

BAB 1V

FINDING AND DISCUSSION

In this chapter, the researcher would like to explain the findings of the observation to answer the research problem. In its findings, the data obtained are presented descriptively. The findings and discussion include all things that have been discovered by the research through observation twice, and also including research questions, namely: (1) How is the implementation of teaching reading factual report through QAR strategy to Senior High School? (2) How the students cognitive response in the implementation of teaching reading factual report through QAR strategy to Senior High School?.

4.1. Findings

The findings in this research were found through the observation. The observation was done by the researcher in two meetings. The research observed how is the implementation of teaching reading factual report through QAR strategy to Senior High School. In addition, the research observed how is the students cognitive response in the implementation of teaching reading factual report through QAR strategy to Senior High School.

4.1.1. The implementation of teaching reading factual report through QAR strategy to Senior High School.

This research discusses the implementation of teaching reading factual report through QAR strategy to senior high schools based on observations that have been made in two meetings using observation checklist, field notes, and interviews for

teachers as instruments in collecting data. This research conducted in two meetings based on the "Rencana Pelaksanaan Pembelajaran (RPP)" at SMK PGRI 2 Sidoarjo, there were two meetings in Factual Report material.

In this problem stated in Chapter 1 how is the implementation of teaching reading factual report through QAR strategy to Senior High School, this research observed the process of how is the implementation of teaching reading factual report through QAR strategy to Senior High School. In this case, this research did not get involved in the teaching-learning process. This research just observed the teacher and the students' activity during the teaching-learning process. As there were two meetings in conducting this study, there was material in teaching reading factual report namely "Moon".

4.1.1.1. The First Observation

The first meeting was conducted on 24 February 2020. The time was 3 x 45 minutes. It began at 07.45 A.M. and finished at 09.45 A.M. The teacher was ready to explain factual report and QAR strategy it was conducted in XI RPL which consisted of 40 students in this class. It consisted of 38 male and 2 female students'. There were 9 students who were absent.

A. Pre Activities

In these pre-activities, the first, the teacher started the classroom by saying greetings then students respond to the teacher's greetings. After that, the teacher asks the condition of the students then the students answer with enthusiasm. The teacher instructs the class leader to lead the prayer before starting the lesson. And

then, before starting the lesson, the teacher instructs students in class cleanliness then students rush to clean the class according to the student's picket schedule. After students clean the class, the teacher fills in the class agenda, students attendance, and explains the material competencies and learning objectives.

B. Whilst Activities

In the whilst activities, the teacher starts by instructing students to open student books with chapters that explain the factual report. In the student book, there are various kinds of pictures, and students are asked to answer any names in the picture. This is an example:



Figure 4.1.1.1. The teacher teaches the material in the picture above.

After the teacher instructs students to answer various kinds of images, the teacher asks students about the material to be discussed, namely factual report. After the teacher asks students about the factual report, the teacher explains what a factual report is, what are the generic structures, what are the language features.

After the teacher has finished explaining, the teacher asks students to read and fill out the question sheets that the researcher brought with them entitled "Moon".

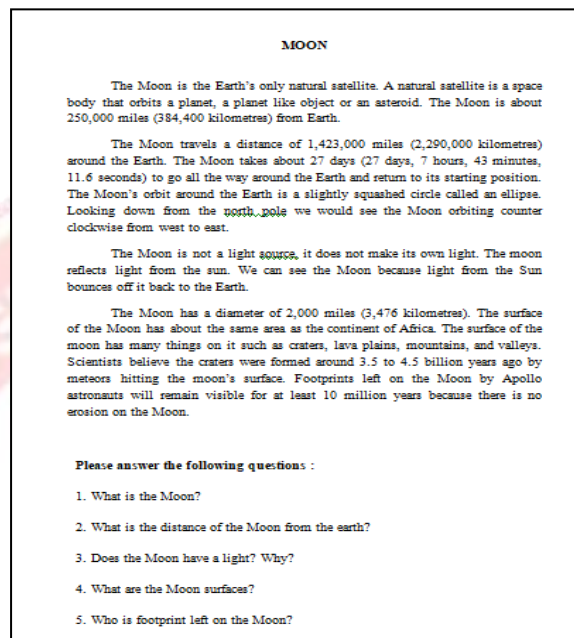


Figure 4.1.1.1. This is an example of the text to the students'.

After students finish reading and answering questions, the teacher explains to students what is QAR strategy and what types of questions are in the QAR strategy along with examples.



Figure 4.1.1.2. When the teacher explains the QAR strategy to students'.

C. Post Activities

In the post activities, the teacher gives questions to students, and students are asked to make conclusions about the material that has been discussed. And then, the teacher closes the learning by saying greetings and the students respond to greetings from the teacher to end the lesson

4.1.1.2. The Second Observation

The second meeting was conducted on 02 of March 2020. The time was 3 x 45 minutes. It began at 07.45 A.M. and finished at 09.45 A.M. The teacher is ready to explain the QAR strategy and make groups that are carried out in XI RPL which consists of 40 students in this class. It consists of 38 male students and 2 female students'. There were 8 students who were absent.

A. Pre Activities

In these pre-activities, the first, the teacher started the classroom by saying greetings then students respond to the teacher's greetings. After that, the teacher asks the condition of the students then the students answer with enthusiasm. The teacher instructs the class leader to lead the prayer before starting the lesson. And then, before starting the lesson, the teacher instructs students in class cleanliness then students rush to clean the class according to the student's picket schedule. After students clean the class, the teacher fills in the class agenda, students attendance, and explains the material competencies and learning objectives.

B. Whilst Activities

In the whilst activities, the teacher explains a little of the material discussed in the first week's meeting about factual reports and QAR strategies. Then the teacher instructs students to create groups. In class, there are 4 rows 1 row divided into 2 groups. After completing the grouping, the teacher instructs students to look for factual report texts and make questions in the types of questions in the QAR strategy.



Figure 4.1.1.2. This is a photo of when students are in groups.

After students finish working on what the teacher instructed, the teacher gives feedback to students *"we have finished learning about Factual Reports through QAR Strategy. You have done a good job today. Is there anyone you want to share what she/he learn today? "*. And then, the students conclude what a factual report is through QAR strategy.

C. Post Activities

In the post activities, the teacher asks students "*what are your impressions and messages in the presence of factual report material through QAR strategy?*". And then, the teacher closes the learning by saying greetings.

4.1.1.3. The researcher interviewed the teacher

After learning is finished, the researcher interviews the teacher about the factual report material and QAR strategy that have been applied to students.



Figure 4.1.1.3. The researcher interviewed the teacher

This is the researcher interview with the teacher:

The Researcher : Assalamu alaikum, I am sorry mom, may I ask you for a moment?

The Teacher : Walaikum salam, Yes, of course

The Researcher : I want to interview about teaching reading factual report through QAR strategy, am I allowed?

The Teacher : Ok

The Researcher : When you apply the teaching reading factual report through QAR strategy to students, how do you feel?

The Teacher : I think great, I think the teaching reading factual report through QAR strategy is very useful because we can interact with the students and I can measure the responses of the students about this material.

The Researcher : Do you find it difficult to apply the teaching reading factual report through QAR strategy?

The Teacher : I was a little difficult at the beginning when understanding the QAR strategy and after I understood, I could be apply reading factual report through the QAR strategy to students so that it would be easy for me to be confident about the material.

The Researcher : How is the ability of students when there is material about reading factual report through QAR strategy?

The Teacher : I think the students more responses to this material.

Because of this material, the students can understand one question to another question.

The Researcher : With the reading factual report through QAR strategy, are students more active in reading or not?

The Teacher : Yes of course, with this material, students can actively read and find out from various questions in the QAR strategy.

The Researcher : Can the factual report material through QAR strategy motivate you in teaching reading factual report through QAR strategy?

The Teacher : Yes of course, because it will be easy for me to take the students' attention and then, it will be easy to control the students' class in teaching reading.

The Researcher : I think this enough, sorry for bothering you, thank you
Assalamu alaikum

The Teacher : Ok, your welcome, Walaikum salam

4.1.2. The students cognitive response in the implementation of teaching reading factual report through QAR strategy to Senior High School.

The research was discussed the students cognitive response in the implementation of teaching reading factual report through QAR strategy to Senior High School based on observations that had been made in two meetings using a scoring rubric. In this case, the researcher only observed how is the students cognitive response in the implementation of teaching reading factual report through QAR strategy using student task. Researchers completed the study on 2 March 2020 with a duration of 90 minutes. It starts from 07.45 A.M to 09.45 A.M.

In this class XI RPL numbered 40 students. There were 31 students present in the class. This is a students scoring rubric table to assessment students' answers to the 5 questions the researcher gave to students.

No	Criteria	Score
1.	Correct answer, correct grammar	5
2.	Correct answer, the grammar is not quite correct	4
3.	The answer is not quite correct, grammar is correct	3
4.	The answer is not quite correct, the grammar is not quite correct	2
5.	Incorrect answer, incorrect grammar	1

Table 4.1.2. This is scoring rubric to the assessment of students'

Score maximal = 5 (question) X 5 = 25	
Score Obtained
Students Value = $\frac{\text{Score Obtained}}{\text{Score Maximal}} \times 100 = \frac{\dots\dots}{25} \times 100 = \dots\dots$	

This is the result of the scoring rubric table in reading factual report from questions 1 until 5 that students get.

Score	Criteria	Total
5	Correct answer, correct grammar	116
4	Correct answer, the grammar is not quite correct	4
3	The answer is not quite correct, grammar is correct	13
2	The answer is not quite correct, the grammar is not quite correct	4
1	Incorrect answer, incorrect grammar	18

Table 4.1.2.1. the result of the rubric scoring table in reading factual report

This is a general scoring table that students get in reading a factual report:

No	Name	L/P	Total
1.	AF	L	76
2.	AA	P	100
3.	DA	L	76
4.	AR	P	100
5.	MA	L	84
6.	AV	L	88
7.	RA	L	76

8.	LB	L	84
9.	AF	L	76
10.	MF	L	72
11.	ZF	L	100
12.	AR	L	72
13.	FF	L	72
14.	GV	L	76
15.	IM	L	84
16.	LI	L	76
17.	JC	L	100
18.	LD	L	72
19.	MN	L	72
20.	NB	L	100
21.	RW	L	100
22.	RT	L	88
23.	RA	L	100
24.	RP	L	100
25.	RY	L	100
26.	NR	L	76
27.	MR	L	76
28.	MS	L	100
29.	SR	L	92

30.	YA	L	72
31.	ZR	L	84

Table 4.1.2.2. The general scoring table that students get in reading factual report

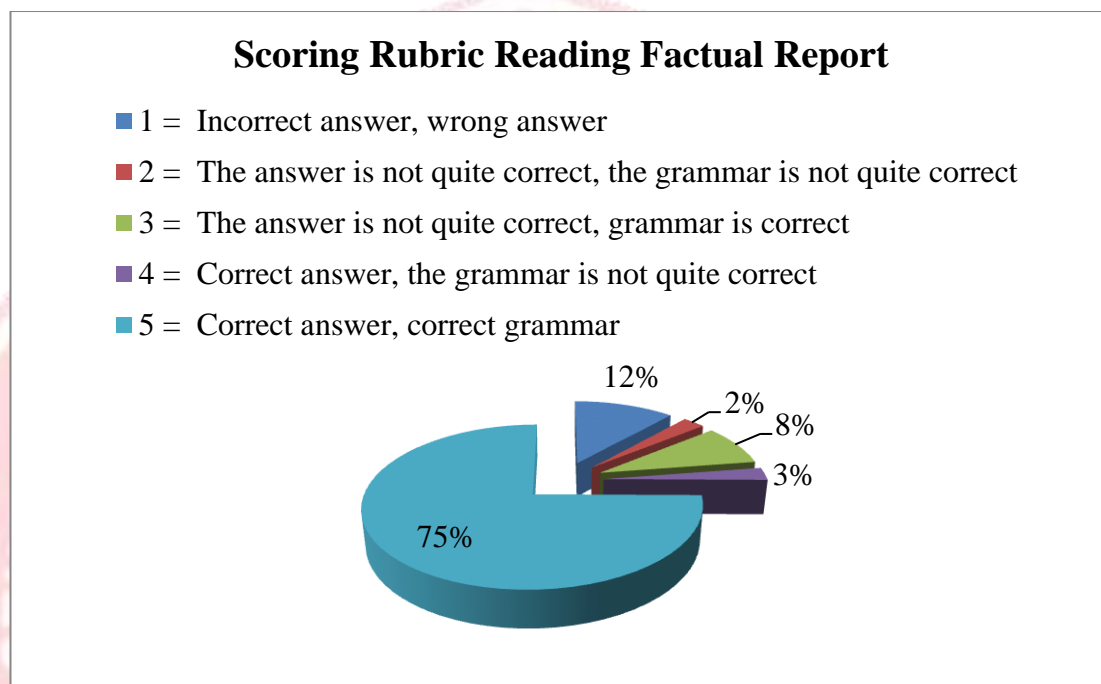


Diagram 4.1.2.3. Scoring Rubric Reading Factual Report

In the scoring rubric reading the factual report, students are given a worksheet about "Moon". And this is the result of the diagram of students' cognitive response in reading factual report in class XI RPL. 75% of students answer "correct answer, correct grammar". For 12% of students answer "incorrect answer, incorrect grammar". While 8% of students answered "the answer is not quite correct, grammar is correct". Than 3% of students answered "correct answer, the grammar is not quite correct". And finally, 2% of students answered "the answer is not quite correct, the grammar is not quite correct". So

the results of research students' cognitive response in reading factual report, 75% of students managed to answer correctly while 25% of students answered incorrectly.

In this class XI RPL numbered 40 students. There were 32 students present in the class. This is a students scoring rubric table to assessment students' answers to the 4 questions the researcher gave to students.

No	Criteria	Score
1.	Correct question and answer, correct grammar	5
2.	Correct question and answer, the grammar is not quite correct	4
3.	The question and answer is not quite correct, grammar is correct	3
4.	The question and answer is not quite correct, the grammar is not quite correct	2
5.	Incorrect question and answer, incorrect grammar	1

Table 4.1.2.4. The table of assessment of the students cognitive response in the implementation of teaching reading factual report through QAR strategy

Score maximal = 4 (question) X 5 = 20
Students Value = $\frac{\text{Score Obtained}}{\text{Score Maximal}} \times 100 = \frac{\dots\dots}{20} \times 100 = \dots\dots$

This is the result of the scoring rubric table in reading factual report through QAR strategy from questions 1 until 4 that students get.

Score	Criteria	Total
5	Correct question and answer, correct grammar	93
4	Correct question and answer, the grammar is not quite correct	35
3	The question and answer is not quite correct, grammar is correct	-
2	The question and answer is not quite correct, the grammar is not quite correct	-
1	Incorrect question and answer, incorrect grammar	-

Table 4.1.2.5. The scoring rubric table in reading factual report through QAR strategy

This is a general scoring table that students get in reading a factual report through QAR strategy:

No.	Nama	L/P	Total
1.	AF	L	100
2.	AA	P	95
3.	DA	L	100
4.	AR	P	95
5.	MA	L	100
6.	AV	L	100
7.	RA	L	100
8.	LB	L	100
9.	AF	L	100

10.	MF	L	90
11.	ZF	L	90
12.	AR	L	90
13.	FF	L	100
14.	GV	L	100
15.	IM	L	100
16.	LI	L	95
17.	JC	L	95
18.	LD	L	90
19.	MN	L	90
20.	NB	L	90
21.	RW	L	85
22.	RT	L	100
23.	RA	L	95
24.	RP	L	100
25.	RY	L	100
26.	NR	L	85
27.	MR	L	95
28.	MS	L	90
29.	SR	L	100
30.	MW	L	90
31.	YA	L	85

32.	ZR	L	85
-----	----	---	----

Table 4.1.2.6. The general scoring table that students get in reading a factual report through QAR strategy

This is a diagram reading factual report through QAR strategy:

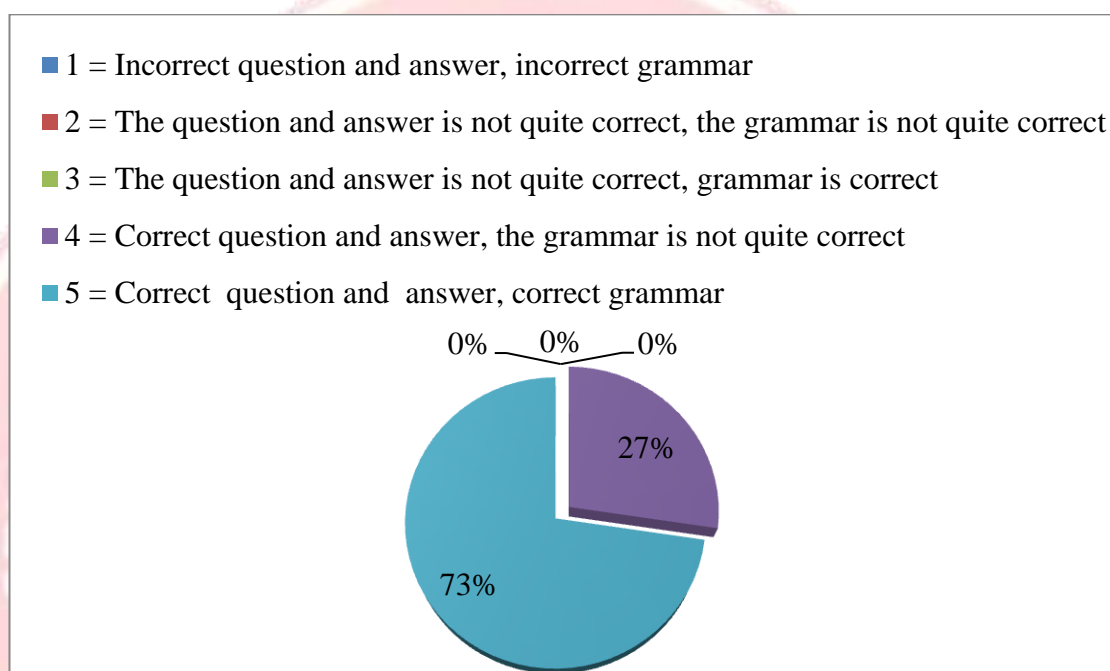


Diagram 4.1.2.7. Scoring Rubric Question-Answer Relationship (QAR) Strategy

In scoring rubric reading factual report through QAR strategy, students are given a worksheet that discusses factual report through QAR strategy. Students are given a student worksheet that contains 4 questions to describe the students cognitive response in the implementation of teaching reading factual report through QAR strategy. The results of research on the students cognitive response in the implementation of teaching reading factual report through QAR strategy diagram 73%, students answer “correct question and answer, correct grammar”. While 27%, students answered “correct question and answer, the grammar is not

quite correct". The question and answer is not quite correct, grammar is correct score 3, The question and answer is not quite correct, the grammar is not quite correct score 2 and incorrect question and answer, incorrect grammar score 1 student results get 0%.

4.2. Discussion

In this section, this research describes the results of observations to the implementation of teaching reading factual report through QAR strategy. Furthermore, to describe the students cognitive response in the implementation of teaching reading factual report through QAR strategy.

4.2.1. The implementation of teaching reading factual report through QAR strategy to Senior High School.

Based on the implementation of teaching reading factual report through QAR strategy. The teacher explains to students in delivering material easily and the teacher is very inspired by learning to read factual report through QAR strategy to motivate students to more actively read and understand the types of questions in the QAR strategy. According to (Raphael&Au, 2005) there are three stages of teaching reading. Pre-reading, whilst reading, and post-reading.

In pre-reading, the teacher introduces the types of QAR strategy questions one by one to students to get used to the rules before students use them in reading activities. The QAR strategy asks students to classify questions based on student answers. The question can be in the form of conclusions that are found by

combining information in the text and background knowledge of the reader or questions evaluative or creative levels that make judgments or express opinions.

In the whilst reading, the teacher shows the strategy with examples given from what the teacher wrote on the board in factual report text. Students can understand the strategy easily. This is in line with the theory put forward by (Anggun, 2017) QAR strategy is a design of activities in which students categorize questions according to the source of the questions to answer. The QAR strategy is very suitable for use in reading learning for high school students. With the QAR strategy, students can design questions to motivate and engage students, examine understanding, review exams, give cues to students about important content, strengthen knowledge, formulate and listen to new perspectives, enabling students to transfer learning to other situations. And after that, the teacher divides students into groups. The teacher instructs students to look for factual report text and make questions in the QAR strategy.

In the post-reading, the teacher gives feedback and asks students' opinions about the QAR strategy. The teacher asks students to categorize the questions and then answer the questions in the QAR strategy chart. Students are trained to learn about questions. This is in line with the theory put forward by (Sumardiono, 2014) emphasizing two problems using the QAR strategy. First, the QAR strategy to explain various types of answer questions is not to facilitate the determination of the correct response. Second, determining the nature of the question and answer relationship logically follows the answer to the question, not preceding it. The QAR strategy as a monitoring tool to help readers achieve feedback about their

responses rather than helping answer questions. Students can also share experiences to build learning from partners or other classmates.

The result of interview for teacher The result of interviews for teachers with teaching reading factual report through QAR strategy, teachers can interact with students and can measure student responses about this material. But the teacher at the beginning when understanding the QAR strategy found a little difficulty, then the teacher after understanding how to apply the QAR strategy, the teacher can apply reading factual report through QAR strategy to students so that it will be easy for the teacher to be confident. The teacher will be easy to attract the attention of students and it will be easy to control the class of students in teaching reading so that students can actively read and find out from various questions in the QAR strategy.

From the discussion above, it can be concluded that the QAR strategy was successfully implemented by students in an understanding of the text. In addition, by applying the QAR strategy in reading students can understand the text well because the questions have represented the contents of the text itself.

4.2.2. The students cognitive response in the implementation of teaching reading factual report through QAR strategy to Senior High School.

Based on the students cognitive response in the implementation of teaching reading factual report through QAR strategy, researchers assessment of the students from students' tasks and scoring rubrics. According to (Moskal, 2002) a scoring rubric is a descriptive assessment to evaluate various subjects and

activities. The assessments of the written given can vary depending on the criteria set by the individual evaluator. One of the common uses of the scoring rubric is to guide the evaluation of sample writing. According to (Moskal, 2003) before a scoring rubric is used, the researcher must clearly identify the purpose of the activity. The clear statements of goals and objectives to guide the development of performance appraisals and Scoring rubric. Recommendations for writing goals:

1. The statement of objectives must provide a clear focus for teaching and assessment.
2. Targets must reflect knowledge and information that is useful for students to learn. Teaching and learning assessments of students are guided through planning.
3. The goal must be clear. Objectives put a framework in which certain objectives are evaluated.
4. All important aspects given to students must be reflected through the objectives.
5. Describe measurable student results. Because by providing a framework for evaluation, students need to be phrased in a way that determines student behavior that will demonstrate the achievement of greater goals.
6. The students are guided in appropriate assessment activities. When the target is focused on the recall of factual knowledge or efficient responses to a short assessment of performance When goals and objectives are focused on complex learning outcomes, such as reasoning, communication, teamwork.

While the students' task according to (Sutarna, 2016) the students' task method, students become more active feel the learning process directly. Student-centered learning activities involve students physically, mentally (thoughts and feelings) and socially, and according to the level of student development, while teaching activities focus on the teacher. The instruments used in the study were

- (1) Worksheets to determine the achievement of the learning process carried out.
- (2) Observation sheet to find out the activities carried out by the teacher and students when doing the assignment method using the observation sheet format.
- (3) Field notes are records of activities during the implementation that took place in the classroom that contain descriptions of the process and learning outcomes, interpretations, analysis, and suggestions from researchers on the practitioner.

In the first meeting learning to reading factual report, students are given a student worksheet that contains 5 questions to describe the cognitive response of students to reading factual report. From the results of the first meeting of students who attended there were 31 students. In assessment, correct answer, correct grammar score of 5 students results get 75%. While correct answer, the grammar is not quite correct score of 4 students results get 3%. The answer is not quite correct, grammar is correct score of 3 students results get 8%. The answer is not quite correct, the grammar is not quite correct score of 2 students results get 2%. And the last Incorrect answer, wrong answer score of 1 student results get 12%. Students who get 100 marks are 10 students. While 21 students got grades below 100 but not below KKM 70.

In the second meeting of learning to reading factual report through QAR strategy, students are given a students task that contains 4 questions to describe the students cognitive response in the implementation of teaching reading factual report through QAR strategy. From the results of the assessment of the second meeting, students who attended were 32 students. In correct question and answer, correct grammar score of 5 students results got 73%. While correct question and

answer, the grammar is not quite correct score of 4 students results get 27%. The question and answer is not quite correct, grammar is correct score 3, the question and answer is not quite correct, the grammar is not quite correct score 2 and incorrect question and answer, incorrect grammar score 1 student results get 0%. Students who get 100 marks are 12 students. While 20 students get grades below 100 but not below KKM 70.

From the discussion above, students easily create questions from factual report through QAR strategy that has been instructed by the teacher.

