

## **CHAPTER IV**

### **FINDING AND DISCCUSION**

#### **A. General Finding**

##### **1. Profil of MTs. Miftahul Ulum**

###### **a. General Location**

MTs. Miftahul Ulum Balong Ponorogo is located at Tasikmadu Street, Ngraket Village, Balong Ponorogo. MTs Miftahul Ulum Balong is the Islamic Junior High School which is built first in the Balong area. It is one location with MA Miftahul Ulum. This school is supported by professional educators with education qualification of S1. At its inception (1982) MTs. Miftahul Ulum Balong only had a few classes and now has development into 9 classes. MTs. Miftahul Ulum Balong developed continuously. As a fact, it got many achievements both in academic and non-academic. MTs. Miftahul Ulum Balong used KTSP and 2013 curriculum. This curriculum was developed from standard of content by school based on their content and potentials. They improved the curriculum based on demands of the times. They used KTSP for eighth and ninth grade. While the seventh grade, they used 2013 curriculum.

###### **b. Vision, Mission, And Goal**

###### **Vision**

Establishment the excellent in science and IMTAQ School

### **Mission**

1. Developing comprehension and implementing Islamic perception
2. Increasing the quality of education based on demand of the society and development in IPTEK
3. Increasing the achievement based on the students potential
4. Developing the learning and guidance optimally

### **Goal**

Create intellectual and professional Muslim cadre

### **c. The Organization Structure of MTs. Miftahul Ulum Balong**

The organization structure of Mts.Miftahul Ulum Balong Ponorogo is:

- |                             |                       |
|-----------------------------|-----------------------|
| A. Headmaster               | : H. Nur Salam        |
| B. Deputy of Curriculum     | : Drs. Mustofa        |
| C. Deputy of Infrastructure | : Mulyono             |
| D. Deputy of Student        | : Winaryono, S.H.I    |
| E. Head of Library          | : Nurul Hidayah, S.Ag |
| F. Treasurer of School      | : Suprihatin          |
| G. Head of Adminitrasion    | : Wasis               |
| H. Staff of Adminitrsion    | : Sarni               |

### **B. Teachers and Students in MTs. Miftahul Ulum**

Teachers were figure to be uswatun khasanah of good example for the students. The teachers have to act as the advisor for the students in developing

their creativity and potential. Moreover, the teachers have to be motivator which has guided them to raise their goal.

The teachers' qualification of MTs. Miftahul ulum Ponorogo is S1. The most of teachers is graduated from Islamic University. The total of the teachers is twenty one

### **C. Cycle Explanation**

The descriptions of the classroom action research process of each cycle are follows:

#### **1. Cycle 1**

##### **a. Planning**

For the first cycle, the researcher planned everything that needed for the researcher. Based on the observation during the learning process, the researcher prepared treatment in improving students' reading skill of VIII.

The activities that were done in these points were as follows:

##### 1) Make lesson plan based on the theme

The teacher made lesson plan as the foundation in teaching learning process. The teacher prepared subject matter, manage time, choosing method, choosing of determine of evaluation system, determine of study source, prepare the tools to support teaching learning process etc. the researcher prepared the lesson plan for the first cycle with "Snow White" as the theme. (Look Appendix 1)

##### 2) Prepare the material

The material used was the narrative text about Snow White. It was I the student worksheet book.

### 3) Prepare the research instruments

The teacher made evaluation instruments to know students' development such as:

- a) Observation sheet which would be used in observing the research
- b) Field note which would be used to note the situation when students do the activity
- c) The teacher gives evaluation in the form of written test. This text worked by each student.

### **b. Acting**

For the first classroom the researcher came into the classroom as the teacher. Then the researcher greeted and explained the purpose of her coming. After that the researcher checked the attendance list by calling the students' name one by one.

For this beginning action, teacher shared the English lesson and problems about difficult of learning English in the classroom, particularly in reading.

Firstly, the teacher asked about the pictures related to the narrative text about "Snow White", then she asked students to determine the topic which is discussed, and explained the narrative text Secondly. The teacher divided students into 5 groups, the teacher gave one paragraph of narrative text to

each group, asked the students to find the difficult word on the paragraph, the translate all the paragraph of the narrative text and read it. The last, the students answered the comprehension questions related narrative text the story of snow white, the teacher asked to the students about theirs difficulties in teaching and learning process. Finally, the teacher gave motivation to support students in order to study more diligent, and teacher close the learning.

### c. Observing

The research did observation while the students practiced the activity in the classroom. The researcher paid attention to the learning process and took notes on what happened in the classroom including the situation of the class when the activity occurred, and the students paid attention to the treatment. To record every student's activity during the treatment, the researcher made individual notification. The data got during the stage as follows:

#### a) Observation Sheet

**Table 1.1**

#### **Result of Observation Sheet in Cycle 1**

No	Aspect Being Observed	Yes	No	Notify
1	Reading activities		X	
2	Studying with think pair share	X		
3	Discussion with the pair	X		
4	The class is active		X	
5	Following the teaching learning process		X	

	well			
6	Paying attention to the teacher		X	
7	Getting the passiveness	X		

From the data of observation, it could be seen that the students were active but they still did not do the activity well.

- 1) From the data of observation above, it could be seen that the students were not active during the English lesson.
  - 2) They didn't pay attention to their teacher's explanation
  - 3) Students disposed to talk with their friends because they felt difficult to catch explanation.
  - 4) During the reading activities, students just read the text but they did not understand what the main point of the text is.
- b) Test

The researcher got the test result as the students' understanding of the text.

The result of the test in the first cycle as follows:

**Table 1.2**

**The Test Result of Cycle 1**

No	Subject of Study	Score of The Test
1	Aditiya Nurkholis Eko Saputro	70
2	Allatul Mufidah	60
3	Angga Danang Saputra	50
4	Apria Nugroho Saputra	80
5	Arya Adi Saputra	60
6	Binti Sholekah	60
7	Diana Putri Astuti	70
8	Eva Ayu Anjasmita	90
9	Ermita Nur Azizah	50
10	Kholifatul Marfu'ah	70

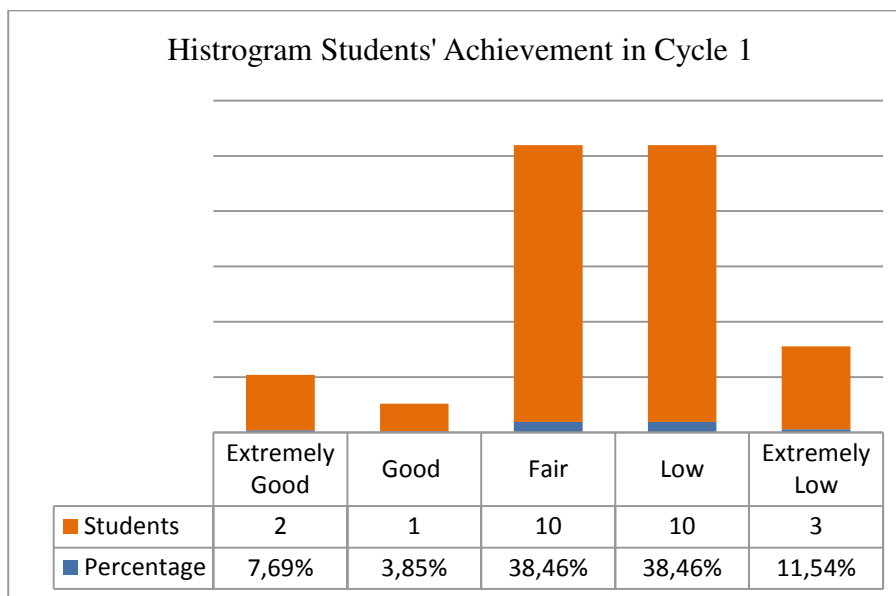
11	Latifah Kurniawati	50
12	Muhammad Ali Marsudin	50
13	M.Mahrur Khamdani Ghufron	50
14	Na'imatul Khasnah	40
15	Nur Hamim 'Adlan	60
16	Ratna Fatma Dwi Sulisty Wati	40
17	Rijal Abdul Ghopur	50
18	Rohmad Sahroni	50
19	Rozana Inayati Billah	60
20	Shofiyatum Mursyidah	40
21	Shoib Ainurridho	50
22	Syahid Prasetyo	60
23	Yudi Fitria Cahyono	50
24	Yusnita Wulandari	90
25	Yusri Amrilah	60
26	Zainal Abidin	50
Sum		1510
Percentage		58,08%

From the table above, we can see that the class percentages are accordance with the percentage of targeted which 75%. But, there were many students didn't pass the target score. The students' score only 58,08%. To know the number of students who got score based on classification, the data were presented below:

**Table 1.3**

**Students' Achievement in Cycle 1**

Score	Classification	Students	Percentage
90-100	Extremely good	2	7,69%
75-89	Good	1	3,85%
60-74	Fair	10	38,46%
45-59	Low	10	38,46%
0-44	Extremely low	3	11,54%



Based on the table and chart above, it can be stated that students score increased after being taught by using three-phase technique in cycle one. There were 1 student or 3,85% who got good categories, 2 students or 7,69% who got extremely good categories, and 10 students or 38,46% who got fair categories. However, there are 10 students or 38,46% who got low categories and 3 students or 11,54% who got extremely low. It means that the students score is still under the criteria of success. So, the researcher continues to the cycle 2.

#### c) Field note

The notes were taken both in the first and second meeting and it showed great different. In the first meeting, the students looked very noise. There were students who played and talked with their friend when the teacher asked them to read the materials. When the teacher asked to do the test, most of them didn't do it by themselves but they walked around the looked at their friends' answers.



Compared with the first meeting, in the second meeting, the students were more relax enjoy so the class was conducive.

d) Progress Record

It was made to record the students' activeness, courage, and interest, toward the treatment. The score taking was done during the lesson. The result of the progress record was as follows:

**Table 1.4**

**Result of the Stage Students' Progress Record Cycle 1**

No	Name	Observed Aspects					Average	Classification
		A	CL	O	C	R		
1	Aditiya Nurkholis Eko Saputro	79	80	73	75	73	75,8%	C
2	Allatul Mufidah	72	71	72	71	72	71,6%	C
3	Angga Danang Saputra	73	71	75	71	73	72,6%	C
4	Apria Nugroho Saputra	80	81	83	85	80	81,8%	B
5	Arya Adi Saputra	71	71	72	78	77	73,8%	C
6	Arya Adi Saputra	72	78	77	76	71	74,8%	C
7	Binti Sholekah	76	78	77	73	72	75,2%	C
8	Diana Putri Astuti	85	81	83	84	80	82,6%	B
9	Eva Ayu Anjasmita	74	73	72	77	71	73,4%	C
10	Ermita Nur Azizah	71	73	71	71	77	72,6%	C
11	Kholifatul Marfu'ah	72	73	71	73	71	72%	C
12	Latifah Kurniawati	71	73	71	73	71	71,8%	C
13	Muhammad Ali Marsudin	73	71	73	73	77	73,4%	C
14	M.Mahrur Khamdani Ghufron	73	71	72	73	71	72%	C
15	Nur Hamim 'Adlan	71	73	72	71	75	72,4%	C
16	Ratna Fatma Dwi Sulistyowati	71	67	65	72	72	69,4%	C
17	Rijal Abdul Ghopur	65	62	71	70	71	67,85	D
18	Rohmad Sahroni	65	71	65	70	73	68,8%	D
19	Rozana Inayati Billah	65	71	67	62	67	66,4%	D
20	Shofiyatum Mursyidah	76	72	67	72	73	72%	C

21	Shoib Ainurridho	74	67	62	61	68	66,4%	D
22	Syahid Prasetyo	71	72	72	71	72	71,6%	C
23	Yudi Fitria Cahyono	75	62	71	60	67	67%	D
24	Yusnita Wulandari	85	83	85	82	80	83%	B
25	Yusri Amrilah	61	62	71	72	71	67,4%	D
26	Zainal Abidin	71	62	72	71	70	69,2%	C

**Notes:**

A : Activeness

Score Classification

CL: Collaborator

A = 90 – 100 : Extremely Good

O : Openness to others' opinion

B = 80 – 89 : Good

C : Courage

C = 70 – 79 : Fair

R : Responsibility

D = 60 – 69 : Low

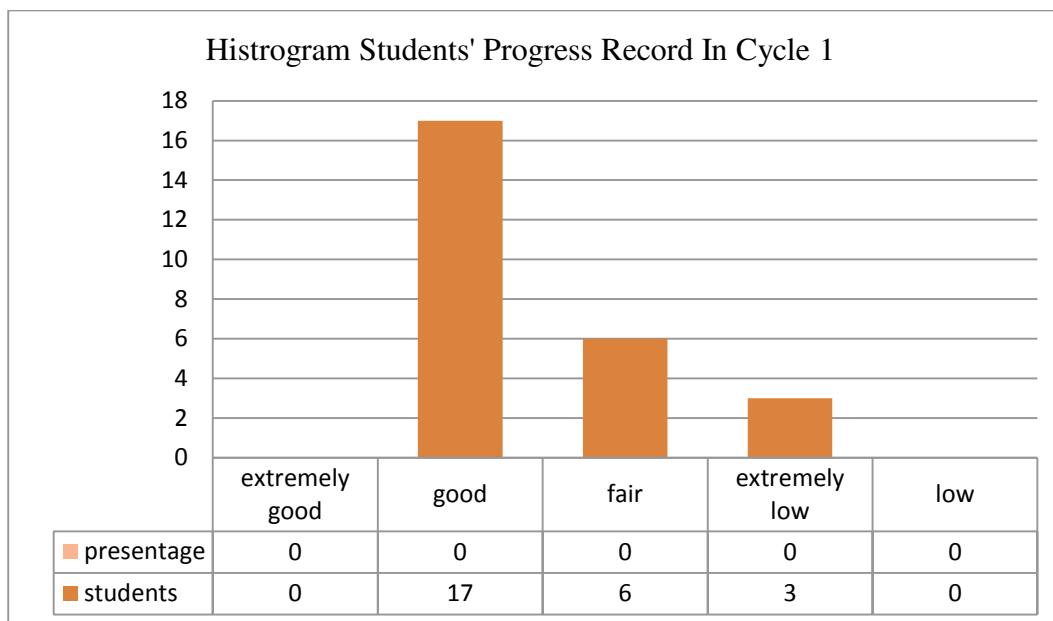
E = < 60 : Extremely Low

To know the number of students who got score based on clarification, the data were presented below:

**Table 1.5**

**Students' Achievement in Cycle 1**

Score	Classification	Students	Percentage
90-100	Extremely good	0	0
80-89	Good	3	11,54%
70-79	Fair	17	65,38%
60-69	Low	6	23,07%
<60	Extremely low	0	0



Based on the table and chart above, it can be stated that students progress record increased when taught by using three-phase technique in cycle one. There were 3 student or 11,54% who got good categories, and 17 students or 65,38% who got fair categories. However, there are 6 students or 23,07% who got low categories. It means that the student's progress record is under the criteria of success. So, the researcher continues to the cycle 2

#### **d. Reflecting**

Delivery subject matter that followed by students, some students have been quite active in reading learning process through three-phase technique. Students felt enjoy and not bored with this strategy, but less than the maximum students' understanding because there are some students who are not among them serious. So, the teacher need exact method in cycle will go on. Then, the summery of the cycle 1 of Classroom Action Research is in the following.....

Table Cycle 1

Planning	Acting	Observing	Reflecting
<p>The teacher planned to get the good product, such as:</p> <ol style="list-style-type: none"> <li>1. Make a lesson plan</li> <li>2. Prepared the material</li> <li>3. Making the instrument</li> <li>4. Making minimum completeness criteria</li> </ol>	<ol style="list-style-type: none"> <li>1. The teachers ask about the pictures related to the narrative text about "Snow White".</li> <li>2. The teachers ask students to determine the topic which is discussion.</li> <li>3. The teachers explain about the narrative text.</li> <li>4. The teachers divide students into 5 groups.</li> <li>5. The teacher given one paragraph of narrative text to each group.</li> <li>6. Ask the students to find the difficult word on the paragraph.</li> <li>7. The teacher to translate all the</li> </ol>	<ol style="list-style-type: none"> <li>1. Observe the students' activities during learning process</li> <li>2. Observe the students' discussion and presentation</li> <li>3. Observe the students' collaborative</li> <li>4. Observe the students' activeness</li> <li>5. Record the value of the acquisition of learning outcomes</li> </ol>	<p>The teacher makes analysis about the students' value from the next and getting some reasons from that analysis. And identified some reflection for the next progress.</p>

	<p>paragraph of the narrative text and read it.</p> <p>8. The students answer the comprehension questions related narrative text the story of snow white, the teacher ask to the students about theirs difficulties in teaching and learning process</p>		
--	--	--	--

## 2. Cycle 2

### a. Planning

In this stage, the researcher planned a better planning to overcome the problems in the previous meeting. The meeting that had planned in the second cycle was one meeting. The activities were same with the first cycle:

- 1) The teacher prepared what will do in the classroom such as how to manage condition in the classroom and mastered the material
- 2) Making a lesson plan

The teacher made lesson plan as the foundation in teaching learning process. The teacher prepared subject matter, manage time, choosing

method, choosing or determine of evaluation system, determine of study source, prepare the tools to support teaching learning process etc.

### 3) Prepare Material

The material used was the narrative text about “Roro Jonggrang”. It was copied as many as 26 pieces for students’ text and students’ worksheet.

### 4) The Researcher Prepared The Research Instruments

The teacher made evaluation instruments to know students’ development.

Such as:

- a. Observation sheet which would be used in observing the research
- b. Field note which would be used to note the situation when students do the activity
- c. The teacher gives evaluation shaped written text. This text worked by each students

## **b. Acting**

In the third meeting the researcher held some activities. The researcher came into the classroom greeted the students and checked the attendance list. Then asked then whether they still remember about the activities they done before and reviewed the material. After that the teacher gave them copied material about text “Roro Jonggrang”. The teachers asked students to determine the topic which is discussion, the teachers explain about the narrative text. Second. The teacher divided students into 5 groups, the teacher given one paragraph of narrative text to each group, the teacher write down the difficult

word of narrative text in the white board, the teacher to translate all the paragraph of the narrative text and read it. The last, the students and the teacher find and discuss the main idea of each paragraph, the students answer the comprehension questions related narrative text the story of snow white, the teacher ask to the students about theirs difficulties in teaching and learning process. Finally, the teacher gave motivation to support students in order to study more diligent, and teacher close the learning.(look appendix 2)

### c. Observation

From the observing in the second cycle the process of teaching learning did not have serious problems. The teaching learning process was more active that the first cycle and the class more conductive. The researcher paid attention to the learning process and noted the situation in the class. The instruments:

1) Observation Sheet

**Table 1.6**

**Result of Observation Sheet in Cycle 2**

No	Aspect Being Observed	Yes	No	Notify
1	Reading activities	X		
2	Studying with think pair share	X		
3	Discussion with the pair	X		
4	The class is active	X		
5	Following the teaching learning process well		X	
6	Paying attention to the teacher	X		
7	Getting the passiveness		X	

From the data above, we know that the activities ran well than the first cycle.

It means an increase and has reached the desired target.

1. From the data above, it could be seen that students were active during the English lesson. The student attention to the teacher was increase. Although, they cannot follow the class well, they tried to understand the explanation by asking the teacher.
2. In the reading activities, student has begun to understand the text. In fact, they can answer the questions of a text correctly. In this activity, they share their opinion with other students.

## 2) Test

The research got the test result as the students' understanding of the text.

The result of the test in the first cycle as follows:

**Table 1.7**

**The Test Result Progress Record in Cycle 2**

No	Subject of Study	Score of The Test
1	Aditiya Nurkholis Eko Saputro	75
2	Allatul Mufidah	75
3	Angga Danang Saputra	70
4	Apria Nugroho Saputra	85
5	Arya Adi Saputra	75
6	Binti Sholekah	90
7	Diana Putri Astuti	75
8	Eva Ayu Anjasmita	90
9	Ermita Nur Azizah	90
10	Kholifatul Marfu'ah	75
11	Latifah Kurniawati	75
12	Muhammad Ali Marsudin	80
13	M.Mahrur Khamdani Ghufron	75
14	Na'imatul Khasnah	70
15	Nur Hamim 'Adlan	80



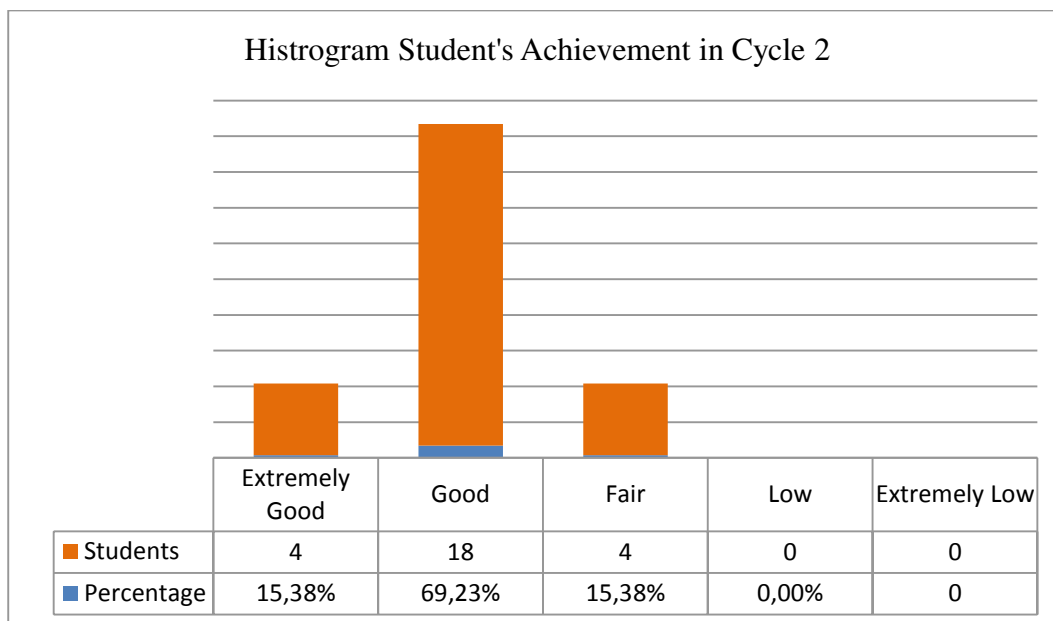
16	Ratna Fatma Dwi Sulisty Wati	80
17	Rijal Abdul Ghopur	75
18	Rohmad Sahroni	70
19	Rozana Inayati Billah	80
20	Shofiyatum Mursyidah	75
21	Shoib Ainurridho	80
22	Syahid Prasetyo	75
23	Yudi Fitria Cahyono	75
24	Yusnita Wulandari	90
25	Yusri Amrilah	70
26	Zainal Abidin	75
SUM		2028
Percentage		78%

From the table above, we can see that the class percentage are accordance with the percentage of targeted which is 75%. The students' understanding the text was improved. In the previous cycle capabilities percentage of students who achieved

**Table 1.8**

**Students' Achievement in Cycle 2**

Score	Classification	Students	Percentage
90-100	Extremely good	4	15,38%
75-89	Good	18	69,23%
60-74	Fair	4	15,38%
45-59	Low	0	0
0-44	Extremely low	0	0



Based on the table and chart above, it can be stated that students score increased after being taught by using three-phase technique in cycle two. There were 4 student or 15,38% who got extremely good categories, 18 students or 69,23% who got good categories, and 4 students or 15,38% who got fair categories. Besides, there were not students how got low and extremely low score. It mean the students score increase than the cycle one, and the criteria of success was achieved. The researcher decided to stop the research.

#### 1) Field Note

In this cycle, the researched noted that the teaching and learning process run more smoothly. The students in active and few students were crowded and play when learning takes place. So, that the classroom become more conducive and focus on lessons.

## 2) Progress Record

It was made to record the students' activeness, courage, and inters toward the treatment. The score taking was done during the lesson. The result of the progress record was as follows:

**Table 1.9**  
**Result of the Stage Students' Progress Record Cycle 2**

No	Name	Observed Aspects					Average	Classification
		A	CL	O	C	R		
1	Aditiya Nurkholis Eko Saputro	82	85	71	85	81	80,1%	B
2	Allatul Mufidah	81	80	81	77	83	80,4%	B
3	Angga Danang Saputra	82	87	81	85	82	83,4%	B
4	Apria Nugroho Saputra	81	83	85	82	86	83,4%	B
5	Arya Adi Saputra	80	81	85	85	77	81,6%	B
6	Arya Adi Saputra	87	81	80	77	81	81,2%	B
7	Binti Sholekah	80	81	77	82	85	79%	C
8	Diana Putri Astuti	82	85	80	85	84	82,8%	B
9	Eva Ayu Anjasmita	85	84	82	81	85	83,4%	B
10	Ermita Nur Azizah	81	85	80	87	87	84%	B
11	Kholifatul Marfu'ah	81	80	85	87	87	84%	B
12	Latifah Kurniawati	80	86	83	85	83	83,4%	B
13	Muhammad Ali Marsudin	80	81	82	80	80	80,6%	B
14	M.Mahrur Khamdani Ghufon	82	82	85	84	81	82,8%	B
15	Nur Hamim 'Adlan	80	85	85	82	83	83%	B
16	Ratna Fatma Dwi Sulistyowati	82	80	85	81	78	81,2%	B
17	Rijal Abdul Ghopur	80	80	77	87	80	80,8%	B
18	Rohmad Sahroni	85	81	84	77	85	82,4%	B
19	Rozana Inayati Billah	85	81	80	80	87	82,6%	B
20	Shofiyatum Mursyidah	80	81	81	82	82	81,2%	B
21	Shoib Ainurridho	82	80	77	85	82	81,2%	B
22	Syahid Prasetyo	80	75	84	85	77	80,2%	B

23	Yudi Fitria Cahyono	78	82	81	84	80	80,8%	B
24	Yusnita Wulandari	80	77	80	80	82	79,8%	C
25	Yusri Amrilah	78	82	77	85	82	80,8%	B
26	Zainal Abidin	77	80	82	80	78	79,4%	C

**Notes:**

A : Activeness

Score Classification

CL: Collaborator

A = 90 – 100 : Extremely Good

O : Openness to others' opinion

B = 80 – 89 : Good

C : Courage

C = 70 – 79 : Fair

R : Responsibility

D = 60 – 69 : Low

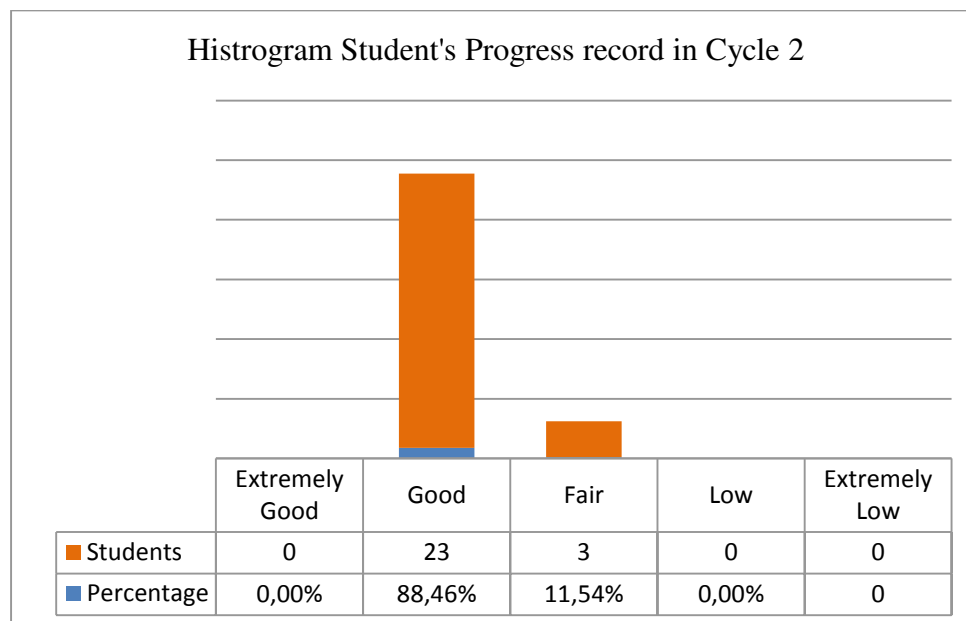
E = < 60 : Extremely Low

To know the number of students who got score based on clarification, the data were presented below:

**Table 4.10**

**Students' progress record in Cycle 2**

Score	Classification	Students	Percentage
90-100	Extremely good	0	0
80-89	Good	23	88,46%
70-79	Fair	3	11,54%
60-69	Low	0	0
<60	Extremely low	0	0



Based on the table and chart above, it can be stated that students' progress record increased when taught by using three-phase technique in cycle two. There were 3 student or 11,54% who got fair categories, and 23 students or 88,46% who got good categories. Besides, there were not students how got low and extremely low score. It means the students score increase than the cycle one and the criteria of success was achieved. The researcher decided to stop the research.

#### e. Reflecting

In this cycle learning process has achieved all of aspect. Three-Phase Technique is an effective way to improve students' reading skill. The activities ran smoothly, students were more active than before, and students can learn independently. The class percentage and students learning outcomes are relatively high because all students can reach the standard value. It can be seen from the students' score in cycle 1 and cycle 2. The students' score in cycle 1 is

58.08%, while students' score in cycle 2 is 78%. The score is increased significantly

Based on reflection above, the researcher decided to stop the research because what is expected has been achieved. The result of the test was satisfying, and students' activities are very enthusiastic in following learning process. So, the learning process can be said to be maximal. The summary of cycle 2 is in the following..

**Table Cycle 2**

<b>Planning</b>	<b>Acting</b>	<b>Observing</b>	<b>Reflecting</b>
1. Made a lesson plan 2. Prepare the material 3. Making the instrument 4. Making minimum completeness criteria	1. The teachers ask about the pictures related to the narrative text about "Roro Jonggrang" 2. The teachers ask students to determine the topic which is discussion. 3. The teachers explain about the narrative text. 4. The teachers divide students into 5 groups. 5. The teacher given	1. the students and the teacher find and discuss the main idea of each paragraph 2. Observe the students' activities during learning process 3. Observe the students' discussion an presentation 4. Observe the students' collaborative	The teacher makes analysis about the students' value from the text and getting some reasons from that analysis. If the mean of students value in cycle 2 is better than the cycle 1, the cycle can be stop and the

	<p>one paragraph of narrative text to each group.</p> <p>6. The teacher write down the difficult word of the narrative text in the white board</p> <p>7. The teacher to translate all the paragraph of the narrative text and read it.</p> <p>8. The students answer the comprehension questions related narrative text the story of roro jonggrang, the teacher ask to the students about theirs difficulties in teaching and learning process</p>	<p>5.Observe the students' activeness</p> <p>6.Record the value of the acquisition of learning outcomes</p>	<p>teacher making a conclusion about the study .</p>
--	---	---	--

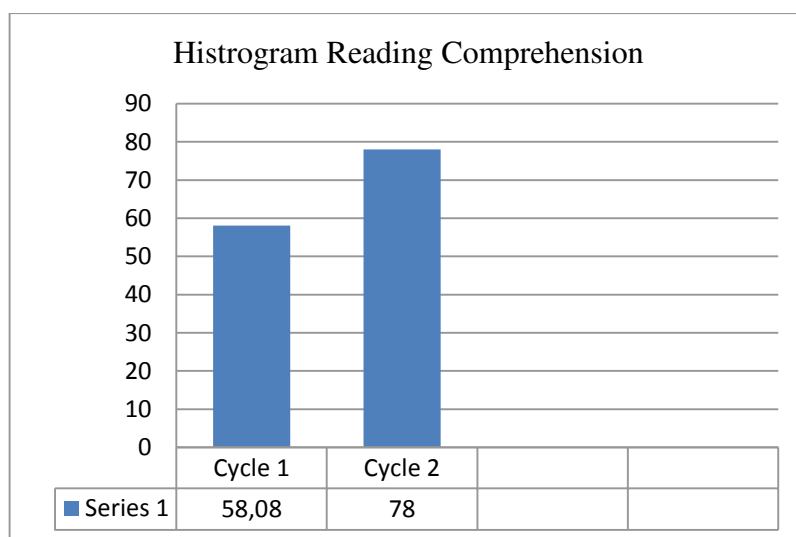
## A. Discussion

Based on the research, the classroom action research was done in two cycles. And after using Three-Phase technique to improve students' reading comprehension, the researchers conclude that this technique could improve the students' reading comprehension. It is based on the criteria of success that could be reached. The table below shows the result of cycle 1 and cycle 2.

#### 4.11

##### Score In Cycle 1 and Cycle 2

Cycle	Total Score	Average
Cycle 1	1510	58,08
Cycle 2	2028	78,00



Based on table and chart above, it can be seen that the students score in cycle 1 is 58,08 while in cycle 2 is 78,00. The students' score improve significant in the cycle 2 after taught by using three-phase technique. The researcher concludes that

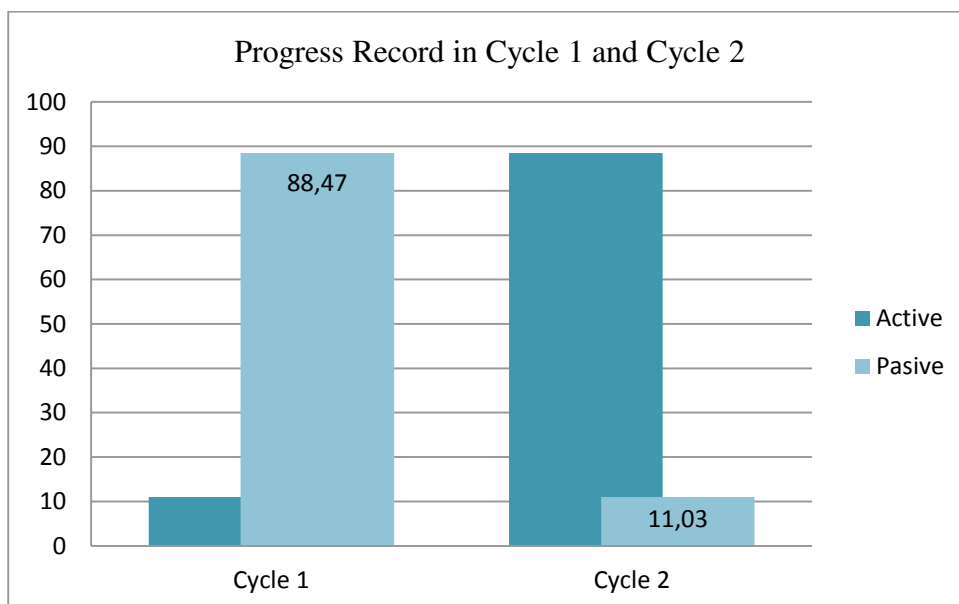


the three-phase technique good improve students' reading comprehension. It is base on the criteria of success that could be reached.

#### 4.12

##### Progress Record in Cycle 1 and Cycle 2

Cycle	Active	Passive
Cycle 1	11,03%	88,47%
Cycle 2	88,47%	11,03%



Based on table and chart above, it can be seen that the students progress record in cycle 1 is active 11.03% and passive 88.47% while in cycle 2 active 88.47% and passive 11.03%. The students' progress record improves significant in the cycle 2 after taught by using three-phase technique. The

researcher concludes that the three-phase technique good improve students' reading comprehension. It is base on the criteria of success that could be reached.

During the research, the researcher found that there were some advantages of using three-phase technique. Some of the advantages are the students can develop ideas or new opinion about the problem, developing creative thinking, increasing self confidence on students involved their knowledge, because three-phase technique

Based on the research, it can be concluded that the use of three-phase technique improves students' reading comprehension.