

## **CHAPTER IV**

### **RESEARCH FINDINGS**

In this chapter, the researcher presents the research finding obtained during conducting cycle 1 and cycle 2 of the classroom action research. The data presents and shows the improvement of students' reading comprehension skill on descriptive text through discovery learning method. The findings of the research are presented based on the result of students' reading activity, students' reading score, and students' interest on reading in the implementation of discovery learning method.

#### **4.1 Findings**

This section describes the research findings and discussion during having cycle 1 and cycle 2.

##### **4.1.1 Finding in Cycle 1**

The result from the first cycle came from qualitative data (observation checklist and questionnaire) and quantitative data (the students' score in the pre-test and post-test 1). The first cycle was started on 29<sup>th</sup> of January 2016 and continued on 5<sup>th</sup> of February 2016. The time allocation for each meeting was 2x40 minutes. The detail information from the findings are presented in the following sub-chapter.

**4.1.1.1 Finding from Qualitative Data**

**a. Analysis on the Implementation of Discovery Learning Method**

The observation was conducted by the collaborator during the process of teaching and learning. The observation were done by monitoring students' and teacher's activity. From the observation, the researcher saw some activities in the class.

In the first meeting, the teacher already prepared the material well appropriate with the material taught in the meeting which was descriptive text about place. In the opening of the class, as usual, the teacher gave greeting to the students and checked the attendance list to know who did not attend the class. In the implementation of discovery learning method, the first step was the teacher did stimulus activity after the teacher did a review about the material. It was because the students had already learned descriptive text about people in the previous meeting. The teacher could handle the condition of classroom because the teacher knew about the students' behavior in the class. Although, there were some students looked less interested with the material, the teacher could make the students pay attention and respond to the teacher's questions about the material.

In the main activity, the students were showed a picture about place through power point slide in the LCD projector and there was a text about the place, the students looked curious about what the text was, which made the teacher help the students in understanding the text until the students understood about the text. The teacher also gave the students the explanation about adjectives in order to make the students easy in comprehending descriptive text. The students were very happy, because the teacher

used some places which were familiar for the students and most of them had already visited the places showed in the slides. After the students understood about descriptive text, the teacher asked the students to make a group which consisted of two or three people and each group was being asked to explain and identify a text through a worksheet. Then, each of group should deliver their work in front of the class. Every group looked very excited to deliver their work. At the end of the class, the teacher gave the students an assignment for the next meeting to search a picture about a place that the students had visited and along with the information of the place.

In the second meeting, the steps of discovery learning method were repeated from stimulus until reflection. In this meeting, the students had known about descriptive text, generic structure, and language features of descriptive text, and it let to the next activity that the students were asked to make a text based on a place that they already had as their assignment. After that, the students should deliver their work in front of the class in order to be presented to their friends. The students looked very excited about their work, the students gave attention to their friend's presentation. As each student had different places, and it was interesting for the students to know about the explanation about each place from their friends.

This activity made the students more active in the class, because the students built the knowledge from their own schemata, and it was easier for them rather than using the teacher's explanation. The students made their work very well, although there were some students who did not do their work well because they were less interested and got bored in the middle of the meeting. Sometimes, the students became noisy in

the class. At the end of the class, the teacher asked some questions to confirm the students' understanding about the material. The teacher also asked about the problems during the class activity. So, from the first cycle it can be concluded that the students' interest in reading during the implementation of discovery learning method was not running well and it needed an improvement to the next cycle.

**b. Students' Interest before the Implementation of Discovery Learning Method**

The researcher distributed questionnaire to the students on Friday, 29<sup>th</sup> of January 2016, before the researcher did the cycle 1. The questionnaires were expected to know the students' interest toward reading activity. The result of the questionnaire has been shown by the following figure:

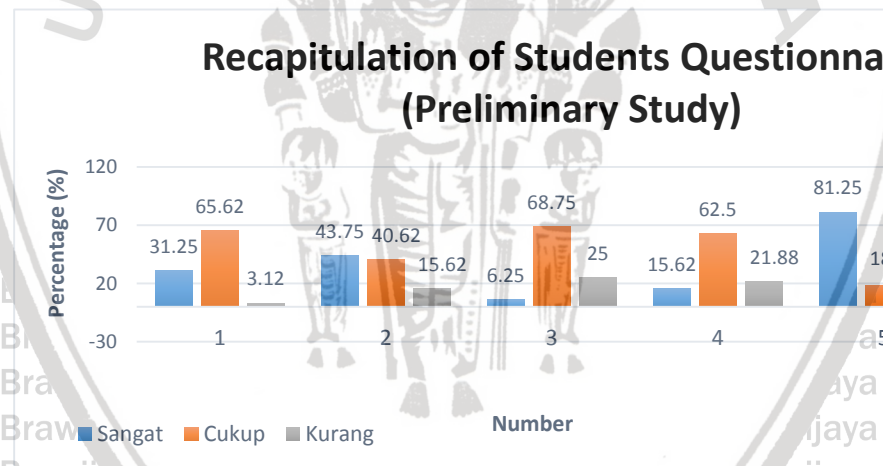


Figure 4.1 Recapitulation of Students Questionnaire (Preliminary Study)

Related to the first question about students' fondness and interest in reading, it was found that 10 students (31,25%) answered that they liked and were interested in English and also 21 students (65,62%) answered that they liked English occasionally. Then, one student (3,12%) answered that he did not like English. In response to second question was about whether the students like reading English text or not, it was found

that 14 students (43,75%) answered that they liked reading English text and 13 students (40,62%) answered that they liked reading English text occasionally and also for the rest, there were 5 students (15,62%) answered that they did not like reading English text.

For the third question, which was about the students difficulties in reading English text, it was found that 2 students (6,25%) answered that they had difficulties in reading English text and 22 students (68,75%) answered that they were quite difficult in reading English text. While 8 students (25%) answered that they had no difficulties in reading English text. The fourth question was about whether its difficulties become obstacles for them in reading English text. It was found that 5 students (15,62%) answered that they had obstacles in reading English text because of its difficulties and 20 students (62,5%) answered that they had little obstacles in reading English text because of its difficulties. Then, 7 students (21,88%) answered that they had no obstacles and of course difficulties in reading English text. Fifth question was about the students' interest in learning English to increase their knowledge in English. It was found that 26 students (81,25%) answered that they were really interested in English and wanted to increase their knowledge about English and the rest of the students or 6 students (18,75%) answered that they were quite interested in English and increased their knowledge about English.

### 4.1.1.2 Finding from Quantitative Data

#### a. Students' Reading Comprehension Score

The quantitative data were including the students' score in reading descriptive paragraph from post-test 1. The researcher analyzed the improvement of students' reading descriptive paragraph in the cycle 1. In the post-test 1, there were 32 students who did the test, while 10 students did not join the test because they were absent from the class with several reasons. For further information, it had been shown by the following figure:

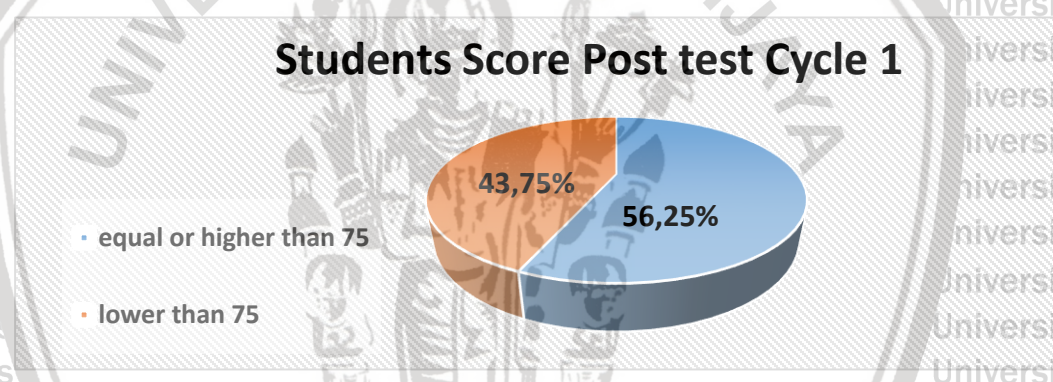


Figure 4.2 The Result of Students Reading Comprehension Score in Cycle 1

From figure 4.2, it showed the result in the post-test 1, there were 18 students out of 32 or 56,25% students who passed the minimum passing grade, while 14 students or 43,75% of total students did not pass the minimum passing grade or the score was still under the criterion. It can be concluded also that in post-test 1, there were only 18 students or 56,25% of students in the class who passed the minimum passing grade.

#### 4.1.2 Reflection Cycle 1

After analyzing the data obtained from observation, questionnaire, and test, the researcher made the reflection from the first cycle, as follows:

In teaching and learning process, the students showed that they were really enthusiast with the material and implementation of discovery learning method helped the students to convey their own idea toward the material. The students felt happy in doing every task, both in group or individual task. Although, there were some students who did not follow the activity well because of being less interested and felling sleepy.

It was showed in the result of observation and questionnaire. The activity in the first cycle was not running well because there were some problems in the activity of the teaching and learning process. The activity used by the researcher was less interesting for the students and actually the students needed the active activity, not only doing a task in their desk. Another problem was found that there were some students who made noisy in the class by talking with their friends. It made the researcher faced little difficulties in managing the students.

After analyzing and observing the data, it was revealed that the discovery learning method did not give satisfactory result improvement in the students' reading comprehension. It can be seen from the result of students' reading comprehension test that only 56,25% of students who could pass the minimum passing grade, which means that the study in the first cycle was failed because the criteria of success of this study was equal or higher than 70%. Therefore, the researcher had to revise and continue to conduct the next cycle.

### **4.1.3 Finding in Cycle 2**

The second cycle was done in February, 19<sup>th</sup> and 26<sup>th</sup> 2016. The observation was conducted by the researcher and also the collaborator. In the second meeting, the students were asked to play games and activities in the group. Then, at the end of the lesson, the students were given a test as the data for post-test 2.

#### **4.1.3.1 Finding from Qualitative Data**

##### **a. Analysis on the Implementation of Discovery Learning Method**

In the implementation of discovery learning method, the focus was on the activities based on lesson plan and students' reaction toward those activities in the teaching and learning process.

In the first meeting of the second cycle, the researcher prepared the material well. In this cycle, the material was descriptive text about historical buildings. Based on the previous cycle, the researcher changed the activity in order to make the students more active in the class and became more interested about the material that the students learned. In the opening of the class, the teacher gave greetings for the students and did review about the previous material. Then, the teacher did stimulus steps to start the teaching and learning activity by giving the students several examples of descriptive texts about historical buildings and also some adjectives to explain descriptive text about building. The students were asked to read the text and explained what happened on it. The students looked excited about the activity because the text was about buildings which were familiar for them. After that, in the problem statement steps, the



teacher gave the students opportunity to ask some questions related to the material. In this step, although there were some students who were shy to ask the teacher, but the teacher could handle it by asking the students and made the students brave to ask about the material. The teacher also gave some jokes in order to make the students relaxed, did not get bored, stress, and free. In the data collection and data processing steps, the teacher gave the students example of the descriptive text by using LCD projector and power point slides, and asked the students to make a group that consisted of four or five people to play a game entitled “guessing game”. The teacher hoped that through this game, the students became more active in the class, and the students can explain their own opinion and knowledge based on their own schemata.

In the verification steps, each group asked to explain their work in front of the class. The students looked very excited and interested in the activity and they all felt curious about their friend’s work. Although during the teaching and learning process the classroom became little noisy, the teacher could handle it well. In the generalization and reflection steps, the teacher gave the students a review about the material that they have learned at that time and also assignments in the group. The students were asked to make a miniature about a historical building and to find its information. In the end of the class, the teacher reminded the students about their assignment and gave greeting to end the class.

In the second meeting of the second cycle, each student was asked to explain their assignments by doing a presentation in the front of the class. The students did their work very well and creatively, by using anything to make their caricature and

looked good and beautiful. The students also looked very excited with the presentation.

The teacher also could handle the classroom situation and there were no student who felt bored and sleepy. The students enjoyed the learning process and the classroom situation was more comfortable for them.

**b. Students' Interest after the Implementation of Discovery Learning Method**

The researcher distributed a questionnaire to the students on Friday, 26<sup>th</sup> of February 2016 after the researcher did the cycle 2 in the opening of the class. The questionnaire was expected to know the students' interest toward reading activity and also their ability in reading comprehension. The result of the questionnaire has been shown by the following figure:

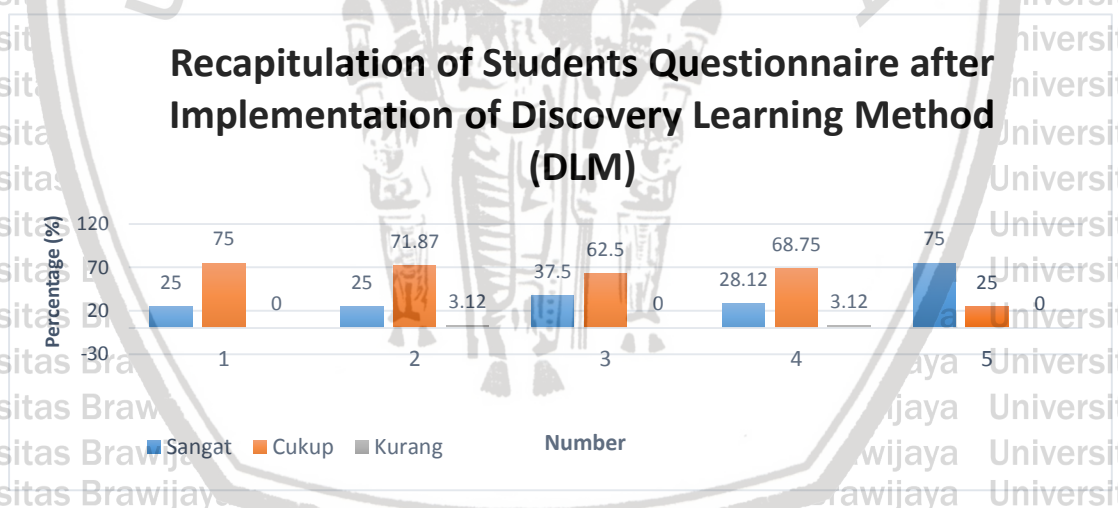


Figure 4.3 Recapitulation of Students Questionnaire after Implementation of Discovery Learning Method (DLM)

The first question was about interest about learning English, the result of the first question showed that 8 students (25%) of the students felt interested about learning English and 24 students (75%) of the students felt quite interested in learning English,

while there was no student who was not interested to learn English. The second question was about students' interest in reading English text, the result of the second question showed that 8 students (25%) of the students were interested in reading English text, and 23 students (71,87%) of the students were quite interested in reading English text, also one student (3,12%) of the student was less interested in reading English text. The third question was about the students' opinion about the use of Discovery Learning Method in the learning process especially in learning English. The result of the third question showed that 12 students (37,5%) of the students felt that the use of discovery learning method really helpful for them in the learning process, especially in English teaching and learning. Then, 20 students (62,5%) of the students felt that the use of discovery learning method quite helpful for them in the learning process. While, there was no student who felt that the use of discovery learning method in the learning process was not helpful for them.

The fourth question was about students' improvement in English reading through the use of discovery learning method as teaching and learning method, the result showed that 9 students (28,12%) of the students felt that they had much improvement in English reading, 22 students (68,75%) of the students felt that they had quite improved in English reading, and one student (3,12%) of the student felt that the use of discovery learning method did not improve the students' reading ability in English reading.

The fifth question was about the students' opinion about the use of discovery learning method in learning English reading whether it should be proceeded or not. The

result of the fifth question showed that 24 students (75%) of the students felt that the use of discovery learning method should be proceeded, 8 students (25%) of the students felt that the use of discovery learning method could be proceeded, and there was no student who felt that the use of discovery learning method was not needed in English reading class. The sixth question was about students writing opinion about their difficulties in English reading through the use of discovery learning method, they all had the same difficulties in English reading such as lack of the vocabulary and knowledge about words. The students had improved their vocabulary mastery after the implementation of the method although the students still needed more exercises in learning English vocabulary in order to make their ability in reading comprehension better.

**4.1.3.2 Finding from Quantitative Data**

**a. Students' Reading Comprehension Score**

In the second cycle, there were 32 students of 42 students who did the post-test, while 10 students did not did the post-test because the student did not follow cycle 1. The result of post-test 2 showed that 28 students who passed the minimum passing grade and 4 students could not achieve the minimum passing grade. It can be shown in the figure below:

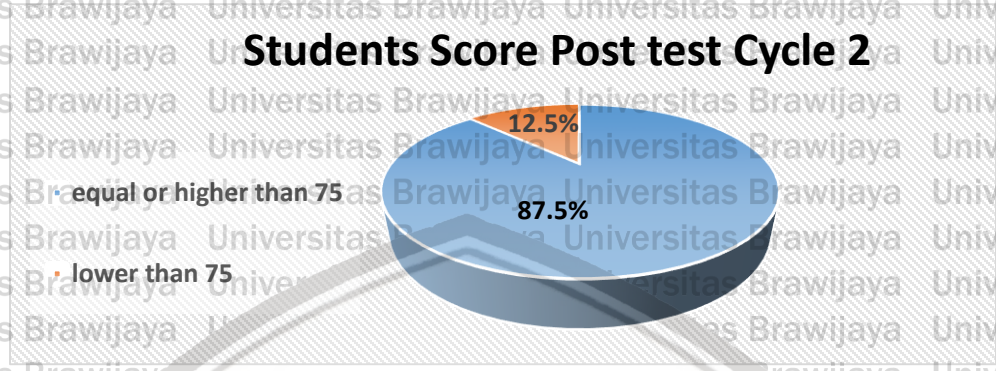


Figure 4.4 The Result of Students Reading Comprehension Score in Cycle 2

According to the figure above, it showed that there were 87,5% or 28 students out of 32 students got equal score or higher than minimum passing grade, while 12,5% or 4 students could not pass the minimum passing grade. Then, the researcher also made the students improvement percentage chart from pre-test, post-test 1, and post-test 2. It can be shown in the figure below:

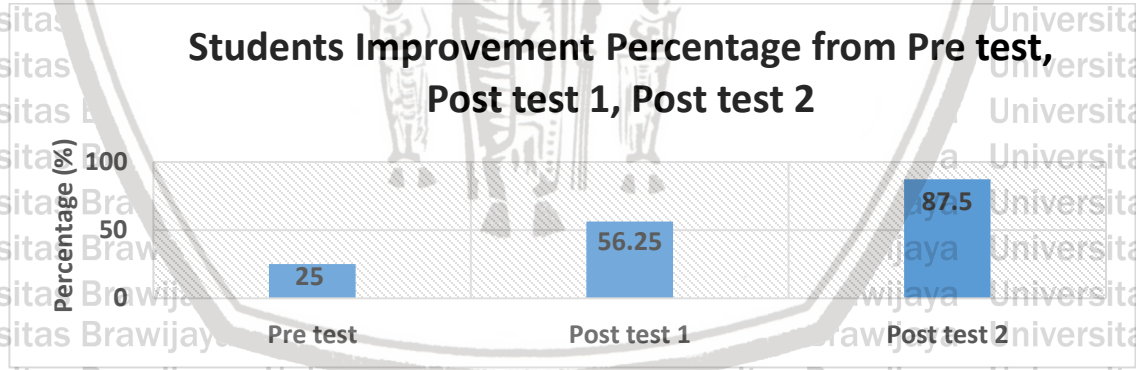


Figure 4.5 The Result of Students Reading Comprehension Improvement on Pre-test to Post-test 2

From the figure 4.5, it can be seen that in the pre-test, the percentage of the students who passed the minimum passing grade was 25% and it improved in post-test 2 became

87,5%. So, it can be concluded that in the post-test 2, there were 28 students out of 32 students or 87,5% of students in the class who passed the minimum passing grade.

#### 4.1.4 Reflection Cycle 2

The result of the second post-test showed that 87,5% of the students got the equal score and above the minimum passing grade or KKM (Kriteria Ketuntasan Minimal). So, it had met the first criterion of success saying that 70% of the students must get the score above the minimum passing grade. However, the researcher and the collaborator decided to stop the action. The following table was the improvement of students' reading comprehension mean score from the pre-test until post-test 2.

No.	Name	Pre-test	Post-test 1	Post-test 2
1.	AMF	68	81*	85*
2.	AM	63	88*	80*
3.	APS	53	89*	90*
4.	ADA	53	64	80*
5.	AR	55	88*	65
6.	ASW	76*	76*	70
7.	CWDA	73	91*	80*
8.	CAN	57	61	75*
9.	DN	43	66	90*
10.	DSA	53	76*	75*
11.	DWM	43	81*	75*
12.	ETS	63	81*	80*
13.	ES	43	72	80*
14.	EA	28	81*	75*
15.	KRS	56	71	65

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No.	Name	Pre-test	Post-test 1	Post-test 2
16.	LE	73	63	90*
17.	LLJ	48	71	50
18.	LM	63	58	85*
19.	ME	70	73	95*
20.	MAF	63	48	80*
21.	RAP	78*	78*	85*
22.	RAN	58	66	90*
23.	RS	76*	91*	90*
24.	RA	53	61	85*
25.	SNL	30	71	90*
26.	SHP	68	84*	75*
27.	TT	81*	83*	85*
28.	VRW	86*	89*	85*
29.	WSR	86*	91*	85*
30.	YIW	88*	89*	100*
31.	ZFA	43	41	80*
32.	EAI	83*	78*	85*
MEAN		61,08	72,66	81,25

**Note: \*) students who passed the Minimum Passing Grade (KKM)**

Table 4.1 Students' Reading Comprehension Score of Pre-test, Post-test 1, Post-test 2