

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented the result and the discussion of the findings of the descriptive research. The researcher was made five sub topic: (1) the description of interview in teaching reading of SMA Islam Jepara, (2) the description of classroom observation in implementing scanning strategy in teaching reading of SMA Islam Jepara, (3) Students response toward the implementation of scanning strategy in teaching reading of SMA Islam Jepara. (4) Discussion, (5) Students response.

4.1 Findings

4.1.1 The Description of Interview in Teaching Reading of SMA Islam Jepara.

In interview technique, the researcher used interview guideline as the instrument to collected the data. In order to gain as much as information for completed the data from classroom observation, the researcher used “*structured interview*” which was conducted on 29th August 2017.

a. Interview for Teacher

The researcher asked the teacher about the topic guideline in interview, based on the teacher answer. The researcher made six questions for teacher.

- First question

“*Please tell me about your students problem when you teach?*”
(interviewer)

” *First, because English is a difficult lesson, the students feel scare about the meaning and the vocabulary. So, it is a special problem in English.*

Second, because the first curricullum is different with the current curricullum,so there was new rule to learn any subjects, especially for English genre. There are 13 kinds of text that

students should manage all of them until 12th grade, so this is very difficult for the students to distinguish between one genre and another genre, so I have to explain extra time about this." (interview for teacher).

In this condition, the teacher was following the curriculum to teach their students but the curriculum often changed by the government. This situation made the teacher was very difficult to explained the material to their students because the students have been scared to know the meaning and did not know the vocabulary.

- Second question

"How do you solve your students' problem?" (interviewer)

"Because this is my class, I try to find different method to teach, to make them understand well about the materials and also how to master the contents of the text, vocabulary and than the stucture and so on." (interview for teacher)

The teacher had been thinking to select different model to teach because students had difficulties in understanding the meaning of each word. They believed that English subject was difficult. In that situation, an English teacher must make the students interested in English. The teacher should make students enthusiastic in teaching learning English.

- Third question

"What are your plans to make students interested in your lesson?" (interviewer)

"Of course, I make variation in teaching English also giving game to make them interest in my teaching." (interview for teacher)

From the teacher's answer, it meant that the students needed variation method to increase students interest when they learned English. The teacher should be active in teaching and learning

process to get students' attention. The teaching and learning process would be more variation so that the students could enjoy it.

- Fourth question

"If your students look bored. What will you do?" (interviewer)

"I make different models in teaching that can make solution for my problem in teaching English but it is not very very easy."
(interview for teacher)

In teaching learning process, different model was needed to make students interest to learn English. This was not easy for the teacher to solve the problem in teaching and learning process. In this occasion, the teacher as facilitator in learning process, she should teach more creatively. One of strategies that could be used by the teacher was using scanning strategy to support teaching learning process.

Based on the result teacher interview showed that teacher used different method to make students interest to learn English. The teacher should make students enthusiastic in teaching and learning English. The teaching and learning process would be more varied so that the students can enjoy it.

b. Interview for Students

The researcher asked the students about the topic guideline in interview, based on the students answer. The researcher made ten questions for students.

- First question

"Do you like to read? Why?" (interviewer)

"I like to read because when I read I can get experience and get knowledge about everything." (interview for students)

From the students answer, it was showed that when they liked reading they could got experience and knowledge. So they could learned English easily. In this case, the teacher could be a fasilitator for the students. The teacher gave the material to the students, then

the teacher helped the students to read the material given. So the students could understand the material easily.

- Second question

“How are your feeling when you are reading out loud?”
(interviewer)

“My eyes feel tired, my book feel not interest to read again, and need refresh so that not bored to continue reading again.”
(interview for students)

From the answer above, the teacher should know when the students was bored. Students could not be force because when forced they would not interest to read more.

- Third question

“What kinds of text do you like to read? Why?” (interviewer)
“I often read novels, motivation books, comic and lesson book.”
(interview for students)

From the student’s answer, it meant that students liked to read fiction books. It was found out that the students were interested to read books.

- Fourth question

“How many books can you read in one week?” (interviewer)
“Sometimes just one book because the book make me uninterest, when I am free from assignment I can read two or three books in one week.” (interview for students)

From the answer above, it meant that students just read an interesting book, when the book was not interest for them, they did not read it. The students also said that they could read more than one books when they had no assignment. It meant that the students did not have certain schadule to read a book. they just read when they were free.

According to the interview, it could be concluded that the students problems in learning reading, were the students felt an

interested in reading a book because the content made the students bored. Students could not understand the meaning of the book. Students felt bored to read book because the students could not enjoy with their book. Students were often uncomfortable to free read many books because they had many assignment so they just did the assignment and read book for the lesson. From the students problems, the teacher applied scanning strategy to improve the student's reading ability. The teacher used scanning strategy to make the students interest in reading many books and understand the content without read all of the item in book.

The teaching and learning process should vary. It made the students to enjoy the teaching and learning process. The students would be bored when the teacher only used the explanation when the teacher presented the materials during teaching and learning process. Students would be interested when the teacher used another strategy in teaching learning process.

4.1.2. The Description of Classroom Observation in Implementing Scanning Strategy in Teaching Reading of SMA Islam Jepara.

The researcher used observation to answered about how Scanning Strategy was used in teaching reading at the eleven grade students of SMA Islam Jepara. The researcher found the data from classroom observation as the source to gain relevant the data. The observation was conducted three times.

Table 02. Times of Observation

Observation	Times
First observation	Tuesday, September 5 th 2017
Second observation	Thrusday, September 7 th 2017
Third observation	Tuesday, September 12 th 2017

1. First Meeting

The first observation was conducted on September 5th 2017. The teacher opened the class and gave students instruction of the lesson. The teacher gave warming up to the student. It was given to the students to know whether the students studied or not. The time for warming up was less than 10 minutes. The teacher used Scanning Srrategy to teach reading. Before the teacher began the lesson, the teacher explained the material to the students about report text. In this part, the teacher gave the explanation clearly about the topic. During the teaching and learning process, the most important thing was the used of the language. Although it was an English class, the teacher could not used English all the time. Therefore, the teacher sometimes used Indonesian language when the teacher explained the material.

After the teacher explained the material, the teacher asked the students to make some groups. One group was consisted of five students. Every group should discussed about the text than given by the teacher. After that, the teacher gave some instruction to pay attention (1) the teacher gave quick question from the text. (2) the students were asked to quick answer without read all of the text given. When the students did not know the meaning of the text, could not find the answer quickly, they asked the meaning to the teacher. The teacher did not answer directly but the teacher gave some clues or invited the students to identify and to predict the meaning.

The teacher prepared to give the example and explained the strategy to the students. The teacher gave example how to use Scanning Strategy to read the text. Then, the teacher asked to the students to repeat after she had read, so the students could read with the correct sentence. The teacher gave the meaning of the text, so the students had no difficulty to understand the material. After the teacher finished, the teacher asked the students to answer the questions that had given by the teacher. The students seemed enthusiastic in answering some questions from the teacher. Some of them were still difficult to answered the question or uderstand the meaning. Then, the teacher gave the students more explanation about to use of the Scanning Strategy and the meaning of the text. The teacher gave a task to the students. The task was about purpose, main idea, characteristic etc. The teacher asked the students to completed the task. After the students completed the task, the teacher reviewed the materials and the teacher closed the class.

Table 03. Students Score of the First Observation

No.	Name	Score
1.	AJIB BAIHAQI SHOLEH	80
2.	ERVAN SETIAWAN	-
3.	FEBRI KARYANTO	75
4.	FIRMAN AKBAR	75
5.	FUAD UBAIDILLAH	75
6.	IRGA THALIA AGUSTINA	75
7.	KUSEN ABDILLAH	-
8.	LUKMAN BAHARUDIN	75
9.	M. ALVIN WILDAN	70
10.	M. ASIF	77
11.	M. FIRDAUS KHOIRONI	75
12.	M. MAULANA GILANG S.	78
13.	M. TAUFIQ HIDAYAT	80
14.	MAULI HAMDANIS SALAM	60
15.	MUHAMMAD NABIL	70
16.	NUR LUTHFI SA'DULLOH	70
17.	NUR WAKHIDAH	75
18.	RADITYA RAFLI	75
19.	RAFLI AKBAR GHOZALI	75
20.	RIQQI FAHRI BHAUDIN	75
21.	RINTA NANDA APRILIYA	75
22.	SISKA KARELINA	81

23.	SITI NUR SAADAH	80
24.	WINDA HAMIDAH	82
25.	YENI SULISTIYANI	82
26.	ZUNNY FATIMATUZZAHRO	78
27.	KRISNA YOGA S.	75
28.	M. NOVAN C.	75
MEAN		75,5

Based on the table above, the students score of the first observation was good. There were some students who had low score from the first observation and there were two students absent from the class. The average of students score of the first observation was 75.5. The KKM score from this subject was 70. It meant that the students' score were above average of the KKM score.

2. Second Meeting

The second observation was conducted on September 7th 2017. As usual, the teacher greeted the students and checked attendance list. The teacher taught the same sub topic that had been taught. The teacher reviewed again the material last meeting about reading using scanning strategy.

In the second meeting, the teacher did not gave new material but the teacher wanted to check the students' reading mastery using scanning strategy. Firstly, the teacher reminded about reading using scanning strategy. The teacher gave question to the student, the teacher said "did you still remember how to use scanning strategy in reading a text?" Some of the students raised their hand to answered the teacher question. The teacher prepared to give dance (penguin dance) to break so that students feel fresh. Before began the lesson, the teacher gave a text to students.

Then, she taught them how to read the text line by line. After repeating many times, they could read correctly.

After the students could follow their teacher, the teacher asked the students to make a group to discuss and read together the text. The teacher read again and gave the meaning of the text so that the students could understand easily. Before the students answered the questions of the text, the teacher gave a game to students, students played game using scanning strategy (seek word from the text quickly). The students were more confident when the teacher asked them to seek word quickly used scanning strategy, the students were enthusiastic and happy. After the game, the teacher explained more about the meaning of the text. When she explained the meaning, the students wrote down the meaning of the text on their paper. After that, the teacher asked the students to answer the question from the text with their group quickly using scanning strategy. Then, the students should be presented the answers in front of class one by one per group. Every group presented the answer about five minutes. Teacher directly corrected the student's result in every group.

Before closing the lesson, the teacher reviewed the lesson that day. The teacher also reminded the next meeting they would have new material so they should be prepared the material well. To close the lesson, the students prayed and said goodbye.

Table 04. Students Score of the Second Observation

No.	Name	Score
1.	AJIB BAIHAQI SHOLEH	75
2.	ERVAN SETIAWAN	75
3.	FEBRI KARYANTO	-
4.	FIRMAN AKBAR	-
5.	FUAD UBAIDILLAH	75
6.	IRGA THALIA AGUSTINA	60
7.	KUSEN ABDILLAH	70
8.	LUKMAN BAHARUDIN	60
9.	M. ALVIN WILDAN	80
10.	M. ASIF	60
11.	M. FIRDAUS KHOIRONI	65
12.	M. MAULANA GILANG S.	70
13.	M. TAUFIQ HIDAYAT	-
14.	MAULI HAMDANIS SALAM	70
15.	MUHAMMAD NABIL	60
16.	NUR LUTHFI SA'DULLOH	65
17.	NUR WAKHIDAH	65
18.	RADITYA RAFLI	65
19.	RAFLI AKBAR GHOZALI	75
20.	RIQQI FAHRI BHAUDIN	75
21.	RINTA NANDA APRILIYA	60
22.	SISKA KARELINA	75

23.	SITI NUR SAADAH	75
24.	WINDA HAMIDAH	-
25.	YENI SULISTIYANI	80
26.	ZUNNY FATIMATUZZAHRO	75
27.	KRISNA YOGA S.	75
28.	M. NOVAN C.	75
MEAN		70

Based on the table above, the students score of the second observation was good. There were some students who had low score from the second observation and four students were absent in the class. The average of students score of the second observation was 70. The KKM score from this subject was 70. Its means that the score was appropriate with the average. The mean score it has been filled of the average.

3. Third Meeting

The last observation was conducted on September 12th 2017. It began at 07.15 a.m. to 08.30 a.m. The teacher greeted the students by saying good morning and asked their condition. All of the students answered, '*Good morning, I am fine*'. Then she checked the students' attendance by asking, '*Is anybody absent today?*' Most of the students answered, '*No.*'

A few minutes later, after checking the attendance, the teacher told that the day she gave new text for the students. Before the teacher gave a new text, the teacher reminded about reading scanning strategy. The teacher distributed the questions of paragraph about the text. The students should pay attention when the teacher read the text. Students just heard and repeated after the teacher read. The teacher did not only read but she also gave the meaning of the text. Then, the teacher asked the students answered the question of the text by themselves using scanning strategy.

The students just had five minutes to answer the question by themselves. After that the teacher chose one of the students to answer teacher question quickly using scanning strategy. When the students had mistakes, the teacher corrected the students mistake.

Before the teacher close the lesson, the teacher asked the students to read and study the next material. The teacher reviewed the material on the day and gave spirit to the students. After that, the teacher closed the lesson today.

In the last meeting, the students were more active than the first meeting and second meeting. The students could memorize the word and enjoy during in teaching learning process.

Table 05. Students Score of the Thrid Observation

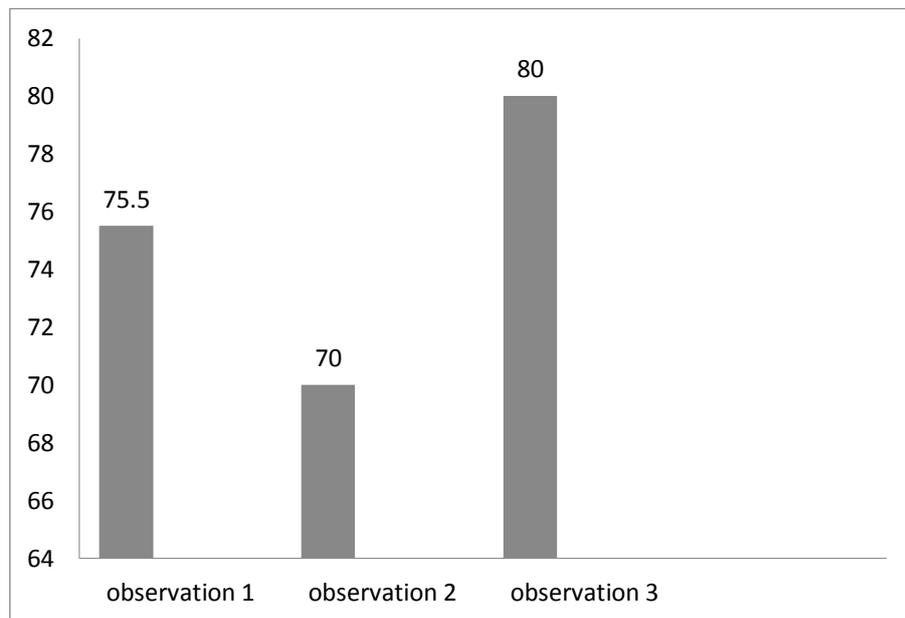
No.	Name	Score
1.	AJIB BAIHAQI SHOLEH	85
2.	ERVAN SETIAWAN	78
3.	FEBRI KARYANTO	78
4.	FIRMAN AKBAR	78
5.	FUAD UBAIDILLAH	85
6.	IRGA THALIA AGUSTINA	78
7.	KUSEN ABDILLAH	80
8.	LUKMAN BAHARUDIN	75
9.	M. ALVIN WILDAN	90
10.	M. ASIF	80
11.	M. FIRDAUS KHOIRONI	-
12.	M. MAULANA GILANG S.	80
13.	M. TAUFIQ HIDAYAT	80
14.	MAULI HAMDANIS SALAM	75
15.	MUHAMMAD NABIL	78
16.	NUR LUTHFI SA'DULLOH	75
17.	NUR WAKHIDAH	78
18.	RADITYA RAFLI	78
19.	RAFLI AKBAR GHOZALI	90
20.	RIQQI FAHRI BHAUDIN	85
21.	RINTA NANDA APRILIYA	75
22.	SISKA KARELINA	85

23.	SITI NUR SAADAH	80
24.	WINDA HAMIDAH	85
25.	YENI SULISTIYANI	90
26.	ZUNNY FATIMATUZZAHRO	80
27.	KRISNA YOGA S.	-
28.	M. NOVAN C.	78
MEAN		80

Based on the table above, it could be concluded that the students score of the third observation was good than first and second meeting. From the third observation there was one student absent in the class. The average of the students score of the third observation was 80. The KKM score from this subject was 70. It meant that the mean score was higher than the average score. It showed that the using of scanning strategy was successful to increase the students reading ability.

Chart 01. The Comparison of Students' Average Score

The following is the diagram of the test during the research:



Based on the results of the task used scanning strategy in this study, the results of the score of students were very good. There were few students who had low score from the average. The average of student score in the first result was 75.5. From the second test result, the average score of students was 70. The third test result, the average student score was 80. The score of the first meeting showed that the students enthusiastic to follow the teacher explanation but they did not understand more to use the scanning strategy, so the students got standart score in the average. The score of the second meeting showed that the students were more difficult to understand the text because the students less vocabulary and did not know the meaning of the text, so students got low score than the first meeting. While the third meeting, the students got high score than first meeting and second meeting, because the students understand the content of the text and students already understand well how to used scanning strategy in this task.

4.1.3. Students Response Toward the Implimentation of Scanning Strategy in Teaching Reading of SMA Islam Jepara.

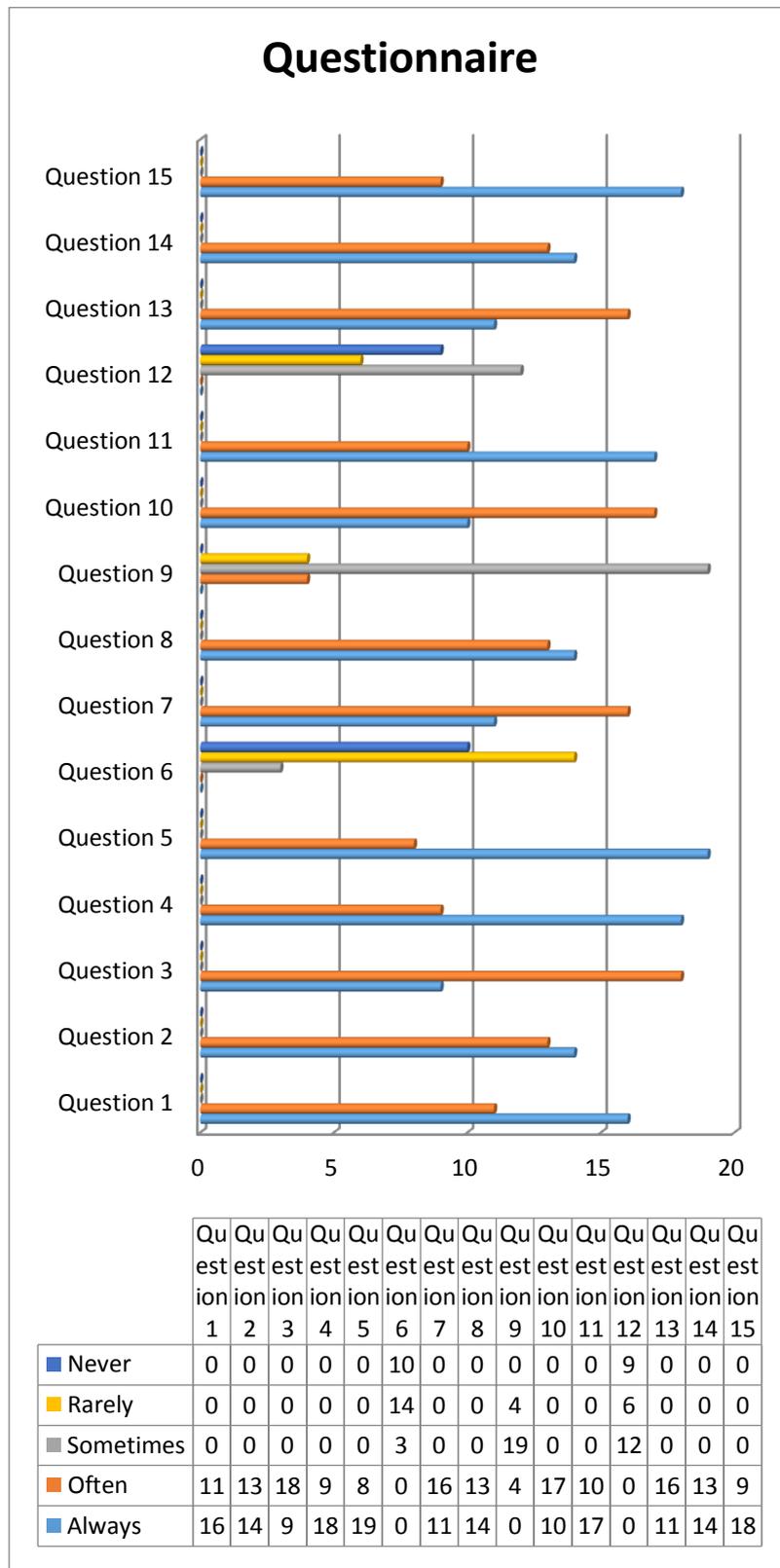
In this research, the researcher used questionnaire to know students experience after being taught by using Scanning Strategy to enrich students reading ability. The questionnaire was given by the researcher after the teaching and learning process. There were fifteen questions that had been answered by the students.

All of the students answered the questionnaire completely. The students were interested in English but there were students who was an interested in English. The students liked to use scanning strategy as a teaching media in the class. There were 80% students understand well the material after learning through scanning strategy. It was just five students did not understand the material.

Based on the result of questionnaire, it could be concluded that :

1. The students were interested in learning English by using scanning strategy was high.
2. Scanning strategy also helped the students to improve their confidence and enjoy the students in learning English.
3. The students were having motivation in took a part of the activities in teaching and learning process
4. The new method was very important to the students.
5. The scanning strategy could help students to enrich knowledge and got many information.

Chart 02. The Result of the Questionnaire



In the first question was asked about the objective of the lesson. From the diagram above, it could be concluded that some of the students gave positive answered to the first declarations. there were 60% students answered “always” and 40% students answered “often” from the questionnaire to students. The students liked to study English so the students more active to follow the class, because of the students felt that their teacher have a good explanation in teaching reading.

The second questions was asked about the subject matter. There were 55% students answered “always” and 45% students answered “often”. The students enjoyed with the teacher lesson because the teacher mastering of the subject matter and sometimes teacher made a game so that the students did not bored in the classroom. The students felt happy to learn english with teacher rule and method.

Based on the students’ result in the third question, the teacher had presented subject matters by systematicly following course outline. Most of the students’ result were good. There were 30% students answered “always” and 70% students answered “often”. The teacher was taught as sequence, so that the students understood well the material, because the students must given subject matter from any source.

In fourth question there were 70% students answered “ always” and 30% students answered “ often”. The students felt interested to learn English by using scanning strategy because the teacher always followed the updated trend in the teaching learning English that relevant to the subject matter.

In the fifth question was asked about students freely expresses their opinions. There were 20% students answered “often and 80% students answered “always”. The teacher always opened with the students opinion, so that the students could fetl freely expresses their argument or statement. Teacher never gave limitation for the students opinion.

The sixth question was about embarrassment to correct students. There were 10% students answered “sometimes”, 65% students answered

“rarely” and 25% students answered “ never”. According to the students answered, the teacher did not use embarrassment to correct students answer. Teacher just gave the true answer and shown the false answer to the student. The students felt comfortable with the teacher when she taught in the classroom.

According to the question number seventh, about giving motivation to study hard. There were 35% students answered “always” and 65% students answered “often”. Teacher gave motivation to students so that they have spirit to study in the last minutes from the lesson in every meeting. Students was interest and spirit to study more diligent when the teacher gave motivation after the lesson finished.

In the eighth questions was about use scanning strategy to interest students read many book. There were 55% students agreed with “always” and there are 45% students agreed with “often”. The students was interest to read some book use scanning strategy because students could information from their book quickly. Scanning strategy could not made the students bored or tired to read book than read all of item in book.

In the ninth question was asked about scanning strategy made the students bored to read. There were 10% students answered “often” because students was felt lazy to a long time and students tired to see the book. There were 80% students answered “sometimes” because the students follow their mood to read book. After that there are 10% students answered “ rarely” because the students was very liked to book and they wanted to know more information and knowledge.

The tenth question was asked about scanning strategy made students interest to read. There were 20% the students answered “always” and 80% students answered “often” because the students was so interest with scanning strategy. This strategy could helped the students to get quick informatin and new knowledge without read all of item in book. Scanning strategy could helped students active in the class because the students know many information quickly and easy to understand.

Based on the question number eleventh, teacher establish clear rules from beginning of the course. It could be concluded that most of students have great answer. There were 80% students agreed with “always” and 20% students answered “often”. The beginning of the lesson teacher gave some rules for students. The students gave attention clearly to their teacher start from beginning until the end of the lesson because the students were interest with their teacher’s explanation.

Based on the question number twelveth above, remove students who were causing problems in the classroom. There were 40% students answered “ sometimes” 15% the students answered “ rarely” and 35% students answered “never”. The students were comfortable with the teacher’s rules in class, so students have spirit and enthusiastic to follow the teacher lesson. The teacher gave solution to the students problem in the classroom.

In the thirteenth question was about vary activities in students practicum lesson. It could be concluded that, there were 25% the students answered “always” and there were 75% the students answered “often”. The students were felt happy and not bored because the teacher always vary activities students practicum lesson. The teacher also mixed the lesson by using a game so students always feel fresh and not tired to follow the teacher lesson.

Based on the fourteen question was asked about encourage students to self-evaluate their behavior. It could be concluded that, there were 55% students agreed with “always” and 45% students agreed with “often”. The teacher gave evaluation to the students in the end of the lesson. The students could changed the behavior after they know their mistake. The teacher was so patient to the students who have trouble from the behavior.

In the last question was about students suggestion for managing classroom. It could be concluded that, there were 80% students answered “always” and there were 20% students answered “often”. Teacher was opened to give suggestion to the students for managing the classroom.

Student's opinion about the teacher managing classroom, the teacher could accepted with a good express and should to change the managing classroom.

Based on the result of the data, it could be concluded that, the students were interested with the teacher taught because the teacher had a good explanation when she taught the students. The students more had spirit because the teacher could suggested the students to read for a long time. Students was enjoyed to reading by using scanning strategy. They could not bored reading by using scanning strategy. The students were more active to participated in the classroom.

4.2 Discussion

Based on the finding description in the observation, there were several data that could be noted down. It was arranged to be answered the first research problem. In teaching and learning process the researcher discovered that the teacher was successful in helping the students to enrich their reading mastery by using scanning strategy.

In the result of the classroom observation the researcher concluded that there was improvement in the teaching and learning process. The scores of students who had been taught by using scanning strategy as strategy in reading ability was higher. It was proved that scanning strategy was strategy that useful in reading ability.

There were some benefits of scanning strategy in teaching and learning process: firstly scanning strategy become an alternative strategy. Secondly, it helped the students to get quick information and knowledge. The fun activities which had been implemented in class were successful to help students in increasing reading ability. Furthermore, the students admitted that material was made teacher could help students to increasing reading ability easily and understanding the meaning.

The students could get many information or knowledge from reading. The sometimes student still had difficulties in applying scanning strategy when they read and students also forgot and still read all of the text of their

book. Thus, they were confused about the meaning of the text that they had read. Sometimes students could not apply and understand the meaning more when they read quickly. The students were not too interest in joining the class. Students felt bored with English teacher class when they were not understand.

The teacher could solve the students' difficulties by using students grouping in discussion and implementation the scanning strategy. The students were allowed to discuss with other friends and shared their knowledge. After that the students presented their task in front of class. The teacher also corrected the students' mistake. It had been showed that the result of the reading task was improved. Although in the second meeting the result was low than in the first and third meeting. It was because the students still difficult to analyze the use of scanning strategy in reading.

4.3 Students Response

The teacher chose scanning strategy for strategy in teaching reading because this strategy could invite the students' interest to reading many book. Through reading the students could easier to learn and have more knowledge or new information. The students interested to learn and more active in the classroom.

The use of scanning strategy in teaching reading could be chosen as one of the variations in the teaching in order to eliminate boredom among the students and the teacher. From the questionnaire “ *use scanning strategy to interest students read many book*”, Scanning strategy was construct students interested and helped them to know the new positive information. This would make the students be able to improve their reading. Students responded positive (felt happy and comfort to follow the class) toward teacher's strategy in teaching English. In addition, the students also enrich students reading ability. Scanning strategy provided a good strategy for the students and the teacher. Scanning strategy was the

one of teaching strategies which made the students could be easily to understand the meaning and got many knowledge.

Many students liked reading by using scanning strategy because this strategy easily to practice and got new knowledge. From the questionnaire "*Scanning strategy make students interest to read*", Scanning strategy was easy to find in anywhere and everywhere so, the students were easy to read and got many information and knowledge. In this method, the student felt interest and enjoyed in learning process. The teacher used scanning strategy for variation in teaching process. So, the students would feel bored in their learning process. Scanning strategy helped students in learning English. It was made the students enjoy in the class and would be easy to enrich their reading ability.