

CHAPTER IV

FINDING AND DISCUSSION

In this chapter will explain about research finding by the researcher. Those are the strategies of teacher in teaching reading, the implementation of strategies in teaching reading and the student's responses in teacher's strategies in teaching reading.

4.1 Finding

This research found the different strategies of three English teachers at SMA Negeri 1 Kembang in teaching reading. The data description includes the result of data questionnaire from student's responses of teacher's strategies in teaching reading. The result explanation as follows;

4.1.1 The Strategies of Teacher in Teaching Reading

In learning, teacher usually used strategies/technique in teaching learning process. It also happened on learning English. Teacher needs strategies to make students more enthusiastic and understand with the material.

Based on interviewed with the English teachers, they have different strategies in teaching English, especially in teaching reading. First, the teacher at tenth grades, the teacher usually used skimming and scanning. The second teacher at eleventh grades, the teacher usually used Directed Reading Activity (DRA) and Question Answer Relationship (QAR). For The

last teacher who taught at twelve grades, the teacher usually used Survey, Questions, Read, Recite, and Review (SQ3R) and Question Answer Relationship (QAR).

Based on interviewed above, the researcher found that there were many strategies that used by English teacher in teaching reading.

4.1.2 The Implementation of Strategies in Teaching Reading

In teaching and learning activities on the classroom, the all of teachers' course had their own way in implementing the strategies that they provided to the students. In SMA Negeri 1 Kembang, the English teachers used varieties strategies for teaching reading. For example, the teacher that taught at tenth grade usually asked difficulties. Then, the teacher would explain directly to the students. So, teacher emphasized the students to study independetly. Meanwhile, the teacher that taught at eleventh grade usually used interesting strategies for students in teaching learning process. Teacher focuses on building learning enviroentment of teaching reading in the class. In the other hand, the teacher that taught at twelve grade always encouraged students to ask if they did not understand and students had to give responses the teacher's explanation. The strategies that used by the teacher in the classroom were as follows:

1. The English Teacher at Tenth Grade

A. Class of X Bahasa

No	Date	Class	Material	Strategies
1	Thursday, 3 th October, 2019.	X Bahasa	Descriptive Text	Skimming and Scanning

The teacher opened the class by saying “Salam” and asked to the students' condition. The teacher asked the students to open the books. Then, the teacher asked some questions to the students about the previous study and told about the topic would learn today that was "Descriptive Text". The teacher asked the students to read the text "Mount Halimun Salak National Park" in the book. Next, the students asked the questions for the teacher about the text that they hade read. Then, the teacher read the text to answer the students' questions and explained to students about "Descriptive Text". The students understood about the text that they were reading. The teacher asked the students to look for the social functions and general structure of the text. After that, the teacher would ask the students randomly to find out how far they could understand the material. Next, the teacher read and discussed the text. After the students understood, the teacher gave a number of questions about "Mount Halimun Salak National

park" such as the points contained in the text. This activity gave to ensure again that students not only read, but they also understood the text.

Before the learning activities ended, the teacher reminded students about the material that they were learning today by giving a few questions about descriptive text. The teacher closed the teaching and learning activities by saying "salam".

In the teaching and learning activities above, the teacher uses skimming and scanning strategies. The teacher hopes this strategy could help students to be able to reading text quickly and clearly. The teacher also hoped that students couldn't only read quickly, but they also got the information and points contained in the text appropriately. This could train students' thinking to get information needed.

B. Class of X IPS 1

No	Date	Class	Material	Strategies
1	friday, 4 th October, 2019.	X IPS 1	Descriptive Text	Scanning

The teacher opens the class by saying "salam" and asked the students' condition. The teacher asked the students to

open the books. Then, the teacher asked some questions to the students about the previous study and told about the topic would learn today that was descriptive study. The teacher asked students to read the text of "Mount Halimun Salak National Park" in the book. After that, the teacher encouraged students to ask questions. Then, the teacher reread the text to answer the students' questions and explained about descriptive text thoroughly. So that students understood about the text. The teacher asked students to look for social functions and generic structure of the text. Then, the teacher asked students to discuss together and corrected their answers together. After that, the teacher asked students to look for a number of tourist attractions in Indonesia and asked them to describe them. Students asked to analyze their text in accordance to the generic structure and social function of descriptive text.

Before the learning activities ended, the teacher asked students to conclude the material they discussed randomly to ensure that students really understood. The teacher closed the teaching and learning activities by saying "salam".

In the teaching and learning activities above, the teacher used a scanning strategy because this helped students to be able reading clearly and quickly. The teacher also helped

students to find the main ideas or points they were looked for by reading at a glance.

C. Class of X IPS 2

No	Date	Class	Material	Strategies
1	Wednesday, 9 th October, 2019.	X IPA 2	Descriptive Text	Skimming and Scanning

The teacher opened the class by saying “salam” and asked the students' condition. The teacher asked the students to open the books. Then, the teacher asked some questions to the students about the previous study and told about the topic would learn today that was descriptive text. The teacher asked students to read the text of "Mount Halimun Salak National Park" in the book. Then, the teacher encouraged students to ask questions. Next, the teacher read the text to answer students' questions and explained about descriptive text thoroughly. So that students understood about the text. Then, the teacher asks students randomly to reread the text. After that, the teacher asks students to look for social functions and general structure in the text. After that, the teacher asks several students to come to the front of the class to write their answers on the board in turn. Next, the teacher and all students

reviewed their answers together so that students could better understand the material. After students understood, the teacher asks students to look for some historic tourist attractions in Indonesia. After that, the teacher asks students to describe it in the place in the student book.

Before the learning activities ended, the teacher asked students to conclude about the material they had discussed randomly to ensure that students really understood. The teacher closed the teaching and learning activities by saying “salam”.

In the teaching and learning activities above, the teacher uses skimming and scanning strategies because those strategies were enough to help teachers to train students to read quickly without reading thoroughly. They also easily understand the text. The teacher also helps students to read correctly.

2. The English Teacher at Eleventh Grade

A. Class of XI Bahasa

No	Date	Class	Material	Strategies
1	Wednesday, 9 th October, 2019.	XI Bahasa	Analytical Exposition About Environment	Directed Reading Actively (DRA)

			and Society	
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The teacher opened the class by saying “salam” and asked students' condition. Then, the teacher asked students about the previous study and told about the topic that would learn about "Analytical Exposition about Environment and Society". The teacher asked students to open a book and gave students an example text entitled "The Importance Thing of Recycling". The teacher asked students to skim over and found the main ideas or information in the text. After that, the teacher arranged reading goals of Analytical Exposition material on the board and explained it at a glance. So students were able to predict the contents of the text they read before. Next, the teacher asked students to read silently. After that, the teacher asked students about the material they had read. Next, the teacher asked students to discuss the information they got when they were read and searched the generic structure and social function of the Analytical Exposition with their classmates.

Before the learning activities ended, the teacher gave the opportunity for students to ask questions. Then, the teacher asked students to conclude the material they had learnt. The

teacher closed the teaching and learning activities by saying “salam”.

In the teaching and learning activities above, the teacher used the Directed Reading Actively (DRA) strategy because students had difficulty in understanding the text and guessing the purpose of the text. The teacher hoped that by using the DRA strategy, it helped students to more active in developed, student knowledge during or after reading.

B. Class of XI IPS 3

No	Date	Class	Material	Strategies
1	Wednesday, 9 th October, 2019.	XI IPS 3	Analytical Exposition About Environment and Society	Directed Reading Actively (DRA)

The teacher opened the class by saying “salam” and asked students' condition. After that, the teacher asked students about the previous study and told about the material namely "Analytical Exposition about Environment and Society". The teacher asked students to open a book and gave students an example text entitled "The Importantce Thing of Recycling". The teacher asked students to read glance and look for

information or points contained in the text. Then, the teacher set up reading goals by explaining about Analytical Exposition in a whole. Furthermore, the teacher asked students to read silently. Next, the teacher asked students to discuss the information they got when they read the text to look for the generic structure and social function of the Analytical Exposition with their peers. To find out the students understanding, the teacher gave questions to students about the text they had read silently.

Before the learning activities ended, the teacher gave the opportunity for students in ask questions. Then, the teacher asked students to conclude the material they had learnt. After that, the teacher closed the teaching and learning activities by saying “salam”.

In the teaching and learning activities above, the teacher used the strategy of Directed Reading Actively (DRA) because students had difficulty in understanding the text and the purpose of the text. The teacher hoped that in using the DRA strategy, it helped students to be able to read more actively to understand the text.

C. Class of XI IPA 4

No	Date	Class	Material	Strategies
1	Thursday,	XI IPA 4	News Item	Question

	10 th October, 2019.			Answer Relationship (QAR)
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The teacher opened the class by saying “salam” and asked students' condition. Then, the teacher asked students about the previous study and told about the material was "Analytical Exposition about Environment and Society". The teacher asked students to open a book and gave students an example text entitled "The Importantce Thing of Recycling". The teacher asked students to read the text at a glance. Then, the teacher asked students to ask questions about the text they were reading. To answered students' questions, the teachers explained about Analytical Exposition thoroughly. After that, the teacher asked students to reread the reading text carefully. Next, the teacher asked students to connect their initial knowledge with the information contained in the reading text. The teacher asked students to discuss their answers together to find out the extent of students' understanding of the material they were learning.

Before the learning activities ended, the teacher gave students the opportunity to farm. Then, the teacher asked students to conclude the material they learned. The teacher told

students about the next material. After that, the teacher closed the teaching and learning activities by saying “salam”.

In the teaching and learning activities above, the teacher used the Question Answer Relationship (QAR) strategy. The teacher hoped that the students would be more active in discussions in class and develop students' way of thinking to find the answers or information they want.

3. The English Teacher at Twelve Grade

A. Class of XII IPA 4

No	Date	Class	Material	Strategies
1	Monday, 14 th October, 2019.	X IPA 4	News Item	SQ3R

The teacher opened the class by saying “salam” and asked students' condition. Then, the teacher asked students about the previous study and told about would learn today about "News Item". The teacher asked students to read a text entitled "Sorm Callum: Horses rescued from flooded fields in Wales" contained in the book and record the main ideas or information in the text. Students ask the teacher about the text they read. Next, to answer students' questions, the teacher explained the contents of the text to students to answer the

questions asked by students and explained what "News Item" is overall to students. So that students would understand about the text in more detail. After that, the teacher asked students to summarize the main ideas or information in the text in their own language.

To ensure that students really understand with the material, the teacher asked students about the text they read. After that, the teacher told the material for the next meeting and closed the class by saying "salam".

In the teaching and learning activities above, the teacher uses the SQ3R strategy. The teacher hopes that in using the SQ3R strategy, students would be able to understand text easily and could improve students' reading skills.

B. Class of XII IPS 3

No	Date	Class	Material	Strategies
1	Friday, 11 th October, 2019.	XII IPS 3	News Item	Questions Answer Relationship (QAR)

The teacher opened the class by saying "salam" and asked the students' condition. Then, the teacher asked students

about the previous lesson and told about the topic would learn about "News Item". The teacher asked students to read a text titled "Sorm Callum: Horses rescued from flooded fields in Wales". After that, the teacher asked students to make a number of questions related to the contents of the text. To answer student questions, the teacher explained the material about the "News Item" thoroughly and rereads the text so students could match the answers of the teacher with the information they got from the text. To ensure that students really understood, the teacher asked students to look for one example of a news item and analyzed it, so that the teacher could know the extent of students' understanding of the material.

Before the teaching and learning activities ended, the teacher asked students to conclude about the material "News Item". After that, the teacher told the material for the next meeting and closed the class by saying "salam".

In the teaching and learning activities above, the teacher used the QAR strategy. The teacher hoped that in using the QAR strategy, it helped students to be more active in asking and rereading material that they read to solve problems in find the answers or information they want.

C. Class of XII BAHASA

No	Date	Class	Material	Strategies
1	Friday, 11 th October, 2019.	XII Bahasa	News Item	Survei, Questions, Read, Recite, Review (SQ3R)

The teacher opened the class by saying hello and asked students' condition. Then, the teacher asked students about the previous lesson and told about the topic would learn today about "News Item". The teacher asked students to read a text entitled "Sorm Callum: Horses rescued from flooded fields in Wales" contained in the book and record information in the text. Students asked the teacher about the text they read. Then, to answer student questions, the teacher explained the contents of the text to answer the questions asked by students and explained about "News Item" is overall. The teacher hoped that students can understand more about the information from the text. After that, the teacher asked students to summarize the main ideas or information in the text in their own language.

Before the learning activities ended, the teacher asks students about the text they read. Then, the teacher asked students to summarize the material they learned. After that, the

teacher informed students about the material for the next meeting and closed the class by saying “salam”.

In the teaching and learning activities above, the teacher used the SQ3R strategy. The teacher hoped that in using the SQ3R strategy, it helped students to be easier to understand the reading text that they read gradually in accordance with the difficulties students faced when understanding a reading text.

Based on explanation above, it could be concluded that the teachers used different styles and strategies in teaching reading.

4.1.3 The Student’s Responses in Teacher’s Strategies in Teaching Reading

In teaching, the teacher usually used strategy or method to improve students’ reading skill. To know the effectiveness of English teacher’s strategies, the teacher could know from the student’s response. Based on the questionnaire with the students at SMA Negeri 1 Kembang there were some responses that showed by the students. Those are as follow:

In tenth grades the most of students were able to understand the material conveyed by the teacher, but the students sometimes lack in understanding material if the teacher only taught in English in a whole. The students were lack in understanding with teaching reading strategies that used by teachers in the classroom. With this

strategy, students' reading ability has improved considerably. In teaching and learning activities in class, the teacher was never distinguished between students with one another. The teacher always checked student understanding by giving questions to students. However, when the teacher gave assignments, students were less responsive and did not do it directly at the time.

In eleventh grades, most of students were able to understand the material conveyed by the teacher, because the teacher always gave examples and reviews about the material, so that students really understood with the material. Students helped by the strategies or methods the teacher used when teaching in the class. Students felt the strategy helped them to improved their way of reading and understand what they read in reading lessons. The teacher gave jokes or games so that students not bored when learning to read.

In twelve grades, the averaged of students were able to understand the material conveyed by the teacher. Teachers often gave review about the previous material to check students' understanding of the material in the past. The teacher always emphasized students to ask questions and be active when teaching and learning activities took place. It made students more actively asked questions without asked by the teacher. Students were more familiar with the material taught after the teacher used the strategy.

Students felt those strategies were effective in improving students' reading abilities.

From the statement above, it could be conclude that students' responsd from the three levels could be said positive. In tenth grade, students' respond to the skimming and scanning strategies that the teacher used could be said to be successful. Then, in the eleventh grades students' respond to the DRA and QAR strategies that used by the teacher could be said to be successful. Furthermore, for the twelve grades, students' respond to the SQ3R and QAR strategies that the teacher used that could be said successful. The statement could be seen from the table below.

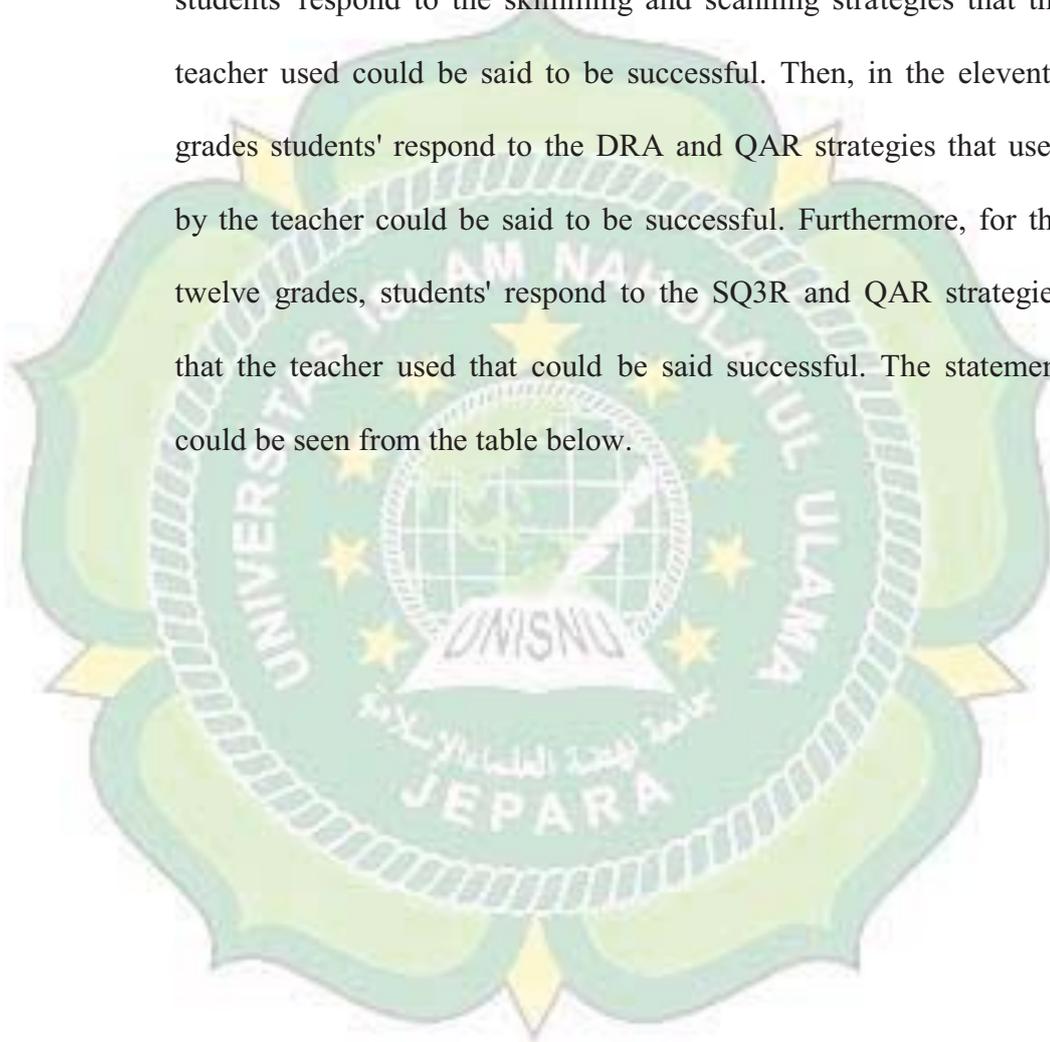


Table 2. Class of Respondents

No	Nama	Kelas	Pernyataan										Total	Average	Criteria
			1	2	3	4	5	6	7	8	9	10			
1	Idris Salam S.	X Bahasa	3	3	4	3	3	2	2	4	4	3	31	3,1	Successfull
2	Winda Noviana Nur Fitriani	X Bahasa	4	3	4	2	3	2	4	2	4	2	30	3	Successfull
3	Ghea Maurella Safira	X IPS1	4	4	2	3	2	2	2	3	4	2	28	2,8	Successfull
4	Jefri Bagus Saputra	X IPS1	3	3	2	2	4	1	3	2	4	3	27	2,7	Successfull
5	Bulan Cahya Ningrum	X IPA2	4	3	4	1	4	3	2	2	4	4	31	3,1	Successfull

6	Ghilas Gethar Prawoto	X IPA2	3	3	3	4	1	3	1	3	2	4	4	28	2,8	Successfull
7	M. Sidiq Septiawan	XI Bahasa	4	4	4	2	2	3	2	3	2	4	3	31	3,1	Successfull
8	Ananda Eri Wulandari	XI Bahasa	4	4	4	2	2	3	2	3	2	4	3	31	3,1	Successfull
9	Omega Putri Rahayu	XI IPA4	3	3	2	3	2	3	2	4	2	4	2	28	2,8	Successfull
10	Agung	XI IPA4	3	3	3	2	2	3	1	2	2	3	3	25	2,5	Successfull
11	Jihan Bella Saputri	XI IPS3	4	3	4	4	4	4	2	4	4	4	2	35	3,5	Very Successfull
12	Awallia Milla Sari	XI IPS3	3	4	3	1	2	4	2	4	2	4	4	29	2,9	Successfull
13	Rohmatun	XII	4	3	4	1	4	2	4	2	4	2	3	31	3,1	Successfull

4.2 Discussion

This study intends to know the three English teacher's strategies in teaching reading at SMA Negeri 1 Kembang and to know the student's response from the teacher's strategies. In this research, the researcher was observed nine classes from all grades. In discussion, the researcher divided into some aspect, here is as follow:

4.2.1 The Teacher's Strategies in Teaching Reading

To obtain the data, the researcher conducted various ways and one of them was an interview. From the interviewed with tree English teachers at SMA Negeri 1 Kembang, the researcher found that there were some strategies that used by three English teachers. The first teacher was taught in tenth grade. The teacher usually used Skimming and scanning strategies. The second teacher was taught in eleventh grades. The teacher usually used DRA (directed reading actively) and QAR (question answer relationship). The last teacher was taught in twelve grades. The teacher usually used SQ3R (survey, question, read, recite, and revie) and QAR (question answer relationship).

4.2.2 The Implementation of Teacher's Strategies

According to observation, the researcher find out that the first teacher usually used skimming and scanning strategies. The material was descriptive text. The material was same in all of tenth grades. The class of X Bahasa, the teacher used skimming and scanning strategies. Then,

the class of X IPS1, the teacher used scanning strategy. The last was class of X IPA2 the teacher used skimming and scanning strategies. From the result of observation in tenth grades, the researcher found that the teacher was hoped this strategy could help students to be able to read quickly and clearly. From the situation of every class, the researcher found that almost all of the students could follow the teaching and learning activity. The students not only read quickly but also got information or points contained in the text appropriately.

The second teacher usually used DRA (directed reading actively) and QAR (question answer relationship) strategies. The material was Analytical Exposition. The material was same in all of eleventh grades. The class of XI Bahasa, the teacher used DRA strategy. Next, the class of XI IPA4, the teacher used QAR strategy. The last was class of XI IPS 3, the teacher used DRA strategy. From the result of observation in eleventh grade, the researcher found that the teacher hoped in using DRA strategy, it could help students to be able to read more actively for understanding a reading text. In using QAR strategy, the teacher was hoped that the students would be more active in discussion in class and develop student' way thinking to found the answer or information they want. From the situation of every class, the researcher found that almost all of the students could help them more active in teaching learning activity. Especially in answered question, in the classroom and discusstion with their classmate.

The last teacher usually used SQ3R and QAR strategies. The material was News Item. The material was same in all of the twelve grades. Class of XII IPA4, the teacher used SQ3R strategy. Next, the class of XII IPS3, the teacher usually used QAR strategy. Next, the class of XII Bahasa, the teacher used QAR strategy. The last was class of XII Bahasa, the teacher used SQ3R strategy. From the result of observation in twelve grades, the researcher found that the teacher in using SQ3R strategy, the teacher was hoped it could help the students to be more active in asking and reading material. In using the SQ3R strategy, the teacher was also hoped that the students would be more understand text easily and could improve students' reading skill. From the situation of every class, the researcher found that almost all of the students could help the students more active in teaching learning activity and easily to understood the material. The students could improve their reading skill more easily too.

4.2.3 The Student's Responses of Teacher's Strategies

Based on the students' response in teachers' strategies in teaching reading, the researcher found that most of the students in tenth grades, they were understood with the material that teachers' taught eventhough the teacher used English in a whole of lesson. They were enjoyed with the strategies that teachers' used and they were improved their reading skill. It showed by the table above. It meant that the teachers' strategies in teaching reading ware succesfull.

The students in eleventh grades, most of all students were understood with teachers' strategies because teacher always gave examples and reviewed to them. It made students easy to caught the material. It also made students' reading skill improved. Based on the description above, it could be concluded that the teacher' strategies were very succesfull. It showed by the table above.

The students in twelve grades, almost whole of students were understood with teachers' strategies. They caught the material well and their reading skill improved. It meant that the teachers' strategies were very successfull.

