CHAPTER IV

RESEARCH FINDINGS

4.1 Data Description

4.1.1 Before The Implemention of CAR

There are three parts related to before implementing the action. Those are pre-observation, pre-interview, and pre-test. The explanation as follow:

a. The Result of Pre Observation

Pre observation was conducted to observe the process of teaching learning in reading activity before implementing the action. It was held at second grade of MTS al-rahmah lebakwangi. There were 30 students in the class. The pre-observation was conducted on thursday, 5 September 2018. It was started at 08.30 A.M and finished at 09.00 A.M.

From the observation, the researcher saw that the teacher throught English monotonously. Especially on reading comprehension. Students still have difficult to understand the reading text. In the

end of the teaching learning activity, the teacher gave homework to the students.

b. The Result of Pre Interview

In this research pre-interview was held on thursday, 8 October 2018 at 09.00-10.30 A.M. Based on the teacher explanation, it is known that the teaching learning activity in the classroom was under controlled and conductive, the students act nicely and not noisy, only some students who did not concentrate and pay attention to the teacher's explanation so it made them difficult in unnderstanding the lesson.

Most students of VIII were passive; because when the students learning English, they still had difficulties in reading text and also they do not understand the mean, so it is hard for them to explore their idea in English. In the learners' opinion, they still faced difficulty in following English. They thought English as a complex lesson and they considered that reading text is the most difficult one

in learning English, mostly on VIII grade that gained the lowest score of Englis test. Most of them were barely to pass the criterion of minimum completeness (*KKM*)75 concerning the school policy.

c. **The Result of Pre-Test**

The pre-test had been done before the CAR. It was conducted on friday, 10 October 2018. It started at 8.10 am. The pretest used to measure the students' reading skill.

Based on the result of the pre test, the data showed that the mean of pretest was 54.2. There were only two students who get the score above the criterion of minimum completeness (*KKM*) meanwhile the other 28 students were below that criterion. The lowest achievent gained score 32. From the analysis above that students are less interested in reading. That's why many students still get a low score.

4.1.2 The Implementation of CAR

The teacher also had a problem when he teaches English in the classroom. The problem was the students felt bored and not interest in studying English. To overcome the problem, the resercher used comic book media in teaching reading to support the teaching learning process.

In research implementation, the researcher arranged pre-test and post-test. The test is aimed to measure the students' knowledge of reading comprehension. After knowing the result of pre-test, the researcher then prepared the cycle, in this research the researcher made two cycles. Each cycle consists of four steps; they are palnning, acting, observing, and reflecting. After doing each cycle, the researcher conducted post-test to know the improvement of the students' reading comprehension by using comic book.

The research was held in MTS Al-Rahmah Lebakwangi from 12 to 25 october 2018 in two cycles.

- **Cycle 1**

    In this cycle, the researcher conducted four step: planning, action, observation and reflection. In this cycle 1, there were two meetings which were conducted to students. A test was given in the end of learning process. The steps of this cycle were:

a. **Planning**

    The plan was arranged before researcher conducting the researcher. Researcher prepared and made plan for two meetings. The topic which discussed was about descriptive text. Prepare teaching planing program (RPP) based on the material which would be thought, prepare the material and media, prepare observation sheet to measure the student participation in learning and students attitude during learning process.

b. **Acting**

    After the planning has been planned arranged, the researcher applied what has been

planned in the classroom. The researcher used lesson plan as guideline for the activity that happened in the classroom. In this phase, there were some activities done by researcher as a teacher. The first activity did by the teacher in the classroom is greeting and made motivation before the learning process begin. The the teacher showed some famous picture. After that the teacher asked the students to describe both from pysical, character and others. The teacher mentioned about the topic and the topic is the descriptive text. Then the teacher explains the definition of descriptive text, generic structure and linguistic descriptive text clearly and briefly to the students. After that the teacher divides the students into several groups each group consists of 6 students. Then each students is given a question sheet about the description text. After that the teacher gives instructions to students to discuss and search for adjectives in the

description text. Then the students one by one write down adjectives on the board in 15 seconds. Before the bell will be rung, the teacher gave the post-test I to know how well their reading.

c. Observing

In this phase, the observer noticed all activities that occured in the classroom. The activities for instance, teacher's performance, students' respond in class activity and class situation. The researcher and the teacher saw the students still had difficulties in teaching learning activities.

In the first meeting, the researcher and the teacher saw students had difficulty in teaching material and understanding the text. Because the other students did not pay attention when the researcher explains the material. so, when the researcher asked them to repeat about definition

of descriptive text, generic structure and linguistic of descriptive text, they did not correct in that words. In the middle of the process, when the interaction between student and teacher occured, many boys walked to another table and talked with their friends.

d. Reflection

Based on the result of observation toward teaching learning process in this cycle, the researcher and the teacher discussed the conclusion of applying the action for instance:

The researcher and the teacher saw that there were many lacks in the first cycle, such as the students have poor of vocabularies, did not understand the meaning of the words and they did not interested when they read the text.

To solve the problem above, the teacher suggested the researcher to make new evaluation and renewed the plan for the next cycle, and after

having discussion with the English teacher, the researcher together with the English teacher found the solutions, for help their vocabulary and their reading comprehension.

From the reflection phase above, there must be more efforts to develop students' reading comprehension by using comic book media. It needed to be improved again in the next cycle.

- **Cycle 2**

  a. Planning

  After finishing the first cycle and getting the result, the researcher has decided to continue the research activity into second cycle wirh the same step. The Researcher prepared and made plan for two meetings. The topic which discussed was about descriptive text. Prepare teaching planing program (RPP) based on the material which would be thought, prepare the material and media, prepare observation sheet to measure the student

participation in learning and students attitude during learning process.

b. **Acting**

The action of the second cycle was done on Thursday, 18 and 19 October 2018. The teacher implemented the teaching learning process based on the lesson plan had been made. Same as the activity on the first cycle, the teacher make sure the student could sit well and will pay attention in beganing learning process. The teacher gave greeting and gave a motivation before starting the activity. Before the teacher began the learning process, the teacher explained about descriptive text, generic structure and linguistic of descriptive text. After that, the teacher started to divide the student into several groups, each groups consist of 6 students. There are six-seven groups in the classroom. The researcher gave a comic book to each group. Then researcher wrote the vocabularies. The student

should found the vocabularies by using dictionary (M.JHON ECHOL), they are very active to found it. After the students finished their works the teacher asked them to made 10 sentences from those vocabularies. they should be done the work during 20 minuts.

Before the second cycle will be finished, the teacher gave the post-test II for student to know their progress. By doing these activities, the student become more active. They not only could memorize the form of the words and also the meaning of the vocabularies, but they also can makes a sentence. So, it made the teaching learning process became fun and easy for student especially grade VIII.

c. **Observing**

In this stage, the researcher and theteacher made observation and discussion together. It saw that the students' responses in cycle II were well. They were very enthusiasm during the class.And

they did not have difficulty to understand the text.From this result of this cycle, the researcher stopped this research and did not continue to the next cycle.

d. Reflecting

The reflection was carried out after gaining the score result of reading test. The researher felt satisfied in as much their efforts to improve the students' reading comprehension of descriptive text had been realized.It was proven by their improving score from the pretest 1. Indeed, they seemed more interesting during the teaching learning process. Comic book help students to understand the meaning of the text.

Table 4.1

**The students' reading score of pre-test, post-test 1 and post-test 2**

No	Name of students	Pre-test	Post test 1	Post test 2
1	Khojinatul	56	60	80
2	Abdullah	44	68	88
3	Afwan	60	60	76
4	Agus	60	76	80
5	Ahmad Fahmi	36	68	100
6	Alamsyah	68	68	88
7	Billie	76	60	88
8	Ebih	48	68	88
9	Eka	68	76	84
10	Elpan	53	76	100
11	Fadlan	36	80	84
12	Fauzan	64	52	100
13	Fazar	67	64	88
14	Ferdiyanto	68	80	80
15	Gana	60	76	84
16	Hilman	40	60	88

17	Ilham	44	76	80
18	M. Al-Fatih	68	76	80
19	M. Arya	56	60	76
20	M. Eghi	72	84	80
21	M. Fadli	56	80	88
22	M. Nazriel	36	76	84
23	M. Pandu	48	68	76
24	M. Rangga	56	64	80
25	M. Widodo	80	80	84
26	M. Zayyad	68	52	76
27	Munzilul	48	56	80
28	Musfik	58	60	84
29	M. Firmansyah	56	52	84
30	Rayya	32	76	88
Calculation		**1626**	**1938**	**2536**
Mean		**54,2**	**64,6**	**84,53**

Mean: $\bar{x} = \dfrac{\sum x}{N}$

Graphic 4.1

The graphic of the of students' score

Students' score

100,0	
80,0	
60,0	
40,0	■ Students' score
20,0	
0,0	

Precycle   cycle I   cycle II
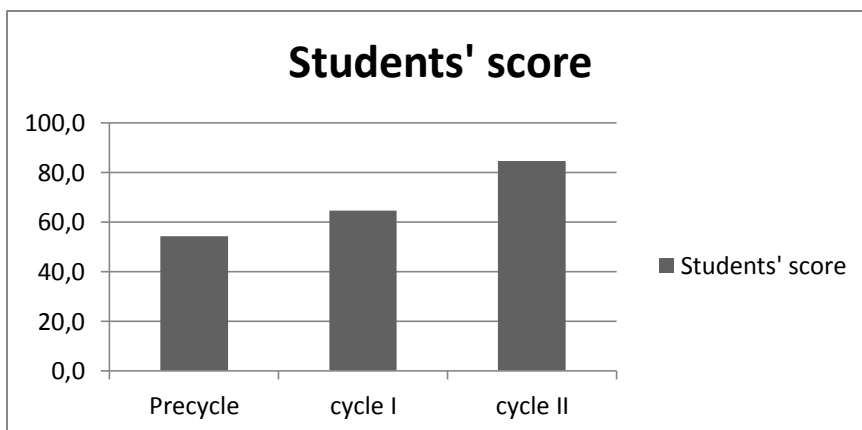
Based on the table above, it is know that the mean score in pre-test before implementing classroom action research (CAR) or using comic book media 54.2. While the number of students who passed KKM is 2. To know the percentage of students who passed KKM using the formula below:

$$P = \frac{F}{N}x\ 100\%$$

$$P = \frac{2}{30}x\ 100\%$$

$$P = 6.66\%$$

Based on the calculation above, it is showed that the students' score percentage in the pretest is 6.66%, because there are only 2 students who passed the KKM and 28 students get the score below the KKM.

After scoring the pretest, the researcher then calculated the result of post-test 1. It was to know there were any improvements from pre-test to post-test 1 or not. The table showed that the mean score of students in post-test 1 is 64.6 On the other hand; the number of the students who passed the KKM is13. To know the percentage of the students who passed KKM using the formula.

$$P = \frac{F}{N} \text{x } 100\%$$

$$P = \frac{13}{30} \text{x } 100\%$$

$$P = 43.33\%$$

Next, the researcher computed the improvement from pre-test to post-test 1, the researcher made a percentage calculation as following.

$$P = \frac{y1-y}{y}\text{x } 100\%$$

$$P = \frac{64,6-54,2}{54,2}\text{x } 100\%$$

$$P = \frac{10,4}{54,2}\text{x } 100\%$$

$$P = 19,18\%$$

In cycle II, the mean score in post-test 2 is 84.53 and there are 30 students who passed the KKM. To know the percentage of the students who passed KKM, it could be calculated as following:

$$P = \frac{F}{N}\text{x } 100\%$$

$$P = \frac{30}{30}\text{x } 100\%$$

$$P = 100\%$$

After that, the researcher completed the improvement from pre-test to post-test 2, the researcher made a percentage calculation as following:

$$P = \frac{y3-y2}{y2} \text{ x } 100\%$$

$$P = \frac{84,53-64.6}{64,6} \text{ x } 100\%$$

$$P = \frac{19,93}{64,6} \text{ x } 100\%$$

$$P = 30,85\%$$

From the calculation above, it showed that the percentage of students' score who passed the KKM is 100%. It showed that there are 30 students who passed the KKM. So there is 93.33% of improvement in the students' percentage of pre-test (6.66) to post-test 2 score (84.53). Furthermore, the improvement of the students' score from pre-test to post-test 2 is 30.85%. Therefore, it can be concluded that this classroom action research (CAR) is success, because it has achieved the target of Classroom Action Research (75%).

4.2   Data interpretation

As a whole, the interpretation of the data results among the pre-test, the post-test of cycle 1 and the post-test of cycle 2 are as following:

In the pre-test, the mean score of students on reading test before carrying out Classroom Action Research is 54.2it is the students' test score before the use of comic book. Mean while, the class percentage which passed the KKM is 6.66%. It means

that there are only 2 students who are able to pass the KKM (75) and there are 28 students who are not able to pass the KKM.

Furthermore, the mean score in the post-test of cycle 1 is 64.6. It means that there some students' score improvement from the previous test (pre-test), that is 10.4 (64.6 – 54.2) or 19.18% (it is not enough to reach the research target and still need to be developed). Mean while, the class percentage which passes the KKM in post-test 1 is 43.33%. It shows there are 13 students who pass the KKM and there are 17 students whose score still under KKM. It means that still needed more improvement because in cloud not achieve the target yet of success CAR, that is 75% (or at least 28 students) from the class percentage. That is why the researcher and English teacher continue to the second cycle.

Next the mean score in the post-test of cycle 2 is 84.53. It shows the improvement students' score 19.93 (84.53 – 64.6) or 30.85% from the post-test 1 (64.6). Mean while, the class percentage which passes the KKM in post-test 2 is 100%. It means there are 30 students whose score pass the KKM.

This class percentage shows some improvements 93.33% from the pre-test (6.66%), post-test 1 (43.33%), and post-test 2

(100%) in the class percentage. The post-test of cycle 2 has fulfilled the target of Classroom Action Research success, that is above 75% students could pass the KKM. Automatically, it can be said that the Classroom Action Research (CAR) is success and the cycle can be stopped.