

## CHAPTER IV

### DATA ANALYSIS, FINDINGS, DISCUSSION

#### 4.1 Data Analysis

The researcher collected the data by observation and interview the teachers.

The researcher used the voice recording to record the process of teaching reading narrative text by using Animation Video in the class and record the interviews with teachers. Then, the researcher transcribed the conversation and analyze it by presented into the table, then the researcher can conclude the result. The researcher recorded the teacher's when they taught in the class with animation video by explaining material and giving instruction to students to evaluate it. it can make the researcher easily to transcribing the conversation also the interviews of teachers.

##### 4.1.1 Teacher's Strategies in Teaching Reading Narrative Text

The researcher found some strategies that applied by teachers in the class when teaching reading narrative text, it showed in the table by researcher below.

Table 4.1.1 Analyzing teacher's strategies

Teaching Strategies	Kind of Strategy	Teacher 1 (X Mipa-7)		Teacher 2 (X IPS-2)	
		Applied Strategy	Percentage	Applied Strategy	Percentage
Meta-cognitive Strategies	Selective Attention	√	18,75%	√	18,75%
	Monitoring/reviewing	√		√	
	Evaluating Comprehension	√		√	
Cognitive Strategies	Resourcing	√	56,25%	√	50%
	Repetition	√		√	
	Grouping	√		√	
	Deduction	√		√	
	Imagery	√		√	
	Skimming/Scanning	√		√	

	Elaboration	√		√	
	Inferencing	√		-	
	Note-taking	-		√	
	Summarizing	√		-	
Socio-Affective Strategies	Questioning	√	12,5%	√	12,5%
	Cooperation	√		-	
	Self-Talk	-		√	
Total		14	87,5%	13	81,25%

Based on the table percentages analyzed by researcher above, it was found that all of the processes were used by both of teachers based on theory of Bouhard (2005) and Chamot & O'Malley (1994) about 3 categories of teacher's strategies namely; meta-cognitive strategies, cognitive strategies, and socio-affective strategies. the researcher used formula by Anas Sudijono (2011) namely;

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

Note:

P = percentage of using strategy

F = frequency of teacher's strategies

N = number of all teaching strategies

The researcher calculated the percentage of teacher's strategies that used in the class as follows;

$$\text{Teacher 1 : } P = \frac{14}{16} \times 100\% = 87,5\% \text{ applied in the classroom}$$

$$\text{Teacher 2 : } P = \frac{13}{16} \times 100\% = 81,25\% \text{ applied in the classroom}$$

As an explanation, teacher 1 used 18,75% meta-cognitive strategy, 56,25% cognitive strategy, and 12,5% socio-affective strategy. Likewise, teacher 2 also applied 3 strategies in her class, namely meta-cognitive strategy 18,75%, cognitive

strategy 50%, and socio-affective 12,5%. In results of teaching strategies that applied by teacher 1 is 87,5% and teacher 2 is 81,25% applied in the class.

#### 4.1.2 Using Animation Video in Teaching Reading Narrative Text

In analyzing the teacher's strategies in teaching reading narrative text, the process of teaching based on the data obtained, the researcher analyzed stages and process of teaching reading narrative text in the class by teacher 1 in the class of X Mipa 7 and Teacher 2 in the class of X IPS 2. the researcher clarified the results of process of teaching reading narrative text as follows;

Table 4.1.2 Analyzing process of teaching reading narrative text

Stages of teaching reading Narrative Text	Activity	Teacher 1 (X Mipa-7)		Teacher 2 (X IPS-2)	
		Process	Percentage	Process	Percentage
<b>Pre-reading</b>	Predicting words	X	31%	√	31%
	Predicting title	√		√	
	Predicting key-illustration	√		√	
	Sequencing illustration	X		√	
	Sharing Existing Knowledge	√		X	
	Reader's question	√		X	
<b>While-reading</b>	Giving w-h question	√	31%	√	23%
	Giving True/False statement	√		X	
	Giving Problem of the story	√		√	
	Giving new vocabulary	√		√	
<b>Post-reading</b>	Retelling the content of Narrative Text	√	23%	√	23%
	Summarizing the content	√		√	
	Giving tasks/evaluation	√		√	
<b>Total</b>		11	85%	10	77%

The table above showed that the researcher identified the process of teaching reading text by transcript of conversation between teacher and students from voice-recording and summarize the results into a table using formula by Anas Sudijono (2011) namely;

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

Note:

P = percentage of process teaching applied

F = frequency of teacher's teaching

N = number of all teaching process

final data;

$$\text{Teacher 1 : } P = \frac{11}{13} \times 100\% = 85\% \text{ process in the classroom}$$

$$\text{Teacher 2 : } P = \frac{10}{13} \times 100\% = 77\% \text{ process in the classroom}$$

The process of teaching reading narrative text between teacher 1 and teacher 2 had similarities and differences in teaching reading narrative text in the class, the researcher concluded that the teacher 1 applied 4 activities in pre-reading stage namely; predicting title, predicting key-illustration, sharing existing knowledge to students and reader's question for increase student's knowledge as a results of 31% implemented in the classroom. then in while-reading process, teacher 1 did an activity with students by giving w-h question discussing the narrative text story, giving true/false statement that explained in the story, and some opportunities teacher 1 giving them a new vocabulary, this activity counted 31% of the learning process. then, at the end of lesson which in the post-reading stage, the teacher's

gave student's activities to retelling the story in a group then summarizing the content of narrative text and at the end the teacher's gave the tasks to students to evaluate their ability to understand narrative text as results 23%.

Meanwhile, in data of teacher 2, the researcher concluded that teacher 2 isn't much different with teacher 1. there's only some different between teacher 1 and teacher 2. in pre-reading process, teacher 2 used activity 1-4 sequentially because teacher 2 explained the material first at beginning before playing the animation video. in this pre-reading process, teacher 2 applied an activity such as; predicting words, predicting title, predicting key-illustration and sequencing illustration as results 31% applied in pre-reading activity. after that, teacher 2 also explained the same as teacher 1 but not by giving true/false statement, teacher only used 3 activities in while-reading process, there are; giving w-h question, explained the problem of the story and gave them a new vocabulary as a results 23%. at the end of lesson, teacher 2 also applied 3 activities in post-reading same as teacher 1 did, namely, one of the students retelling the content of narrative text individually, summarizing the content in their paper as a giving tasks for them. this post-reading process applied 23%.

## 4.2 Findings

After analyzing the data obtained in this study, the following can be stated:

1. Teacher's strategies that used in teaching reading narrative text using animation video included meta-cognitive strategies, cognitive strategies, and socio-affective strategies. the research has been conducted by researcher showed that two of teachers in SMA Negeri 2 Medan used these 3 categories of strategies in the classroom with a total percentage of teacher 1 is 87,5% (high) and 81,25% (high) applied in the classroom.



2. The result found that the process of teaching reading narrative text using an animation video from the data transcript that has been analyzed by researcher showed the percentage data from teacher 1 is 11 point with a percentage of 85% (high process), and teacher 2 which is obtained 10 point with a percentage of 77% (high process). the data that has been analyzed the percentage level in implementing the process of teaching namely; pre-reading, while-reading, and post-reading can be concluded that the two of teachers in SMA Negeri 2 Medan which is in different classes namely; X Mipa-7 and X IPS-2 implemented a learning process better than the previous (manual process) in implementing teaching reading narrative text to students and getting good responses from their students in the class. an animation video attracted the student's attention and make the students easier to understand the material of narrative text. in this result, the use of animation video in teaching and learning process in teaching reading narrative text is very helpful for teachers in the learning process.

#### **4.3 Discussion**

This study aims to find out what are the teacher's strategies in teaching reading narrative text by providing an animation video and investigate how is the learning process can be well understanding for students. After the researcher observed in the classes, the researcher got that the teachers implement their teaching strategies used 3 strategies based on theory of Bouhard (2005) and Chamot & O'Malley (1994) which stated the three categories of teaching strategies namely: meta-cognitive strategies, cognitive strategies, and socio-affective strategies.

It can be the answer problem no. 1 by the findings of the study, researcher analyzed that the teacher 1 and teacher 2 used several teaching strategies when teaching reading narrative text in the class. Firstly, teacher 1 used strategy of meta-cognitive strategies with percentage of 18,75%, the cognitive strategy 56,25% and in socio-affective strategies 12,5%. the total percentage of strategies applied is 87,5%%. Teacher 1 checked the student's knowledge about what is the narrative about, and the title about, do the students know about it when the teacher presented an animation video. Next, in the second stage during while-watching, the teacher used a cognitive strategy at the while-reading process, teacher 1 discussing the components and language features of the narrative text. Then at the end of the learning process, teacher 1 used a socio-affective strategy, in after-watching the animation video, the teacher applies group-work to take an assessment and join the discussion.

In addition, the researcher also analyzed teacher 2. Teacher 2 is known used 3 strategies, it same as teacher 1 applied in the class. teacher 2 used meta-cognitive strategy 18,75%, cognitive strategy 50%, and socio-affective 12,5%. and the total percentage is 81,25% applied in the class. firstly, meta-cognitive strategies, during pre-watching which in pre-reading process, teacher 2 asked the students whether they have studied or know about narrative text at the beginning of the learning process, after that teacher 2 present the animation video. Teacher 2 continued in while watching, the teacher used a cognitive strategy also at the while-reading process, teacher 2 asked and discussed what is the component and language features include a narrative text by individual. In the end of the learning process teacher 2 used socio-affective strategy after-

watching. In this post reading process, teacher 2 applies individual assessment and discussed together. Based on the transcript data that has been analyzed by two teachers in SMA Negeri 2 Medan conducted 3 categories of teaching strategies based on theory of Bouhard (2005) and Chamot & O'Malley (1994) which stated the three categories of teaching strategies namely: meta-cognitive strategies, cognitive strategies, and socio-affective strategies. In this research, it was found that both of teachers in SMA Negeri 2 Medan applied 3 teaching strategies above.

Then, the answer for problem no. 2 about the process of teaching reading narrative text in SMA Negeri 2 Medan, based on the result found in findings, it has been analyzed by researcher got the percentage data of teacher 1 and teacher 2, there's a different activity applied between teacher 1 and teacher 2. first of all, the teacher 1 got 11 points with percentage of 85% (high), in pre-reading activity, teacher 1 try to make the students to predicting the title by asking them about what is the title based on the video presented by in-focus in front of class. instead of that, teacher 1 also make the students predicting the key-illustration from animation video, after got student's responses, teacher 1 try to encourage them to sharing their existing knowledge about the other legend story similar with malin kundang and asking them a question about malin kundang story. this pre-reading got 4 points, next to while-reading process, teacher 1 giving them some w-h question, true/false statement, problem of the story and new vocabulary from narrative text got 4 points, and in post-reading activity, teacher 1 try to make her students in each group presented about the content of narrative text in front of class as giving



evaluation from them it got 2 points in total 11 points. then, for the teacher 2 got 10 points with percentage of 77% (high), Teacher 2 did 4 activities in pre-reading process, that is try to make students can predict the word, title, and key-illustration, and sequencing illustration. it got 4 points in pre-reading, in while-reading teacher 2 did 3 activities, that is giving w-h question, problem of the story, and giving them a new vocabulary got 3 points. and the last activity in post-reading activity, teacher 2 try to make students retelling the content of narrative text, summarizing the content by discuss it together, in the end of class, teacher 2 giving homework for them as evaluation it got 3 points in total 10 points. it can be seen that using an animation is useful for teachers as a media of teaching learning strategies and process of learning.

The researcher conclude that an animation video is very suitable to be used when teaching reading narrative text. because in general, narrative text contains of images and stories that make students interesting about the material as stated by Manser (2000) said animation film or video is sequences of images that provide entertainment to enact a story by sound and illusion of continuous movement. It means that between animation film and video are connect to narrative text with sequence of movement of images and sound. moreover, the researcher added a statement that the students can pay attention and focus on the material used an animation video, this researcher's opinion strengthened by statement based on other expert's opinions that is Kaboocha (2016) claimed both students and teachers have a positive attitude towards the use of films in their classrooms to improve students' language skills. As a result, teaching strategies using an animation video is more better and effective to teaching reading

narrative text because the material of narrative text essentially contains stories and scenes or take action which are be better if teacher's made it into animation video to increase student's understanding and attract their attention more during teaching and learning process.

