

CHAPTER IV

FINDING AND DISCUSSION

This chapter is the results of the finding of the research and discussion, the result of the research cover the data obtained from the interview, observation, and documentation

4.1 Finding

The part presents the data obtained by using observation, interview and documentation. It covers the teacher preparation, the interview, and the application of teaching reading text.

4.1.1 The Teacher preparation

Based on the question response derived from the list of interview and the observation, it can be seen that the teacher has made the preparation needed in teaching and learning reading text. The preparation included syllabus, lesson plan or daily teaching preparation, annual program, evaluation score and teaching journal.

The first preparation was syllabus; it has been prepared and developed by the teacher connected with teaching reading in the beginning of academic year .In semester the standard competence, the main material, the indicator, the learning experiences and the assessment.

The second preparation was lesson plan. It was planning of teaching and learning activities designed systematically and in detail and used by the teacher for one or two meeting in order to achieve the target of basic competence. The

lesson plan was applied in the classroom. To manage the classroom effectively, the teacher has designed the lesson plan for each meeting. The lesson plan consists of the description of the basic competence that it is expected to be achieved, the material, indicators, and objectives of instruction the media and the teaching scenario.

The third is semester program. It consists of some material that should be taught in one semester base on the target based of basic competence. The fourth is the annual program. It was planning and teaching learning activities designed for a year in order to achieve the target of basic competence. It is divided in two semester program. The fifth is evaluation score, in every meeting a teacher should have taken score in order to support the last examination score for example reading score, writing score and speaking score. The sixth is teaching journal, it consist of student's attendance, theme, and date. Usually, a teaching journal and it has to be collected in every Saturday.

The teacher has taught in this MTS for 4 years. From beginning, she seldom did her teaching by using lesson plan. She just brought workbook for daily activities by opening page by page. Sometimes, she added some additional materials from other sources and the students had to note /copy them .she thought the most important thing in preparing a certain materials was by looking the syllabus of fourth year of MTS.

4.1.2 The Teaching learning activities

Talking observation in the class for three meeting, the research narrative the daily activities in teaching reading text which is illustrated as:

I. Langkah-langkah kegiatan

First Observation	1 Mei 2013	
	Kegiatan Guru	Kegiatan Siswa
Introduction: 5'	<p>give commitment/make deals:</p> <p>Give attention: Class!</p> <p>Give instruction: Clap, stand!</p> <p>Speaking is easy because we speak every day.</p>	<p>Yes!</p> <p>Clap, Ok.</p>
Connection: 15'	<p>- Menunjukkan brain storming / mention difficult words related to the experience (what kinds of words related to it)</p> <p>- Memberikan pertanyaan terkait dengan kejadian / sa experiences (write on board)</p> <p>1. Have you ever had sad experiences?</p> <p>2. Where did it happen?</p>	<p>- Menjawab</p> <p>- Menjawab</p>
Application: 45'	<p>1. Memperdengarkan cerita narrative tentang ‘‘cinderella’’</p> <p>2. Memberi text dan pertanyaan terkait dengan text</p> <p>3. Menyuruh siswa mendiskusikan isi</p>	<p>- Mendengarkan cerita yang dibacakan oleh guru</p> <p>- Membaca dan menjawab pertanyaan</p>

	<p>text</p> <p>4. Menyuruh siswa menjawab pertanyaan</p> <p>5. Menyuruh siswa memberikan pendapat tentang isi yang terkandung dalam text</p>	n
<p>Reflection : 10'</p>	<p>1. Mereview materi yang telah dibahas</p> <p>2. Menanyakan kesulitan siswa dalam memahami teks tentang ‘‘cinderella’’</p>	<p>- Bersama-sama siswa mereview materi</p> <p>- Menyampaikan materi yang kurang dipahami siswa</p>

Second Observation	08 Mei 2013	
	Kegiatan Guru	Kegiatan Siswa
Introduction: 5'	Give commitment / make deals : Give attention : Class ! Give instructions : Clap, stand ! Speaking is easy because we speak everyday	Yes ! Clap, OK
Connection : 15'	<ul style="list-style-type: none"> - Menunjukkan brain storming / mention difficult words related to the experience - Mention the word related to the sad experience (What kinds of words related to it) - Memberikan pertanyaan terkait dengan kejadian / sad experiences (write on board) <ol style="list-style-type: none"> 1. Have you ever had sad experiences 2. Where did it happen ? 	<ul style="list-style-type: none"> - Menjawab - Menjawab
Application : 45'	<ol style="list-style-type: none"> 1. Memperdengarkan cerita pendek tentang ‘‘snow white‘ 2. Memberi text naratif dan pertanyaan 	<ul style="list-style-type: none"> - Mendengarkan cerita yang dibacakan oleh guru

	<p>terkait dengan text</p> <p>3. Menyuruh siswa mendiskusikan isi text</p> <p>4. Menyuruh siswa menjawab pertanyaan dengan menggunakan yes / no question</p>	<p>- Membaca dan menjawab pertanyaan</p> <p>- Retell according to the questions related to the text</p>
<p>Reflection : 10'</p>	<p>1. Mereview materi yang telah dibahas</p> <p>2. Menanyakan kesulitan siswa dalam memahami teks tentang ‘ Dove and the ant ‘</p>	<p>- Bersama-sama siswa mereview materi</p> <p>-</p>

Third Observation	15 Mei 2013	
	Kegiatan Guru	Kegiatan Siswa
<p>Introduction: 5'</p>	<p>Give commitment / make deals :</p> <p>Give attention : Class !</p> <p>Give instructions : Clap, stand !</p> <p>Speaking is easy because we speak everyday</p>	<p>Yes !</p> <p>Clap, OK</p>
<p>Connection : 15'</p>	<p>- Menunjukkan brain storming / mention difficult words related to the experience</p> <p>- Mention the word related to the sad experience (What kinds of words related</p>	<p>- Menjawab</p> <p>- Menjawab</p>

	<p>to it)</p> <p>- Memberikan pertanyaan terkait dengan kejadian / sad experiences (write on board)</p> <p>1. Have you ever had sad experiences</p> <p>2. Where did it happen?</p>	
<p>Application : 45'</p>	<p>1. Guru membaca narrative text dan diikuti oleh siswa.</p> <p>2. Guru menjelaskan bagaimana cara membaca yang baik dengan menggunakan pronunciation, intonation, stress, and comprehension.</p> <p>3. Menyuruh siswa menjawab pertanyaan.</p> <p>4. Guru memberikan pertanyaan lisan.</p>	<p>- siswa mengikuti guru membaca text report</p>
<p>Reflection : 10'</p>	<p>1. Mereview materi yang telah dibahas</p> <p>2. Menanyakan kesulitan siswa dalam memahami teks tentang “ Snow white”</p>	<p>- Bersama-sama Siswa mereview materi</p>

First, observation 1 may 2013

The researcher sat in the back row and watched the teacher who is teaching in front of the class, the teacher entered the class, took the seat and the teacher gave greeting. Then, the teacher checked the attendance list on the table and called one by one. She also asked some students about the lessons that given last week.

Based curriculum 2006, one of reading technique is reading comprehension. So, the teacher applied this method. The indicator of reading aloud is how to identify of the text, purpose of the text and to identify characteristic of linguistic from the text.

To manage the classroom effective, the teacher has designed the lesson plan for each meeting. The lesson plans consist of the narrative of basic competence that is expected to be achieved.

From the lesson plans, the activities of teaching learning process should be active activities. The students have to be active in teaching learning process by looking information and relations between functional the text with the material kind of the text.

First observation on 1 may 2013. The teacher asked to the students as pre-reading that probably found in the text.

T : “What is the picture?”

S : “it is Cinderella mom...”

T : “do you know Cinderella?”

S : “ yes I do mom...”

T : “How is Cinderella?”

S : “she is a beautiful girl she lived with her step mother and two step sisters. They were very bossy. They made her do all the house work.”

T : “whether long time Cinderella can experience happiness?”

S :” yes mom, Cinderella was very happy because she has found ideal husband. She was very happy. Finally they life forever happily “

T :” Right, let’s read text together!”

Then the researcher asked the students to read together, the title of the text is “ narrative of Cinderella”, and asked to read one by one. After that, they filled the question based on the text. And the end of the meeting is discussion and giving opinion from the text.

Second observation was on 8 may 2013

The researcher sat in the back row and watched the teacher who is teaching in front of the class, the teacher entered the class, took the seat and the teacher gave greeting. Then, the teacher checked the attendance list on the table and called one by one. She also asked some students about the lessons that given last week.

They talk about “Donkey and his master” It’s a narrative text. As usual, researcher gave short story, it was hoped that the students can make story like its one by one for the last, the students answered the question by using yes/no question and assumed of the text by using the key words.

For example:

1. Are mr. and Mrs. Fatin from Australia? Yes/No
2. Is it twice times they come to Indonesia? Yes/No

Third meeting was on 15 may 2013

The researcher sat in the back row and watched the teacher who is teaching in front of the class, the teacher entered the class, took the seat and the teacher gave greeting. Then, the teacher checked the attendance list on the table and called one by one. She also asked some students about the lessons that given last week.

Before the students saw the text, the researcher asked some question to the students about everything about the topic without mentioning it.

T: "Now,, I want to question for you !"

S: "yes mom...."

T: "whether last night yours finished reads your text? "

S: "yes mom....."

T: "what is the title yours text?"

S:" snow white.."

T: "what she lived with her parents?"

S: "no.. She lived with her aunt and uncle because her parents were died Mom."

T: "yes right...Let's us read the text."

Then, the students read the text by following the researcher. The kind the kind of this text was a report text and the title was "snow white ". The researcher explained to the students how to read better, that is with good pronunciation,

intonation, stress and comprehension. It is hoped that in the end of teaching reading text, the student will have aloud test.

Based the meeting, 80% from the lesson plans have done. And only some problems, because aroused of their intonation influenced by their dialect and their inhabitable to read English.

4.2 Discussion

Teaching reading by using right method is very important to increase the students reading comprehension. By using certain techniques, the students can get knowledge and information through effective reading and they can have good reading comprehension.

Teaching the skills of skimming and scanning are assumed with good comprehension, therefore, it is not necessary for reader to read all the word to learn all the word to learn all details in the text. Simanjutak in Nora (2007:31). In addition, (Sudarsono in Nora, (2007:31) says that the good techniques that can be used in reading with reading comprehension are silent and aloud reading.

4.2.1 The application of the theory of reading

Learning to read is an exciting time for children and their families. While thrilled by their children's emerging literacy skills, many parents are surprised to learn that reading is not automatic and that, regardless of family background, children require support in learning to read. That which actually takes place in a classroom; it is a particular trick, stratagem, or continuance used to accomplish an

immediate objective Brown (2007:31).the theory of reading makes skimming, scanning, careful reading browsing and general of reading.

A) Skimming

Skimming - reading quickly in order to find out what the text is about.

Skimming can also take in features such as headings, subheadings and illustrations to obtain an overview of the subject matter.

B) Scanning

Scanning means glancing rapidly through a text to search for a specific piece of information .So, when scanning, it a searching process that requires the pupils to find what they need. If the pupils are looking for data, they are looking for numbers, and so on.

There are many reasons why getting student's to read English texts is an important part of the teacher's job. Many of them want to be able to read texts in English either for their careers, for study purpose or simply for pleasure. Anything we can do to make reading easier for them must be good idea. Reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentence, paragraphs and texts. Good reading texts can introduce interesting topic, stimulate discussion, excite imaginative responses and be the springboard for well rounded, fascinating lesson.

One of the teacher main functions when training students to read is not only persuades them of the advantages of skimming and scanning, but also to make them see that the way they read is vitally important.

In teaching reading differences between two models:

- The top-down models relate to the meaning-emphasis approaches of beginning reading and stress the first importance of language and meaning for reading comprehension and also for word recognition. The reader theoretically samples the text in order to confirm and modify initial hypotheses.
- The bottom-up models those that view the reading process as developing from perception of letters, spelling patterns, and words, to sentence and paragraph meaning, resemble the code-emphasis, beginning reading approaches.

Competence standard and basic competence for teaching reading eight grade second semester at Mts Al-hamidy.

4.2.2 The application of lesson plan

Lesson Plan (RPP) is a plan that describes the procedures and organization of learning in order to achieve a basic competence (KD) is defined and described in the syllabus. RPP most extensive scope includes the KD consisting of a number of indicators for one or more sessions (Hint RPP Technical Development, DG Development High School, 2010). RPP developed from the syllabus, and the

syllabus is developed from the content standards (SI) contained in the Ministerial Regulation No. 22/2006.

There is no agreed standard format to be used in schools nationwide. Each school may use a different format. This is possibly due to its autonomy, which is reflected in the implementation of the Education Unit Level Curriculum (SBC), each school can develop the RPP to format it thinks fit. RPP format above is one example.

RPP components are (1) identity, (2) competency standards, (3) basic competence, (4) indicators, (5) teaching materials, (6) teaching methods, (7) the learning procedure, (8) instructional media, (9) learning resources, and (10) assessment.

Good reading lesson plans introduce students to the pleasures of reading. One way of doing this is with activities and discussions that interest students in topics that they will be required to read about afterward. Another way to get kids excited about reading is by letting students interest each other in books they have already read. Reading is not just about English. It also introduces people to the world and gives them interesting ideas to talk about. Good reading lesson plans allow children to feel a sense of accomplishment in learning about new things through reading. This fosters a fondness for reading that will stay with students even as they grow older.

The main indicators to measure the success of the quality of teacher education course, how to act in a professional manner that is by running the

Lesson Plan (RPP) which according to the standard process in prose learning. The results illustrate that there are some teachers that do not apply the rule stated in the lesson plan because it did not know how to practice. Party's school should take action so that all teachers are able to carry out the implementation of the RPP. But most teachers have not been able to implement it is expected that in this case through the school principals provide academic guidance or supervision. Above gives emphasis to the school to perform actions were dictated by the school as a teacher "there are some teachers have never supervised by the principal, some teachers in supervision but not often. Form of supervision is done is an examination of the device used, the use of instructional media, monitor how to deliver the material, the arrangement of the instrument.

Lesson plan implementation should be done by every teacher in the learning process, but in reality, according to the results of research are still a lot of teachers do not perform on cue commitments or rules that exist in the RPP as the steps that must be done every learning process, for various reasons. There are some teachers expressed as follows: "some teachers said that the measures would not be implemented continuously (every meeting / face to face) because there are time constraints available, and learning materials are dense enough so that each sub subject should be pursued to completion of the material. so that the learning process measures do not entirely like the mediator / teacher introduction is not done directly into the explanation of the material "