

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents findings and discussion to answer research questions. This study discusses the teacher's strategy in teaching reading comprehension with descriptive text. This research will be presented in a descriptive form based on data that has been obtained through observation and technical interviews conducted by researchers for two months.

A. Findings

To find out Teachers' Strategy in Teaching Reading Comprehension with Descriptive by using interviews and observation techniques. Researchers conduct research and obtain complete data from all instruments, including interviews and observations. To achieve research objectives, researchers analyzed existing data. obtained accurately. This finding was obtained through observation during the learning process and qualitative interviews with descriptive research design at SMP Negeri 7 Banjarmasin, conducted interviews with the teacher directly. The data is presented in two parts. There are observations and interviews. The data also answers questions from research on "Teachers' Strategy in Teaching Reading Comprehension with Descriptive Interviews were carried out at using a English teachers at 7th grade English teachers Junior high school.

1. Types of teacher's strategies in teaching reading comprehension using descriptive text

The first observation made shows that when learning English, especially in the process of understanding the descriptive test, the

teacher divides the teaching process into three activities. The three activities are pre-reading activities, during-reading activities, and post-reading activities.

There are two strategies used by the teacher in teaching descriptive text, namely strategies for teaching reading and strategies for teaching reading comprehension. Individual instruction is a strategy for teaching reading. The strategies for teaching reading comprehension that are used are of the following types:

a. Scaffolding.

Furthermore, in this observation, the teacher also used a type of reading comprehension strategy, namely the scaffolding type. Development of students' reading using type scaffolding, particularly for descriptive text topics where the teacher assists students in solving problems in text content that students do not understand and then the teacher reduces to assisting students and gives students opportunities to understand the contents of the text in accordance with students' understanding and goals so that students can develop more in understanding the contents of the text. In this type of strategy, the teaching and learning process lasts for about 15-20 minutes, and I noticed that the students really enjoyed the learning process.

"For the scaffolding strategy, the teacher distributes an illustrated text, then students are given the option to choose one by

one from several illustrated texts that the teacher gives according to the wishes of the students."

"Then students are instructed to make a summary in the form of descriptive text from the picture based on the ability and understanding of the students themselves. The teacher also gives students the opportunity to ask questions when they do not understand the meaning of a vocabulary word.

"Before entering the material and giving assignments, the teacher will explain what the concept of descriptive text is, and the teacher will give an overview of simple vocabulary in descriptive text."

Continue with the post-reading activity in which the teacher employs strategies for teaching reading with various class group types where students are asked to form groups or groups in the form of dialogue where students are asked to pair up and then the teacher provides new material related to the first topic but in the form of a dialogue.

"Here students have the opportunity to express their creativity in developing reading comprehension, especially in the form of descriptive texts."

"At this stage, the teacher gives students time to do about 10–15 things. Also, the teacher frees students to ask questions when

there are students who have difficulty understanding the text assignment."

"The form of the questions given by the teacher is just a picture, but the picture is a familiar picture that is around the whereabouts of the students, for example, the picture of the proboscis monkey. The form of the dialogue is where students ask each other about their opinion with the picture in the form of a short dialog, and the process of learning this part goes for 20 minutes."

In the dialogue section, the students were very happy and seemed to be enjoying the teaching and learning process about descriptive text.

In the content section, students can learn to develop their understanding through dialogue texts where they try to make short conversations according to their ability to learn to describe an image and increase their vocabulary.

"The teacher allows students to ask questions based on their difficulty in completing the task."

After the teaching and learning process has been running for 60 minutes, the teacher closes the lesson by drawing conclusions from the material that has been studied by asking one of the students to explain again what descriptive text is.

Continuing on the second observation, as usual, the teacher opened the lesson with a pre-reading activity, namely giving reading

material to students before entering the core material, with the aim of increasing students' vocabulary and training students' understanding to understand reading texts.

In the next observation, the teacher uses a different method. The teacher hones students' reading comprehension skills by using the reciprocal teaching strategy.

b. Reciprocal teaching

The lesson begins with the pre-reading activities stage, where the same pattern was used before. The teacher at the beginning of the lesson greeted students and also gave an overview of the material to be studied.

"In the reciprocal teaching strategy, the teacher then gives a picture to the students." Previously, students were asked to find their partners and announce that today's work was pair work. The tasks given will be done in pairs. Pictures were also given, and students were asked to provide an explanation related to the picture in groups.

As explained in the previous section, working on assignments in groups directs students to form descriptive texts, and here students will be directed by the teacher to exchange ideas with each other in doing the group assignments.

"Students will be given time to complete the task. Students are given the freedom to ask the teacher when the work time is

done. After that, the teacher will invite them to read the results of their writing in front of the class. The teacher will watch them recite the text to describe the given picture.

Teachers and students who watch will provide input on the reading presented. Students who watch are also given the opportunity to ask students who have read the text related questions about the meaning of the descriptive text that is conveyed or the meaning of the words from the vocabulary used by the group that comes forward in front of the class. Here, the teacher also helps with students' difficulties in answering their lack of understanding.

As in the results of the teacher interviews, SMPN 7 Banjarmasin uses the independent curriculum for grade 7, where students are more required to be creative and independent in learning and the teacher only gives directions and helps to understand students' lack of understanding about learning material.

The materials given by the teacher are based on the circumstances and atmosphere that surround the students, both in relation to animals and tourist attractions, among others.

In the second observation lesson the teacher used pictures of proboscis monkeys as material because proboscis monkeys are very familiar among students and in the Banjarmasin area.

Continuing in the next learning process about descriptive text the teacher explains the topic of the lesson and assigns assignments to students both individually and in groups as part of class activities.

This observation also shows that the strategy used by the teacher is to do the learning individually and also in pairs. Individual learning is carried out at the beginning of learning.

Individual learning is done by giving pictures to students. The teacher will then give about 15-20 minutes for students to compose a description of the images that have been given based on students' understanding and also references to the images that have been given. Students are asked to write their text on a piece of paper and will read it in turn in front of the class.

The closing of the teacher learning meeting motivates students to review the lesson material by giving homework.

In the last observation, the teacher uses a type of strategy summarized as question-answer relationships (QARs).

c. summarized and Question-Answer Relationship (QARs)

The lesson begins with the pre-reading activities stage, where the same pattern was also used in the previous strategy using the summarized method.

In this summarized strategy, the teacher previously divided the student groups into several parts and the

students sat in a circle according to their respective groups, then the teacher played a short video related to the material to be studied.

"They were then asked to create a summary by describing the contents of the video played by the teacher based on their abilities and writing it on paper in groups.

"Students are given time to complete the task." Students are given the freedom to ask the teacher when the work time is done. After that, the teacher will invite them to read the results of their group work in front of the class.

The next type of strategy is question-answer relationships (QARs). On activities. In this activity, students repeat some of the subjects they have studied before and do a question-and-answer session with the teacher about the material that has been covered before.

Students look happy and enjoy using QAR because they can make their own questions based on the text. Some students are confused, but the teacher guides them, and then they can follow the rules. Sometimes students ask the teacher what they should do next. Finally, the teacher provides feedback to students and allows for discussion.

In this type of Question-Answer Relationship (QAR) strategy, the teacher also gives questions from the work of

groups of students that describe the short videos watched by students; for example, the teacher asks the content of a student group's writing, and here students will try to answer according to their understanding. Similarly, student reciprocity means that if something is unclear or confusing to students, they will ask the teacher again.

The post-activity activities of reading and asking are the same as using the previous strategy. The teacher repeats the lesson and what students learn at the end of the activity. Then the teacher asks students about their difficulties and gives them solutions.

From the results of my observations, after using this strategy, students can be more active in class and create new questions based on their own words. In addition, students also know new information from the text. They can also describe a person based on his personality and physical appearance.

As for the results of interviews regarding the material used by the teacher to increase reading comprehension, especially descriptive texts, the teacher adjusts it to local content. Examples of things described by students are things that are in the surrounding environment, for example, something related to the city of Banjarmasin.

2. Media are used in teaching descriptive text to implement students' reading comprehension.

Because students become more enthusiastic. SMPN 7 Banjarmasin's class VII students have been working on their reading comprehension skills, particularly with regard to descriptive texts, using a variety of tactics in addition to the usage of appropriate media. To aid teachers and students in the teaching and learning process, the use of learning media is important. Videos and images are used to supplement reading comprehension instruction and help students practice describing objects.

For the learning media that are given to reading skills, one of them is picture media, so that will be a clue for them to understand a reading text, and there are also other media used in the form of videos or short clips that will be a guide or a reference for them. Because there are obstacles in playing the video through a projector, the teacher plays it through a laptop, and students are told to sit in a circle and pay attention to the videos played by the teacher, the first one is print media:

There are two types of learning media that are used as variations, namely images and videos. The short videos used to supplement descriptive text learning are from YouTube. The use of video as a learning medium has been widely used and has produced positive results. One of them is from the results of research conducted

by Wijayanti et al. (2021), which found that learning media like YouTube videos can make the teaching and learning process more lively because students become more enthusiastic.

a. Print media

In the teaching and learning process for 7th grade students of SMPN 7 In the teaching and learning process for 7th grade students at SMPN 7 Banjarmasin in learning reading comprehension, especially with descriptive texts, the teacher uses printed media images, either just pictures or pictorial text. In the first observation, for example, the teacher provided students with pictorial text related to learning material. In addition to the illustrated text, the teacher also gives a printout in the form of an image without text, and this image is distributed to the students, who then describe based on the images shared by the teacher.

Image media is simple to use and aids students and teachers in comprehending and comprehending students during the teaching and learning process, particularly for descriptive text.

For the first time, the use of image media that the teacher distributed to students was in the form of illustrated text, and the teacher would distribute it to students before the material took place as material for student descriptions before entering the core activities.

"After learning, students will enter the core material; they have all the pictures as learning material to be studied."

"Then the teacher will explain how the procedure will be carried out by students with media images that have been distributed by the teacher."

"After the teacher carries out the learning process, the teacher asks students to make assignments with media images where students try to describe the images that were previously shared by the teacher."

And then there is picture media without text; just like before, the teacher will distribute this picture media before entering the main material, and then the teacher will also explain how this picture media is used in the teaching and learning process in class.



Figure 4.1 Bekantan Picture

"For this image medium, students are given the task of describing what is in the picture that the teacher has shared, both individually and in groups, but before students carry out this task,

the teacher will give an explanation, and the teacher will also help in student assignments if anyone feels difficult."

"The results of the task of describing the picture will appear when students read the results of their assignment in groups in front of other friends."

Students don't feel bored when learning reading comprehension, especially for the descriptive text section, so students can hone their skills while also increasing their vocabulary.

"Then there is text without pictures." For this section, the teacher uses printed-out text without pictures that the teacher makes for the material to try to test the students' understanding of the material that has been studied.

b. Audio-visual media

The audio-visual media used in the study at SMPN 7 Banjarmasin is a short video format in which the teacher implements this media in the summarized strategy type.

The teacher plays a short video, and then the students listen to the contents of the video being played by the teacher. For their assignment here, the teacher instructs students to make a summary of descriptive text relating to the content of the video being played. Students in this section appear to enjoy and be enthusiastic about the teaching and learning process.



Figure 4.2 YouTube Short Video

The short videos used to supplement descriptive text learning are from YouTube. The use of video as a learning medium has been widely used and has produced positive results. One of them is from the results of research conducted by (Wijayanti et al. 2021), which found that learning media with YouTube videos can help the teaching and learning process become interesting so that the teaching and learning process is achieved.

B. Discussion

A planned strategy plays an important role in the learning process. The strategy is closely related to the technical aspects of carrying out the learning. So that the strategy does not move away from the goals to be achieved, it needs more understanding. This comprehension starts with a stimulus for each individual, encouraging or motivating them to participate in language learning activities. Strategy in the context of education can be interpreted as planning what we will do or a series of things we will achieve that lead to educational goals. Strategies in

an educational context lead to something specific, specifically learning. Learning strategies are used by educators to achieve learning objectives effectively and efficiently. (Anggraeni, 2019). Learning strategies are parts that are interrelated with one another and have important components that support how learning works and how to transform learning experiences through learning technology.

The learning strategy in the context of this research is to see how the teacher can improve reading comprehension skills in reading descriptive texts that are in accordance with the syllabus of Class Seven English Learning. Descriptive text itself is a text that describes a particular place, object, or person, which is explained in detail according to the object depicted or located. Descriptive text can be divided according to its purpose, generic structure, and language features. The goal in descriptive writing is to attract the reader's attention, to create character, to set the mood or create an atmosphere, or to describe a place so that the reader can make a clear picture of the character, place, object, etc. (Lestari et al., 2015).

The application types of strategy in teaching reading comprehension in the classroom are only four of the five types of strategies that teachers use, namely: scaffolding, reciprocal teaching, summarizing, and question and answer (QAR) sessions, as proposed by (Vacca 1999:53).

1. Types of teacher's strategies in teaching reading comprehension with descriptive text

From the results of the observations and interviews that were studied, students at SMPN 7 Banjarmasin also experienced difficulties.

This is shown by the many students who ask their teacher because they do not understand the descriptive text that is read or given to them. When the task given was that of compiling a descriptive text, they also had difficulty expressing the ideas that had emerged.

Several strategies were then carried out by English teachers at SMPN 7 Banjarmasin. The results of the observations and interviews that researchers conducted showed that there were four strategies used to overcome student problems.

a. Scaffolding

The first is the scaffolding strategy, which was developed as a process in which the teacher will reduce in helping students during the initial stage of the teaching and learning process with the goal of the teacher giving students opportunities. From the understanding described above, it can be concluded that scaffolding is support for teachers and students that allows the development of learning abilities so that a higher level of mastery of the material occurs.

The activities in this strategy are implemented by the teacher by making a summary in the form of descriptive text from the picture based on the students' own abilities and understanding. The teacher also gives students the opportunity to ask questions when students do not understand or do not understand the meaning of a vocabulary along with understanding the contents of the text.

The application of the scaffolding type strategy in 7th grade SMPN 7 Banjarmasin has a positive effect on increasing students' understanding of reading descriptive texts.

b. Reciprocal Teaching

The second type of teaching strategy is the replicable teaching strategy. Broadly speaking, this method is carried out by giving non-fictional images to students to describe in the form of descriptive text. Observations in the field show that this method can hone students' writing and reading skills. Students who listen to their friends who read can practice their ability to comprehend new vocabulary.

The reciprocal strategy was introduced by Palincsar and Brown. This strategy is an instructional strategy that builds on the four strategies good readers use to understand texts, such as predicting, questioning, clarifying, and summarizing.

These four aspects can provide a stimulus for students to hone their English skills. Friends who watch their colleagues speak in front of them can predict the continuation of the text read, and this skill requires good English skills. Similarly, in order to ask questions, they must first understand the contents of the text that is read or given to them. The clarification stage will make the reader realize the part he doesn't understand and make him re-read the text or ask his friend in front to repeat it. Then

summarizing, of course, requires qualified English skills to produce conclusions and summaries of the text given. (Syarifuni 2011).

These four aspects will certainly be good for encouraging students to look for new vocabulary in English that they don't understand. The research conducted by Syarifuni above shows that the reciprocal teaching strategy can increase intellectual achievement, which is higher than individual learning. This is because students can share ideas, knowledge, and strategies when studying in groups. Learning reading comprehension is easy for them if the teacher teaches them through mutual teaching.

From the point of view of an independent curriculum, the reciprocal method is also the most appropriate method for realizing the vision of the curriculum. The basic system of the independent curriculum is to really place children at the center of learning where there is a quality dialogue process with the teacher. (Lince 2022) The reciprocal method will promote discussions among students as well as between students and their teachers. Students are truly shown as the center of learning, inside or outside the classroom.

c. Summarize and Question-Answer Relationship

The next strategy is summarizing. Summarizing is the process of identifying important information and ideas contained in the text. A summary involves putting the main ideas into your own words, which includes understanding the content and rewriting it in your own words. The summary is significantly shorter than the original and takes an extensive overview of the reading source. Rereading and noting key words are two important aspects of summarizing the text. The first point is to understand the reading before summarizing it. The second is to state the main point in your own words. This means that in summarizing a text, we must be objective; readers are not allowed to mix their opinions into the summary. (Mafulah & Purnawati, 2020).

Summarizing leads students to first read to understand, second distinguish important ideas, and third put information in their own words. This allows students to make the meaning of the text more meaningful. Getting the meaning of words in a simple way is not enough for the task of summarizing text. To summarize a text, one of the prerequisites is to read it carefully. This requires students to use a variety of mental skills, such as connecting new ideas with old ones and proposing novel ideas. Based on these ideas, we know that summarizing can make students independent and creative in their reading

comprehension. Summarizing is a difficult skill for students because of their limited vocabulary.

The text is made from the results of a short video that is played by the teacher, who then writes a summary of the descriptive text on paper. After that, they will read it in front of the class. In that process, there were indeed many students who still did not understand when the researcher made observations. However, it encourages students to continue learning difficult vocabulary that they don't understand and asking the teacher about it. This is as stated in Mafulah's research above, where the summarizing strategy can help students understand the content of the reading, can increase student vocabulary, and can train students to rewrite what messages are contained in the reading using their own sentences.

The final strategy is the Question-Answer Relationship (QAR) strategy, which was introduced by Pearson and Johnson (1978). QAR is a strategy that emphasizes the relationship between questions, text, and background.

Raphael further explained that a reading comprehension strategy was developed for how students understand assignments from reading texts and answer questions. Question Answer Relationship (QAR) teaches students how to distinguish between questions with answers found "in the text (explicit)"

and questions with answers found "in my head (implied)" (Arsyad et al., 2022). The QAR strategy is designed as a means for students to understand the relationship between answers and questions directly through the types of questions asked. The QAR strategy is considered suitable for learning reading comprehension because, in the learning process, students are guided to focus more on reading.

The implementation of QAR as one of the strategies in the process of students learning to read with comprehension at SMPN 7 Banjarmasin sparked excitement. The class atmosphere became more lively as students tried to answer the teacher's questions related to the descriptive text they were studying. This is also similar to the results of Arsyad et al.'s research above, where the QAR method is used to teach reading comprehension and the enthusiasm of students begins to emerge. The results may not be immediately good, but students have started to show enthusiasm. This was considered successful considering that students were not enthusiastic when English lessons took place because they did not understand the lesson or the language.

2. Media are used in teaching descriptive text to implement students' reading comprehension

The role of the media is very important in teaching reading because the use of learning media will make it easier for teachers and

students, especially in understanding or achieving basic competence in reading skills. As for examples of the use of media in descriptive learning, they usually use non-fictional images in the form of images around their environment, for example, the proboscis monkey as an icon of South Kalimantan, and then students will describe according to their views and understandings of these images in accordance with the curriculum used, namely the independent curriculum.

From the results of interviews with teaching teachers in VII class SMPN 7 Banjarmasin, media in the form of pictures and short videos really helps teachers and students in compiling descriptive texts as part of the process of improving students' reading skills. Non-fictional images or images from the surrounding environment are among the most commonly used media for assembling descriptive texts. The images used are usually related to the city of Banjarmasin.

a. Print media

For the learning media that is given to reading skills, one of them is picture media, so it will be a clue for students to understand a text, which will become a guide for students or a reference for students in understanding a reading text or reading text.

The use of media images as one of the media to improve the ability to read and compose English text Several previous studies have shown that the use of images can make students more enthusiastic and accelerate their understanding of the preparation of descriptive

texts, such as the research conducted by (Fitria and Pratiwi 2020), which showed similar results.

The application of print media in the form of images in the learning process for grade 7 students at SMPN 7 Banjarmasin makes students quickly respond to learning material and also makes it easier for teachers to teach descriptive text comprehension to students.

According to Arsyad's explanation (Wahid 2018), one of the functions of learning media is to increase students' interest and attention to learning and to encourage students to participate in more learning activities because they not only listen to the teacher's description but also other activities such as observing, doing, demonstrating, and so on.

b. Audio-visual media

Using audio-visual media, the teacher plays and shows short videos to students with group assignments, and then students will make a summary test description of the video being played.\

This audio-visual medium can be applied well because the teacher carries out the independent learning policy to the fullest by giving freedom to students to express themselves creatively and innovatively in expressing their ideas through the help of learning videos (Suwandi 2020).

Through audio-visual media, one learns to write descriptive text and becomes more creative and independent in pouring his ideas into descriptive written form. This is evidenced by the results of the observation that most of the students were enthusiastic and passionate about learning by presenting audio-visual media in the form of learning videos. In addition, from the results of the writing descriptive text activities, students are able to write descriptive text in accordance with the characteristics of descriptive text, namely: 1) the description conveyed involves the five senses; 2) the description describes the physical characteristics of an object, such as shape, color, size, or others, in detail.

One of the effects of using learning media is the increased speed with which students' understanding grows when compared to when they do not use learning media. Learning media produce an atmosphere that is not boring and makes students who go through the learning process more stimulated.

According to the results of interviews with teaching teachers for grade 7 SMPN 7 Banjarmasin, the difference in students' understanding when using or not using media can be measured by the speed of time, so if you use comprehension learning media or students' understanding of a text, it will be faster than when you don't use it.