

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses about the research findings and discussion after the researcher conducted this research in SMA N Negeri 1 Sompak. This research applied classroom action research to solve the problems found in reading comprehension.

A. Research Findings

Research findings are concerned with the result of every cycles that were conducted in the classroom. The researcher gathered the data from the students' test, observation checklist, and field note. The result of data analysis showed that the improvement of student's reading comprehension. The research was conducted in two cycles. In the first cycle, the students' mean score was 73 which it achieved standard of students' achievement (KKM) but there were 9 students who did not pass the passing grade 70. Meanwhile, in the second cycle the students' mean score was 80 and it achieved the KKM score. All of students had passed the passing grade 70 so that the research indicators had been fulfilled. Here, the researcher elaborated the stages of the implementation of classroom action.

In this section the researcher reported the result of the research. This research was conducted in two cycles. There are a meetings in each cycle. Each meeting took 90 minutes. Every cycle in this research consists some series of steps, namely; planning, action, the observation, and reflection. They

could be explained in the following parts. It was hoped that all the tenth grade students of SMA Negeri 1 Sompak passed the passing grade or KKM that was 70.

1. Description of Cycle 1

Cycle 1 conducted a meetings in first cycle. The meeting was held in Wednesday, 4th November 2015. It consisted of 4 phases; planning, acting, observing and reflecting. The researcher and English teacher a greed that the researcher observed the teaching and learning process and the teacher conducted the teaching and learning process. In other words, the researcher became the observer and the teacher taught the class using the planning prepared by the researcher.

a. Planning

Based on the result of pre-observation, the researcher planed several strategies to teach the students. The researcher prepared lesson plan and what the materials are needed in teaching. Besides that, researcher prepared instrument or media (Fun Board). It could stimulate the students` imagination, the learning source, and developed evaluation process. The lesson plan based on the curriculum is used in SMA Negeri 1 Sompak. Media is made in order that the students are interested and pay attention when they learn.

b. Action

The process of teaching In this step, the teacher taught the students based on the lesson plan. The material was narrative text.

Before doing the teaching learning process, the teacher did apperception by check students' attendance, praying and asking the students about narrative text. The teacher wanted to make the student more active in the classroom.

In this first cycle, the teacher focused on the simple narrative text. First the teacher gave a text with picture and asked the students to read it aloud. Then teacher divided the students into several groups and the students get explanation how to play Fun Board. After that, the teacher gave students text and picture to be arranged and read. The students were asked to read aloud the narrative text. They also had to discuss it.

Firstly, the researcher as teacher asked the students to read aloud the narrative. In the beginning, they were difficult to comprehend the text and rule to play the Fun Board. Finally, the researcher as teacher asked the students to do the worksheet.

The researcher as teacher confirmed the materials got by the students by playing the Fun Board by asked the students to discuss the materials to their friends. The teacher also asked the students to report what they got by playing Fun Board. The teacher then asked about what text that they got then the teacher asked him to retell the story shortly. Then, they repeated the sentence spoken by the researcher. Finally, the teacher gave motivation to students to be more active in the class.

In closing the class, the researcher as teacher asked the difficulty in . The teacher gave exercise to the students. The exercise was multiple choice test with narrative text. The content of exercise is several questions related to the materials in Fun Board. Then, the teacher closed the class by making conclusion together.

c. Observing

The researcher observed the teaching learning process which is helped by the teacher who becomes an observer in the class. There are several points which is observed related to the teaching and learning process. The meeting is held on 4th November 2015. The motivation of students was poor because they still had difficulties in identify the narrative text and comprehend the content of the text. They were active in answering the teacher's questions but they still had less accurate description to the text. In short, they enjoyed their learning process by using Fun Board although they had less accurate description to the text in the media Fun Board.

Based on the observation checklist, the researcher realized that still had many weaknesses. Although made the progress, there was weakness that should be fixed in the next cycle.

For closing in the cycle I, the researcher gave motivation and gave the exercises. The exercises checked the answer together with the students.

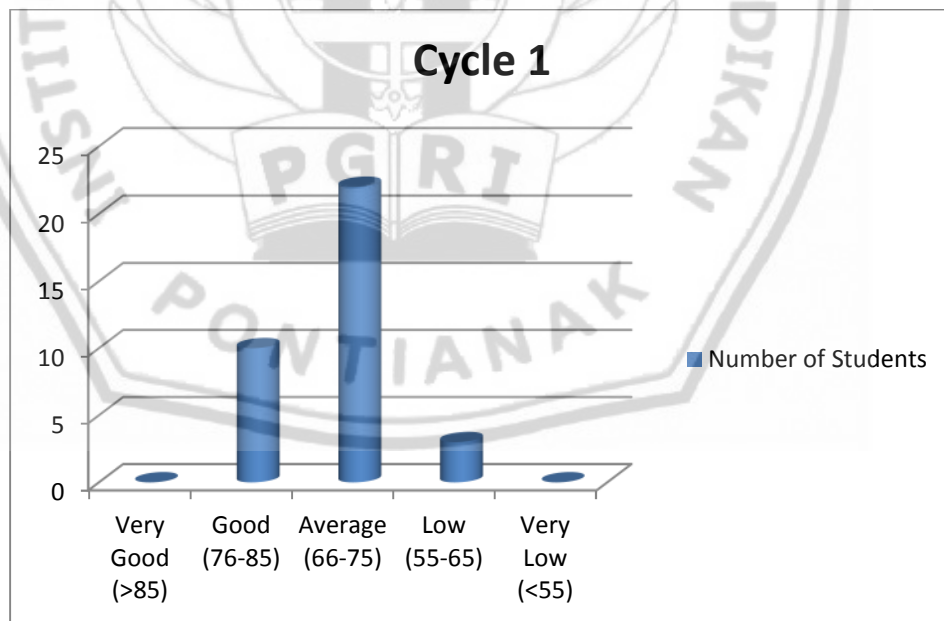
The mean score of the first cycle: $M = \frac{\sum X}{N}$

$$M = \frac{2562}{35}$$

$$M = 73$$

Table 4.1 The Description of Students' Achievement in Cycle I

Score	The Number of Students	Percentage	Category
> 85	0 student	0 %	Very good
76- 85	10 students	28 %	Good
66- 75	22 student	63%	Average
55- 65	3 students	9 %	Low
<55	0 student	0 %	Very low
Total	35 students	100 %	
Mean		73	



From the table above, the students' achievement increased. It could be seen from the mean score between the before and after treatment score. The mean score before treatment was 67. After

getting the treatment, the mean became 72. The students' reading comprehension in cycle I were, 10 students in good category, 22 students in average category and 3 students in low category. In short, they enjoyed their learning process by using Fun Board although they had less accurate description to the text in the media Fun Board.

From the reflection above, it could be stated that first cycle did not give an enough result to stop the cycles although the result of the exercises had showed the improvement. There are many weaknesses in first cycle, so the researcher decided to go to the next cycle.

d. Reflecting

Based on the observation above, the researcher can conclude that there is improvement of motivation and score in the teaching and learning process. The researcher used Fun Board to improve their reading comprehension. They did not feel bored because they learned with the games, that it could made them interested in the classroom. In the other hand, they still had difficulties in identify the information and comprehending the text. They were active in answering the researcher's questions but they still had less accurate description to the text in the media Fun Board.

It also meant that was some things that must be revised for the next cycle. After discussed the result, the reserachers as teacher and collaborator concluded that the reflection were as follow:

- a. The teacher should give the instruction clearly, so that the students will use the media more effective way.
- b. The teacher should be paid attention to the students so that they can involve in discussion process.
- c. The teacher approached them to be more actively involved in discussion process.
- d. The teacher must be pay attention allocated time. So that the time would be use in as effective as possible during the learning process.

2. Description of Cycle 2

Cycle 2 conducted a meetings in this cycle. The meeting was held in Wednesday, 11th November 2015. It consisted of 4 phases; planning, acting, observing and reflecting. The researcher and English teacher agreed that the teacher observed the teaching and learning process and the researcher conducted the teaching and learning process. In other words, the researcher taught the class using the planning prepared by the researcher.

a. Planing

In this cycle, the researcher planned the way to improve the students` reading comprehension. The researcher prepared the lesson plan again in order to be used by the teacher in the teaching and learning process well. The material of this cycle was narrative too but different from cycle 1. In this cycle, The researcher gave the material

about the narrative with different example of text and gave more time for students to play the Fun Board and discuss the material. The researcher also repaired the lesson plan in order that teaching learning process was better from the cycle I by doing consultation again with the English teacher before doing the action. The researcher used media Fun Board again to invite the students in order that they can have more spirit to learn. Form of Fun Board was simple but full of color.

b. Acting

The process of teaching in this step, the researcher as teacher taught the students based on the lesson plan. The material was narrative text. Before doing the teaching learning process, the teacher did apperception by check students' attendance, praying and asking some questions about the narrative text. The teacher wanted to make the student more active in the classroom. In this first cycle, the teacher focused on the process of comprehension of narrative text.

First the researcher as teacher gave a text with picture and asked the students to read it aloud. Then teacher divided the students into several groups and the students get explanation how to play the Fun Board. After that, the teacher gave Fun Board to the students to be played. The students were asked to read aloud the text in the Fun Boards while they were playing it. They also had to discuss it.

The researcher as teacher asked the students to read aloud the text in the Fun Board. They were to understand the rule to play the Fun

Board well because they had done it before and the teacher had shown it to the students. Finally, the teacher asked the students to do the worksheet.

The teacher confirmed the materials got by the students by playing the Fun Board by asked the students to discuss the materials to their friends. The teacher also asked the students to report what they got by playing Fun Board. The teacher then asked about what picture that they got then the teacher asked him to repeat the name of the text. Then, teacher asked the students retell the content of the text they got shortly. Then, they repeated the sentence spoken by the researcher. Finally, the teacher gave motivation to students to be more active in the class.

For closing the class, the researcher as teacher asked the difficulty in . The teacher gave exercise to the students. The exercise was multiple choice of narrative text. The content of exercise is several questions related to the materials in the Fun Board . then, the teacher closed the class by making conclusion together.

c. Observing

From the result of observation, the improvement students` motivation and reading comprehension was good. It can be seen that there are students had good motivation and interest in learning English. They came to English class on time and they had much interest to what they would learn in the learning process. They also asked what they would be able to play in the learning process. In the class activity and

they wanted to be active in playing the Fun Board. They were interested and enthusiastic in teaching learning process.

The researcher used observation checklist. The researcher had reasons for choosing observation checklist as the instrument of the research because it could collect any information of observation checklist. The result of the observation checklist, The students more enthusiastic than before. They had more interest to the teaching and learning process and followed the teaching and learning process well.

Based on the observation from cycle II conducted by the teacher, the researcher can conclude that there is improvement of motivation to improve their reading comprehension in the class was very good, and score in reading comprehension was improved. For closing in the cycle II, the teacher gave motivation again to students' to have more practice in English.

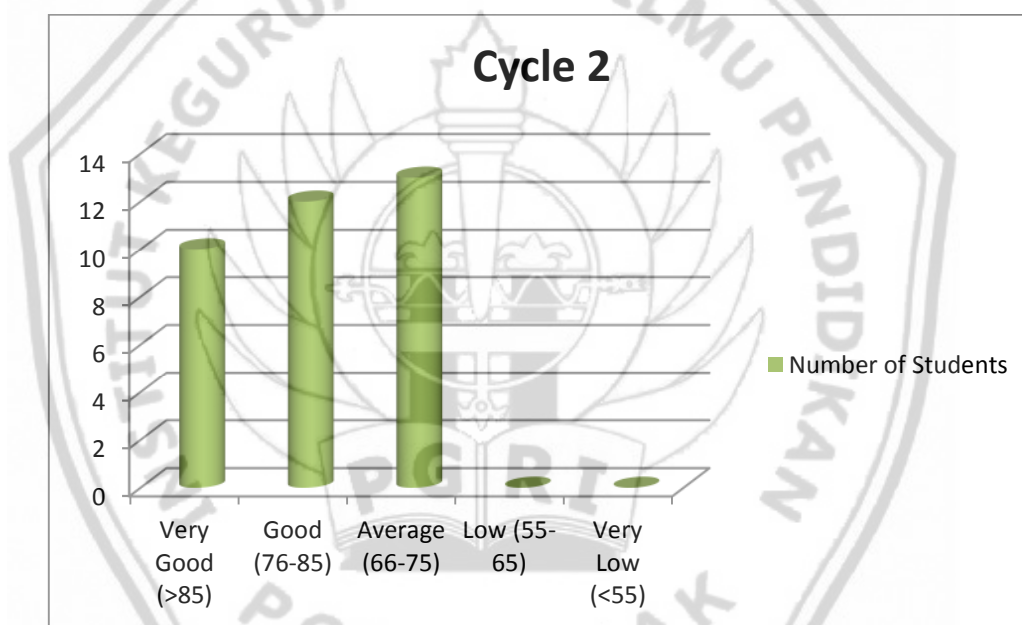
The mean score of the second cycle: $M = \frac{\sum X}{N}$

$$M = \frac{2810}{35}$$

$$M = 80$$

Table 4.2 The Description of Students' Achievement in Cycle 2

Score	The Number of Students	Percentage	Category
> 85	10 students	28 %	Very good
76- 85	12 students	34 %	Good
66- 75	13 student	37 %	Average
55- 65	0 students	0 %	Low
<55	0 student	0 %	Very low
Total	35 students	100 %	
Mean		80	



From the data above, the result of exercise could improve their achievement. It could be seen from the percentage of the score which they got. The students' reading comprehension ability in cycle II was 28% in very good category, 34% in good category and 38% in average category. The mean in cycle I was 73 and in cycle II became 80. The achievement had been showed through the number of the students who achieved. In the first cycle, it was know that there were 10 students or

28% students in very good level. This number increase to be 12 students or 34% in cycle II. In short, all of the students had passed the passing grade 70 and the cycle could be stopped because the indicator of the research was achieved.

The researcher used Fun Board to improve their reading comprehension. There are no passive students because they were active in the teaching and learning process. They did not feel bored because they made and answered their question by themselves. So, they enjoyed learn English by games. In short, the result of score in cycle II had completed the target made by the resesarcher .

d. Reflecting

In this stage, the researcher concluded that the second cycle was successful. The teaching and learning process in the second cycle was better than the first cycle. The result also showed that there was improvement on students' mean score which was 80 in second cycles. There was good progress toward the students in the aspects of reading comprehension that were emphasized. Finally, the teacher and the researcher decided to stop the cycle because all the students pass the KKM score.

B. Discussion

The process of the Classroom Action Research was conducted in two cycles. There was four stages in each cycle, they were planning stage, acting stage, observing stage, and reflecting stage. In planning stage the researcher

prepared everything that used in teaching and learning process. In acting stage, the researcher acted as teacher taught the students using Fun Board and the English teacher as collaborator. In observing stage, the researcher discussed and computed the result of the meeting. The last is reflecting stage, the researcher and the teacher discussed about what the activities should be done to overcome the weaknesses of the meeting. After all, from the observation result of each cycles, the researcher concluded that the students had improvement and progress positively.

The students can learn narrative text and improve their reading comprehension while they are playing the Fun Board. They also not only learn about how to arrange the text but also improve their comprehension. In the process of arranging the text and picture in playing Fun Board, the students guessed the text and picture in correct arrangement. Brown (2001: 306-309) states that learners can use guessing to their advantage in reading comprehension. They can guess the meaning of the word; guess a grammatical relationship, guess a discourse relationship; infer the implied meaning; guess a cultural reference; and guess content messages. It will be a good way to improve their reading comprehension while playing it anywhere and anytime.

While the students are playing the game using Fun Board, they are asked to read the text and arrange the text in good arrangement. In short, they can identify and know the content of text. Harmer (2004: 99) who stated that being provided that students more or less understand what they read, the

more they read, the better they get at it. If the teachers succeed applying the proper and variety media in conducting teaching and learning process, then the students enjoy the learning process to improve students' reading comprehension.

The laziness and the boredom in the classroom influenced the result of the test. Before using the Fun Board, the result of study was not satisfying. They did not have motivation to read and several students did not give attention to study. They talked too much with their friends in the teaching and learning process and what they discussed was not about the materials taught by teacher. In the other hand, almost students were not active in the English teaching and learning process. They seemed not interested and less of enthusiasm with English because they felt English was difficult at the beginning of the class. They felt that learning English was a very boring activity because they needed to memorize many new words and there was less thing that could make them enjoy the teaching and learning process. When using the Fun Board, they began to motivate themselves to learning English and they started to ask how to play Fun Board. Actually, they were asked to comprehend the text by doing repeated activities in playing the Fun Board but they did not feel bored because they could play the media Fun Board in learning reading.

In the first cycle, the result was not satisfying. Although the mean score was 73, not all of the students passed the passing grade. The students still did not follow the instruction of the teacher and the rule of playing Fun

Board. In the process of playing Fun Board, the students needed to read the text aloud. They needed to discuss the materials in the media Fun Board. In other hand, they still confused in the playing process and discuss it. The just played the media by the rule and sometimes did not read it aloud. They did not discuss the materials in the media well.

In the second cycle, the result was satisfying. The mean score was 80 had passed the passing grade or KKM well. They had passed the KKM which was 70. The students started to follow the rule of playing and discuss it well. In this cycle, the teacher paid more attention to the class management. The students read the text in the media aloud and discussed well.

The students' improvement in the classroom was also supported by the teacher's role. The role of the teacher in teaching and learning process is also important. The teacher had motivated, paid attention, and guided the students in teaching learning process especially during the discussion process. It was shown by the students' improvement in the second cycle.

The students' achievement was improved. It can be concluded from the discussion below.

1. In the first cycle, the mean score of the students' achievement increased from 67 to 73. The students who got score above the passing grade also increased from 22 students to 32 students.

2. In the second cycle, the mean score of the students' achievement and the students' activeness increased from 73 to 80. And the students who got score above the passing grade increased from 32 students to 35 students. It means that all the students has passed the passing grade.
3. The purpose of this study was to improve students' reading comprehension". The findings of this research showed the improvement in students' reading comprehension before and after using Fun Board. It could be seen from the progress from pre-observation until cycle 2. The discussion of research finding of improvement teaching learning process of reading comprehension could be seen as follows on table 4.3

Table 4.3

The Description of Students' Achievement during the Research

Score	Category	The Number of Students	
		Cycle 1	Cycle 2
> 85	Very good	0 student	10 students
76- 85	Good	10 students	12 students
66- 75	Average	22 students	13 studenst
55- 65	Low	3 students	0 student
<55	Very low	0 student	0 student

In conclusion, the research findings of the Classroom Action Research were satisfying. The students' reading comprehension was improved significantly by applying Fun Board. Even though in the first cycle the students did not run well and they seemed hard to get involved in the activities, but at the second cycle the students showed the improvement significantly of their reading comprehension. The Fun Board made the teaching and learning process enjoyably and also gives the students an opportunity in sharing and discussing problems with their friends. Therefore, the hypothesis of the action hypothesis which states "Fun Board can improve tenth grade in SMA Negeri 1 Sompak in academic year 2015/ 2016." was accepted.

