

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1. The Preliminary Study

Before conducting the first cycle, the researcher did a preliminary study. The preliminary study used quantitative and qualitative data. In this preliminary study was intended to know the students' ability in reading narrative text. In this preliminary study the researcher gave narrative text test with used part of narrative text, interview and observation. All these data were taken from a class of 35 students.

Preliminary study was conducted at SMP Sinar Husni Medan to obtain data on factual conditions in the problems faced by teachers and students in the process of teaching and learning English. In order to obtain action data carried out in class VII-1, there were several problems in the class that were found by the researcher. For the first problem was class situation, the class was very crowded, the class consisted of 35 students and the teacher had difficulty in managing the class. The second problem was the shortage students' interest in learning English. Researcher conducted research by assigning students to do tests to identify students' problems in reading English.

Before Class Action Research (CAR) activities begin, pre-test activities carried out on students who were given by researcher to find out the extent of their knowledge in understanding English and also to identify the problems faced by students when starting to read English, the test given was that the researcher gave questions to students in the form of narrative text to find out student's english reading ability. The school made 80 as the Minimum Mastery Criterion (Kriteria Ketuntasan Minimum) in that school.

Table 4.1. The Result of Pre-Test

No	Subject	Pre-Test
1	MF	40
2	VA	40
3	AM	50
4	MAR	50
5	FKS	45
6	RP	45
7	RR	80
8	NSC	75
9	MS	35
10	KA	75
11	AFRP	50
12	FZ	35
13	PRS	50
14	S	35
15	AI	60
16	KS	45
17	MRP	45
17	DP	45
19	MSH	40
20	AS	50
21	R	40
22	MS	55
23	AR	60
24	S	45
25	AA	40
26	MP	40
27	LA	45
28	LSK	40
29	MA	80
30	SZPB	55
31	IAP	40
32	RMP	45
33	NNF	50
34	NSC	60
35	FKS	50
Total Score		1735
Mean Score		49,6

Based on the table 4.1 above, the result of students’ score showed that in the pre-test the highest score was 80 and the lowest score in the pre-test was 35. The total score of pre-test was 1735 and the number of students who took the test was 35 students, so the students’ mean was:

$$X = (\sum X) / N \times 100\%$$

$X = 49,6$

From the analysis above, students' achievement in reading narrative text was low. The mean of students was 49,6. And to look the number of students' who were competent in reading test was calculated:

$P = R/T \times 100\%$

$P = 2/35 \times 100\%$

$P = 5,71 \%$

Table 4.2. Distribution of Students' Ability in Reading Narrative Text in Pre-Test

No	Criteria	Total Students	Percentage
1	Complete	2	5,71 %
2	Incomplete	33	94,29%

Based on the table 4.2 above, the mean of students was 49,6 and the percentage the of the students who completed was 5,71%. Only two students passed in pre-test session or evaluation I. It can be concluded that the students' achievement in reading is still low. To make data clearly, it can be seen in chart below:

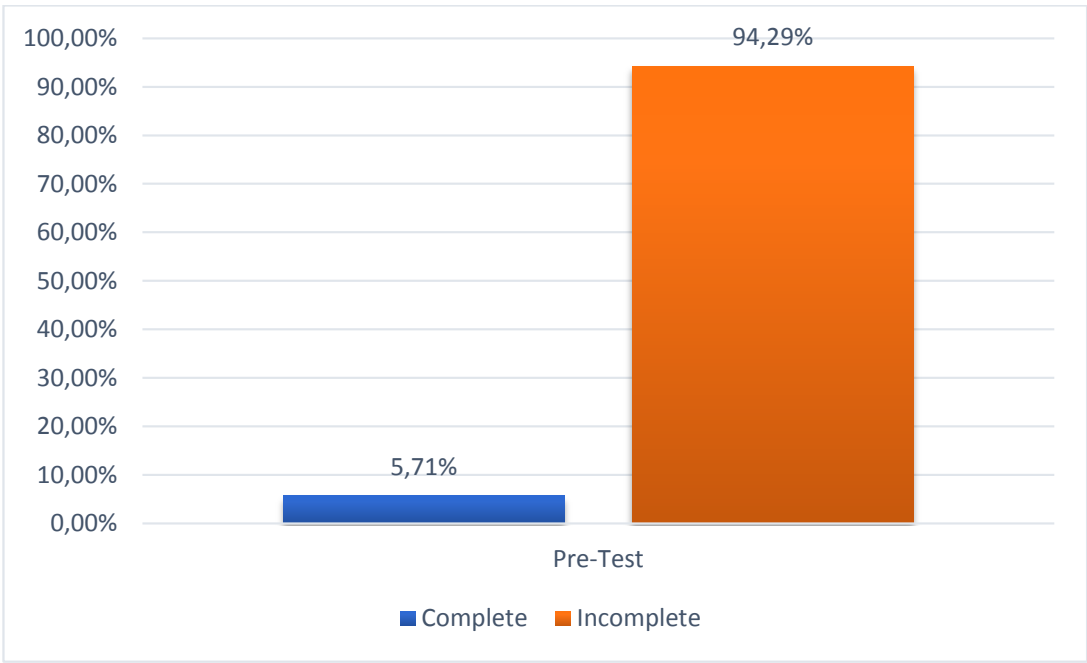


Figure 4.1. Distribution of Students' Ability in Reading Narrative Text in Pre-Test

The Quantitative data above was strengthened Based on the results of the analysis, it can be concluded that students' ability in reading narrative text was still low in the pre-test. So the researcher continued to the first cycle.

4.2. Quantitative Data

4.2.1. The First Cycle

1. Planning

Based on the result of pre-test which had been administered before, it was known that the level of students' achievement in narrative text was low. Some problems also had been predicted. Students made noise in the class. The class was not conducive for a learning process. The student felt difficult to comprehend the text and felt bored. Even more, the students' reading was very lack of sentences. There were only two students who passed. Part of narrative text would be applied to improve the students' ability in reading on narrative text. The researcher would be the teacher and the English teacher would be the collaborator who observed the teaching-learning process in which part of narrative text was implemented. The researcher made lesson plan which involved scenario of teaching. The teaching material was about narrative text. There was one topic that would be given to the students during the three meeting of the first cycle. The instruments for collecting data such as observation sheet, and interview were also prepared.

2. Action

After administering reading and having the result of pre-test, the researcher announced the students' score to in the class. The researcher told the students that their score showed their ability in reading comprehension was still low. The students were motivated to do their best in reading next. In this cycle the researcher taught the students how to comprehend narrative text based on the lesson plan that had been made. All plans that had been arranged were conducted. Part of narrative text also was implemented in the first cycle. First cycle was conducted during the second meeting to the fourth meeting.

In the second meeting, researcher began to explain the material about narrative

was done to know the students' understanding about narrative text. After having the brainstorming by asking and answering one another, then researcher began to give material to the students. The material was given to give good understanding more about narrative text to the students because there were a few students having good understanding about narrative text. The researcher explained about the social function and the generic structures of narrative text by giving an example paragraph as the material. After explaining the material, the researcher gave an exercise to measure the students' understanding about the material.

In the third meeting, the researcher reviewed the material in the second meeting to recall the student's memory about the last topic. The researcher asked to the students to explain their understanding about narrative text and its social function and generic structure. There were many students explaining narrative text well. The third meeting was the meeting that part of narrative text implemented. Students were taught how to comprehend a good narrative text through part of narrative text.

In the fourth meeting, the researcher reviewed the material in the last meeting by inviting the students to explain the steps of part of narrative text in reading. In this meeting, the researcher administrated the reading evaluation of reading test II (Post-Test I).

3. Observation

In the beginning of the first cycle, while the researcher was explaining the material the students were still making noises. The researcher asked to the students to keep quite during the teaching learning process. However, in the beginning of implementing part of narrative text, the teaching- learning process ran well. The situation was conducive for teaching- learning process because most of students could be controlled their noise. Students were serious not only when the researcher explained the lesson but when they read their narrative text. They were active in work. Some of

good interaction to the researcher. They had a good response to all the researchers' questions.

In this cycle, researcher gave reading test. In this reading test II, the students discussed based on the topic given by using part of narrative text. The topic was more interesting for them. Of course, for the students they had found ideas and knowing about the topic. However, in working reading evaluation II, some of students were not seriously. Sometimes they cheated their friends' reading, and they whispered each other. Generally, the teaching- learning process in this cycle ran well.

Based on the result of observation, it was concluded that teaching learning process ran well. The students' interest or students' motivation was growing up. Their focus on the material explained also was better in every meeting. It was concluded that part of narrative text created a good learning environment.

Table 4.3. The Result of Post-Test I

No	Subject	Post-Test I
1	MF	60
2	VA	75
3	AM	85
4	MAR	85
5	FKS	50
6	RP	85
7	RR	95
8	NSC	85
9	MS	60
10	KA	85
11	AFRP	85
12	FZ	50
13	PRS	85
14	S	60
15	AI	75
16	KS	85
17	MRP	75
17	DP	75
19	MSH	75
20	AS	75
21	R	80
22	MS	85
23	AR	80
24	S	80

26	MP	75
27	LA	85
28	LSK	75
29	MA	95
30	SZPB	85
31	IAP	85
32	RMP	75
33	NNF	85
34	NSC	80
35	FKS	80
Total Score		2710
Mean Score		77,4

Based the table 4.3 above, the total score of students was 2710 and the number of students who took the test was 35 students, so the students’ mean was:

$$X=\frac{\sum X}{N} \times 100\%$$

$$X=\frac{2710}{35} \times 100\%$$

$$X= 77,4$$

From the analysis above, students’ achievement in reading narrative text was low. The mean of students was 77,4. And to look the number of students’ who were competent in reading test was calculated:

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

$$P=\frac{20}{35} \times 100\%$$

$$P= 57,1 \%$$

4. Reflection

There were many problems of students indicated by the researcher in the class in the first cycle that conducted during three meetings. The student noises were controlled meeting by meeting where in the first meeting they often made noises in the class. The students began to pay attention to the researcher after the researcher told their evaluation I scores. They, then, slowly listened to the researcher and focused on the material about narrative text. They realized that the after listening the researcher

explanation about the importance of reading and the advantages of someone who had reading skill. The material was given for giving more understanding about narrative text to the students. The researcher action worked, the students could accept the researcher explanation and had good understanding about the material. The students understanding about the material could be seen from their enthusiasm and their interest in conducting the exercises or questions about narrative text. The students could answer and identify text and description of narrative text.

After students' reading were corrected, it was found that students' reading was better than before. Both of the orientation test score and score in cycle I showed improvement in students' reading. There were only 20 students got the score up to 80 (57,1%). It was happened because some of students did not understand yet how to read in a good sentence beside the students had lack of vocabulary. In correcting of students' reading product, some of them were errors of vocabulary, organization and capitalization. So, it was needed to do the second cycle. The problem found would be solved by teaching them how to find main idea by using part of narrative text.

Table 4.4. Distribution of Students' Ability in Reading Narrative Text in Post-Test I

No	Criteria	Total Students	Percentage
1	Complete	20	57,1 %
2	Incomplete	15	42,9%

Based on the table 4.4 above, it can be concluded that the students' ability in reading narrative text was still low. There were only 20 students that passed the evaluation test II. The result of evaluation II was still far from the Minimum Mastery Criterion (Kriteria Ketuntasan Minimum). Therefore, the first cycle was considered unsuccessful. So, the next cycle was needed to improve the students' ability in reading narrative text. To make data clearly, it can be seen in chart below:

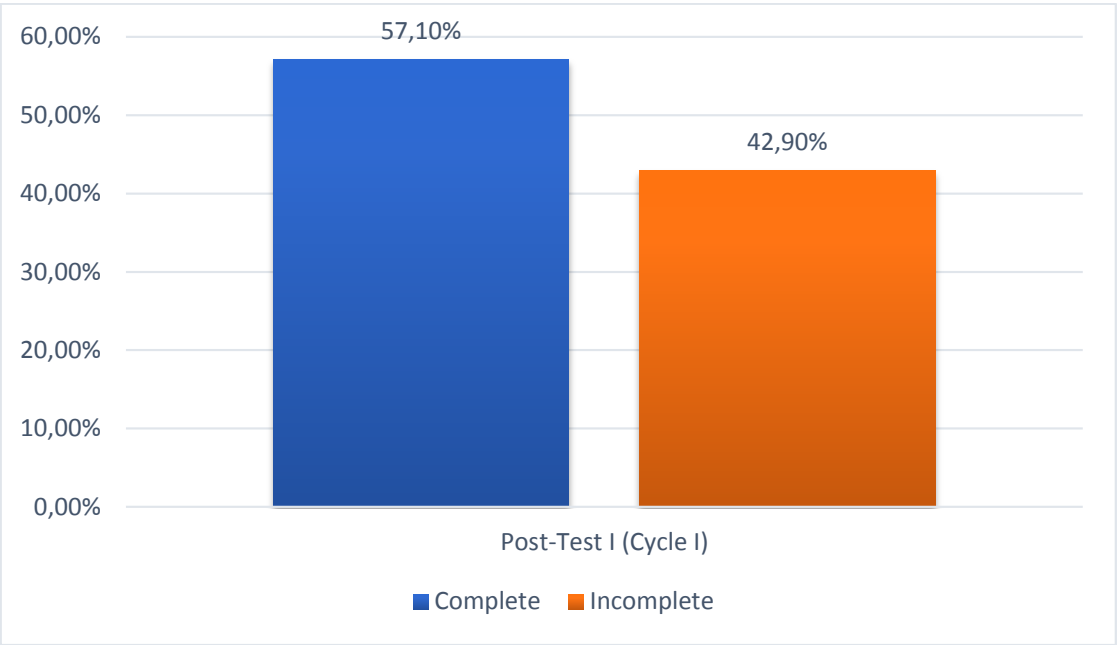


Figure 4.2. Distribution of Students’ Ability in Reading Narrative Text in Post-Test I

4.2.2. The Second Cycle

1. Planning

Researcher had indicated that the students had some problem in reading in the first cycle. The problems were several comprehend the text, main idea, and reading text. The vocabulary also had influenced the students reading. They didn’t know some vocabulary in English well. In this cycle researcher taught the students how to comprehend the text by using part of narrative text. Students would be given a chance to read the text. It was hoped that the percentage of students who got the points up 80 would increased. The researcher would be more active in asking questions, in responding students’ questions, and in giving explanations to improve the interaction between the researcher and the students and time would be managed effectively and efficiently.

2. Action

In the second cycle, the students were taught how to comprehend the text. The researcher taught the students how to find idea in narrative text based on the lesson plan that had been made for the second cycle. In the fifth meeting the researcher explained the importance of produce a good sentence in order to the reader could get the ideas

clearly. Researcher also gave the exercise which related to the material. The exercise was given in order to measure the students understanding about to the material. Based on the students' reading evaluation II, there were found that some students also made error in spelling, vocabulary, punctuation and capitalization. All plans that had been arranged were conducted. Students were taught how to read a good narrative text trough part of narrative text.

In the sixth meeting, the researcher reviewed the material in the last meeting by inviting the students to explain the steps of part of narrative text in reading. In this meeting, the researcher administrated the reading evaluation II. Researcher asked to the students to read a paragraph by using the Part of narrative text. Then, the students worked their reading evaluation III (Post-Test II) individually. The researcher actively paid attention to them in every meeting of this cycle and researcher were also active in motivating students so they could produce a good reading

3. Observation

The students' interest to read was continuously growing up. Most students were very enthusiastic and serious when they had understood how to read narrative text by using the materials which were explained by the researcher. The condition of class kept quites. All the students were active to work in columns. Sometimes, they still did the errors in capitalization and punctuation, but the researcher remained them to correct their errors. They were also active in asking questions. Researcher had beensuccessfully improved interaction with the students. Researcher had good responds to all questions and managed the time effectively and efficiently.

Based on the result of observation, it was concluded that teaching learning process ran well. In the second cycle the students' interest or students' motivation was continuously growing up. Their focus on the material explained also was better in every meeting. The observation result showed that in the last two meetings of the second cycle

were better than the first meeting. It was concluded that part of narrative text created a good learning environment.

Table 4.5. The Result of Post-Test II

No	Subject	Post-Test II
1	MF	85
2	VA	90
3	AM	95
4	MAR	95
5	FKS	75
6	RP	95
7	RR	100
8	NSC	100
9	MS	75
10	KA	90
11	AFRP	90
12	FZ	75
13	PRS	95
14	S	95
15	AI	85
16	KS	90
17	MRP	85
17	DP	90
19	MSH	85
20	AS	85
21	R	85
22	MS	90
23	AR	85
24	S	85
25	AA	75
26	MP	85
27	LA	95
28	LSK	85
29	MA	100
30	SZPB	90
31	IAP	95
32	RMP	85
33	NNF	90
34	NSC	90
35	FKS	90
Total Score		3100
Mean Score		88,6

Based on the table 4.5 above, the students’ achievement in reading narrative text by using part of narrative text improved. The standard of criteria maximum was achieved by mean 88,6 from the total score of students was 3100 divided the number of

$$X = \frac{\sum X}{N} \times 100\%$$

$$X = \frac{3100}{35} \times 100\%$$

$$X = 88,6$$

From the analysis above, students’ achievement in reading narrative text improved. The mean of students was 88,6. And to look the number of students’ who were competent in reading test was calculated:

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

$$P = \frac{31}{35} \times 100\%$$

$$P = 88,57 \%$$

4. Reflection

Generally, all students had been able to use the method, so they produced a good description. Students’ reading had improved. The students had been carefully in translating the text in order not to make incorrect meaning. They could find out their error in translating. However, a few students still did the same error. In the second cycle, they also kept quite in reading by using Part of narrative text. The class was conducive. Having corrected the students’ reading, the mean of students who achieved the standard scores had been increased. The percentage of the students who got satisfying scores was 88,57%. This showed that the students’ ability in reading narrative text improved.

Table 4.6. Distribution of Students’ Ability in Reading Narrative Text in Post-Test II

No	Criteria	Total Students	Percentage
1	Complete	31	88,57%
2	Incomplete	4	11,43%

Based on the table 4.6 above, the mean of the students score was 88,6 and the percentage was 88,57%. The result was better than the evaluation test I and evaluation

succeed in improving the students’ ability in reading narrative text. The research was stopped in this second cycle. To make data clearly, it can be seen in chart below:

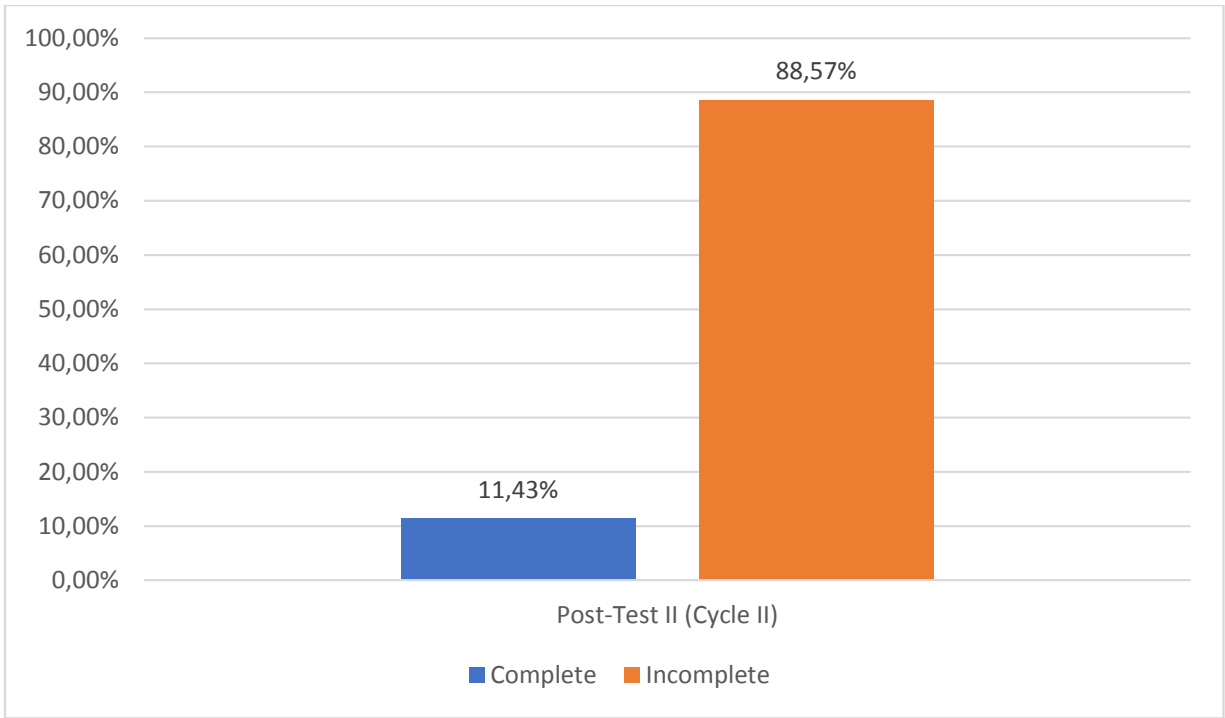


Figure 4.3. Distribution of Students’ Ability in Reading Narrative Text in Post-Test II

Table 4.7. The Result of Pre-Test, Post-Test I and Post-Test II

No	Subject	Pre-Test	Post-Test I	Post-Test II
1	MF	40	60	85
2	VA	40	75	90
3	AM	50	85	95
4	MAR	50	85	95
5	FKS	45	50	75
6	RP	45	85	95
7	RR	80	95	100
8	NSC	75	85	100
9	MS	35	60	75
10	KA	75	85	90
11	AFRP	50	85	90
12	FZ	35	50	75
13	PRS	50	85	95
14	S	35	60	95
15	AI	60	75	85
16	KS	45	85	90
17	MRP	45	75	85
17	DP	45	75	90
19	MSH	40	75	85
20	AS	50	75	85
21	R	40	80	85
22	MS	55	85	90
23	AR	60	80	85

25	AA	40	60	75
26	MP	40	75	85
27	LA	45	85	95
28	LSK	40	75	85
29	MA	80	95	100
30	SZPB	55	85	90
31	IAP	40	85	95
32	RMP	45	75	85
33	NNF	50	85	90
34	NSC	60	80	90
35	FKS	50	80	90
Total Score		1735	2710	3100
Mean Score		49,6	77,4	88,6

Based on the table 4.7 above, in this research the indicator of successful achievement of students in narrative text was if the students have got score up to 80 in their reading evaluation because the English passing grade at the school was 80 the accomplishment scores (Nilai Ketuntasan Belajar). In reading evaluation I, there are 2 Students (5,71%) who got points up 80. The percentage of students’ reading competence kept increasing when part of narrative text was applied. In the first cycle, there were 20 students (57,1%) got points up to 80 where as in the second cycle, there were 31 students (88,57%) got points up to 80. It can be concluded that part of narrative text worked effectively and efficiently in helping students in improving their reading comprehension in narrative text. To make data clearly, it can be seen in chart below:

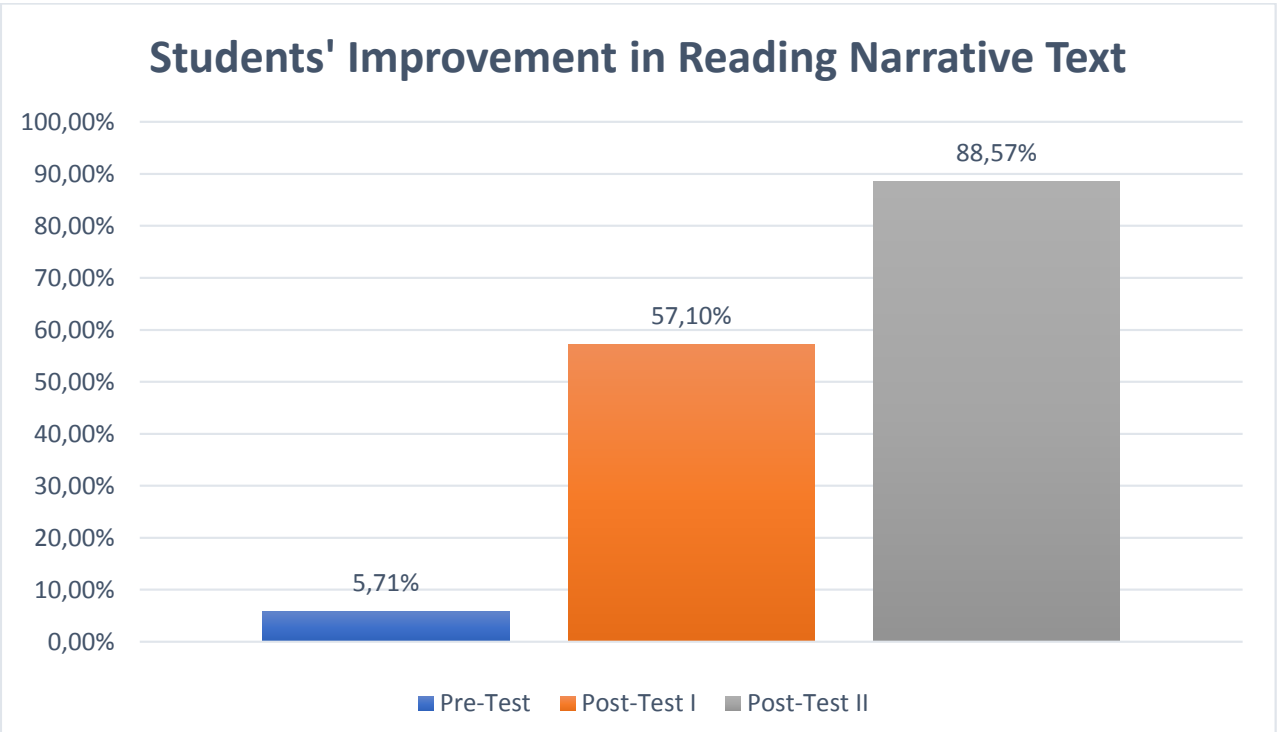


Figure 4.4. Students' Improvement in Reading Narrative Text

4.3. Qualitative Data

4.3.1. Observation Sheet

The observation sheets were filled by the English teacher as a collaborator of this research. The result of observation of the students' activeness in teaching and learning process during the application part of narrative text method in improving the students' reading ability in narrative text on seventh grade students' at SMP Swasta Sinar Husni Medan which was conducted in two cycles during six meeting is taken by the observer through observation sheet.

In cycle I the students' activeness in each meeting improve significantly it can be seen clearly in table that the students' activeness in the third meeting is higher than the first and the second, where the first meeting in cycle I the students' activeness is 71,4% and it aim to 79,3% in the second meeting, and then students' activeness in the third meeting 84,3%. So, the average percentage of the students' activeness in cycle I is 78,3%.

The students' participation in the first meeting of cycle II is 79,3% then the second meeting of the students' participation is 85,7% and the third meeting of students' participation is 95% and the average score of students' participation in cycle II 86,7%.

The research findings indicates that there is the improvement of the students' participation from cycle I to cycle II, where in cycle I the average score of students' participation score is 78,3% become 86,7% in cycle II. It means that the students' participation gets 8,4% progress.

There is improvement of students' activeness in teaching and learning process where in cycle I is 78,3% lower than cycle II, but after conducting the strategy in cycle II the students' activeness in learning process become 86,7%.

Based on explanation above there are improvement the students' activeness in learning process of the students' reading ability in narrative text with used of part of

narrative text method. To view clearly the students' activeness in learning process of the students' reading ability in narrative text, that following chart present.

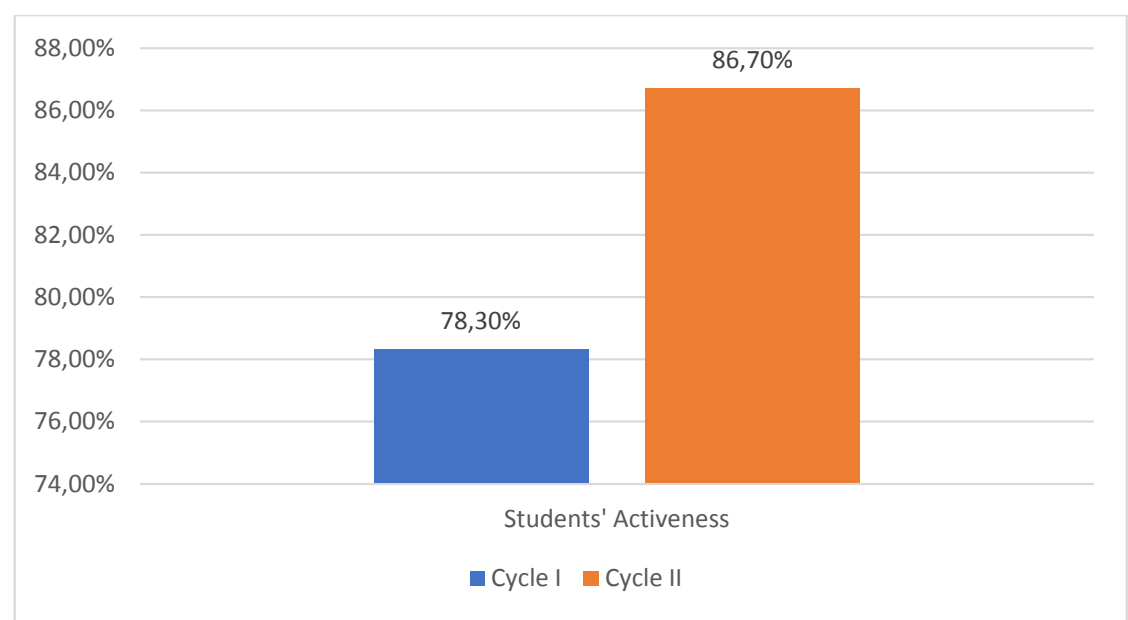


Figure 4.5. The Improvement Students' Activeness of the Students' Reading Ability in Narrative Text

Based on the observation, it was concluded that teaching-learning process by applying part of narrative text method ran well. The situation of teaching-learning process was comfort, lively, and enjoyable. Part of narrative text created a good environment in teaching-learning reading comprehension in which students became active in asking questions to their friends or their teacher. Students discussed actively in their group and they were involved directly in reading process. Based on the result of observation that was conducted, it was concluded that teaching-learning process ran well and part of narrative text created a good learning environment, so students enjoyed the class. The data completed can be seen in Appendix V.

4.3.2. Interview

Interviews were conducted with teachers in two sessions. The first session is the first meeting when the first cycle has not yet started and the second session is the end of the last meeting after the second cycle ends. In the first session, teachers were interviewed regarding comments on teaching experiences, how to deliver material and

frequently used learning methods. Teachers were also asked about student responses in learning. The interview results show that the teacher has been teaching for a long time, the students' responses are quite good and they often use conventional learning methods.

In the second session, the teacher was interviewed regarding comments on the application of the narrative text section. Based on the interview, it can be concluded that students can produce good narrative texts if they apply this method. Teachers say that this method is useful, applicable and effective. By applying this method students know whether their writing is good or not, so they can improve the quality of their reading. To complete the data, see Appendix VIII and IX.

4.4. Discussion

This part presents the result of the data analysis. The data find on two tests; these are cycle I and cycle II in teaching and learning process. The improvement of the students' ability in reading narrative text on seventh grade students' at SMP Swasta Sinar Husni Medan with Part of Narrative Text method, it has different results from cycle I and cycle II, where the student learning outcomes and learning completeness from cycle II is higher from cycle I.

At the first meeting in cycle I, the researcher gave students material under title Cinderella. At the first activity the researcher explains the general description about the strategy that can be used then give the text to the students. During the teaching learning process some students confused to answer the question and made conclusion because they still strange and low ability about the vocabulary. It can be seen by the reaction of the students, they have low enthusiasm in learning. They get achievements that not get the target, and then the researcher gives them motivation.

At the second meeting, the researcher gave to the students' a new material about the title The Prince and His Best Friends, at this there are some students more active

than the first meeting. At this meeting the students answer some questions that are given by the researcher.

Different from the cycle I learning process, in cycle II most of students' get enthusiasm and ready to learn because before the researcher give the students text, the researcher simulates the students with told information related to the text and sharing as a warming up, so the students more interest to learn and ready to activated their prior knowledge. It indicates that the result of cycle II is higher than cycle I, and it can be concluded that the using of this strategy is success.

Implementation part of narrative text method in the class, the researcher found that the students. The researcher taught about the narrative text in the cycle I, where there are 20 students (57,1%) got points up to 80. The researcher find that the student has difficult to read the narrative text.

Based on the unsuccessful teaching in the cycle I, the researcher decides to do cycle II. In the cycle II, the researcher revises the lesson plan. Where, when the researchers explain about text the researcher should explain more clearly, if gave the students occasion to ask about the material. Besides that, the researcher has to give better guidance for the students. In cycle II, there is good improvement, from 35 students, where there are 31 students (88,57%) got points up to 80.

Finally, the learning completeness of the students in cycle I is 57,1 % and the mean score of the students' cycle II is 88,57%, it means that the target in the chapter I could be achieved. In the other word, teaching reading comprehension of narrative text by using part of narrative text method able to improve the achievement on the seventh grade students at SMP Swasta Sinar Husni Medan.

The result of observation of the students' activeness in teaching and learning process during the application part of narrative text method in improving the students' reading ability in narrative text on seventh grade students' at SMP Swasta Sinar Husni

Medan which was conducted in two cycles during six meeting is taken by the observer through observation sheet.

In cycle I the students' activeness in each meeting improve significantly it can be seen clearly in table that the students' activeness in the third meeting is higher than the first and the second, where the first meeting in cycle I the students' activeness is 71,4% and it aim to 79,3% in the second meeting, and then students' activeness in the third meeting 84,3%. So, the average percentage of the students' activeness in cycle I is 78,3%.

The students' participation in the first meeting of cycle II is 79,3% then the second meeting of the students' participation is 85,7% and the third meeting of students' participation is 95% and the average score of students' participation in cycle II 86,7%.

The research findings indicates that there is the improvement of the students' participation from cycle I to cycle II, where in cycle I the average score of students' participation score is 78,3% become 86,7% in cycle II. It means that the students' participation gets 8,4% progress. There is improvement of students' activeness in teaching and learning process where in cycle I is 78,3% lower than cycle II, but after conducting the strategy in cycle II the students' activeness in learning process become 86,7%.

The result of interview of the students' activeness in teaching and learning process during the application part of narrative text method in improving the students' reading ability in narrative text on seventh grade students' at SMP Swasta Sinar Husni Medan which were conducted with teachers in two sessions. The first session is the first meeting when the first cycle has not yet started and the second session is the end of the last meeting after the second cycle ends. In the first session, teachers were interviewed regarding comments on teaching experiences, how to deliver material and frequently used learning methods. Teachers were also asked about student responses in learning.

The interview results show that the teacher has been teaching for a long time, the students' responses are quite good and they often use conventional learning methods.

In the second session, the teacher was interviewed regarding comments on the application of the narrative text section. Based on the interview, it can be concluded that students can produce good narrative texts if they apply this method. Teachers say that this method is useful, applicable and effective. By applying this method students know whether their writing is good or not, so they can improve the quality of their reading.