were interested in joining every step of this technique and could be active but there were two or more students just keep silent and joked with their friend.

Finally, using bilingual fable with picture could improve not only the student's reading mastery but also their participation in the class. It can be seen from questionnaire, observation form, pre test and test result, and field notes.

So, in cycle 2, the researcher satisfied with the result, because student's reading mastery were increase after taught by using bilingual fable with picture and student's interest was more in reading English.

The effective procedure in teaching reading of the second year student of MIN 4 Tulungagung using bilingual fable with picture was succeed. It is indicated from 70.00 mean score gained in. So, they succeeded to fulfill the target of Minimum Mastery Criteria. With explanation is 5 student or 17,24% was in category fair, 9 students or 31,03% were in category good, and 15 students or 51,72% students were in category very. The conclution that using bilingual fable the use of bilingual fable with picture to improve reading comprehension of the fifth grade students at MIN 4 Tulungagung is succesfull.