

CHAPTER IV

FINDING AND DISSCUSSION

This chapter presents the finding and discussion of the study conducted in the eighth grade of MTs Sunan Ampel Kedamean Gresik in the 2016/2017 academic year. The explanations are concerned with the implementation of Running Dictation Strategy to improve students' reading comprehension.

The researcher's analysis was derived from the observation in field note and scales that was done one time. Related to the second question, find out the effectiveness of running dictation, the researcher got the data from questionnaire that was answered by the students, and to know students' reading test after the implementation of running dictation the researcher got the data from students' practice that was analyzed by using reading scoring rubric.

4.1 Research Finding

4.1.1 The Implementation of Running Dictation of Students' Reading Comprehension.

Planning

In this stage, first the researcher and teacher discussed to arrange the lesson plan that contained the steps in teaching and learning process in the classroom. The lesson plan contained and explained the purpose of lesson, indicator, method of learning process, matter of lesson, steps of learning activities and assessment that had discussed together. Second, the writer and teacher discussed the indicator that related with the syllabus. Third, the writer and teacher selected the material that appropriate the material used in the eighth grade about recount text which related to syllabus. The detail of the lesson plan can be seen on appendix 1. The researcher and teacher have agreed with the lesson plan that discussed together.

Acting

The first observation was held on April, 27st 2017. The reading class was held by the teacher in eighth grade. The class began at 07.15 – 08.35 a.m. In teaching the lesson, the teacher used three phases in a technique, those were: pre teaching activity, while teaching activity and post teaching activity. In this implementation the teacher tried to integrate students to participate in the classroom activities. In detail, the teacher presented as follow:

In this pre- teaching activity the teacher opened the class by saying greeting, asking students' condition, checking students' attendance list and giving motivation for this lesson.

The teacher greets the students and they responded together. Before starting the lesson, the teacher gives instruction the students' to pray together. The students began praying together. After praying together, the teacher checks the students' attendance list of that class that there were 30 students.

In the while-teaching activity, before introducing and explaining about running dictation strategy in teaching English by using topic that has been determined, the teacher reviewed the material about recount text.

The teacher asks students to make some groups. It consists of six students. After that, the teacher explains the activity before they do it. The teacher prepares the recount text. Each group chooses one as writer and runners for other. The recount text hangs far enough from students.

The runner starts to run for read the text. Every runner has 7 second for it. Then, they back to their group (the writer) to give their words. While one runner back to the writer, other runner run and do same activity. This activity held until time lines.

The teacher gives questions list base on the text. The teacher gives the times for students do it in group. In the time given, students submit their assignments.

In the post teaching activity, the teacher evaluated students by giving individual assignments with the same topic. After that teacher give reflection from this activity. Before teacher give homework, students make a conclusion for this meeting.

Observing

The observation does when the implementation run. The researcher observes the activity clearly. The observation is about the response of students and teacher and the material related to reading comprehension.

If there is activity which is not appropriate with the lesson plan, the researcher takes a note in the field note. The researcher really pays attention the activity from pre-activity to post activity.

Reflecting

After implementation of action in cycle 1, the researcher and the teacher evaluated the influence of the actions to the students reading ability. During implementation of cycle 1, the teaching and learning of reading comprehension run well. When teaching and learning process the students have chance to practice reading with the questions base on text get better score. It means that the researcher and the teacher didn't need to continue next cycle.

4.1.2 The Students' Improvement after Implementation of Running

Dictation

In this phase, the researcher inserted the result of data the students' reading comprehension test including the before and after implementation Running Dictation. The researcher get the students score before implementing of running dictation from English teacher of MTs.Sunan Ampel Kedamean Gresik and the researcher get the students score after implementing running dictation from students test on 1 cycle as follows:

Table 4.1 Students' Score

Students' Number	Score before test	Score after test
1	80*	80*
2	80*	80*
3	80*	80*
4	80*	100*
5	60	80*
6	80*	80*
7	60	100*
8	80*	80*
9	60	80*
10	80*	80*
11	80*	100*
12	40	40
13	60	80*
14	80*	80*
15	60	60
16	80*	80*
17	60	80*
18	60	60
19	80*	80*
20	60	60
21	80*	80*
22	80*	100*
23	80*	80*
24	60	60
25	40	60
26	80*	100*
27	80*	80*
28	60	60
29	80*	100*
30	60	80*
Mean	70.7	78.7

*) : Students who achieve KKM 75 or > 75

To compare the result of test between before and after implementation of running dictation on 1 cycle, the researcher uses some stages. Those are analyzing the questions that not applied with this strategy, calculating the students mean score of test and calculating the class percentage.

In the pre-activity section, the students listened to the teacher's explanation about recount text. Speech and discussion were employed in this activity. Then, the students were given the text which was used to be analyzed in order to know the generic structure of recount text. Not only that, the text was followed by some multiple choice questions which were be the test which the score got from. There were five questions. They were about the topic, the content, the purpose of the text, and the detail of the text.

The result showed that the mean score of before test was 70.7. It means that the students reading mean score before Implementing CAR was 70.7. From the score achieved, the students were able to get the topic or contents and explain the purposes of the text. But the students were not able to get the detail of the text to answer the question for number 4 and 5.

The second stage is to know the percentage score of the students who achieve KKM 75%. It is calculated as follow:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{17}{30} \times 100$$

$$P = 56.67 \%$$

From that calculation, the students' score percentage in before test is 56.67%. It means that there are 17 who achieve the KKM and there are 13 students are still bellow KKM 75%.

Further, in the 1 cycle of CAR, the researcher calculates the result of after test in 1 cycle to know the students' improvement from the before test to after test result. Those are calculating the students mean score of the class, and calculating the class percentage.

This result of after test, the data showed that the mean score after test was 78.7. It means that the students reading mean score after Implementing CAR was 78.7. From the score achieved, the students were able to get the topic or contents and explain the purposes of the text. The improvement can be seen in the second test where the students were able to answer the detail of the text which could not be answer in the first test.

Based on the result after test, the mean score of the class from was 78.7 in which there were 23 students who achieve the KKM 75 or > 75. It shows there are some improvements from the before test mean score. It can be seen from the before test mean score (70.7) to the mean score of after test 1 (78.7). It improves 8 (78.7-70.7).

The second stage is to know the percentage score of the students who achieve KKM 75%. It is calculated as follow:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{23}{30} \times 100$$

$$P = 77\%$$

From that calculation, the class percentage which passed the KKM was 77%. It means that in the cycle 1 of CAR, there are 23 students who achieve KKM and only 7 students whose score are below the KKM. So, based on the result percentage above, the researcher can declare the research was success.

4.1.3 The Students' Response towards the Implementation of Running Dictation in Teaching Reading

In supporting the data, the researcher counted the result of the questionnaire in the table bellow:

Table 4.2 Students' Responses

Questionnaire Number	Number of Answer				
	A	B	C	D	E
No					
1	3	9	18	-	-
2	10	9	11	-	-
3	5	12	12	1	-
4	4	20	6	-	-
5	2	10	16	2	-
6	8	12	7	3	-
7	12	8	10	-	-
8	9	11	7	3	-
9	6	13	9	2	-
10	7	14	9	-	-

Table 4.3 The Percentage of Students' Questionnaire

Questionnaire Number	Number of Answer				
	A	B	C	D	E
No					
1	-	-	60%	-	-
2	-	-	36.67%	-	-
3	-	40%	40%	-	-
4	-	66.67%	-	-	-
5	-	-	53.33%	-	-
6	-	40%	-	-	-
7	40%	-	-	-	-
8	-	36.67%	-	-	-
9	-	43.33%	-	-	-
10	-	46.67%	-	-	-

The first question asks about students' opinion toward English lesson. The students' response was 60%. It means that English was

interesting enough for the students. There are only three students tells that English was very interesting. The second question asks about students' opinion of English teacher. The students' response was 36.67%. It means that English teacher kind enough for students. There are nine students suggest that English teacher was kind. The third question asks about students' opinion of running dictation in learning English. The students' response was 40%. It means that the students like of the English learning using Running dictation strategy. There is one student tells that he/she dislike of it.

The fourth question asks about students' opinion about the running dictation easier to understand the lesson. The students' response was 66.67%. It means that the students understand of implementation of running dictation strategy. There are only four students tells that they very understand in English learning using running dictation strategy. The fifth question asks about the response or the comments of students if the teacher explanation is not clear. The students' response was 53.33%. It means that the students' comment were often enough of explanation in teaching English. There are two students tells that they always ask to their teacher's explanation if not clear and there are only two students tells that they never asks their teacher although the explanation is not clear. The sixth question asks students' opinion the students' attention for teacher explanation. The response was 40%. It means that the students' were always pay attention of the time teacher was explanation. There are only three students tell that they attention enough in teacher explanation.

The seventh question asks about students' opinion in the difficulties in English reading. The students' response was 40%. It means that the students' difficulty were poor vocabulary of learning English reading. There are seven students tells that they have difficulties in pronunciation. The eighth question asks about students' opinion of teacher explanation about the strategy that used before learning activity. The students' response was 36.67%. It means that the explanation of reading strategy frequently given by teacher before the lesson. There are only

three students tells that teacher never give explanation the strategy used before the lesson.

The ninth question asks about running dictation can motivate them in English reading. The students' response was 43.33%. It means that the students motivated by reading strategy given. There are only two students tells that they didn't motivated. The last question asks about students' opinion of English learning activity in the class. The students' response was 46.67%. It means that the students fun in learning English language in the class. There are seven students tell that they very fun in English class. Based on the result of students response explains that more than half students give their opinion.

4.2 Discussion

Based on the result of Implementation of Running Dictation in teaching reading, the researcher analyzed to know how good teacher and students to do action in 1 cycle.

During in teaching learning process the teacher and researcher good made the lesson. It was done in the planning steps. In the planning step, the researcher and teacher discussed started from the arranging the lesson plan until the lesson plan has already to use in applying the material in class.

In the action the teacher taught well in learning process. The teacher gave the ice breaker, it made the students were exited with the lesson. It was also showed that the condition of the class during teaching and learning process using running dictation strategy make students more enjoy and motivated in learning, especially in reading.

From the field reminder analyzed and written by the researcher, there is special action that is not base on the lesson plan. This is happen at 08.00. The runners of some groups didn't run when there is other group has finish for their work. Actually, they must stay to run until the time over and their work has finish. So, in this time the teacher remind and give motivate for this activity.

In the reflection stage, the writer and teacher evaluated the influence of the actions to the students reading comprehension's skill. The implementation of running dictation strategy during teaching and learning process was good. The teacher gave a good feedback that the teaching and learning process had successfully improved the students to read.

The improvement the students ability in reading can be seen in from the mean of reading score from before test to the mean score after test. Related to the result of students reading there was better improvement of students reading. The mean score of before test was 70.7 and the mean score of after test was 78.7. It means that there 8 % of mean score improvement. The students who passed the KKM were 23 students or 77% of students into class percentage. It means that the criterion of success has been achieved.

There are seven students that didn't pass KKM. One of them is the twelfth student. She gets 40 for her works. From the analyze she just have two correct answer in her answer. Not only that, but also if the analyze match with her questionnaire she include of student that attention enough for the teacher explanation and she didn't motivated in running dictation strategy in English reading.

The result of students' response using questionnaire, it showed that most of the students were very attractive in learning English because they know the lesson is very important. Anyhow, some of them realized they felt difficult reading comprehension in English because of lacking of vocabulary, weakness found the good idea and less confident to read and understand the text.

Running dictation strategy could help the students to practice English reading comprehension although in a simple way because they were attractive while the teacher asked them to work in group and active to write the text and answer questions base on the text. They were happy when the teacher asked them to run and read the text, also answer the questions in group or individually too.

From the finding's explanation, the researcher saw some expansions that effected by running dictation in English reading learning. The first is from the questions type. The questions before test use multiple choices. It makes most

students answer the questions perfunctorily. They can answer by give checklist without basis but in the questions before test they can apply their own words to answer. The activity shows that by using this strategy teacher makes students more active and practice them as team work. The result's score show that reading comprehension of students develops more before the test.

The students' mastery about reading, truly improved because more than 50% of the students' score of the first test improved. In clearly demonstrate understanding of test, most of the students could understand.

Relevant to the field problems in eighth grade of MTs. Sunan Ampel Kedamean Gresik, the problems of the students which consists 3 problems in before implementation CAR of study were solved by using running dictation strategy. The students problems were solved was done in one cycle. During teaching and learning activities using running dictation, the teacher did some treatments that relevant with 3 problems. The treatments were given by teacher using some stage on lesson plan. Then, the teacher trained the students to practice using running dictation. Finally, the result of students practice it was excellent.

Related to students' responses towards the implementation of running dictation in teaching reading, the result of questionnaire almost of the students gave positive in teaching reading using running dictation strategy. The students were enthusiastic in teaching and learning process. They could read and understand the text by answer the questions base on the text.