

## **CHAPTER IV**

### **RESEARCH FINDING**

In this section, the researcher display all selected findings data to answer the research question of this study. The findings of this research were arranged and presented in such a way based on the research question that is how the use of anticipation guide strategy in reading comprehension on narrative text at tenth grade student of SMK PGRI 1 Tulungagung.

#### **A. Findings**

After doing observation in the X AK-2 class and interviewed with English teacher of SMK PGRI 1 Tulungagung; getting syllabus and lesson plan, the researcher would answer the research question below.

##### **1. The Teacher's Preparation before Teaching English by Using AGS at SMK PGRI 1 Tulungagung**

Basically, the preparation before teaching English by using AGS the teacher has to prepare syllabus and lesson plan in which there are some learning steps to teach English. And then, the teacher also prepare the material before teaching English learning. The steps of teaching are as follows:

a. Preparing a Lesson Plan

This is the step that must be gone through by teacher in order to make a good teaching learning process. Besides, it is also a learning administration in which the teacher have to prepare it before conducting a learning process. This information is obtained by interview,

*“Iya. RPP termasuk administrasi pembelajaran yang otomatis guru harus mempersiapkan itu”.*

“Yes. Lesson plan as learning administration in which the teacher has to prepare it automatically”.

If the teacher implements the AGS they have to know the steps of AGS and what teacher needs in implementing the AGS. In this case the teacher prepare a lesson plan in which it contains syllabus and steps of teaching learning, so the teacher can implement the strategy easily and to remind them what intended to do if they forget what they had intended. This information is obtained by interview,

*“Otomatis guru itu wajib mempersiapkan rpp dan di rpp itu sudah otomatis ada silabusnya dan runtutan langkah-langkah pembelajaran sehingga kita mudah dalam mengajar dan tahu apa saja yang harus dilakukan dalam mengajar.”*

“Automatically the teacher have to prepare a lesson plan in which contains of syllabus and steps of teaching learning so that we can teach easily and know what intended to do in teaching learning.”

This lesson plan specially for teaching reading by using AGS in which the teacher has to attach the text or the material, steps of implementing the AGS and AGS form in lesson plan. This information is obtained by interview,

*“Ya. Ada teks yang harus disertakan di dalam RPP, langkah-langkah pembelajaran dan true or false statement (AGS form).”*

“Of course. There is text or reading material, steps of implementing AGS and AGS form that has to attach on lesson plan”.

## b. Preparing Form of AGS

Here, there are some steps that must be gone through by the teacher to prepare form of AGS as teachers' needs in implementing the AGS. Before teach by using AGS the teacher has to make AGS form first to make enjoyable in teaching learning. There are four steps in making an AGS form:

- 1) The teacher chooses the material of reading in which the students may have knowledge about it. It can something that happen in the past.
- 2) Make columns in the form of AGS. There are three columns; before reading column, statement column and after reading column.
- 3) Labeled an AGS form that consists of "true and false statements" or "yes and no statements". The label of true or false statement include on column after reading and column before reading.
- 4) Construct 7 until 9 statement that will help student to comprehend the text.

Then include each of statement in column statement (middle column).

This information obtained by interview,

*"pertama kita memilih teksnya atau reading material yang mungkin murid-murid tahu tentang cerita tersebut. Kemudian setelah memilih teksnya membuat, kolom before reading, kolom untuk statementnya, dan kolom after reading. Kolom before reading dan after reading ini diisi dengan T/F (True or false) or agree/ disagree juga bisa. Setelah itu kita bisa membuat 7 sampai 8 statement some true and some false tentang gagasan atau ide teks yang akan dibahas. Then include each statement on middle column"*.

"For the first we choose the material may the student know about the story. After that makes column before reading, column statement and column after reading. Column before reading and column after reading consist of True and False or agree and disagree. Then we can construct 7 until 9 statement some true and some false related to the topic. Then include each statement on middle column."

In conclusion, teacher preparation in using AGS has to prepare lesson plan first and then make a form AGS or material. It is important for teacher to teach easily because in lesson plan there are some steps of learning and by using AGS the teacher can make student to be active in the classroom.

## **2. The Teacher's Implementation by using AGS in Reading Comprehension on Narrative text at SMK PGRI 1 Tulungagung**

In teaching learning process at SMK PGRI 1 Tulungagung, the teacher teaches their students by using curriculum 2013 in which the student have to active in the classroom. The teacher has to apply an appropriate strategy to make student be active in learning process, especially in teaching reading. The steps of implementing the strategy are as follows:

### a. Using Media

In this part the researcher will describe how the teacher uses media as one of tool to make student focus on reading material and enjoyable in teaching learning. In implementing the AGS, the teacher has to prepare it before starting the learning process. Based on interview with English teacher, the teacher use AGS form as media in teaching reading.

*“Researcher : Is the AGS form can use as learning media, sir?”*

*“Teacher : Yes, it is as learning media to make student focus on reading material or to make easy in teaching reading”*

Based on the observation in the classroom this media appertain into printed media in which the teacher prints out the media for teaching reading. There are two steps in using media:

1) Distributing the AGS form

The teacher distributes the AGS form for all students in the classroom before they read the text. The teacher asks one of student to distribute it in the class, the student share the AGS form to her friends begins from front-row to backside-row.

2) Answering the AGS form

After the student get the AGS form, then before read the reading material the teacher ask students to answer the AGS form. The teacher ask student to answer statement by marking in column before reading first whether true or false.

And then after they read and discuss the text, the teacher will ask student to answer statement in column after reading as evaluation. Here, the students very enthusiastic and very interested in following reading process (This information obtained by observation).

b. Activating Students' Background Knowledge

This is the part that will describe about some steps to activate students' background knowledge before the students read the text or reading material. Based on the observation in the class of X AK-2, there are two steps in activating students' background knowledge:

- 1) Introduce the material

The teacher introduces the material first by asking a question, are they know about the topic. Then the students answer the question orally in the classroom. It is to make student remember the topic before read the reading material.

- 2) Answer the AGS form

The teacher asks them to answer the statement about true or false statement in before reading column first. The students answer by marking the form whether true or false. The teacher gives 10 minutes to answer the eight statements without open the book or dictionary. They only answer the statement by knowledge they have, so the student use their background knowledge to understand the text (This information obtained by observation).

- c. Discussing The Material

This is the last part of implementing the AGS in teaching reading. After answer the question, the teacher discusses the topic to know the students' understanding. There are three steps in discussing the material by using AGS:

- 1) The teacher read each of the statement

The teacher reads each of the statement in front of the class. Then, he checks the students' prediction by asking question about the main idea, the characteristic of the topic. Here, the student can explore some idea in the class. The teacher gives some praise for student who can active in

discussion; give constructive comments and more compliments to the student.

2) Ask student to read the reading material

The teacher ask student to read the text by pointing one of the students. The student reads one paragraph and continues to other student to read the next paragraph. Sometimes he pointed the student who not pay attention in class discussion.

When the students read the text then the teacher stops at places in the text that correspond to each of the statement. The teacher also gives opportunity to the student to discuss with their friend if they find the difficult word and check on dictionary. Here the interaction between students was active, they can find the validity of their prediction.

3) Revise the AGS form

Ask student to revise the form by marking the column after reading. The students check the form once more to evaluate their prediction after understanding the material (This information obtained by observation).

The researcher also get the information from interview,

“Before I teach the material, I give the true or false statement to the student. I want all student to answer true or false statement before reading the text, and then after answer the statement I ask student to read or to understand about the text and then after discuss about the text, I want the student to evaluate their answer whether right or not.”

In conclusion, the teacher give an AGS form for all student in the classroom then activates background knowledge was conducting before the students read the

reading material. And then discuss it to know the validity of their prediction. They also can evaluate their answer if there are some mistakes in marking the true or false statement.

### **3. The Teacher's Evaluation by Using AGS in Reading Comprehension on Narrative Text at SMK PGRI 1 Tulungagung**

The teacher conducts evaluation basically to know how the students can understand the materials that have learned and to measure the students' ability in learning process. Here there are some steps to evaluate the students' understanding:

#### **a. Evaluation by using AGS form**

This is the step to evaluate students' understanding in teaching reading. The evaluation of AGS that conducted by the English teacher at SMK PGRI 1 Tulungagung is by using the form AGS itself. There are two steps in evaluating student by using AGS form:

##### **1) Revise the AGS form**

After discuss the text the teacher ask student to revise the answer of each statement by marking column after reading whether true or false. Here, the teacher gives 10 minutes to the student to answer the form.

The teacher also say that on interview,

*“Setelah reading. Ya, dengan membenarkan jawaban statement itu.  
“After reading. Right, by revise the answer of the statement.”*



2) The teacher check the result

The teacher checks the answer to know how far they can catch the story of the text. The teacher checks the result by asking student to read each of statement orally (This information obtained by observation).

b. Evaluation by conducting a test

This is the step of evaluation by conducting a test. Sometimes the teacher also evaluate student by conducting a test. The test will conduct to measure the students' ability in understanding the material that has learned. Not only to know the students' ability but also to know the teacher's successful in teaching learning process in the classroom. This information obtained by interview,

*”Researcher :Lalu apakah bapak juga mengevaluasi pembelajaran dengan melaksanakan test?*

*Teacher :Of course. Sometimes saya melakukan test atau ulangan harian untuk mengecek pemahaman murid-murid dari materi yang sudah dipelajari dan kesuksesan dalam pembelajaran, mungkin ada yang kurang dalam mengajar sehingga bisa diperbaiki di hari selanjutnya.”*

*“Researcher : Then, Do you evaluate student by conducting a test sir?*

*Teacher : Of course. Sometimes I conduct a test (ulangan harian) to check the students' understanding about the materials that has been learned and the learning successful maybe I have some mistakes so I can improve teaching learning in the classroom.”*

The process of test will conduct after the teacher complete two or three basic competence. The teacher conducts a test by using type question that consists of multiple choices and short answer. The teacher also uses true or false statement if there is a reading material.

*“Teacher : Iya. Setelah menyelesaikan dua atau tiga KD. untuk bentuk soal biasanya multiple choice kemudian short answer dan true*

*or false statement kalo memang telah membahas reading material”*

“Teacher : Right. After completing two or three basic competences. For type of question usually I use multiple choice, shor answer and true or false statement if I have discussed the reading material”

In conclusion, to know the students’ understanding or to know how far they can catch the material the teacher must be conducted an evaluation after teaching learning process. In implementing the AGS there are two steps of evaluation, firstly evaluation by using AGS form itself and secondly evaluation by conducting a test.