

CHAPTER IV

RESULT OF THE STUDY AND DISCUSSION

This chapter consisted of study findings and discussion. The finding designed to answer the research problems, there were what are the strategies applied by the teachers in teaching reading of narrative text and how is the teachers understanding about reading strategy.

A. RESULT OF THE STUDY

1. THE STRATEGIES APPLIED BY THE TEACHERS IN TEACHING READING OF NARRATIVE TEXT

To answer this research problem, the researcher used questionnaire to check the teachers strategies during teaching reading. Here the result and explanation:

Table 4.1 The result of reading strategy used by the teacher in MAN Model Palangka Raya

Based on the table above, it can be seen that the mean score of the teachers' teaching reading strategies use are categorized into **Fairly high** which means that the teachers **always** or **almost always used** the strategies with 4.4. Moreover, the strategies used in teaching reading by teachers of MAN MODEL Palangka Raya are monitoring comprehension, metacognition, answering question, summarizing. The first teacher HLMH always used monitoring comprehension, answering question, generation

questions and summarizing strategies, often used recognizing story structure, seldom graphic and semantic organizer. The second teacher JH SR always used monitoring comprehension, metacognition, answering question, recognizing story structure, and summarizing. Then the teacher often used graphic and semantic organizer and generation questions. The third teacher CRL always used monitoring comprehension, metacognition, answering question, then the teacher often used generation questions and summarizing, then the teacher seldom used graphic and semantic organizer and recognizing story structure. The forth teacher SM always used monitoring comprehension. Then the teacher often do the metacognition, graphic and semantic organizer, answering question, generating questions, recognizing story structure and summarizing. The last teacher RSD always used monitoring comprehension, metacognition, recognizing story structure and summarizing. Then the study often used graphic and semantic organizer, answering question and generating questions.

These strategies are used to improve the students' reading achievement, the teachers used Monitoring comprehension and this is always used by the teachers, this teacher used this strategy to be aware of what the students understand, about what they learn and how they learn it. The teacher gave the explanation about this strategy to resolve problems in comprehension. The Monitoring comprehension used in the **high** value. The mean of the strategy is 5, and this is **highly** used by the teachers, the teachers instructed the students to identify what they do not understand and use appropriate strategies to resolve problems in comprehension. The teachers also used the Metacognition strategy, and based on the checklist, this strategy also always used by the teachers in MAN MODEL Palangka Raya, the mean of this strategy is 4.6 and it is in the **high**. Metacognition used to fix any problems in learning. The next strategy is Answering question, this strategy also always used by the teachers, the mean of strategy is 4.6 and it is in a **high** level used.

The last strategy that always used by the teachers is Summarizing. This strategy always used by the teacher in a **high** level, the study found the mean of this strategy is 4,6. There are some **fairly high** strategies used by the teachers and they are graphic organizer, generating questions, and recognizing structure. This strategy is graphic organizer that is sometime used by the teacher in MAN MODEL, and the mean of this strategy is 3.6, the next strategy is generating questions that is also sometime used by the teachers in MAN MODEL, and the mean of this strategy 4.2, the last strategy that is sometime used by the teachers is recognizing structure, and the mean of the strategy is 4.2.

Here the figure 4.1 that showed frequency strategies used by the teacher in teaching reading narrative text.

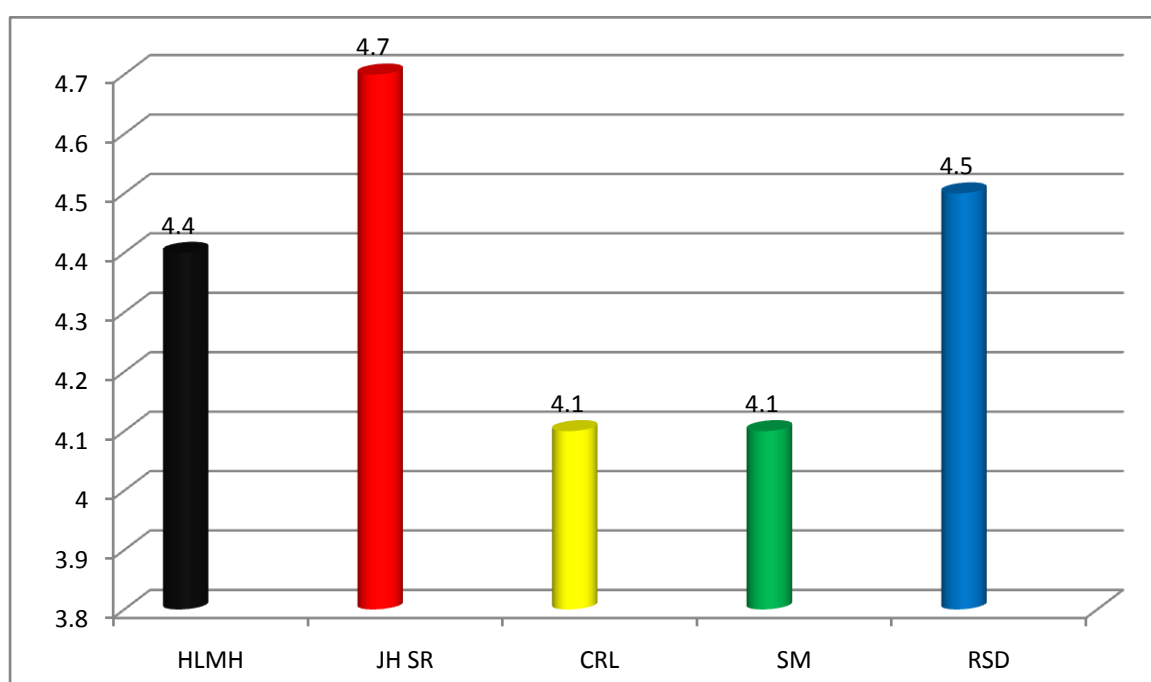


Figure 4.1The frequency of strategies applied by the teacher

Based on the figure above, the teachers' teaching reading strategies are categorized into **fairly high** with 4.4. Specifically, HLMH's score was 4.4 and was categorized into **fairly high**. Then JH SR's score was 4,7 and was categorized into **high**. Next CRL's score was 4.1 and was categorized into **fairly high**. After that SM's score was 4.1 and

was categorized into **fairly high**. Finally, RSD's score was 4, and was categorized into **high**. In summary based on the result above, there were three teachers whose scores are categorized into **fairly high** level and two teachers with **high** level.

Here the figure 4.2 showed strategies used by the teacher in teaching Reading.

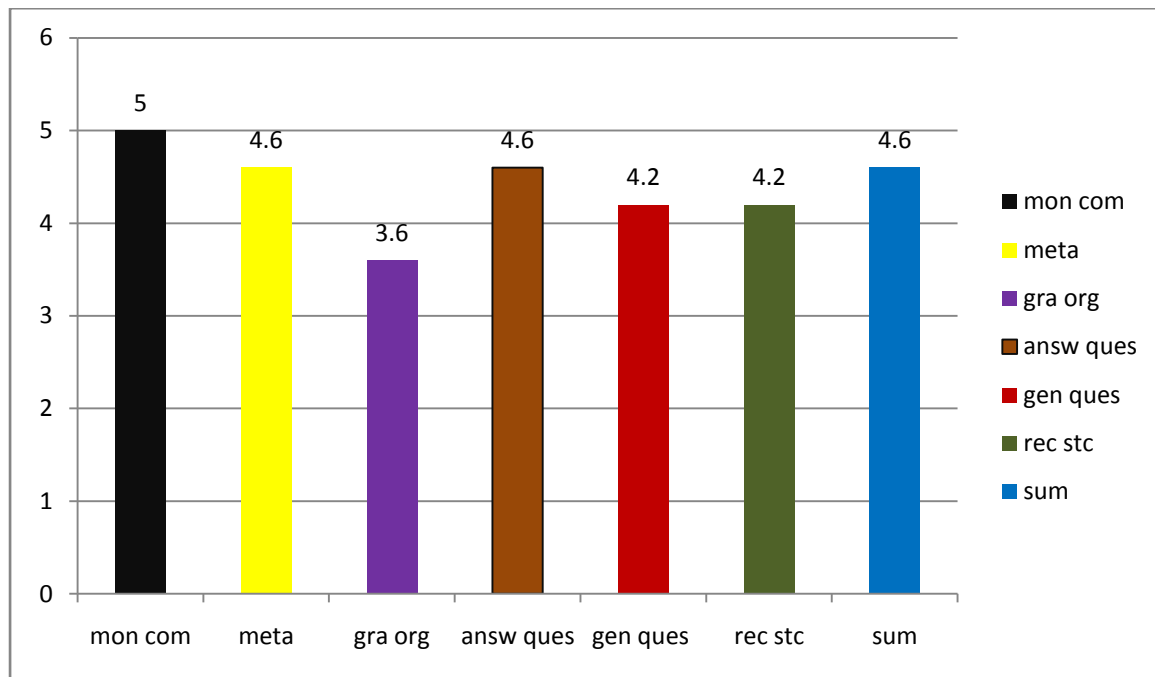


Figure 4.2 Strategies in Teaching Reading

Based on the chart above, the writer found that there were 5 teachers who used Monitoring comprehension, this strategy used by the teachers to improve the students' reading achievement, this strategy is always used by the teachers, this strategy used because the teachers wanted to be aware of what the students understand, about what they learn and how they learn it. The teachers also gave the explanation about this strategy to resolve the problems in comprehension.

The next strategy is Metacognition that is used by 4.6, according to the chart, this strategy used by almost teachers in MAN Model Palangka Raya, metacognition used to fix any problems in learning. According to the chart, the writer found that the next

strategy named Graphic organizer, this strategy used 3.6 by the teachers, they used this strategy to help the readers focus on concept and how they are related to other concepts. The next one is answering question, the mean of this strategy is 4.6. The teachers used this strategy to give an effective purpose for reading. The other strategy is Generating question, the mean of this strategy is 4.2, this strategy used by teachers to make the students become aware of whether they can answer the questions and if the students understand what they are reading. The other strategy is Recognizing structure, this strategy used by teachers, the mean of this strategy is 4.2. The teacher used this strategy to identify the students learning problems. The last strategy is summarizing, this strategy always used by teachers', the mean of this strategy is 4.6. So, based on explanation about the highest mean of the strategy is Monitoring comprehension, Metacognition, Answering question, and Summarizing.

2. THE TEACHING LEARNING USING STRATEGY IN TEACHING READING OF NARRATIVE TEXT

Based on the result of the study there are teachers' understandings about reading strategy in teaching reading narrative text, HLMH always used monitoring comprehension, answering question, generating questions, and summarizing strategy. HLMH often used metacognition and recognizing story structure strategy. HLMH seldom used graphic and semantic organizer strategy in teaching narrative text. Based on the study HLMH class on 26th April 2016 at 09.45.

Table 4.2 the teaching learning using strategy by HLMH

NO	TEACHING PHASE	TEACHER'S ACTIVITY	STUDENTS' ACTIVITY
1	PRE-TEACHING	-The teacher says Salam -The teacher asks to students whether they read the text -The teacher uses media for spelling	-The students answer Salam - The students respond that they have read
2	WHILST	-The teacher asks to students to read aloud	-Student come to the

		<p>in front of the class</p> <ul style="list-style-type: none"> -The teacher ask other students to pay attention and write the difficult words -The teacher explain about spelling -The teacher asks the students to read and the other students to control -The teacher asks the students to use the teacher's laptop to check the spelling -The teacher asks the students to write down on the white board -The teacher asks some student to read in their seat -The teacher asks the student to write the difficult words 	<p>front of the class to read aloud</p> <ul style="list-style-type: none"> -The students pay attention and write the words -The students pay attention -The students read the text and the other students control -The students do it -The students write the difficult words - The students do it - The students do it
3	POST	<ul style="list-style-type: none"> -The teacher gives feedback to the students -The teacher re-explains the material -The teacher asks the students understanding about the material -The teacher says "see you next week" 	<ul style="list-style-type: none"> -The students appreciate -The students pay attention

The teacher HLMH used MNT COM and MTG strategy in teaching learning. These strategies can be identified because in the activities HLMH asks the students to use the teacher's laptop to check the spelling and asks the students understanding about the material.

Based on the video the teacher used the teacher applied the strategies. Based on interview HLMH also used other strategies like game, role play, and then active learning.¹

In teaching reading narrative text JH SR always used monitoring comprehension, answering question, recognizing story structure strategy and summarizing strategy. JH SR often used graphic and semantic organizer and generating question strategy in teaching narrative text. Based on the result of study in JH SR and CRL class on 14th April 2016 at 12.45.

Table 4.3 the teaching learning using strategy by JH SR and CRL

¹ Interview conducted with Halimah on May 12th 2016 at laboratory MAN Model Palangka Raya

NO	TEACHING PHASE	TEACHER'S ACTIVITY	STUDENTS' ACTIVITY
1	PRE-TEACHING	<ul style="list-style-type: none"> -The teachers greets the students - The teachers asks the students to be ready 	<ul style="list-style-type: none"> -The students answer the greeting - The students ready
2	WHILST	<ul style="list-style-type: none"> -The teachers explain the steps of drama -The teachers ask to introduce the group -The teachers let bring the dialog for perform the drama -The teachers ask the students to perform the drama in front of the class -The teachers identify the difficult words -The teachers write the difficult words in the white board -The teachers ask the students to spell together 	<ul style="list-style-type: none"> -The students pay attention -The students introduce the group -The students perform drama in front of the class -The students still perform the drama -The students pay attention -The students spell together
3	POST	-The teacher says "see you next week"	-The students reply

The teachers JH SR and CRL used MNT COM strategy in teaching learning. This strategy can be identified because in the activities JH SR and CRL identify the difficult words.

Based the result of interview the teachers there were JH SR also used other strategies like structure achievement division, TGT (Tournament game technique) jigsaw, TAI (Team Accelerated Instruction) and cooperative learning.²

In teaching reading narrative text CRL always used monitoring comprehension and answering questions. CRL often used generating story structure and summarizing. CRL seldom used graphic and semantic organizer and recognizing. CRL is an English teacher schoolship assistenship from fullbright USA, CRL teaches in every class in MAN Model Palangka Raya .CRL also used other strategies like music, game and perform drama.³

² Interview conducted with Jhon Sarip on May 13th 2016 at laboratory MAN Model Palangka Raya

³ Interview conducted with Carlie Skellington on May 13th 2016 at teacher room MAN Model Palangka Raya

In teaching reading narrative text S M always used monitoring comprehension, S M often used metacognition, graphic and semantic organizer, answering question, generating questions, recognizing story structure and summarizing. Based on the result of the study in S M and CRL class on 14th April 2016 at 10.20

Table 4.4the teaching learning using strategy by SM and CRL

NO	TEACHING PHASE	TEACHER'S ACTIVITY	STUDENTS' ACTIVITY
1	PRE-TEACHING	-The teachers greets the students - The teachers asks the students to be ready	-The students answer the greeting - The students ready
2	WHILST	-The teachers explain the steps of drama -The teachers let bring the dialog for perform the drama -The teachers ask to introduce the group -The teachers ask the students to perform the drama in front of the class	-The students pay attention -some students bring the dialog -The students introduce the group -The students perform the drama -The students pay attention
3	POST	-The teacher says "see you next week"	-The students reply

The teachers S M and CRL used MNT COM strategy in teaching learning. This strategy can be identified because in the activities S M and CRL explain the steps of drama.

Based the result in interview S M also used other strategies like quiz, game and also role play.⁴

⁴ Interview conducted with Siti Masniah on May 17th 2016 at teacher room MAN Model Palangka Raya

In teaching reading narrative text RSD always used monitoring comprehension, metacognition, recognizing story structure and summarizing. RSD often used graphic and semantic organizer, answering question and generating questions. Based on the result of study RSD and CRLs' class on Friday 08th April 2016 at 09.45

Table 4.5the teaching learning using strategy by RSD and CRL

NO	TEACHING PHASE	TEACHER'S ACTIVITY	STUDENTS' ACTIVITY
1	PRE-TEACHING	<ul style="list-style-type: none"> -The teachers greets the students -The teachers introduces the material -The teachers give some sheets to the students 	<ul style="list-style-type: none"> -The students answer the greeting - The students pay attention
2	WHILST	<ul style="list-style-type: none"> -The teachers explain the material -The teachers ask the students to answer the questions in the sheets -The teachers ask students whether they understand or not -The teachers ask the students to write the answer on the white board 	<ul style="list-style-type: none"> -The students pay attention -The students answer the question in the sheet -The students ask the teachers to explain the material -The students do it
3	POST	<ul style="list-style-type: none"> -The teacher re-explain about past tense contained in narrative text -The teachers tell about the topic of next meeting -The teacher says "see you next week" 	<ul style="list-style-type: none"> -The students pay attention -The students pay attention -The students reply

The teachers RSD and CRL used MNT COM and ANS QUE strategy in teaching learning. These strategies can be identified because in the activities RSD and CRL ask the students whether they understand or not and the teachers ask the students to write the answer on the white board.

Based the result in interview RSD also used other strategies like game and activities.⁵

⁵ Interview conducted with Rasidi on May 20th 2016 at treasurer room MAN Model Palangka Raya

Table 4.6 study schedule

NO	Name	Date	Day	Material
1	HLMH	26 th April 2016	Tuesday	The three farmer's son
2	JH SR and CRL	14 th April 2016	Thursday	The little pigs story, The Story of Goldilocks and the Three Bears, The story of Medusa and the Greek goddess Athena Alladin and the Magic Lamp
3	S M and CRL	14 th April 2016	Thursday	The little pigs story, The Story of Goldilocks and the Three Bears, The story of Medusa and the Greek goddess Athena Alladin and the Magic Lamp
4	CRL (additional teacher)	08 th April 2016	Friday	Grammar : simple past tense and its examples
5	RSD	08 th April 2016	Friday	Grammar : simple past tense and its examples

3. THE FREQUENCY OF USING THE STRATEGY IN TEACHING READING NARRATIVE TEXT.

The strategy often used by the teachers in teaching in learning process, mostly of the strategy is monitoring comprehension then follows by the other strategies there were metacognition, answering question, and summarizing.

B. DISCUSSION

Based on the data presentation and data analysis, the writer found that the strategies which are described on the chapter 2 on page 25. All of the strategies found by the writer, the strategies such as Monitoring, Metacognition, Answering questions, and Summarizing is the highest mean of the strategies. The strategies that are used by the teachers for appropriated purpose. For example the Monitoring Comprehension strategy, the teachers used this strategy to be aware of what they do understand, identified what they do not understand, and used an appropriate strategies to resolve the problems in comprehension. The strategy named Metacognition used by the teacher to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problems they have. After reading, they check their understanding of what they read.

The strategy named Graphic and semantic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters. Can help readers focus on concepts and how they are related to other concepts. Graphic organizers. The strategy named answering question give students a purpose for reading, focus students' attention on what they are to learn.

The strategy named generating questions Students learn to ask themselves questions that require them to combine information from different segments of text. The strategy

named recognizing story structure in story structure instructions, students learn to identify the categories of content (characters, setting, events, problem, resolution).

The strategy named summarizing requires students to determine what is important in what they are reading and to put it into their own words. To develop the teachers' understanding about some strategies in reading, the writer found that the teacher HLMH always used these strategy except Graphic and semantic organizer that is seldom used by this teacher. HLMH also used other strategies beyond these strategies such as Game and role play, this teacher also used active learning and Suggestopedia.

The other teacher JH SR always used these strategies except Graphic and semantic organizer and generating questions that often used by this teacher. Other ways that are used in the class are Structure achievement division, TGT, Jigsaw, TAI (Team accelerated instruction) and cooperative learning.

The next teacher is CRL used the strategy often generating questions, and summarizing, then seldom strategy graphic and semantic organizer and recognizing story structure. Other ways that are used in the class are music, game, and perform drama.

The next teacher is SM used the strategies often metacognition, graphic semantic organizer, answering question, generating questions, recognizing story structure, and also summarizing. Other ways that are used in the class quiz, game, and role play.

The last teacher is RSD used the often strategies graphic semantic organizer, answering question, and then generating questions. Other ways that are used in the class game and active learning. The teachers applied the strategies in while teaching and learning in the teachers based on the materials depend on the media, method, and strategies.