

## CHAPTER IV

### FINDINGS AND DISCUSSION

The results of the research and discussion in this thesis are a description of how reading comprehension is arranged in the EFL class at MTSN 3 Banjarmasin city and how teachers manage innovative reading comprehension classes.

#### A. Findings

The research was conducted at MTSN 3 Kota Banjarmasin , the researchers chose these schools because they have professional teachers who have taught more than 10 years. This study discusses the application of pedagogical practices in learning to read comprehension in the classroom. After agreeing to the introduction, researchers have selected two English teachers who teach for freedom classes at school. Resource persons who were successfully appointed and interviewed intensively by using the initials of their names, namely TN and KR. To obtain data, conduct interviews to obtain teacher's personal information and knowledge and conduct class observations to see the application of these theories. Based on interviews, TN first teacher, who taught at MTSN 3 Kota Banjarmasin, had an undergraduate education background, but TN had an English teacher certification from 2009 and TN had 20 years of teaching experience. He graduated from UNLAM. The second teacher is Mrs. KR, who teaches at MTSN 3 Banjarmasin City, graduated from UIN Antasari Banjarmasin and also has an English Education background. KR has 20 years of teaching experience and had teacher certification in 2009. After the interview, the researchers conducted observations for 6 meetings. The data obtained will be discussed below.

## **TN Reading Comprehension Classroom**

### ***Meeting 1***

In the first meeting with the resource person initials AT on Tuesday, November 19<sup>th</sup>, 2019 in class 8 C MTSN 3 city of Banjarmasin, starting at 9.20. Before entering the class the teacher prepares some subject matter that will be used to teach in class, the teacher prepares a student worksheet (LKS).

After entering the class the teacher asks the class then asks students to prepare. The teacher welcomes students with a happy "good morning", "how are you today?" And the teacher asks students about homework "is there homework today?". Students answer "yes there is, ma'am".

Then the teacher accepts their homework by answering it together. Then the teacher accepts students by calling their names one by one. The teacher asks about the eye that will be discussed today, "does anyone know about the material that we will discuss today?". Students answer "chapter one mom, do you understand?". The teacher writes the title of today's discussion on the board in English.

Then the teacher explains the material to be taught in general. Then the teacher asks students to take pictures in the book and tells students to understand the meaning in the picture. The teacher asks "does anyone know about the meaning in the picture?". And some students begin to answer and explain about the picture. Students answer "the picture tells about a scout teacher who explains to students, ma'am".

Then the teacher asks participants to be educated to read the text in the picture. Then the teacher asks students to underline words that are considered difficult to answer together. After students finish reading the teacher asks to discuss vocabulary that is considered difficult and write it on the board and find out the meaning of the word together.

After that the teacher gives inducement questions and gives additional value to students who can answer the question. The teacher closes the meeting by saying he will see you next time and greetings.

Based on the first meeting the researcher found that the teacher used a learning approach centered pedagogy approach, where the teacher explained the material being taught and provided opportunities for students to be active in reading comprehension learning, the teacher also used scaffolding learning strategies where the teacher gave instructions to students to read the text and explain the meaning from the text, and the teacher gives instructions to students to underline vocabulary that is not understood.

### ***Meeting 2***

In the meeting on Monday November 25<sup>th</sup> 2019 in eighth grade D MTSN 3 Banjarmasin City, starting at 10:11. Before starting learning the teacher prepares some material that will be used for today's class learning.

The teacher uses student workbooks (LKS) which will be used to teach in class. after being in class the teacher asks the class then asks students to prepare. The teacher greets students by saying "good morning", "how are you today?".

The teacher asks students to open textbooks and prepare to start learning. Before the teacher explains the material to be learned the teacher asks students about the material to be learned. After that some students begin to explain about the material to be learned, after that the teacher gives an explanation to students about the material being taught.

After explaining, the teacher asks students to open Activity 3 and give instructions to students to read the text. After that the teacher asks students to underline difficult words. After that the teacher gives students motivation to dare to read to the front of the class. Then one of the students raised their hands and came to the front of the class to read the text the teacher gave.

After that the teacher corrects the pronunciation of students who are not right and gives examples of correct pronunciation. after that the teacher gives instructions to students to give applause to students who dare to come forward to the class to read. And the teacher gives additional value to students who have dared to read to the front of the class.

Before closing learning in class the teacher gives home assignments for students and will be discussed at the next meeting. The teacher said "before we end learning today, I will give you homework for the next exercise". after the teacher gave the instructions, the teacher closed the day's learning by saying goodbye and Assalamu'alaikum wr.wb.

Based on the second meeting the teacher uses a scaffolding learning strategy where the teacher gives instructions to students to read the text in front of the class

underlining vocabulary that is not understood. and the teacher corrects the pronunciation of words that are not right and justifies them.

### ***Meeting 3***

In the third meeting on Monday, November 25<sup>th</sup>, 2019 in eighth grade E MTSN 3 Banjarmasin city, starting at 12:10. Before starting learning in class the teacher prepares material and reading material that will be used by the teacher in reading comprehension learning in class today. The teacher enters the class then asks students to get ready.

The teacher greets the students by saying "good morning", "how are you today?". After that the teacher explains in general about the material being studied. After that the teacher gives instructions to students to open activity 3 and tell students to read and ask students to underline the text.

Then the teacher gives motivation to students so they dare to come forward to the class to read the text. Then the teacher corrects the incorrect pronunciation of students and gives examples of correct pronunciation. After that the teacher asks students in the class about the purpose of the text.

The teacher asks "does anyone know what the text means?. One of the students gives the answer to the teacher's question. Then the teacher gives additional value to

students who dare to answer questions and students who dare to come forward to class to read.

After that the teacher gives an explanation of the meaning of the text and the teacher asks students which words they don't understand to look for together, the teacher gives instructions to write them on the board and write them together. Give teacher Teachers ask students to welcome him back and then the teacher closes the day's learning by saying see you later and Assalamu'alaikum wr.wb.

Base on the third meeting the researchers found that the teacher used a learning centered pedagogy approach, while teaching the teacher was more focused in explaining the material and making students become active during the teaching and learning process in the classroom. The teacher also provides an explanation of the meaning of the text and the teacher also gives instructions to students to underline difficult vocabulary, the teacher evaluates questions to students about the text being discussed and gives additional value to students who answer.

## **KR Reading Comprehension Classroom**

### ***Meeting 1***

In the first meeting with resource persons with the initial KR on Wednesday, November 20<sup>th</sup>, 2019 in class 8 h MTSN 3 city of Banjarmasin. Before entering the class the teacher prepares several media such as origami paper which the teacher will use to teach the class. In addition, the teacher also prepares some reading material and material in the student worksheet that the teacher will use to teach today.

After being in class the teacher asks the class then asks students to prepare. The teacher starts learning by saying "Assalamu 'alaikum wr.wb", the teacher writes the topic of the lesson which is "greeting cards". The teacher asks students about greeting cards.

Teachers ask "does anyone understand or know what greeting cards are?". Students answer "cards that are used to say something to others mom". The teacher asks "please give me an example" students answer "birthday greetings, graduation sayings, wedding sayings". The teacher said "yes, that's right". The teacher writes the title of the material on the board and asks students what the greeting cards mean. students answer "kartu ucapan".

The teacher explains in general about the material being studied. The teacher distributes several origami papers prepared by the teacher. The teacher asks students about greeting cards. The teacher writes the title of the material on the board and asks students what the greeting cards mean. The teacher explains in general about the material being studied.

The teacher asks students to make greeting cards on origami paper given by the teacher. Then students make greeting cards with their creativity. After students finish making greeting cards the teacher tells students to come forward to read aloud the cards that have been made in turn.

Then the teacher corrects the incorrect pronunciation of students. The teacher asks students to challenge explaining the cards that have been created by students and assigns grades to appreciate students' appreciation.

After that the teacher gives instructions to students to collect cards that have been made to be received. The teacher closes the learning activities with "Assalamu alaikum wr.wb"

Based on the first meeting the researchers found that the teacher used scaffolding learning strategies in determining the text to be used for teaching in the classroom. and the teacher uses the learning centered pedagogy approach, after finishing explaining the teacher's material makes students more active in answering questions in class. the teacher gives instructions to students to read aloud in front of the class and underline vocabulary that is not understood. as well as the teacher.

### ***Meeting 2***

In the second meeting on Wednesday, November 27<sup>th</sup>, 2019 in eighth grade MTSN 3 city of Banjarmasin, starting at 10:11 'Before entering class and starting learning in class the teacher prepares material that will be used by the teacher to teach in class today.

After being in class the teacher asks students to prepare. The teacher asks students to open textbooks. The teacher writes the title of the material and asks students about their general knowledge about today's material. After that the teacher starts explaining the



material, finished explaining the teacher asks "anyone want to ask, before you continue?". Students answer" no, ma'am.

Finish explaining the teacher gives instructions to students to read the text in activity 1. The teacher says" open activity 1 and read, later I will ask to come forward to the class to read yes ". student say " ok " After that the teacher asks students to dare to come forward to the class to read the text.

The teacher asks the student to read aloud and the teacher helps students correct the pronunciation method that is not quite right and gives the right example, after that the teacher asks the students in class to understand the reading test and explain it, the teacher gives the opportunity for students to raise their hands and explain the meaning of the text.

The teacher said "there are those who dare to explain the purpose of the text you read earlier, I will provide additional value for students who dare to raise their hands and explain the purpose of the text". And one of the students dared to raise their hands and explain Regarding the meaning of the test that is read and the teacher gives additional value to the student the self.

After that the teacher asks students to write the meaning of the text on paper and collect it on the teacher's desk. Before ending learning on this day the teacher gives homework to be discussed at the next meeting. After finishing the teacher closes the lesson and says assalamualaium wr.wb.

Based on the second meeting the researchers found that the teacher used a learning centered pedagogy approach when teaching, the teacher focused on explaining

the material being taught and making students active during the learning process. The teacher also uses the reading stage of the scaffolding learning pedagogy, the teacher instructs students to read aloud in class and underline poorly understood vocabulary. For assessment the teacher gives instructions to students to answer questions related to the contents of the text.

### ***Meeting 3***

In the third meeting on Thursday, November 28<sup>th</sup>, 2019 in eighth grade MTsN 3 city of Banjarmasin, starting at 10:11. Before starting learning the teacher prepares some material that will be used for teaching today. The teacher asks students to open textbooks.

The teacher writes the title of the material and asks students about their general knowledge about today's material. After that the teacher starts explaining the material, finished explaining the teacher asks "anyone want to ask, before you continue? ", students answer" no, ma'am. Finish explaining the teacher gives instructions to students to read the text that is on activity 1.

After that the teacher asks students to dare to come forward to the class to read the text. The teacher asks the student to read aloud and the teacher helps students correct the pronunciation method that is not quite right and gives the right example. The teacher gives students the opportunity to raise their hands and explain the meaning of the text.

After that the teacher asks students to write the meaning of the text on paper and collected it on the teacher's desk. Before discussing learning on this day the teacher gives assignments to students and discusses the next meeting. After finishing the teacher closes the lesson and says Assalamualaium wr.wb.

Based on the meeting of three researchers found that the teacher uses scaffolding learning strategy, the teacher gives instructions to students to read aloud in front of the class and underline the vocabulary that is not understood.

### ***Interview with TN***

Based on the results of interviews conducted on Monday, 26<sup>th</sup> November 2019 at 13:00, the interviewees were teachers with the initials TN at MTSN 3 kota Banjarmasin. TN teacher explained that, starting teaching in 1998 until now and I already had an English language teaching certification in 2009.

This means TN has had more than 10 years of teaching experience. And already has an English teacher certification in 2009. Before starting teaching, TN prepares Learning plans based on syllabi and strategies or techniques for teaching learning material to achieve learning objectives from the guidebook.

The teacher explains that when learning to read comprehension, TN usually only uses the teacher's handbook, the student worksheet (LKS) as teaching material in class or as student reading material when reading comprehension learning. And choose reading material that is not too difficult so that students are easy to understand the text, besides

TN also explained that, he chose text that was interesting for students so that students and had vocabulary that was not too difficult to understand.

then the TN teacher explained that when learning took place he not only focused on explaining the material being learned but he also focused on giving questions to students, so that students were also more active when learning. TN explains that assessment is taken when students answer questions in a student worksheet (LKS), and TN also has additional grades for students who are more active in class such as students who are willing to read texts in front of the class or students who can answer questions class teacher. TN said that he also had a student grade qualification but I couldn't show it to researchers.

### ***Interview with KR***

Based on the results of interviews conducted on Monday, 28<sup>th</sup> November 2019 at 13:00, the interviewees were teachers with the initials KR at MTSN 3 kota Banjarmasin. KR explained that I graduated from UIN Antasari Banjarmasin from English major. KR also explained that he has taught from 1999 to the present and KR has held teacher certification in 2009. before starting to teach, just like TN, KR is also preparing learning plans based on syllabi and strategies or techniques to teach learning material to achieve learning objectives from the guidebook.

The teacher explains that when studying reading comprehension KR usually only uses the teacher's handbook, the student worksheet (LKS) as teaching material in class or as student reading material when reading comprehension learning, but KR explains that he usually gives instructions to students to read texts from other sources at home because schools are not permitted to carry phones.

In choosing reading material, KR chooses readings that are not too difficult or too easy so that students easily understand the text, and KR also explains that the text in the student sheet is in accordance with students' abilities. In addition to TN, KR also explained that, he chose texts that were interesting for students and had vocabulary that was not too difficult to understand.

Furthermore, the KR teacher explained that when learning took place, he not only focused on explaining the material being studied but he also focused on giving questions to students, so students were also more active when learning. KR explained that the assessment was taken when students answered questions in student worksheets (LKS), and KR also had additional grades for students who were more active in class such as students who were willing to read texts in front of the class or students who could answer class teacher questions. KR said that he also has a student-level qualification but I cannot show it to researchers.

## **B. Discussion**

After all data is collected and presented in that data, it needs to be implemented. This is done to find out how to use "pedagogical practices in reading comprehension" in the class Description can be seen from the analysis below:

### **Implement of Pedagogical Practice In Teaching Reading Comprehension.**

Based on observational research finding and interviews with teacher, research will discuss and compare pedagogical theory of practice in reading comprehension in classroom. What is the implementation of pedagogical practice in reading comprehension in classroom at MTSN 3 Kota Banjarmasin.

1. As stated by Husbands (2010, p.5) the knowledge base for effective practice consists of the interaction of subject matter knowledge, knowledge of pedagogical approaches and children's knowledge and their development. In a pedagogical agreement consisting of a teacher-centered pedagogical approach, a student-centered pedagogical, asking for a pedagogical centered on learning.

In the results of this study, the teacher explains about the material to be delivered and gives questions to students about general knowledge about the material to be discussed.

2. Abidin (in septiana, 2012 p2) outlines the stages of reading by using Scaffolding Reading, in scaffolding reading there are three stages of reading. In the result of the study the teacher use three stage as follows:
  - a. The first stage, Pre-Reading, when the teacher chooses the text to be used as teaching material to read and provides activities that involve, sees illustrations in books, introduces books through graphs or diagrams, provides a general description of the contents of the book, the results of this study the teacher provides reading material taken from a worksheet, after that the teacher gives a general explanation of the contents of the text, and the teacher asks the meaning of the text through pictures that illustrate the text.
  - b. The second, Reading Phase, in these students begins to read the text using various readings, i.e. Fast reading on the part of the text that has been mastered and speed reading to improve understanding of the text that is not yet understood and students have been assigned to use various strategies that can be used to improve their abilities in completing the story. Some of these

strategies include rereading the text, underlining the text, eliminating difficult words, winning sentences, and correcting mistakes themselves. In the results of this study, the teacher instructs students to read the text, and the teacher tells some students to read aloud in class by correcting the pronunciation of these students and giving examples of ways to improve what is good and right. After that the teacher tells students to underline words that are difficult to understand and discuss together.

- c. Third, the Post-Read Phase of the teacher gives students tests to read related material to count the many students who use reading texts. on the results of this study, the teacher provides intrusion to students to answer questions about activities in the book, and gives value to students.
3. And according to Ralph Tyler (in Chris Husbands and Jo Pearce, 2012:p10) who revealed that assessment is the process of collecting data to determine the extent, in what terms, and how educational goals have been achieved. In this study, after the teacher gave instructions to students to carry out activities in the book, the teacher told students to exchange their books with other friends to study together, after that the teacher asked for the students' names and took their grades.

When conducting research found where in this study, the teachers did not use material or additional reading material that took from other sources, while the teacher only used student worksheet (LKS) when teaching class.