

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

4.1. The Preliminary Study

In this phase, the researcher presented some of the findings in the field to X grade of accounting students at SMK Muhammadiyah 04 Medan, both before and after implementing LRD strategy on students' reading comprehension in descriptive texts.

4.1.1. Before The Implementation of CAR

Pre-test had been done before CAR. It was carried on Tuesday, 25th July 2023. Starting at 08.45 WIB. Initial test was used to measure students' comprehension to read descriptive texts that had been given by the researcher. Based on the results of the pre - test obtained, the average data of students' score in pre-test was 50.83. There were only 2 students who obtained the minimum completeness criteria (KKM). Another 28 students fall under the criteria. Lowest achievement obtained a score 30. From this analysis it could be seen that almost all students' reading comprehension in descriptive texts were still low.

4.2. The First Cycle of CAR

A. Planning

In this phase, the researcher prepared everything that was needed related to the teaching and learning process. The preparation was lesson plan, the teaching material of descriptive text, the instrument for collecting data like interview and observation sheet. Firstly, the researcher explained about the

advantages of reading comprehension. The researcher introduced about the implementing of LRD strategy.

B. Action

In this phase, there were some activities done by the researcher. It's aimed to make students understood the objectives and the benefits of LRD strategy for English learning activities to improve students' reading comprehension in descriptive text.

C. Reflection

Reflection in this phase was aimed to know the result of students' scores in cycle I and the result of observation. Actually, students' score in test of cycle I was improved than the score of pretest. But it was needed more increasing in their descriptive text to solve their problems in material because some of them still confused and difficult to understand reading comprehension in descriptive text. In the cycle II, the researcher and the teacher as collaborator improved their reading comprehension in descriptive text by giving more explanation simply.

4.3. The Second Cycle of CAR

Based on the result of the cycle I, the researcher needed to do cycle II. It could be seen from the students' scores that still failed of classification. This phase continued the aim of the research. The phases of cycle II were constructed based on the reflection of the previous cycle I. It was the same like cycle II. But there was a special in action the researcher gave the students more chances to ask something which they did not understand yet. The second cycle of action research was follow :

4.3.1. Planning

In this cycle, LRD strategy was applied in teaching learning process. In this cycle the teaching learning process more was emphasizing to see the students improvement in reading comprehension in descriptive text through answers of some test questions. The researcher created more supportive condition in order to foster the students to give more responses and participations actively in the class.

4.3.2. Action

In this phase, the researcher tried to do the best in teaching the students and motivated them to increase their ability in reading comprehension by following the steps of LRD Strategy.

4.3.3. Observation

The observation was done for the second cycle. The students' activity during teaching learning process had been observed.

4.3.4. Reflection

In this phase, the feedback of the teaching learning process was taken from the result of the observation. As the result observation and test, the researcher could make conclusion. The researcher improved the students' reading comprehension in descriptive text by using LRD strategy. Every students had braveness and felt enthusiastic to ask what they did not know and give their opinion. The students' scores had improvement too, based on the observation sheet that showed the improvement in every meeting. Based on the percentage of the students' score, there were 69,16% at the first cycle and 83,33% at the second cycle. The total improvement of the students' scores

could be seen from the test in cycle I and Cycle II. It made the researcher felt that the second cycle could be stopped because the students had been improved their comprehension to understood descriptive text.

4.4. Data Analysis

This research involved quantitative and qualitative data in this study. The quantitative data was obtained from the mean score of students' test result. The qualitative data was obtained from the interview and observation sheets. The data was taken from a class which consisted of 30 students. The research subject was X grade students of accounting class. It was accomplished in two cycle. Every cycle consisted of four steps of action reseach namely planning, action, observation and reflection. The first and second cycle were gathered in six meetings. The first cycle included pre-test and post-test 1 which conducted in three meetings. The second cycle was conducted in three meetings also in the last of second cycle. So, there were six meetings in this research.

4.4.1. The Quantitative Data

The quantitative data were taken from the result which carried out into two cycle. In cycle II, the researcher conducted 6 meetings. The researcher gave test at the end of each cycle. The students' score had improved from the first reading test to the last reading test. It could be seen at table below:

Table 4.1 The Students scores in Reading Test

No.	The Name Of Students	Score			Category
		Pre – Test	Post – Test I	Post Test II	
1.	MS	45	60	80	Excellent
2.	MRS	40	75	75	Good

3.	MAP	30	65	85	Excellent
4.	MZ	45	75	75	Good
5.	RR	50	65	80	Good
6.	RS	50	65	80	Good
7.	YI	40	60	80	Good
8.	FP	50	60	80	Good
9.	MR	50	75	85	Excellent
10.	EV	45	60	80	Good
11.	NMB	45	60	80	Good
12.	WY	40	65	85	Excellent
13.	MA	50	75	95	Excellent
14.	AD	35	65	75	Good
15.	IR	60	75	90	Excellent
16.	RR	65	70	75	Good
17.	MAK	65	75	80	Good
18.	MAB	75	75	80	Good
19.	IB	50	60	90	Excellent
20.	RH	65	75	90	Excellent
21.	SS	55	70	90	Excellent
22.	NA	45	70	80	Good
23.	HS	60	75	85	Excellent
24.	MFW	75	75	90	Excellent
25.	RP	60	75	85	Excellent
26.	JS	55	65	80	Good
27.	NY	50	70	80	Good

28.	SAF	50	75	80	Good
29.	ZI	40	65	80	Good
30.	AN	40	75	95	Excellent
TOTAL		$\sum X = 1525$	$\sum X = 2075$	$\sum X = 2500$	
		$X = 50,83$	$X = 69,16$	$X = 83,33$	

The researcher gave a multiple choice test to the students in the end of each cycle. It was found that the means of students' score was kept improving from the pre-test until post-test second cycle. To know the mean of the students' scores could be seen in the following formula:

$$M = \frac{\sum x}{N}$$

In the pre-test, the total score of the students was 1,525 and the number of the students who took the test was 30 students, so the mean of the students' scores was:

$$X = \frac{1,525}{30} = 50,83$$

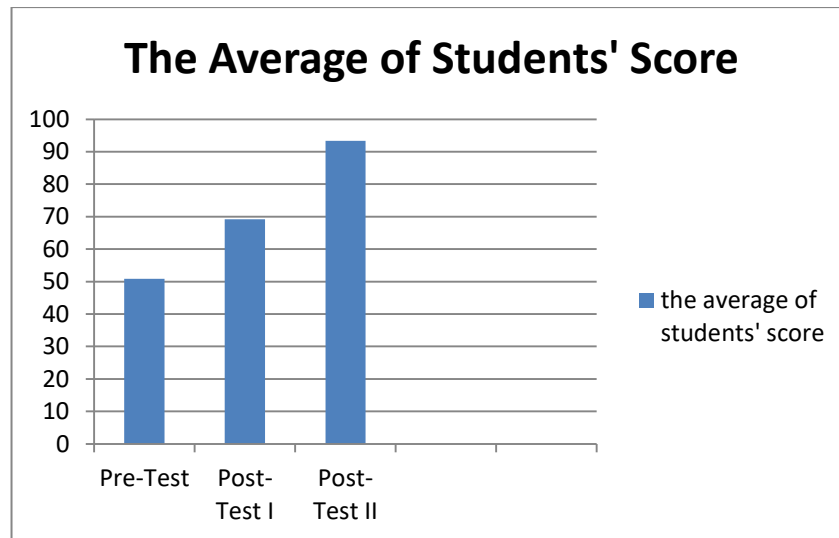
In the post-test of the first cycle, the students score was 2,075 and the number of the students who took the test was 30, so the mean of the students' scores was:

$$X = \frac{2,075}{30} = 69,16$$

In the post-test of the second cycle, the students score was 2,500 and the number of the students who took the test was 30, so the mean of the students' scores was:

$$X = \frac{2,500}{30} = 83,33$$

Figure 4.2 The Graphic of the of Students' Score



The number of the students who passed in the reading test were using this calculated by formula:

$$P = \frac{R}{T} \times 100\%$$

In the pre-test, the students who got point up to 75 consisted of 2 students, so the percentage was:

$$P1 = \frac{2}{30} \times 100\% = 6,66\%$$

In the post-test I the students who got point up to 75 consisted of 13 students, so the percentage was:

$$P2 = \frac{13}{30} \times 100\% = 43,33\%$$

In the post-test II, the students who got point up to 75 consisted of 28 students, so the percentage was:

$$P3 = \frac{28}{30} \times 100\% = 93,33\%$$

**Table 4.3 The Percentage of the students' improvement on Reading
Comprehension in Descriptive Text**

Test	Students who got up to 75	Percentage
Pre – test	2	6,66%
Post – Test Cycle I	13	43,33%
Post – Test Cycle II	28	93,33%

The table above showed the improvement of the students score in pre-test and the second post-test. In the pre-test, there was 66,6% from 2 students who got points up to 75. The first post-test was 43,33% from 13 students who got points 60 up to 75. The second post-test was 93,33% from 28 students. The improvement was about 46%. It meant during the test, there was an improvement on reading comprehension in descriptive text.

4.2.1. The Qualitative Data

The qualitative data was taken from the two sources, namely from interview and observation sheets.

1. Interview

The interview was done before conducting the first cycle. It was found out that the teacher's problem in teaching reading were lack of strategy in teaching reading comprehension.

The teacher said *"I asked them to read aloud, and the other students listened to the students was reading and sometimes i guided them to translate the text,after that i asked them to answer the question based on the text."* It's mean the strategy the teacher used uninterested for the students.

The interview also found the students' difficulties at reading comprehension of descriptive text. Some of students said *"I like miss, but sometimes I don't know the meaning of the word"*. It's mean not all the students did not like English, but they are lack of vocabulary, and got confused how to comprehend the text because felt difficult to meaning the text.

The interview also done after implemented the strategy, it was found that the teacher agreed to use the strategy because she said that the strategy is good to use, and the students also gave positive input, she said that using the strategy could help them to understand the meaning of text that they have read. When we were interviewing she said *"Yes, of course, it's very motivated. Because this strategy can help the students to comprehend the text easier. As we know that reading is one of skill in english, so it's vey important. With this strategy, can help them to understand the reading text, and the strategy that use is not monotonous."*

The student also said *" Yes miss, because this is the first time learn use this strategy , and i enjoy miss, and help me to understand reading text easir use this strategy.(iya miss,karena saya baru kali ini belajar menggunakan strategi ini dan menyenangkan miss, dan saya lebih mudah memahami materi reading dengan cara miss mengajar yang seperti ini.)"* It means the students felt interested in learning reading used LRD strategy and help them to understand the reading comprehension easier.

2. Observation Sheet

The researcher observed the students, situations, conditions and what problems found during the teaching and learning process at each meeting. Then asked the students about in the observation time to determine the students'

activities during teaching and learning process by using LRD Strategy that was applied to improve students' reading comprehension in descriptive text. It is also done to find out how the interaction between the researcher and the students. From the observation, the researcher noted that the students were active and enthusiastic in learning descriptive texts by using LRD strategy.

4.5. Findings

Based on the analysis, it was found that LRD strategy was able to improve students' reading comprehension. Students' comprehension was improved significantly as shown in the pre-test 50,83, in the first cycle 69,16 and in the second cycle 83,33. The high score obtained was based on activities designed to make the teaching and learning process more enthusiastic, active and eager to participate in the teaching and learning process by using LRD strategy in descriptive text.

The researcher also analyzed qualitative data to support research findings in addition to quantitative data. Qualitative data is compiled from observation sheets, interview and reading test. All this data showed that students had improved their attitudes and responses during the teaching and learning process. Observation result for the student can be seen that the students were active during the teaching and learning process, even at the beginning meeting they were disinterested and confused about LRD strategy and some of them were embarrassed and afraid to ask the things they didn't know. There were several students who were caught chatting and making noise. But next meeting, they were more better than the previous meeting because there had fewer mistakes. From interview, it was found that the students felt interested and enjoyed learning

reading process in descriptive text using LRD strategy. Based on the results of quantitative and qualitative data, it could be concluded that LRD strategy had improved students' reading comprehension especially for grade X students of SMK Muhammadiyah 04 Medan.

4.6. Discussion

Based on the quantitative data gathered from the students' score, it was found that the students made improvement during teaching learning process. The mean scores of the students in the second test were higher than the mean scores in the first test and the third score was the highest. The students were understand the text about and could read the text well. They were could answer some questions given by the researcher. It meant that the students were happy in reading comprehension by using LRD strategy.

This research was conducted to find out the increasing of the students' reading comprehension in descriptive text by using LRD strategy. LRD strategy is one of strategy that could be used by the teacher in teaching English to improve the students' reading comprehension in descriptive text. The result of this research indicated that there was an improvement on the students' reading comprehension by using LRD strategy. It was proved by the data which showed the progression mean of the students.

Based on qualitative data gathered from interview and observation sheet during cycle I and II, it was found that the students also made improvement while teaching-learning process. Observation sheet and interview result showed that the students were more active during the teaching-learning process. In the beginning, not all the students were interested in studying. There were found some students

clutched during the lesson. Besides that, they were still shy when they were given chances to ask questions about unclear points, but in the next meetings, the students showed their enthusiasm in asking or answering questions. The interview showed that the students strongly agreed that the use of LRD strategy had helped them in comprehending the text. These all qualitative data supported the research findings which were based on the quantitative data. Based on the result of quantitative and qualitative data, it was found that the use of LRD strategy had been successfully improved the students' ability in reading comprehension.

Based on the quantitative data, The mean scores of the students score in the second cycle (83,33) was higher than the mean of the students' score in the first cycle (69,19) and the mean of the pre-test (50,83). The percentage of the students who got point up to 75 also grew up. In the pre-test, the students who got up 75 were only 2 of 30 students (6,66%). In the post-test I of cycle I, the students who got up 75 there were 13 of 30 students (43,33%). In the post-test II, the students who got up 75 there were 28 of 30 students (93,33%). In other words, there was improvement of the students became better in the first meeting to the next meeting.