

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter will present the finding and discussion from the research. The result was got by the process of collecting students score in reading comprehension as the data. To fill the data, the researcher constructed the interview, observation, exercise and questionnaire during observation in school or classroom. Based on the research problem, that all the instruments were used to found the result and answer the research problem itself.

4.1 Research Finding

4.1.1 Preliminary Study

In the preliminary study, the researcher constructed it to get the information of student's and teacher real situation in the reading class. The researcher was conducted before did the research in teaching reading by using reader response approach. The researcher conducted by interview the teacher and observation the students' condition in class when learning reading in two weeks before treatment to know about the students' difficulties.

The students' problem when learning English is around of narrative text. Narrative text can be many kinds of formed such us originally English story or Indonesian story than translated in English. Their guide book is only from worksheet or LKS. It makes them to close their mind for other sources and easy to find the problem to understanding narrative text in originally English. By observation around of two weeks when learning English showed that the teacher needed an interesting technique to teaching, so that student not feels bored and uninteresting with English. The researcher caught that teacher also needed to upgrade the student motivation each meeting. It can make them easier when they have strong motivation in learning English.

Table 4.1 The Field Problem in X-4 Class SMA Hangtuh 4 Surabaya

NO	The Field Problems
1	The class only used English materials from LKS (Lembar Kerja Siswa) or worksheet.
2	The English teacher used convention or lecturing method

3	Students could not understand the reading text in narrative genre which was not from Indonesian folks.
4	Students had low motivation in reading class.
5	Students had low interest in reading class.

4.1.2 Plan in Cycle 1

The first is “plan” step that is interview the teacher. It was held on Monday, 7th march of 2016 started at 13.00 until 13.30. The researcher asked to the teacher some questions around three aspects. The first aspect is student condition in classroom when they are learning English especially in reading comprehension. Teacher said that not all of them capable in English subject especially reading, because in their mind English was not important than other subject but there are some students who are still interested in English class. Teacher added that even they cannot catch every explanation from the teacher they are trying to understand what is teacher said and completes the exercise as the best as they could.

Second aspect is the strategy that teacher used in English class. According to the English teacher she liked LKS (Lembar Kerja Siswa) or worksheet the students can directly solved problem by answering questions in several exercises in one meeting. There were short explanation about materials of English subject in worksheet that teacher used but sometimes teacher give several activities out of the worksheet to know how far their understanding, such as searching information related the material in internet or practical activities.

Third aspect is the student difficulty when they were learning English especially reading. The teacher said that reading was one of the skills that students got during learning English. In the fact, their reading skill had no significant improvement from the first meeting until now even almost second semester coming. Their reading just around simple narrative text or text that has Indonesian translates or Indonesia texts translated into English text. In one occasion, the teacher tried to give them other story from internet and asked them to complete the exercise but they said that they did not understand clearly even free to look for the difficult word in dictionary.

Then, in other day the researcher collaborated with teacher to arrange and prepare the lesson plan that to be applied in classroom. She gave her own lesson plan to the researcher and tried to revise some parts to match with this strategy as together.

In the end, the result of plan step showed that there are four things that changed from previous lesson plan to new lesson plan, they are indicators, teaching material, teaching method, meeting, and scoring rubric. This research was added more indicators from the previous lesson plan to made specific goals. In the new lesson plan, made simpler and focuses on students understanding about the text. The method was changed became Reader Response Approach. We made decision to use writing response assessment and reading response map assessment.

Table 4.2 Lesson Plan

Previous Lesson Plan	Now Lesson Plan
<p>1. Standard Competence</p> <p>2.5 Understanding the meaning of Narrative essay in daily activities context.</p> <p>2.6 expressing the meaning of essay or monolog in narrative form which valid, fluency and related with daily activities.</p>	<p>1. Standard Competence</p> <p>2.5 Understanding the meaning of Narrative essay in daily activities context.</p> <p>2.6 expressing the meaning of essay or monolog in narrative form which valid, fluency and related with daily activities.</p>
<p>2. Basic Competence :</p> <p>2.5.1 Response the meaning and step of rhetoric in essay form by using writing language as valid, fluency and related with daily activities to access the knowledge of narrative form.</p> <p>2.6.1 Expressing the retoric meaning in essay form by using many kinds of writing</p>	<p>2. Basic Competence :</p> <p>2.5.1 Response the meaning and step of rhetoric in essay form by using writing language as valid, fluency and related with daily activities to access the knowledge of narrative form.</p> <p>2.6.1 Expressing the retoric meaning in essay form by using many kinds of writing</p>

language as valid, fluency and related with daily activities.	language as valid, fluency and related with daily activities.
<p>3. Indicator :</p> <ul style="list-style-type: none"> - Finding the mean point and certain information. - Reading laoudly narrative text - Finding the specific information as implicit and explicit - Finding the generic structure from the text - Writing the narrative text depend on the steps that given. - Identification the pattern of past continuous tense in sentence. - Identification the pattern of indirect and direct sentence. 	<p>3. Indicator :</p> <ul style="list-style-type: none"> - Finding the mean point and certain information. - Finding the specific information as implicit and explicit - Finding the generic structure from the text
<p>4. Material</p> <ul style="list-style-type: none"> ~ Monolog “Narrative” text. ~ Vocabullary that related with the text ~ Grammar: <ul style="list-style-type: none"> – Past continuous Tense – Direct and indirect speech 	<p>4. Material</p> <ul style="list-style-type: none"> ~ Monolog “Narrative” text. ~ Vocabullary that related with the text.
<p>5. Method</p> <p>Traditional, asking and answering, demonstration and exercising</p>	<p>5. Method</p> <p>Reader response approach</p>
<p>6. Meeting</p> <p>4x meeting</p>	<p>6. Meeting</p> <p>1x meeting</p>
<p>7. Technique : Performance, individual and group</p>	<p>7. Technique : Performance, individual and group</p>

2. Asking form : Practice and essay 3. Instrumen : Appendix 4. Scoring ~ <i>Maximal score = 100</i> ~ <i>Student score=</i> <u><i>Student score x 100</i></u> <i>Maximal score</i> 5. Assessment rubric: a. Reading assessment rubric b. Writing assessment rubric	2. Asking form : Practice and essay 3. Instrumen : Appendix 4. Scoring ~ <i>Maximal score = 100</i> ~ <i>Student score=</i> <u><i>Student score x 100</i></u> <i>Maximal score</i> 5. Assessment rubric: a. Writing response asesment rubric b. Reader response map asesment rubric
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It constructed with proper materials to teaching reading in classroom by using reader response approach with interview the teacher and observation in the class around two weeks before treatment. It was necessary did because the researcher would upgraded the students' score. By interview the teacher, there were several things to prepare. The first thing was the lesson plan as clearly where to be teachers' guide when teaching reading. The second one was students' exercises. According to teachers' explanation that student only focuses on LKS or worksheet.

Actually, they have guide book but not all the students have it. It made them to stop on the LKS not for other book or sources. By these reason, it created other exercises by using reader response that adapted with source in internet which is more interesting and innovative. Those exercises are writing response and reading response map. Writing response as individual exercise and reading map as group exercise.

4.1.3 Do in cycle 1

It is necessary used observation to pass "do" step in this research. Observation was held in Thursday, 22nd march 2016. It was held by two observers, they were the researcher as the first observer and Mam Anita as English teacher in SD Hangtuh 1 at Surabaya which was second observer. There were two activities that students did in the classroom: individual and group. Students were given three texts as randomly that adapted from internet and then they must answer eight questions from of text individually.

In group, students completed reading map that consists of generic structure of narrative text. The rule was the students had to grouping in same text, it made them easily to finish this activity. The aim was students could be more understandable from some difficult texts by constructing the generic structure. During the observation, the teacher was applying some principles when she thought the students such us participation reward and intrinsic motivation. It can be seen form the recording video that in the beginning and the end of meeting, the teacher always gave the students motivation to make their spirit become over even not in English concept. Also, the teacher provides the reward for some students that have good score.

In that time when learning process begun, the teacher tried to explain deeper about reader response itself first then teacher explained also about how to be a good reader in narrative because she realized that it was her students' weakness in reading. Then, the teacher gave explanation about how to answer the writing response which was they had to read carefully and understood the question meaning. In next explanation, the teacher described about what was reading map then teacher explained what should student did in reading map exercise. When all explanation was done, the student started to finish individual exercise named writing response while the teacher looked around who could not do as well, the teacher gave thirty minutes to done.

After that, the teacher gave instruction to made group consists of several person that have same narrative text. It was as group exercise and the teacher gave thirty five minutes to done. It taken long times because there were several things to complete. In the end after all the students' activities were done, the teacher tried to analyze the student work together as glance. The last was the teacher gave shortly explanation about the truth of student answer and salam to closed the meeting.

4.1.3.1 The result of student test

Table 4.3 Students score of writing response

NO	NAME	SCORE
1	Agastya Pawestri	87,5
2	Ardiano Abdullah	100
3	Arnella Nurmalita	87,5
4	Arum Rahmawati	-

5	Cindy Bella puspita	100
6	Devi Anita Puspitasari	87,5
7	Dinda Putri P	100
8	Dwi Sucahya	87,5
9	Eriek Purniawas	100
10	Felix Fatallah	75
11	Gama Varabby Havi P	100
12	Hani Aprillah Sari	87,5
13	Hilmy Hayzan	87,5
14	Imelin Sukma Putri	100
15	Intan Maharani P	87,5
16	Ira Rahma Maulia	100
17	Kurnia Sri Dewi	-
18	Lenny Agustina	-
19	Mafira Salzabila	-
20	Moch. Rafi Ma'ruf	62,5
21	Moch. Fernando Tidar	87,5
22	Moch. Rizky A	87,5
23	Muh. Ade Rafly	87,5
24	Muh Soleh	87,5
25	Niken Selviana	100
26	Nila Ambarwati	-
27	Ningrum Eka dik Ayun	-
28	Prahandika Wartela I.S	-
29	Preta Abriela Ayu P.	87,5
30	Rizaldi Bagus A	87,5
31	Safitri Permatasari	87,5
32	Salsabil Viari Wahyu	87,5
33	Uswatun Khasanah	87,5
34	Yunus Oktavianto	87,5
35	Zulkarnain Aji	-
TOTAL		2.425

Average	89,8
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The tenth grade of SMA HANGTUAH 4 Surabaya has 36 students, there were eight students absent because the day before and the day after was holiday, so some students went to other countries or something else. From the table score shows that students have own understanding to complete the exercise. The researcher and the teacher collaborated to analyzed students result score. From analysis of the result score indicate that there was significant score by almost all of students. The average of the students score was 89,8. It is belonging to individual exercise. For the group exercise which is complete the reading map is almost all of them involved to finished that exercise, even there is a group would like to asked question more than ones to make perfect reading map.

There are four groups in reading map. The score showed that the first group got 75,6. It is the middle score but has not passed the KKM. Second group and third got 86,4, it is the best score from each other. The last group got 64,5, it is the lowest score than each other. So, the average of student writing response score is 78.

$$X = \frac{\sum x}{n}$$

$$X = \frac{2425}{27} = 89,8$$

Then, the researcher calculated the successful score that passed the KKM (Students Standard Score) in percentage. By using this formula, it's found that the student task score is 96% passed standard score or KKM.

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

$$P = \frac{26}{27} \times 100\% = 96\%$$

There are two rubric assessments that made for classifying students skill in scaled for improving reading by using reader response approach. Those rubrics are writing response rubric assessment and complete reading map rubric assessment. Based on the student's result score showed that writing response rubric assessment is about 2 until 4 score in each questions, however there is one question that is number 7 that almost all students got 1 score because their answers cannot show the aspects.

The question of number 7 is "How would you like to write the end of the story based on your point of view". This question refers to how and why question type. Actually, the student could understand what was meant in question number 7, but they found difficulty to convey the correct answer because of error grammar. Question number 7 is forced the student to answer with high creativity ability and have strong sense to analyse the text. By the final result showed that students have not capable to describe about explanation of their point of view.

There are four aspects can assess the student exercise. Those aspects are containing is right and grammar is right, contain is right and the grammar almost right, contain and the grammar almost right and contain and grammar stronger wrong. In reading response map rubric assessment for student result score arrange about 1 until 4 score in each square. Reading response map consists of seven square. They are plot, setting, conflict, solution, main idea, characters and summary. Those parts of reading response map can make the students easier to understand the text.

There are four groups, the first group fill all the square but in the lowest score only in summary and main idea, they got 1 score and 2 score because they wrote shortly with simple explanation. Second group got almost perfect score only plot got 2 score. Third group got the highest score then other group because all squares got around 4 or 3 score. The last group got several bad score because all of member are the boys so they just spent time with jokes. Their bad score are summary got 1 score, solution got 1 score and main idea got 1 score. Nevertheless, they have give good attention to the teacher's direction and good enough to understanding the text by reading response map, which is only one group from four groups that got low score.

4.1.4 SEE in cycle 1

Reflection is part of "see" to complete all the steps. This research needed "see" to look for what we're something missing during learning process. English teacher, the head master and the researcher were involved in this meeting. All of them had given some feedback for the classroom action research in cycle one and also to decide was it necessary to second cycle.

There were three feedbacks of them. The first was teacher should have given greeting and something like saying hello in the beginning of meeting. The function of greeting activity is the students can build their feeling in learning time with happiness,

by feeling happy they can receive all material easily. Second was the teacher should have talked about what is the goal in learning process and the purpose, so that they know what the learning purposes. The last was should have not used Indonesian or Javanese most in explanation in the material, because the hope of all research's in SMA HANGTUAH 4 is trying to upgrade the learning process.

To make clearly, the researcher prepared the observation scale to student and teacher activities. It consists of ten statements and eighteen statements then the observer had to checklist one of the five numbers to assess. This observation with checklist showed that teacher in the beginning of meeting was preparing and then checking the students' mental and physic. After fixed the student mental and physic, the teacher gave shortly explanation about indicator and explaining the step how to finish the exercise. This observation sheet also showed that teacher explained the material and student listen that explanation. It also showed that student writing the about teacher's explanation. The teacher needed replay the explanation and student also listened carefully again. After listened the explanation from the teacher, the student take a not about it. Based on the checklist sheet that teacher was asking some questions related with material then the student answered the question. After that, the student were checking and showing to the teacher. The next was the teacher were completing and giving fix answer to the student then they were repaired their answer to the correct.

4.1.3.1 The result of questionnaire

Table 4.4 Student's response of application reader response approach

Statement	Strongly agree	Agree	Neutral	Disagree	Very disagree
1	7	20	0	0	0
2	16	11	0	0	0
3	3	21	1	2	0
4	3	23	1	0	0
5	12	15	0	0	0
6	9	15	3	0	0
7	4	20	3	0	0
8	3	23	1	0	0
9	4	22	1	0	0

10	10	15	1	0	0
11	7	20	0	0	0

The researcher conducted the result of questionnaire by explained each question statements and make percentage. Based on the questionnaire in the first statement that 74% students agree that they feel fun in reading material and 26% students choose strongly agree fun when reading class. It means actually they have enjoyed in reading but still in low level, so with reader response approach they can improve reading skill with feel fun first in that subject.

For second statement, they claimed 59% students strongly agree that reading has important role in learning English and 41% students agree about it. It is indeed, because the basic skills in English are reading, writing, speaking and listening.

In third statement that 78% students agree that reading is one of the easiest skills in English, 11% students strongly agree, 4% students answer neutral and two students means 7% students answer disagree. They consider some texts in their LKS are quite easy but they do not know the other sources accept LKS or worksheet.

The next statement is 85% of students agree that reader response approach is something new, 11% students strongly agree and 4% student choose neutral. It means, it is the first time they heard and try new approach in learning reading.

The fifth statement is 55% student agree that they feel easier to learning reading by using reader response approach then traditional approach or just finished the worksheet and 44% students answer strongly agree about it.

The next statement is 55% of students agree that by using reader response approach can help them to understand narrative text that has not read before, 33% of students strongly agree and the other 11% choose neutral.

The seventh statement is 74% students agree that fell happy when they are learning reading by using reader response approach, 15% of students strongly agree and the other answer 11% neutral. It because they can do the exercise in individually and group so they can discuss with other friends to finished it.

The eighth statement is 85% of students agree that they feel satisfy by using reader response approach, 11% of students strongly agree and 4 % answer neutral. The ninth statement is 81% of students agree that by using reader response approach

can build their motivation to be increase, 15% of students strongly agree and 4% answer neutral.

The tenth statement is 55% of students agree that the teacher’s explanation about reading narrative by using reader response approach quite clearly to understand, 38% of them strongly agree and the other that is 7% answer neutral. The last statement is 74% of students agree the exercises from the teacher are appropriate with current material and 26% of them strongly agree about it.

Table 4.5 Total percentage of student’s response of application reader response approach

Statement	Strongly agree	Agree	Neutral	Disagree	Very disagree
1	26%	74%	0%	0%	0%
2	59%	41%	0%	0%	0%
3	11%	78%	4%	7%	0%
4	11%	85%	4%	0%	0%
5	44%	55%	0%	0%	0%
6	33%	55%	11%	0%	0%
7	15%	74%	11%	0%	0%
8	11%	85%	4%	0%	0%
9	15%	81%	4%	0%	0%
10	38%	55%	7%	0%	0%
11	26%	74%	0%	0%	0%

In the end after discussion found the result from the student score and observation sheet that all elements agreeing to stop in one cycle. It’s because almost all of the students have passed the standard score means they can improve their reading by reader response approach and finished the reading map response.

4.1.5 Discussion

In discussion, it tried to solve the problem that happened in SMA HANGTUAH 4 at Surabaya especially in x-4 about the reading narrative as the students’ problem. Related to field problem in x-4 SMA HANGTUAH 4 at Surabaya

there are several problems. First, the class only used English materials only LKS or worksheet. Now, the materials of reading narrative that solved are not only coming from LKS (Lembar Kerja Siswa) , the teacher could use other resources to teaching reading especially in narrative. By reader response approach, the student could be varieties because there were groups in exercise. The exercise was adapted by <http://id.pinrest.com/pin/355362845/>

Second problem is traditional or lecturing method in reading class. In fact, the student needs upgrading method depend on the student era. It would increase their interest in English. By using reader response approach which is modern method, the students could have variation when they are learning in classroom in this case reading subject. It helped them to be active student not passive because there was discussion section not only sitting in the chair and listen the teacher explanation.

The third is students could not understand the reading text in narrative genre which were not from Indonesian folks, by using reader response approach, the student forced to strongly thinking and well understanding about originally English narrative text and it helped them with step by step to giving response after reading with question response types. According to the theory adapted <http://id.lessonplanet.com/>, there are several question types. It classifies the level of giving response after reading text, started from the easier question then specific question that directed student to explain their opinion about the text. The questions types are consist of five levels. They are asking for basic fact, making prediction, explaining how and why, making connection and comparison and giving opinion. According to the student condition that this research only used three levels, those are asking basic question, explaining how and why and giving opinion.

Actually the student found some problem to finished the question number seven that covered by explaining how and why in question type. They were understood and could answer if the teacher asked what do you mean but little bit difficult to explaining the answer with correct grammar. It made most of them got imperfect score but not bad score just enough around 87,5 which is their wrong answer was only one.

The last of two students' problem are student low motivation and low interest in English. Based on the answer of students' questionnaire that Reader response could increase their motivation and interest because it more attractive and made them discuss with other friend. It support by *sarvenaz khatib's* article in page 151 that in reader response theory the act of reading is considered as an active, dynamic process,

constantly prone to change in which readers are in charge of creation and development of meaning. It means that reader response approach could help the student to be more critics with strongly thinking and more active with group exercise.

In this sub chapter also involved simple description that answers the statements of the problems. The first statement of the problem is: how is the implementation by using reader response approach in teaching reading, second statement is: what is students' improvement by using reader response approach in teaching reading. Teaching reading by using reader response approach is one of many techniques to teach students with some materials to make sure the students understanding. **The implementation by using reader response approach** is about the all aspects or process when teacher using reader response in teaching reading. There are several materials involved by using reader response approach before teacher in classroom. First is lesson plan. It used before learning process to plan all things that needed and to take attention with the indicators and the goals of the topic. The second is a group of questions paper that consists of some simple questions to directed student be a good when they are giving response or named writing response, this was as individual exercise. Third is reading response map that consists of several squares to direct the student could classify plot, setting, conflict, solution, main idea, characters and summary of that text. In reading response map, the students finished in groups with consist of students that got same text in individual exercise. Actually, this not taking long time to complete it, because reading response map only made it simple their understanding of narrative text.

After teacher making planning and what are the best materials or student exercise, then the teacher implemented reader response approach in teaching reading as sequent and depend on the lesson plan that teacher made before. The researcher built some statements with score columns to observe the classroom activities when teaching reading by using reader response approach. These statements made the observer easier to know the condition in classroom. All of statements cover by five scales to show the good until the bad scale. According to two observers that observed showed those classroom activities almost good and the teacher can have handled students start from the beginning until the end of learning process. However, there are some missed when teacher delivering material that are no greeting to open the meeting, and less of English communication. Also, the teacher cannot have estimated about the over time when

students finished each exercise so the learning process need long time that out of the time agreement in lesson plan.

The last process is reflection. It constructed to see what about the weaknesses during the learning process.

The hope of every learning process is **there is an improvement of the students**. According to the students' result score that showed 25 students passed the student standard score or KKM which mean passed 78 score or exactly in 78 score but two students have not passed the student standard score. Based on the student score that the student reading skill can improve by using reader response approach than using traditional approach like the teacher used in daily. It is supported by the students previous score that the average before applying reader response approach is 72,2 of all students score then after applying reader response approach has increasing become 89 from the student's average score. However, some students found the difficulties to follow this approach, so they just got standard score or haven't past the standard scored yet.