

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

This study attempted to answer two statements of problem about the use of text-based approach at the eleventh grade of SMIP 1946 Banjarmasin. First, how is the classroom activity when the teacher used text based approach in teaching reading at SMIP 1946? Second, what are the problems faced by the teacher and the solution in teaching reading using text-based approach at SMIP 1946?

The findings show that English was taught to the eleventh grade students in two days for each week and for each class, the classes are divided into two majors, they were MIA and IIS. Each meeting lasts 2 x 45 minutes. In this research, the researcher just took one class as a sample. That was the students from MIA. The schedule time for the eleventh grade from MIA was on Monday at 10:25 to 11:45 and Wednesday at 07.30 to 08.50. There were 20 students at the eleventh grade that consisted of 11 females and 9 male students.

This part presents the research findings which the researcher found in the field by doing observation and interview. It related to the teachers' strategies in teaching reading. After the researcher investigated the teacher strategies in teaching reading, finally the researcher got some data. The results of the research findings were presented in the descriptions bellow.

# **1. The Strategies of the English Teacher in Teaching Reading in Islamic Senior High School at SMIP 1946 Banjarmasin School Year 2018/2019**

In order to find out about the first statement of problem, which was about how the classroom activities when the teacher taught the students about reading at SMIP 1946. The researcher used observation to find out the result.

The observation was conducted during the process of teaching reading by using text-based approach. The observation was conducted on October 2018 up to February 2019. Here are the activities during the teaching-reading for islamic senior high school at SMIP 1946 Banjarmasin.

The teacher opened the class by saying greeting and asking students' condition. The teacher also asked students about the previous lesson and told about the topic to learn. After that the teacher chose one of the student to lead a prayer. The opening activity of the teachers inculcated the religious attitude, polite, and logical thinking. Steps on preliminary activity with teacher inculcated polite greetings by giving a smile to the students when entering the classroom and said "Assalamu'alaikum". Teacher instilled religious attitude by choosing one of the students to pray together with read the al-qur'an "Let's pray together hopefully learning today can run well!" The students together read the prayer before studying. Teacher asked the students about their activities in the past or at the time in Indonesian. But just a little of the student knew that material at the time, the teacher explained that material before after that the teacher moved to the next material.

The teacher told the students to open their book after that the teacher exemplifies how to read clearly and how to mentioned it well. And this situation the students pay attention to what was done by the teacher. In fact, the teacher using scaffolding strategy because the teacher helped the students how to read properly and then told the students read the text but when the student either mentioned the words in the text the teacher helped them and also the teacher asked the students which word they did not know in the text.

From the observation above the researcher got the activities showed that the teacher used this strategies because when the researcher observed in the classroom, the researcher have analysis that the way teacher asked first to all the students which words that they did not know in the text. So first, the students mark some words that has not known before, after that the student asked to the teacher that words have not known.

Based on interview material regarding the type of text include descriptive, narrative, recount, procedure, and report text. In general students usually read the texts and then answer the questions in the book. For understanding the text, the teacher makes it as homework, like narrative text. for procedural text, students usually look for material on the internet and read it when the assignment is complete. To understand the contents of the text, the teacher usually let them do it themselves because when students do the task in group, they are often noisy so that only a few of them are are focus on learning. However reading based on a text approach, rarely done because students have not been able to understand the lesson well. The meeting was

conducted on Monday, 8<sup>th</sup> January 2019 at 10:25 until 11:45. The teaching and learning activities ran well. The texts used were descriptive text, narrative text, and procedure text. The teacher explained about each text beforehand, such as the definition, the usage, and the differences among them.

About those activities, researcher made it in a table below:

**Table 4.1. Pre Activities, While Activities and Post Activities**

Pre Activities	
<ol style="list-style-type: none"> <li>1. The teacher greeted the students</li> <li>2. The teacher asked the students to pray</li> <li>3. The teacher motivated the students to learn by making them to think that English was easy to be learned</li> <li>4. The teacher checked the students' attendance by mentioning their name one by one</li> <li>5. The teacher asked the students' readiness before learning</li> </ol>	10 minutes
While Activities	
<ol style="list-style-type: none"> <li>1. The teacher explained about some kinds of text in English, they are descriptive text, narrative text, and procedure text.</li> <li>2. The teacher made sure that every student understood about the meaning, usage, and differences of each text in English and how to pronounce the words properly.</li> <li>3. The teacher divided the class into some groups which</li> </ol>	60 minutes

consisted of three students in each. Then asked the students to choose which one of kind of text they felt confidence and understood more among the others and told it to the teacher.

4. The teacher distributed some texts for the class which was suitable to the kind of text the students had chosen then asked them to read it carefully.
5. The teacher instructed the students to focus on the text, figured out what about the text was, and walked around the class for helping the students who could not understand yet and face any difficulties while reading those texts.
6. The teacher just helped a little to the students, and did not give a help for the whole text, he just gave some clue and asked the students to think naturally and built their comprehension by their own.
7. After the students were ready, the teacher pointed each team one by one to perform what they had read based on their understanding by standing out on their chair just wanted to check out their reading comprehension based on the text they had read by asking some questions and asked the other teams to listen and pay attention carefully.

8. The teacher repaired the students' wrong pronounce, answer and gave a complement for those who were right manner.	
Post Activities	
1. The teacher asked about the students' difficulties in reading those texts. 2. The teacher asked about the meaning and differences of each kind of texts once more just to make sure they were understand fully. 3. The teacher gave conclusion according to the lesson 4. The teacher closed the meeting and said goodbye	20 minutes

As supplementary data, the researcher also asked a student about the practice of reading with a text based approach. He said that the teacher more often asks students to translate the text and then the assignment must be collected at the next meeting. This student also told me that the average of his classmate found it difficult to understand English if only translate without understanding in depth the contents of the text through reading.

Reading by using text as in the narrative text, students are often unable to express the contents of the story, this is because they do not know the meaning of the story. According to the English teacher, the text material in the book is too difficult for students. the lessons in the book are too difficult to learn. the ability of students is not comparable with the material in

the book, so it is difficult to find the right formula in teaching reading to read text in textbooks.

In teaching procedural texts is a little easier because the book is usually accompanied by pictures, so students can easily understand the purpose of the text. students can read with the correct intonation even though the pronunciation is still often found in errors. The text on book is sometimes too complicated, students sometimes are asked to bring examples of procedural text by the teacher. The teacher asked the students to bring noodle wrappers or other easy ways such as how to make a glass of tea or coffee.

## **2. The Problems Faced by the Teacher and the Solution in Teaching Reading in Islamic Senior High School at SMIP 1946 Banjarmasin School Year 2018/2019**

Although the activities run well, the teacher still felt any problems when he taught based on this approach. The researcher gave some questions related on the problems he faced that day and what his solution toward those problems. In the teaching learning process, it was found that the students so difficult to translate of the text type. It can be proven when the students trying to read the text about those texts, they did not understand about the meaning of the story. Besides the students also have difficulty to read vocabulary well. this is because they are not accustomed to hearing and reading the vocabulary.

Reading is often associated with the process of interaction between readers and texts that are usually quiet, internal and personal. This means that there are many things that happen when reading. The understanding of how people interpret written texts to gain knowledge or understand messages. These processes involve three components, namely the writer, the text and the reader.

in reading lessons, languages are used to obtain messages from text. This means that in reading lessons, the focus on using language is not only on vocabulary or the structure and meaning of the text. In reading lessons, the meaning is central and each language item learned has incidental benefits, therefore students must have a good strategy for understanding the text because there are various types of written texts and each text has its own characteristics. This is not an easy thing to achieve in teaching in the classroom. the low ability of students to understand language has an impact on the difficulty of determining appropriate strategies in learning. as a teacher, sometimes feel out of ways in determining the material. so learning to read with this text approach is not often done.

Based on the data, some problems came from the student self, which were by the student ability of English language. Most of the student were incapable of understanding the meaning (Indonesia meaning) of the text they read and they did not familiar with the vocabulary in the text. It portray from the wrong misspelled of the words. the most of student score in English was below the minimal competences criterion. That was mean that student basics



English knowledge was below average and it was affected their ability in reading comprehension. Students still have problems to get the information from the text and there were some reason why students unable in reading task because some reasons as lack of vocabulary, lack of catch the main idea, difficult to pronounce, and uninterested to read and they were still difficult to get reading comprehension before.

The other parts were student attraction toward the subject and their motivation in learning English in general. Both aspects were lack from the student, most of the student did find reading comprehension was attractive subject. They tend to think that this subject is boring and the also lack of motivation in learning English. This was potrayed by very few students studying English outside the school, such as taking English course. There were students who do not have good motivation to read and they felt the text is not interesting for them because they must keep on looking up the words in a dictionary to find out the meaning of the words. These activities make them feel bored and uninterested in reading comprehension. So, it was a problem for the teacher in teaching reading text in the class.

According to his explanation, to handle some problems occurred during the teaching reading by using the text-based approach process, he tried to do some preparations, such as the material, the kind of texts he will used, and even what will he explained later in the classroom. With this kind of preparation, he hoped that the teaching and learning process will run well and the goal of teaching reading will be accepted. Eventhough the result still out

of expectation. But in general, the teacher just gives the students homework to get the information of text.

## **B. Discussion**

The researcher would like to discuss the result of study about the use of text-based approach in teaching reading at SMIP 1946. In this study there were two statements of problem. First, how the teacher implemented strategies in teaching reading at SMIP 1946? Second, what were the problems faced by the teacher and the solutions in teaching reading at SMIP 1946? For the first statement of problem, based on the researcher's direct observation in research location the teaching reading involves three stages, they are: pre activities, while activities, and post activities.

In teaching and learning, especially in teaching reading the teachers should be able to make their teaching reading is interesting, enjoyable, and help the students to comprehend the text easily by using appropriate techniques. Therefore, the teachers should be creative to use effective technique. There are various techniques used to teaching reading, like showing them some english video or making creative power point and making them in Small Group Discussion (SGD) technique

Small Group Discussion is one of techniques in cooperative learning method. The researcher consider that SGD technique is probably suitable to teach reading text. There are some preceding studies which related and proved that small group discussion technique as the best, effective, and

successful technique in teaching and learning process. Derewianka (2005, p. 98) said that Small Group Discussion is effective to teach because of this approach simple to apply, enjoy, and it helps the students are not only able to improve their intellectual skill but also increase their social relationship than Whole Class Teaching.

Other preceding study, the use of Small Group Discussion helped the students to comprehend the reading, such as understanding vocabulary, identify the detail information, identify the factual information, identify the main idea, identify the meaning of particular words, and identify the implicit information. The students can understand the material that given by teacher with discussion in group. It means that learning process better because each student has a role and more active when they did discuss in their group to solve the problems, answer the question or give their idea. Therefore, this technique was chosen because it is pledge to provide the opportunities for the students to be involved actively in teaching learning process. They had chances to discuss the difficulties in comprehending the text that they faced with their group members which it make the learning process successful. Group discussion is more effective if the group consisted of 3-4 students; enable students to give their opinions or ideas to other students easily” (Sagala, 2008, p. 20).

SGD technique means that students within group read the text together, then each students in their group can express their ideas in group discussion to make sure that they comprehending the text. After it, each

representative in group should explain the result of discussion to other group and other members of each group can debate, clarify, give opinion, and critic. (Cristiani and Mintohari, 2004, p. 3). It can be concluded that, SGD is one of cooperative learning methods that consist of small member of 3-5 students which in this technique the students work together through interaction whose interdependent relationship allows them to achieve a mutual goal.

In a group, the students are comprehend the text easily, more confidence and active to talk in giving opinion about a problem, together to solve and to get good answer of the question based on the text. In addition, students' vocabulary gradually increases by trying to find the meaning of words in the text. the other side of using this approach is students can understand how to pronounce the correct word in English. more than that students' reasoning abilities will develop when understanding the contents of the text with limited vocabulary.

In line with the James & Garrett (2001, p. 110) who agreed that this approach provides opportunities for learners to develop text reading strategies on the ways in which texts are organized and the language choices readers make to achieve their purposes in particular contexts. The teaching and learning activities the teacher and students go through so that students gradually gain independent control of a particular text-type.

From the discussion above, we can see that the teacher's strategy in teaching reading is very important for the students. The teacher used more than one teaching strategies such as: reading text, translation, practicing

dialogue. These strategies help the students in easier, faster, and more enjoyable ways to master vocabulary so they really support the students' vocabulary improvement.

Based on the research, researcher found that the reading strategy that carried out by the English teacher at SMIP 1946 had an impact on some of the skills acquired by students such as understanding the contents of the text, by independently or in groups. in addition students are also gradually able to understand how to read or pronounce the words properly as exemplified by the teacher. This is suitable with Brown's opinion (2003, p. 187) where this reading practice will develop students' skills in micro and macro

Based on the data, the other theme of reading comprehension problem was problem from the teacher. These problems arouse due to mainly the teacher way of teaching. Teacher just read, led the student read and told them to finish some questions in the text book. This was in accordance with Soemantri which stated that traditional teaching still applied in many classroom teaching.

The last major theme for reading problems face by student in English text was came from external problems. External problems mean that these problems did not originate from the teacher nor the student, but from different aspect of them both. The first sub-theme of external problem was come from the material for teaching. Material in here was text book for teaching and learning and also others supplementary tools for teaching, it can be audio-visual electronic such as speaker and infocus or others. Text book was played

an important rule in teaching, but from some articles regarding on reading comprehension theme, factor that made teaching reading difficult in Indonesia, one of it was the text book. Some researchers said that the text book used was inappropriate for the student level, others claimed it was inappropriate for the student objectives and other else said it did not meet the curriculum build.

The second sub-theme was the environment. In Indonesia, English still acted as foreign language and it make difficult for student to improve their basics English knowledge. Student of Indonesia seldom hear people speak with English, they seldom used it in conversation, reading books in English and all of that, Indonesia student did not familiar with English. This attitude make English become hard to learn and they think it was less useful hence their motivation to improve id less.

The contribution of this approach to the quality of teaching and learning reading by using the text-based at SMIP 1946 need improvement. The teacher must find the best manner to make the students enjoy the class, understand the text and feel like english is a fun subject. However thet need to be motivated by the teacher and the teacher should realize that reading text is a good way to improve english knowledge of students.