CHAPTER IV

RESULTS AND DISCUSSION

This findings, of this research are arranged and presented in such a way in which research problem become the basis of reference of the arrangement and presentation.

4.1 Finding

4.1.1 Observation Result

The observation has done four times. It was because the teacher only gave the researcher four meetings. So that the researcher got maximalize to observe the class activities. The researcher did observation on the teacher and students.

1. Observation on the Teacher

   a. Lecturer preparation before teaching reading comprehension

   The observation results showed that the lecturer preparation before teaching reading comprehension were preparing the lesson plan, preparing the material, preparing the strategies, preparing the media.

   The first lecturer preparation was preparing the lesson plan. In the lesson plan, the lecturer could know what the lecturer had to do when taugh the students every meeting. So that, the lecturer was not confused when teaching reading comprehension.

   The materials prepared by the lecturer were based on the lesson plan. They were important to be prepared since the students provided specific English

rather than general English. Thus, the materials had to fit the specific needs.

Besides, the lecturer believed that good strategies were also needed in order to prepare to help them manage the class well. The lecturer prepared the strategies based on the materials. The lecturer used identifying the purpose in reading, using efficient silent reading techniques for relatively rapid comprehension, skimming, scanning, and guessing.

Then, the lecturer prepared the media to support the teaching reading comprehension. The lecturer used laptop and LCD as the media since they were easy to find and commonly used. In their opinion, the media also had an important position because they supported the teaching and helped the lecturer deliver the materials easily. Therefore, media were needed to prepare very well before teaching.

The last preparation was evaluation. The lecturer prepared the evaluation in order to give feedback and reinforcement to the students effectively. They thought that it was important because evaluation was an inseparable part of teaching. By having good evaluation, the teaching and learning process could be assessed in such a way that the assessment result could be used know whether or not the learning objective had been achieved.

b. The way teacher teaches the students during reading comprehension class

Related to the way the lecturer prepared the teaching reading comprehension, the lecturer took some steps, namely (1) analysing the syllabus, (2) developing the lesson plan, (3) preparing materials and

media, and (4) choosing the methods and techniques, and (5) evaluating the activities.

The first step in preparing the teaching reading comprehension was to analyze the syllabus. It was intended to know the important and necessary things needed to be covered in the lesson plan. The syllabus contained standard competence, basic competence, indicator, core materials, learning experiences, assessment, sources, and time allocation. It means that the lecturer also has a contribution in designing the syllabus. It was aimed to help the lecturer teach reading comprehension within one semester. By having the syllabus, the lecturer could teach easily since it was used as a basis to construct the lesson plan.

After analysing the syllabus, the lecturer developed the lesson plan. The lesson plan contained of the materials, learning objectives, learning activities, assessment, and sources to be taught in the classroom. The lesson plan guided the teaching of reading comprehension since it covered the direction and steps in teaching. In addition, it also helped the lecturer teach reading comprehension effectively and systematically. Here, in developing the lesson plan, ESP instructors always developed periodicity. It was aimed to create better teaching activities including the choice of strategies/techniques and materials. They used students-centred and other fun activities to make fun and attractive teaching. It was good to help students enjoy the teaching and learning activities.

After that, the lecturer prepared the materials and media. In preparing the materials, the lecturer created and compiled them from the text books since it provided good and complete materials and a lot of inputs and practices for students. In addition, they also used other sources like internet, magazines, and some other authentic materials. They selected and compiled the appropriate materials based on the relevant field of the study and the students' needs. Further, the lecturer set the media and learning sources based on the materials. The media and learning sources used in the teaching reading comprehension were varied. The lecturer selected and used effectives and efficient learning sources like academic papers, magazines, and newspapers, and media such as laptop and LCD. They were chosen because they were simple and easy to get.

The next step was to choose the strategies used in teaching reading comprehension. The lecturer applied several strategies like identifying the purpose in reading, using efficient silent reading techniques for relatively rapid comprehension, skimming, scanning, and guessing.

The last step was evaluating the class activities. The evaluation conducted in the end of the teaching. The lecturer evaluated the activities by asking some questions and giving feedback about the lesson. The lecturer also gave reinforcement and assessment to the students about the reading comprehension. The evaluation also became the last activity in the teaching since it was the closing teaching and learning process.

c. Strategies used by the teacher in teaching reading comprehension

Teacher used some strategies during teaching reading comprehension like identifying the purpose in reading, using efficient silent reading techniques for relatively rapid comprehension, skimming, scanning, and guessing.

d. Teacher activities when reading comprehension learning ends

The teacher asked students what the essences of the learning of that day. The students asked by the teacher to summarize what they learnd on that day orally.

2. Observation on the Students

a. The students' respond when reading comprehension class started

The students's respond when reading comprehension class started were excited to respond the greeting from the lecturer. Then they focused on answering what the lecturer asked to them.

b. The students' respond when teacher teaches reading comprehension use skimming strategy

The students' respond when lecturer teaches reading comprehension use skimming strategy were they could get the meaning or the main idea of the texts the lecturer gave. It could be proven that the students could explain the meaning or the main idea of the texts when they asked by the lecturer.

c. The students' respond when teacher teaches reading comprehension use scanning strategy

The students' respond when teacher teaches reading comprehension use scanning strategy were they could get the meaning or the main idea of the

texts the lecturer gave. It could be proven that the students could explain the meaning or the main idea of the texts when they asked by the lecturer.

d. The students' respond when reading comprehension class ended

The students' respond when reading comprehension class ended were the students answering the questions from the lecturer about the reflection of the reading comprehension class of that day. The students explained what they learned that day.

4.1.2 Interview Results

1. The strategy of teaching reading comprehension

Below is the interview quote of the lecturer:

> "I applied some strategies to teach reading comprehension here. There are identifying the purpose in reading, using efficient silent reading techniques for relatively rapid comprehension, skimming the text for the main ideas strategy, scanning the text for specific information strategy, semantic mapping or clustering strategy, and guessing strategy." (Interview with English 2019-C of STKIP PGRI SIDOARJO reading comprehension lecturer, at .... January 2023).

Based on the interview above, it is known that there were some strategies to teach reading comprehension in English 2019-C of STKIP PGRI SIDOARJO. Those were identifying the purpose in reading, using efficient silent reading techniques for relatively rapid comprehension, skimming the text for the main ideas strategy, scanning the text for specific information strategy, semantic mapping or clustering strategy, and guessing strategy.

2. Identifying the purpose in reading

Below is the interview quote of the lecturer:

"When we applied identifying the purpose in reading strategy, the students will get the information they want to know by reading the text." (Interview with English 2019-C of STKIP PGRI SIDOARJO reading comprehension lecturer, at .... January 2023).

Based on the interview above, it is known that by identifying the purpose in reading, students know what information they want to know in reading the text.

3. Using graphemic rules and patterns to aid bottom up decoding

Below is the interview quote of the lecturer:

"I don't apply or use the graphemic rules and patterns to aid bottom up decoding strategy in teaching reading comprehension to college students. Because it is used to be applied for beginning level learners". (Interview with English 2019-C of STKIP PGRI SIDOARJO reading comprehension lecturer, at .... January 2023).

Based on the interview above, it is known that in English 2019-C of STKIP PGRI SIDOARJO, the lecturer did not apply this strategy, because this strategy is for beginning level learners.

4. Using efficient silent reading techniques for relatively rapid comprehension

Below is the interview quote of the lecturer:

"I teach my students to use efficient silent reading techniques as a strategy for relatively rapid comprehension. It helps the students to reduce time consuming in reading. When the students are on examination, they can do the task or aswer the question quicker." (Interview with English 2019-C of STKIP PGRI SIDOARJO reading comprehension lecturer, at .... January 2023).

Based on the interview above, it is known that this kind of strategy helps the students to reduce time consuming in reading, especially when the students in examination.

5. Using skimming the text for the main ideas strategy

   Below is the interview quote of the lecturer:

   > "The students can predict the purpose of the passage, the main topic, or message, and possibly some of developing or supporting ideas with skimming strategy that only with quickly running one's eyes across a whole text." (Interview with English 2019-C of STKIP PGRI SIDOARJO reading comprehension lecturer, at .... January 2023).

   Based on the interview above, it is known that skimming gives the students the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of developing or supporting ideas. Students did the strategy with quickly running one's eyes across a whole text.

6. Using scanning the text for specific information strategy

   Below is the interview quote of the lecturer:

   > "When using scanning strategy, the students only need to search some particular piece or pieces of information in a text quickly." (Interview with English 2019-C of STKIP PGRI SIDOARJO reading comprehension lecturer, at .... January 2023).

   Based on the interview above, it is known that the students could quickly searching for some particular piece or pieces of information in a text.

7. Using semantic mapping or clustering strategy

   Below is the interview quote of the lecturer:

   > "Semantic mapping or clustering strategy can make the students easily to group main ideas to be organized." (Interview with English 2019-C of STKIP PGRI SIDOARJO reading comprehension lecturer, at .... January 2023).

Based on the interview above, it is known that the strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the students to provide some order to the chaos.

8. Using guessing strategy when you are not certain

Below is the interview quote of the lecturer:

> "Guessing strategy helps the students to understand the messages of the text they read though they do not know the certain meaning of a word, grammatical relationship, discourse relationship, implied meaning, cultural reference, and content mesaage. They only need to guess with reading the next sentences." (Interview with English 2019-C of STKIP PGRI SIDOARJO reading comprehension lecturer, at .... January 2023).

Based on the interview above, it is known that when the students did not know the meaning of a word, grammatical relationship, discourse relationship, implied meaning, cultural reference, and content mesaage, students could use this guessing strategy. The students guess the meaning of a word, guess a grammatical relationship, guess a discourse relationship, infer implied meaning, guess about cultural reference, and guess content message. So that, the students could take the information or message from the text.

9. Students' ability to find factual information in reading

Below is the interview quote of the lecturer:

> "I think the students could find factual information in reading. They could answer the questions related to the text they read." (Interview with English 2019-C of STKIP PGRI SIDOARJO reading comprehension lecturer, at .... January 2023).

Based on the interview above, it is known that the students could find factual information in reading. They could answer the questions related to the text they read.

10. Students' ability to find the main idea from reading

   Below is the interview quote of the lecturer:

   > "I think the students could find the main idea in reading. They could explain the main idea of the text they read." (Interview with English 2019-C of STKIP PGRI SIDOARJO reading comprehension lecturer, at .... January 2023).

   Based on the interview above, it is known that the students could find the main idea in reading. They could explain the main idea of the text they read.

11. Students' ability to find the meaning of vocabulary context from reading

   Below is the interview quote of the lecturer:

   > "I think that the students could find the meaning of vocabulary context from reading. They could explain the whole of the text they read." (Interview with English 2019-C of STKIP PGRI SIDOARJO reading comprehension lecturer, at .... January 2023).

   Based on the interview above, it is known that the students could find the meaning of vocabulary context from reading. They could explain the whole of the text they read.

12. Students' ability to identify reference from reading

   Below is the interview quote of the lecturer:

   > "I think the students could identify reference from reading. They could explain where or what or who the sentence or phrase refers to." (Interview with English 2019-C of STKIP PGRI SIDOARJO reading comprehension lecturer, at .... January 2023).

Based on the interview above, it is known that the students could identify reference from reading. They could explain where or what or who the sentence or phrase refers to.

13. Students' ability to identify inference from reading

Below is the interview quote of the lecturer:

> "I think the students could identify inference from reading easily. They could explain the essence of the text they read." (Interview with English 2019-C of STKIP PGRI SIDOARJO reading comprehension lecturer, at .... January 2023).

Based on the interview above, it is known that the students could identify inference from reading easily. They could explain the essence of the text they read.

14. Students' skill to make inference

Below is the interview quote of the lecturer:

> "I think the students had skill to make inference. They made inference from the text they read in shortly but clear form." (Interview with English 2019-C of STKIP PGRI SIDOARJO reading comprehension lecturer, at .... January 2023).

Based on the interview above, it is known that the students had skill to make inference. They made inference from the text they read in shortly but clear form.

15. Students' skill to make comprehension monitoring

Below is the interview quote of the lecturer:

> "I think the students had good skill to make comprehension monitoring. They determined whether they understand what they are reading. If they realize that they cannot articulate the main idea of the passage, they can take steps to repair their comprehension before continuing to read" (Interview with English 2019-C of STKIP PGRI

SIDOARJO reading comprehension lecturer, at .... January 2023).

Based on the interview above, it is known that the students had skill to make comprehension monitoring. They determined whether they understand what they are reading. If they realize that they cannot articulate the main idea of the passage, they can take steps to repair their comprehension before continuing to read.

16. Students' skill to understand the structure

Below is the interview quote of the lecturer:

> "The students had good skill to understand the structure. The students could get the information about the background of text." (Interview with English 2019-C of STKIP PGRI SIDOARJO reading comprehension lecturer, at .... January 2023).

Based on the interview above, it is known that the students had good skill to understand the structure. The students could get the information about the background of text.

17. Factors that can influence the improvement of reading comprehension skill of the students

Below is the interview quote of the lecturer:

> "I think strategy of the lecturer to teach reading comprehension, students' reading habits, students-related factors such as prior knowledge, understanding, and motivation can improve the reading comprehension skill of the students." (Interview with English 2019-C of STKIP PGRI SIDOARJO reading comprehension lecturer, at .... January 2023).

Based on the interview above, it is known that factors that could influence the improvement of reading comprehension skill of the students were strategy of the lecturer to teach reading comprehension, students' reading

habits, students-related factors such as prior knowledge, understanding, and motivation.

18. Factors that can hinder the improvement of reading comprehension skill of the students

   Below is the interview quote of the lecturer:

   > "I think lack of interest in reading, lack of vocabulary, and uninteresting reading can affect the low reading comprehension skill of the students." (Interview with English 2019-C of STKIP PGRI SIDOARJO reading comprehension lecturer, at .... January 2023).

   Based on the interview above, it is known that factors that can hinder the improvement of reading comprehension skill of the students were lack of interest in reading, lack of vocabulary, and uninteresting reading.

19. The reading strategies applied in learning reading that can improve students of English 2019-C of STKIP PGRI SIDOARJO reading skills

   Below is the interview quote of the lecturer:

   > "The reading strategies that I applied that could improve students reading skills the most were skimming and scanning. Skimming and scanning techniques could improve students skill to find the main idea and the meaning of the concept of the reading" (Interview with English 2019-C of STKIP PGRI SIDOARJO reading comprehension lecturer, at .... January 2023).

   Based on the interview above, it is known that the reading strategies applied in learning reading that could improve students reading skills the most were skimming and scanning. Skimming and scanning techniques could improve students skill to find the main idea and the meaning of the concept of the reading.

20. Needs to be done in teaching to improve students of English 2019-C of

STKIP PGRI SIDOARJO reading skills

Below is the interview quote of the lecturer:

> "Lecturer must be able to determine or choose topics that can really be applied so that optimal results are obtained. In order for students to understand English reading well, it is necessary to be trained to solve problems in reading comprehension. Students will understand the material more easily if they can understand the contents of the reading well." (Interview with English 2019-C of STKIP PGRI SIDOARJO reading comprehension lecturer, at .... January 2023).

Based on the interview above, it is known that to carry out teaching, sufficient preparation is needed, so that lecturers must be able to determine or choose topics that can really be applied so that optimal results are obtained. In order for students to understand English reading well, it is necessary to be trained to solve problems in reading comprehension. Students will understand the material more easily if they can understand the contents of the reading well.

4.2 Discussion

4.2.1 Lecturer's Strategy in Teaching Reading Comprehension

There were some strategies to teach reading comprehension in English 2019-C of STKIP PGRI SIDOARJO. Those were identifying the purpose in reading, using efficient silent reading techniques for relatively rapid comprehension, skimming the text for the main ideas strategy, scanning the text for specific information strategy, semantic mapping or clustering strategy, and guessing strategy. This is in line with the opinion of Brown (2000:306-311) that there are 10 strategies which can be applied in the teaching reading

comprehension in the classroom, those are identifying the purpose in reading, using graphemic rules and patterns to aid in bottom up decoding, using efficient silent reading techniques for relatively rapid comprehension, skimming the text for the main ideas strategy, scanning the text for specific information strategy, semantic mapping or clustering strategy, and guessing strategy. But this results of the study showed that the lecturer did not use graphemic rules and patterns to aid in bottom up decoding, because it is for the beginning level learners.

By identifying the purpose in reading, students know what information they want to know in reading the text. According to Brown (2000:306), by knowing the purpose of what the reader reads, the reader can throw the unwanted distraction or information. By doing this, students know what information they want to know in reading the texts.

Silent reading techniques helps the students to reduce time consuming in reading, especially when the students in examination. According to Brown (2000:306), teacher can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important.

Skimming the text strategy gives the students the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of developing or supporting ideas. Students did the strategy with quickly running one's eyes across a whole text. According to Brown (2000:306), skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the

main idea of the text. Skimming gives readers the advantages of being able to guess the purpose of the passage, the main topic, or massage, and possibly some of the developing or supporting ideas.

Scanning the text strategy made the students could quickly searching for some particular piece or pieces of information in a text. According to Brown (2000:308), scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details.

Semantic mapping or clustering strategy made the students provide some order to the chaos. According to Brown (2000:308), readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to remember the contents of the text.

Guessing strategy helps the students to understand the messages of the text they read though they do not know the certain meaning of a word, grammatical relationship, discourse relationship, implied meaning, cultural reference, and content mesaage. They only need to guess with reading the next sentences. According to Brown (2000:308), guess are an extremely broad category. Learners can use guessing to their advantages to guess the meaning of a word, grammatical relationship, discourse relationship, implied meaning, cultural reference, and content mesaage.

4.2.2 Aspects of Reading Comprehension

Based on the results, we know that the students had all the aspects of reading comprehension. The students were able to finding factual information, finding main idea, meaning of vocabulary context, identifying reference and identifying inference. It is in line with the opinion of King and Stanley cited in Putra (2012:1) states there are five components of reading comprehension which should be focused when reading a text, they are finding factual information, finding main idea, meaning of vocabulary context, identifying reference and identifying inference.

The students could find factual information in reading. They could answer the questions related to the text they read. King and Stanley cited in Putra (2012:1) states that factual information requires readers to scan specific details. There are many types of question of factual information such as question type of reason, purpose, result, comparison, means, identity, time, and amount in which most of the answer can be found in the text.

The students could find the main idea in reading. They could explain the main idea of the text they read King and Stanley cited in Putra (2012:1) states that reading concerns with meaning to a greater extent than it is with form. An efficient reader understands not only the ideas but also their relative significance, as expressed by the author, in order words, some of the ideas are super ordinate while other subordinate.

The students could find the meaning of vocabulary context from reading. They could explain the whole of the text they read. King and Stanley cited in

Putra (2012:1) states that finding the meaning of vocabulary in context means that reader could develop his or her ability in guessing the words which is familiar or not, by relating the close meaning of unfamiliar words to the text and the topic of the text is read. The words have nearly equivalent meaning when it has it or nearly same meaning as another word.

The students could identify reference from reading. They could explain where or what or who the sentence or phrase refers to. King and Stanley cited in Putra (2012:1) states that in English, as in other language, it would be clumsy and boring to have and to repeat same word or phrase every time a reader uses it. Instead of repeating the same word or phrase several times it has been used, we usually refer to it rather than repeat it. For this purpose, we use reference words most often, the reference expression will refer to a preceding word or phrase.

The students could identify inference from reading easily. They could explain the essence of the text they read. King and Stanley cited in Putra (2012:1) states that the important thing needed in reading understands. Writers, however does not write out everything, he expects the reader to understand. Writers use language efficiently and recognize what can be inferred from their sentence. From the theory above, there are five aspects of Reading Comprehension that should be mastered by the students.

4.2.3 Students' Skills of Reading Comprehension

Students of English 2019-C of STKIP PGRI SIDOARJO had good skills of reading comprehension, those were inference-making, comprehension monitoring, and understanding the structure. It is in line with Mc Namara

(2007:49), there are three components skill of reading comprehension such as inference-making, comprehension monitoring, and understanding the structure..

The students had skill to make inference. They made inference from the text they read in shortly but clear form. Mc Namara (2007:49) quoted that inference-making is essential to make sure that the reader is good to understand the meaning of text. To make the inference, the reader does not need to state every detail of the text which is not important. The reader only integrating the statements of the text and incorporate the general knowledge on the text.

The students had skill to make comprehension monitoring. They determined whether they understand what they are reading. If they realize that they cannot articulate the main idea of the passage, they can take steps to repair their comprehension before continuing to read. Mc Namara (2007:49) quoted that comprehension monitoring is often assessed by requiring readers to detect inconsistencies in text, such as scrambled sentences, contradictory sentences, or statements that conflict with readily available general knowledge.

The students had good skill to understand the structure. The students could get the information about the background of text. Mc Namara (2007:49) quoted that the reader who understands about text structure and has expectation of the text is useful to help the readers build the background information and schemes the facilitate their construction of a meaning based representation.