CHAPTER IV
THE RESULT OF RESEARCH FINDINGS

4.1. Findings of the Research

In this sub-chapter, the researcher would like to describe and discuss the findings of the research. As mentioned in this previous chapter that in this research, the researcher wants to know the implementation of contextual meaning formulation to facilitate students' ability to identify the meaning of ambiguous sentences and to describe the improvement of students' ability to identify the meaning of ambiguous sentences after being taught through using contextual meaning formulation. In this research, the researcher used classroom action research. It purposes to know the students' ability in comprehending English reading text. In these findings, the researcher presents the result of research and the analysis of the data collected which were conducted through pre-test and two times of treatments. Pre-test was considered as the preliminary reflection. Two times of treatments were the teaching and learning processes and the assessment tests that were considered as the implementation. The description of the all result tests are as follows:

4.1.1. The Analysis of Pre-Test

In this activity, the teacher used teaching practice as usual. In the pre-test, the students had to do some exercises based on the text. The researcher gave a test that contained 20 items of complete answer questions. All of the questions were about reading text. It was followed by 40 students as the participant of the study. The teacher provided 50 minutes for them to do the test. The purpose of test was to measure how far the skill of the students to identify the meaning of English reading text, in this case ambiguous sentences.

Based on the observation, in this activity, most of the students had difficulties to do it. It could be seen from their faces which appeared nervous and also from their activities. They attempted to help

one another in doing their test 50 minutes left, so the teacher asked them to stop and to submit their paper to her.

After doing the test, the teacher asked them to which one of the 20 items of the pre-test was too difficult for them to do. The said that almost all of the questions were too difficult to be answered.

Before doing cycle, the researcher collected the first data such as the students' name and the score from the pre-test of students. After implementing the test, the researcher examined the answer sheets and found the result. From the result, the researcher could calculate the average of the students' average or mean of the score using the following formula:

Table 1; Students' Pre-Test Scores

No.	Name	Pre-Test	Second Cycle	No.	Name	Pre-Test	Second Cycle
1.	R – 1	4,5	6,25	21.	R – 21	5	7,25
2.	R – 2	4,5	7	22.	R – 22	5	7,5
3.	R – 3	4,75	7,5	23.	R – 23	5	7,5
4.	R – 4	5	7	24.	R – 24	5	7,5
5.	R – 5	5,75	7,5	25.	R – 25	5,5	7,5
6.	R – 6	5,5	7	26.	R – 26	5,5	7,5
7.	R – 7	5	7,5	27.	R – 27	5	7
8.	R – 8	5,5	7	28.	R – 28	5	7,25
9.	R – 9	5,5	7,75	29.	R – 29	4,75	7,5
10.	R – 10	5,5	7,5	30.	R – 30	5	7,5
11.	R – 11	5	7,25	31.	R – 31	4,75	7,5
12.	R – 12	4,5	7,5	32.	R – 32	5,5	7,75
13.	R – 13	4,5	7,25	33.	R – 33	5	7,5
14.	R – 14	4,5	7,75	34.	R – 34	5	7,5
15.	R – 15	5,5	7,25	35.	R – 35	4,5	6
16.	R – 16	5,5	6,75	36.	R – 36	5,5	7,5
17.	R – 17	5	6	37.	R – 37	5	7,5
18.	R – 18	5,75	6,25	38.	R – 38	5	6,75
19.	R – 19	5,25	6,75	39.	R – 39	5	7,5
20.	R – 20	5,5	7,75	40.	R – 40	5	7

$$\textit{The average of students' score} = \frac{\textit{Total scores}}{\textit{The number of Students}}$$

$$= \frac{203}{40}$$

The average of the students test result of the pre-test was 5,07, it meant the result was low.

The result of pre-test was not satisfactory yet. The researcher was aware that most of the students in X A still had difficulties to comprehend reading text. Hence, the researcher intended to assist them to improve their ability to identify the meaning of ambiguous sentences through contextual meaning formulation and their skill in understanding the text. Hopefully, it could improve their identification of ambiguous sentences ability. He considered in giving continuous improvement to get better result. And he was also aware that teacher's ability to carry out teaching and learning process of reading text was an important role. It was the important thing to be achieved the researcher decided to give the best to students.

4.1.2. The Analysis of the First Cycle

The second cycle was teaching and learning process and the assessment. In this activity, the teacher taught comprehension of ambiguous sentences by using contextual meaning formulation. She used the grammar-translation approach. She asked to the students what the difficulties of ambiguous sentences are, she explained the topic, and she gave some examples. Teacher gave the material of test and asked the students to discuss and analyze the material. When students had finished, the teacher and the students discussed the material. After conducting teaching and learning process, she gave the material of test to check their understanding in comprehending reading text. She provided 50 minutes for students to do the test. In conducting test, she asked them to do it individually and they could not open their dictionary or another supported book.

Based on the observation, there were some students who had difficulties to do the test. It could be seen from the class was noisy, opened the dictionary, and students who always made noisy try to

cheat and discussed the answer with their friends. And this cycle such as:

1. Planning

The researcher arranged a lesson plan based on the teaching material, prepared the teaching material, the test instrument, and observation scheme.

2. Acting

In this activity, the teacher introduced to the students the ambiguous sentences meaning, gave some examples, explanation, and test.

The instructional strategies are:

1. Teacher introduced and explained the meaning of ambiguous sentence.
2. Teacher gave some examples about ambiguity. And these ambiguous words or sentences was added a context to strengthen their comprehension of meaning such as:
   i. Can:
   – *I can get the best score because I am dishonest.*
   – *I get a can of milk from my mother.*
   ii. Interest:
   – *Her interest to me is on my appearance. (attention)*
   – *I get ten percents of the interest in the bank of Mandiri. (fin)*
3. Teacher asked the students' understanding and difficulties.
4. Teacher helped the students to understand the material and gave a test to evaluate the students.
5. Teacher corrected the students' worksheets.

3. Observing

The researcher noted all of processes in acting of teaching activities then wrote the weakness in learning from the result of pre-test and first action.

The researcher observed five aspects such as below:

1. Students did not review their lesson and they did not try to learn new vocabularies for comprehending the meaning of ambiguous sentences.
2. In doing a test in first and second meetings, they still opened the dictionary to get meaning of ambiguous word and sentence, although, it was added a context.
3. Class condition of pre-test and first action was not conducive enough or there was still a noise.
4. Students less in comprehending phonetically.
5. The teacher taught the topic so fast, so, the students did not get the whole explanation yet.

4. Reflecting

Reflecting was used to analyze the observation result and evaluation of the steps after the teacher finished first cycle. In these steps, the researcher evaluated the steps in teaching learning process and discussed the result of observation for the improvement of students' ability also discussed the results of the test to improve second cycle. The reflecting of first cycle such as:

1. The researcher gave score to students' test result in the first cycle.
2. The researcher evaluated the action in the first cycle.

The researcher analyzed the result of observation in the first cycle to know the students' difficulties, and can repair in the second cycle.

After implementing the test, the researcher collected the second data such as the students' name and the score from the first cycle. The researcher examined the answer sheets and found the result.

From the result, researcher could calculate the average of the students' average or mean of the score using the following formula:

Table 2; Students' 1st Cycle Scores

No.	Name	Pre-Test	First Cycle	No.	Name	Pre-Test	First Cycle
1.	R – 1	4,5	5	21.	R – 21	5	5,5
2.	R – 2	4,5	6	22.	R – 22	5	6
3.	R – 3	4,75	6	23.	R – 23	5	6
4.	R – 4	5	5,5	24.	R – 24	5	6
5.	R – 5	5,75	6,25	25.	R – 25	5,5	6
6.	R – 6	5,5	5,5	26.	R – 26	5,5	6,25
7.	R – 7	5	6	27.	R – 27	5	5,5
8.	R – 8	5,5	5,5	28.	R – 28	5	6
9.	R – 9	5,5	6,25	29.	R – 29	4,75	5,5
10.	R – 10	5,5	5,75	30.	R – 30	5	5,5
11.	R – 11	5	5	31.	R – 31	4,75	6
12.	R – 12	4,5	5,25	32.	R – 32	5,5	6,5
13.	R – 13	4,5	5,5	33.	R – 33	5	6
14.	R – 14	4,5	6	34.	R – 34	5	6
15.	R – 15	5,5	6	35.	R – 35	4,5	5,5
16.	R – 16	5,5	5,75	36.	R – 36	5,5	6
17.	R – 17	5	5,5	37.	R – 37	5	6
18.	R – 18	5,75	6	38.	R – 38	5	5,75
19.	R – 19	5,25	6	39.	R – 39	5	6
20.	R – 20	5,5	6,25	40.	R – 40	5	6

$$\textit{The average of students' score} = \frac{\textit{Total scores}}{\textit{The number of Students}}$$

$$= \frac{240}{40}$$

From the analysis above, it was clear that the average of the students test result of the first cycle was 6. The result of first cycle was considered as the implementation. It had an improvement than the pre-test, but the students still had difficulties in understanding the text and in finding new vocabularies. Hence, the researcher decided to conduct the next cycle and the teacher intended to give better explanation to the students.

4.1.3. The Analysis of the Second Cycle

In this cycle, she still used the grammar-translation approach. The teacher gave examples and gave more explanation that is specific. She asked students to read the reading text.

At the previous observation, some students said that they had difficulties in finding new vocabulary. So, the teacher explained once more time, how to get the meaning from the text. The teacher more focused to the lowest students who got low mark in the previous test.

When they finished, the teacher and students discussed their result to assist them to overcome their difficulties. The teacher asked them to raise their hand to tell or translate the reading text. After that, she gave a test to measure students' ability in understanding the text and the success of the process goal. And this cycle such as:

1. Planning

The researcher arranged a lesson plan based on the teaching material, identified the problem based on the first cycle, searched the alternative of the problem, prepared the teaching material, the test instrument, and observation scheme.

2. Acting

b. Teacher reviewed the previous lesson.
c. Teacher asked students about their problems on the previous lesson.
d. Teacher explained the problems.
e. Teacher was still gave same materials in the first cycle for students to get more comprehension, because in the first cycle, students did not get whole comprehension.

i. Like:

- *You are like your mother.*
- *You like read a novel.*

ii. Easy:

- *This exam is easy. (not difficult)*

- *Your child is easy infected a disease. (so quick)*
- *In big city, we are easy tempted. (weak)*

iii. Bank:

- *I was on my way to the bank*

  I asked money to my father two days ago. My father transferred two hundred thousand rupiahs to my account. The next day, when I was on my way to the bank, I remembered that day was holiday.
- *I was on my way to the bank*

  Yesterday was holiday. I did my hobby to spend my holiday. When I was on my way to the bank, I met my friends. After that, we made a competition to get a biggest fish.

iv. Pronunciation

- *A near or an ear*
- *Scene or seen*
- *Fill or feel*

f. Teacher asked the students' understanding and difficulties.
g. Teacher asked the students to identify ambiguous sentences.
h. Teacher helped the students to understand the material and gave a test to evaluate the students.
i. Teacher corrected the students' worksheets.
j. Teacher asked the students about their understanding of texts.
k. Teacher and students discussed the material.

3. Observing

The researcher noted all of processes in acting of teaching activities then wrote the improvements in learning from the result of second cycle.

The researcher observed five aspects such as below:

a. Students understood the meaning of ambiguous sentences through the stories or contexts.

b. Students did not open the dictionary again, but sometimes they still opened it if they found new vocabularies for them.
c. Class condition of second cycle was conducive enough or there was no a noise.
d. Students started comprehending phonetically.
e. The teacher's teaching way was organized and more specific, so, the students got the whole explanation.

4. Reflecting

This second cycle was the last activities in classroom action research; the teacher would analyze students' achievement in comprehending ambiguous sentences. When they finished it, the researcher considered of interviewing them to know whether there was an improvement before and after conducting contextual meaning formulation. Based on observation in the first cycle that students still had difficulties to do the test, the researcher found five aspects such as below:

a. Students did not understand the meaning of ambiguity yet.
b. In doing a test in first and second meetings, they still opened the dictionary to get meaning of ambiguous word and sentence, although, it was added a context.
c. Class condition of pre-test and first action was not conducive enough or there was still a noise.
d. Students less in comprehending phonetically.
e. The teacher taught the topic so fast, so, the students did not get the whole explanation yet.

Based on researcher's findings above, the researcher overcame every aspect:

a. Teacher gave more explanation of the ambiguity specifically.
b. Practiced students with gave story that was connected by ambiguous sentence according to contextual meaning, so,

students comprehended the meaning of sentences without opened the dictionary.

c. In learning process, always kept interaction between teacher and students.
d. Practiced students to read the material loudly, the teacher started to read then followed by students.
e. Teacher organized the teaching and learning process more conducive.

After implementing the test, the researcher collected the third data such as the students' name and the score from the second cycle. The researcher examined the answer sheet and he could calculate the average or mean of the score using the following formula:

Table 3; Students' 2nd Cycle Scores

No	Name	First Cycle	Second Cycle	No	Name	First Cycle	Second Cycle
1.	R – 1	5	6,25	21.	R – 21	5,5	7,25
2.	R – 2	6	7	22.	R – 22	6	7,5
3.	R – 3	6	7,5	23.	R – 23	6	7,5
4.	R – 4	5,5	7	24.	R – 24	6	7,5
5.	R – 5	6,25	7,5	25.	R – 25	6	7,5
6.	R – 6	5,5	7	26.	R – 26	6,25	7,5
7.	R – 7	6	7,5	27.	R – 27	5,5	7
8.	R – 8	5,5	7	28.	R – 28	6	7,25
9.	R – 9	6,25	7,75	29.	R – 29	5,5	7,5
10.	R – 10	5,75	7,5	30.	R – 30	5,5	7,5
11.	R – 11	5	7,25	31.	R – 31	6	7,5
12.	R – 12	5,25	7,5	32.	R – 32	6,5	7,75
13.	R – 13	5,5	7,25	33.	R – 33	6	7,5
14.	R – 14	6	7,75	34.	R – 34	6	7,5
15.	R – 15	6	7,25	35.	R – 35	5,5	6
16.	R – 16	5,75	6,75	36.	R – 36	6	7,5
17.	R – 17	5,5	6	37.	R – 37	6	7,5
18	R – 18	6	6,25	38.	R – 38	5,75	6,75
19.	R – 19	6	6,75	39.	R – 39	6	7,5
20.	R – 20	6,25	7,75	40.	R – 40	6	7

$$\textit{The average of students' score} = \frac{\textit{Total scores}}{\textit{The number of Students}}$$

$$= \frac{290}{40}$$

The analysis above showed that the average of students' test for the second cycle was 7,25. The result of the second cycle was better than the previous one. There was a little increase in this cycle. However, there was improvement for the students' ability although it was step by step.

From the data above, the researcher had an improvement than the first cycle. The students got whole explanation because the teacher gave more detail explanation of the topic, she organized teaching and learning process, and there was interaction between teacher and students, so, it made class more conducive. The researcher understood that they had some difficulties in vocabularies. And they had to be better than before in understanding the meaning of reading text. From the result of the second cycle, the researcher decided to stop this cycle and researcher was enough to get the progress from the result of second cycle.

To support this data, the researcher interviewed the students such as:

1. The reasons they got their marks in the previous research
2. Their opinion about the reading text that had given by the teacher, especially about the ambiguous sentences.

The researcher noted some important answers and opinions of the students. They got low mark in the previous test because they did not review their lesson at home and they did not try to learn new vocabularies for comprehending the meaning of reading text. They also said that reading was difficult enough to be learnt because they had to understand the meaning of text. It could be concluded that their vocabulary was limited. According to the researcher, if the students master vocabularies, they will be able to comprehend English reading text.

The researcher felt that the implementation of contextual meaning formulation was successful. The students use the target

language increased as well as their motivation to learn English reading text. And this project confirmed his beliefs that students could do the best teaching learning activity and the students comprehended the reading text well. Their improvement could be seen from their result of every test that always increased. Beside that, their ways learnt in comprehending the meaning of English reading text and also increased their vocabularies, especially, they never met before. And the most important thing, they were able to understand the essential meaning of reading text, especially, the ambiguous sentences. As long as they had much of vocabularies, of course, they were able to identify the meaning of English reading text and it had to be supported by not only vocabulary, but also in mastering grammatical and pronunciation.

And this is an analysis of students' achievement, as following:

A. Mean of pre-test score of the class $= \frac{\textit{Total scores}}{\textit{The number of Students}}$

$= \frac{\textit{203}}{\textit{40 students}}$

$= 5{,}07$

B. Mean of 1st cycle score of the class $= \frac{\textit{Total scores}}{\textit{The number of Students}}$

$= \frac{\textit{240}}{\textit{40 students}}$

$= 6$

C. Mean of 2nd cycle score of the class $= \frac{\textit{Total scores}}{\textit{The number of Students}}$

$= \frac{\textit{290}}{\textit{40 students}}$

$= 7{,}25$

D. Students' mastery learning (%)= $\frac{\textit{Students' number who mastery learning}}{\textit{The number of Students}}$

$= \frac{\textit{40 students}}{\textit{40 students}}$

$= \textit{100 \%}$