

CHAPTER IV

FINDINGS AND DISCUSSION OF RESEARCH

This chapter especially contains of result and discussion of the data obtaining from research of “The Students’ Response on lecturer’s strategy in Teaching Extensive Reading Subject at The Fourth Semester Student of TBI in IAIN Madura”.

A. Findings of the Research

In this section is based on the researcher’s documentation and interview about “The Students’ Response on lecturer’s strategy in Teaching Extensive Reading Subject at The Fourth Semester Student of TBI in IAIN Madura”. The researcher wants to investigate what are the strategies used by the lecturer in Extensive Reading subject and how are the student’s response on lecturer’s strategy in teaching Extensive Reading subject at The Fourth Semester Student of TBI in IAIN Madura. This research just focused on B Class of TBI in IAIN Madura academic year 2022. This research was conducted on 4th April 2022 up to 13th April 2022.

1. What are the strategies used by the lecturer in Extensive Reading Subject at the Fourth Semester Student of TBI in IAIN Madura?

Teaching strategy is generalized plan for a lesson or a lesson which includes structure, desire learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy.¹ To get the goals of the class, the teacher or lecturer have to use the good strategy or at least the planned strategy in the class. In this case, the

¹ Gendis Nadira Dwiningtiyas, Dedi Sofyan, and Hilda Puspita, “Teacher’s Strategies in Teaching Reading Comprehension,” *JALL (Journal of Applied Linguistics and Literacy)* 4, no. 2 (2020): 67.

lecturer tried to plan the good strategy to make the class interesting to join by the student, in order to the students could learn in enjoyable class and earn the subject, especially extensive reading subject as well as possible. In line with Brown's statement that, the aim of teaching reading is to make students become effective and efficient readers.²

This research is begun to conduct on 4th April 2021. The researcher observed the class and interviewed the students to collect the data. In this section, the researcher shows the teaching and learning process in extensive reading class.



Picture 1. Teaching and learning process

a. Pre-Teaching

- 1) The lecturer began the class by greeting the class
- 2) The lecturer divided the class into some group

² Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*.

- 3) The lecturer gave the related material as like text or some videos by sending it on WhatsApp group and ask the students to learn it in a group

b. Whilst Teaching

- 4) The lecturer gave some example of related material
- 5) The lecturer divided the students into some groups
- 6) The students learned about the related material in a group
- 7) The students presented the result of learning the related material given by the lecturer

c. Post Teaching

- 8) The lecturer gave feedback to the students about the material learned by the students
- 9) The lecturer gave an opportunity to the students to ask some question
- 10) The lecturer gave the conclusion about the material given
- 11) The class ended by the lecturer

After conducting the observation, the researcher also got the interview from the students and lecturer about the strategies used by the lecturer in Extensive Reading subject at The Fourth Semester Student of TBI in IAIN Madura. This interview is conducted by using the interview guideline from the researcher. The result of the interview is students and lecturer's argumentation about the strategy used in the class.

Fadhilah as the lecturer of this class explain how she teach an extensive reading using her strategy.

“Actually, extensive reading is a subject, namely, we are as a teacher or a lecturer should make it appropriate, should be adapted with the students wants here. You know? In extensive reading here, the lecturer just a motivator of facilitator for the students. The students should find by themselves to read article without the lecturer ask. I mean the lecturer does not give the article, but the students can read the article by themselves as they want because, the objective of extensive reading here the students after reading a text or article, the students can get the information not only micro but also macro.”³



Picture 2. Interviewing the lecturer

Using this strategy, the lecturer hopes the students could be more independent. Perhaps, the students could improve their skill either in reading or writing. By reading the text, the student could get the new vocabulary, then they could also get some idea. They also could get some information and present them. It means the students could also increase their speaking. Dealing with this, the lecturer said as below:

“The students can improve their competence not only in reading but they can improve by showing performance or they can increase their speaking.”⁴

The lecturer as the facilitator could also think about how the students understand the material given. This strategy makes the students could be able to learn in a group. Learning in a group could make easier

³ Fadilah as lecture of TBI, direct interview, 04 april 2022. 13:00

⁴ Fadilah as lecture of TBI, direct interview, 04 april 2022. 13:00

in learning process. The students could share each other about their own idea or even their result learning. this strategy also gives an opportunity to the students to be more creative in a group. They should be able to work in a team, cooperative, manage the organization, and etc.

2. How are the student's response on lecturer's strategy in teaching Extensive Reading subject at The Fourth Semester Student of TBI in IAIN Madura?

The student's response about the strategy used is needed. The students' response could evaluate the strategy used. Then, the educator could increase or even change it if needed. Perhaps, the class could be more active and interactive and the students could be more interested to join and participated the class. The interested class would be missed class to be joined.

In this point, the researcher shows the data from interviewing the students. The interview was conducted to know how the students' response on lecturer strategy used, either they like it or even they do not. Some students' response on lecturer's strategy would be presented as below:



Picture 2. Interviewing the Student (Fauzatul Hasanah)

“The strategy is very good I think, as like the lecture makes some groups and then asks them to practice what the lecture have been explained the topic. the explanation of the lecture make me understand well.”⁵

Fauzatul Hasanah as one of the fourth semester students of TBI IAIN Madura said that the class is very interesting. The lecturer’s explanation could be understandable well by the students. The class is also very enjoyable. It is caused of the lecturer’s strategy used in the class. She also said that she fells happy joining the class because she got laugh in every meeting. The performance from each group always makes the class enjoyable.

“I feel happy, because every meeting there is something that makes me laugh as like the performance from another group, so I don't feel bored at that class”

Fauza’s statement is in line with Hilya Nabila’s statement. She said that she fell easy understand the material in the class. The lecturer’s strategy always makes the class glad. The lecturer always tries to make the class glad in every meeting.



Picture 2. Interviewing the Student (Hilya Nabila)

“I feel easy to understand it. I think it's good enough. The atmosphere is nice since the lecturer does not make her students

⁵ Fauzal Hasanah, is as student at TBI of B Class, direct interview, 11 april 2022.14:00

under pressed, she always tries to give her best, try to make her students glad to be with her.”⁶

Dealing with the statement above, Jihan Mahira, Miftahul Jannah and Ahmad Naufal Azimi gave the similar statement that she got easy to understand about the material given by the lecturer in the class because of the lecturer’s strategy used.



Picture 2. Interviewing the Student (Jihan Mahira)

“I really understand the discussion that is applied by my lecturer, I feel very easy and relaxed and the lecturer who teaches also doesn’t make me feel bored or sleepy, basically I feel comfortable and have fun”



Picture 2. Interviewing the Student (Miftahul Jannah)

“It’s much easier to understand. The lecturer tells the material clearly and patiently. It’s so much fun, i feel comfortable in the class. Having nice friend and kind lecturer, it’s such a good environment.”⁷

⁶ Jhan Mahira, is as student at TBI of B Class, direct interview, 11 april 2022.14:00

⁷ Miftahul Jannah, is as student at TBI of B Class, direct interview, 11 april 2022.14:00



Picture 2. Interviewing the Student (Ahmad Nafal Azami)

“I don't feel difficulties because the strategy used by the lecturer in the class make me easy to understand the material. I feel happy about extensive Reading class because of the strategy used by the lecturer. The strategy used by the lecturer is very good in explaining the material in the class”⁸

Vemby Lamara Vertimadani also gave her good response about the lecturer's strategy. She fell enjoy joining the class. This statement is dealing with the previous statement, especially from her statements' friends that the lecturers' strategy used is enjoyable.



Picture 2. Interviewing the Student (Vemby Lamara Vertimadani)

“I like it (the lecturer's strategy used in the class). It is because I learn about reading in enjoyable way. I like the strategy used by the lecturer. The lecturer uses some various strategies in delivering the material.”⁹

The class seems very interesting. The class always offer various strategy used, so that the students feel interested joining the class. This

⁸ Ahmad Nafal Azami, is as student at TBI of B Class, direct interview, 11 april 2022.14:00

⁹ Vemby Lamara Vertimadani, is as student at TBI of B Class, direct interview, 11 april 2022.14:00

lecturer's way to teach the class could influence the students in improving their reading skill. However, the students not only could improve their reading skill, but also, they could improve another skill as like speaking skill. The lecturer gave an opportunity to the students to explore anything related with the material in the class.

“It is an interesting class. As I told before, because there are some strategies that used by the lecturer, so it affects to students especially me in improving my reading skill. Besides that, it also improves my other skill, such as speaking. In the class, we can explore anything related with the material.”

Hilya Nabila gave another response about this case. She does not only get understand about how to read the text and learn or get understand about it, but also, she could learn and understand about another related subject as like poetry, playing role, etc.

“Yes, I like it since I do not learn about reading only. I can also learn about poetry, playing role, etc. It's really good. The lecturer does not only give theory to the college students, but she also gives practice which can help them exploring their capability”

This strategy seems really good. The lecturer really wanted the student be able to understand easier about the related material, so that the students feel more interested joining the class. The lecturer really gave an opportunity to the students for exploring their capability as well as possible. In line with the statement above, Ach. Masduqi gave the same statement as follow.



Picture 2. Interviewing the Student (Ach. Masduqi)

“This class is very helpful for me to be more active in reading with Extensive. In this subject, I learn how to analyzing any kind of writing, just like news, lyrics, etc. So that makes me easier to know about what is the context or purpose of some writing.”¹⁰

B. Discussion of the Research

1. What are the strategies used by the lecturer in Extensive Reading Subject at the Fourth Semester Student of TBI in IAIN Madura?

Strategy is an action plan that includes the use of methods and utilization of various resources or powers of learning.¹¹ Strategy refers to a plan to achieve something, while the method is a method that can be used to implement a strategy. In other words, strategy is a plan of operation achieving something; while the method is a way in achieving something. Another term that has similarities with strategy is approach. Actually, the approach is different with strategy and method. An approach can be interpreted as a starting point of view towards the learning process. The term approach refers to the view on the occurrence of a process which is still very general in nature. Therefore, the learning strategies and methods used can be sourced or depend on certain approaches.

¹⁰ Ahmad Masduqi, is as student at TBI of B Class, direct interview, 11 april 2022.14:00

¹¹ Abdul Majid, *Strategy Pembelajaran*,(Bandung: PT Remaja rosdakarya, 2014),p 8

In this case, the researcher found an interested learning process in extensive reading class. The students gave good response for every strategy used by lecturer in the class. Data finding shows that there are two strategies used by the lecturer. They are Reciprocal Teaching and Question-Answer Relationship (QAR) Strategy. Reciprocal teaching is one of learning strategy used or implemented aimed to achieve the objective of class quickly through independent learning process, then the student could present it in front of the class.¹² While, in Question-Answer Relationship (QAR) Strategy, the students have opportunity in question and answer. The students are required to read and discuss the related materials and do the exercise then. If the class is divided into some groups, the group could ask a question to another group and another group could answer it, or they could share their opinion at the end of discussion.

Both strategies are similar, but they also have differences. Reciprocal teaching is the question and answer in the middle of discussion and Question-Answer Relationship (QAR), the question and answer occur in the end of discussion. It seems the definition of Question-Answer relationship (QARS) that is a strategy that will be used after students read.¹³ This is line with the learning conducted in extensive class of B Class TBI IAIN Madura academic year 2021-2022. The lecturer gives instructions to read some materials related to each group. Then, students predict the meaning of reading. Next, one of the group members tells the

¹² Palinscar and Brown, "Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities," 117.

¹³ Alfian, "An Analysis of English Teacher's Strategies in Teaching Reading Comprehension at SMA Negeri 5 Bone" (Makasar, Universitas Muhammadiyah Makasar, 2018), 18.

other group about the reading assignment they have read. Then the lecturer provides opportunities for other group members to ask questions and other groups can also answer or help the group who was asked the question. The teacher clarifies the students' answers. Then, students summarize the material in extensive reading.

Reciprocal Teaching because there is interaction between lecturers and students when students ask the teacher or when the teacher needs student answers and there is also interaction between students when another group asks one group and another group answers one group. It seems that the notion of Reciprocal Teaching is a teaching procedure designed to teach students about self-understanding strategies in the form of discussions between teachers and students and students and students that provide opportunities for thinking and exchanging learning experiences based on the principle of asking questions through direct instruction and modeling by the teacher to improve students' reading performance. In extensive reading, students really like learning because they work in groups. This is evident when the teacher after sharing groups, the teacher gives readings to each group and as a result they work together and exchange ideas.

QARS can be an alternative technique in learning to read. It can describe questions like what they love and where the answers are. This strategy is used after students read the material that has been given to the lecturer but in this strategy, students ask questions after that where they find the answers. In line with that, Nurhayati et al. has stated in his

research that the QAR Strategy is an alternative teaching in learning to read; not only for learning reading comprehension, but also for other English skills.¹⁴

According to Nirma Herlina, reciprocal teaching strategy developed the students' reading comprehension encompassing:¹⁵ (1) the students get clearer idea of the concept and the use of four reading strategies (prediction, clarification, questioning and summarizing) and (2) the students developed their self-confidence for sharing their ideas including sharing understanding and at the same time their confusion of vocabularies, reading strategies and content of the text; (3) the students enjoyed the learning atmosphere which supported them in comprehending the texts. It reveals that the interaction or discussion either teacher-students discussion or students lead discussion developed the students' reading strategies and self-confidence which ultimately improved the students' comprehension.

By using these strategies, the extensive reading class give beneficial in learning reading. Dealing with this, Raihani Ferdila stated in her study that extensive reading helped the students to build perspective that reading is fascinating activity. In line with this, the students' motivation in reading also increased after implementing extensive reading.

¹⁴ Nurhayati, Asnawi Muslem, and Abdul Manan, "QAR Strategy for Effective Teaching of Reading Comprehension," *English Education Journal* 10, no. 1 (January 2019): 109.

¹⁵ Nirma Herlina, "The Use of Reciprocal Strategy in Teaching Reading Comprehension," *ISELT-5 2017*, n.d., 111.

Moreover, extensive reading helped teacher to create enjoyable atmosphere in learning.¹⁶

2. How are the student's response on lecturer's strategy in teaching Extensive Reading subject at The Fourth Semester Student of TBI in IAIN Madura?

The Reciprocal Teaching and Question-Answer relationship (QARS) strategy is the strategies that almost similar of the application in the classroom.¹⁷ Reciprocal teaching is the question and answer in the middle of discussion and Question-Answer Relationship (QAR), the question and answer occur in the end of discussion. It seems the definition of Question-Answer relationship (QARS) that is a strategy that will be used after students read. This is line with the learning conducted in extensive class of B Class TBI IAIN Madura academic year 2021-2022.

Based on the findings of the data, it was stated that students' perceptions of Reciprocal Teaching and Question-Answer relationship (QARS) were able to make students more active in teaching and learning English in the classroom. This is because students can express their opinions when discussing in groups or to other groups. Then, they can explore themselves by discussing and asking questions and answering them. Unable to make students sleepy in the learning process, students are immediately motivated to perform better than other groups. Then the students felt that the Reciprocal Teaching and Question-Answer relationship (QARS) was useful in the teaching and learning process in the

¹⁶ Ferdila, "The Use of Extensive Reading in Teaching Reading," 77.

¹⁷ "An Analysis of English Teacher's Strategies in Teaching Reading Comprehension at SMA Negeri 5 Bone," 58.

classroom. Because students can also make it easier for them to understand the material. When students discuss with their friends about the material, they get an explanation from their friends so that it is easier to understand the material.

Students can share ideas with their friends. Then, students can help each other in working on and solving the problem and they can also find out where they got the answer from. Besides students being able to share ideas, students also get new knowledge from their friends. Because sometimes there are things that are known to their friends and other friends are not known and vice versa. With ideas, thoughts, or explanations from friends, students will easily understand the material well and then will help their friends for sure.

As the student's response, the strategy used by the lecturer seems really good. The lecturer really wanted the student be able to understand easier about the related material, so that the students feel more interested joining the class. The lecturer really gave an opportunity to the students for exploring their capability as well as possible. Dealing with data finding that the students give good response on lecturer's strategy used in the class, Sulaiman said in his research that the response comes when the lecture delivers the material in teaching learning process, silent, bored, understand, not understand, misunderstanding, need more explanation, confuse, have difficulty etc.¹⁸

¹⁸ "Student's Response on Lecture Commentin Speaking Subject at the Second Semester of TBI in English Teaching Learning Program in STAIN Pamekasan."

Students' response in understanding materials are different, the students have different style in teaching material well. The strategy used by the lecturer could determine the students' response that the students could give positive or even negative response. Data finding shows that the students give good response on lecturer's strategy used. It provides that the lecturer could be success in teaching learning process and the goal of the class is reached. This is in line with Brown that strategies are defined as the specific methods of approaching a problem or task, the modes of operation for achieving a particular end and the planned designs for controlling and manipulating certain information and designed to achieve a particular educational goal.¹⁹

¹⁹ Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 119.