

CHAPTER IV

ANALYSIS AND DISCUSSION

This chapter brings out the findings and the discussion of them. It covers the result of the research and its discussion. The researcher will analyze and discuss the data based on Institute of Education Sciences' theory. This research is qualitative research with narrative approach, so the result of this research will be in the form of narrative report.

4.1 Findings

In this section, it will be displayed the findings from each focus and form the three instruments. The researcher will present the data for each focus based on the finding in three instruments; checklist (see appendix D-1), observation (see appendix E-1), and interview (see appendix F-1), that the researcher used to collect the data about the strategies that the teacher uses to teach reading comprehension and its implementation.

4.1.1 Focus 1: Teach students how to use reading comprehension strategies

Checklist

Table 4. 1 Checklist Focus 1

Statements	Oct 24, 2016	Oct 27, 2016	Nov 1, 2016	Nov 2, 2016
I ask my students to predict what will happen next in the text that they read using their prior knowledge.				
I teach my students to ask questions related to the text that they read.	✓		✓	
I tell my students to visualize the text to help them understand better.		✓		

I tell my students to reread the part of the text that they still do not understand.	✓		✓	✓
I teach my students how to draw inferences using some keywords from the text.				
I teach my students how to summarize the text they read.			✓	

The table above shows that the teacher always teaches different comprehension strategies to the students, at least one for each meeting. Mostly, the teacher asked the students to reread part of the text that they still do not understand (clarifying). From four meetings that had been recorded, the teacher reminded about it three times. The teacher also encouraged the students to ask questions from the text that they read. The teacher did it two times from total four meetings. Lastly, for visualizing, and summarizing, the teacher did each once from total four meetings.

Observation

Question: 1a. What are some reading comprehension strategies that the teacher teaches to the students?

Table 4. 2 Observation Focus 1, Question 1a

October 24	October 27	November 1	November 2
Activating prior knowledge, Making connection, Questioning, Clarifying	Making connection, visualizing	Activating prior knowledge, summarizing, clarifying, questioning	Clarifying

Question: 1b. How does the teacher teach the students the comprehension strategies?

(e.g. activating prior knowledge/predicting, questioning, visualizing, monitoring, drawing inferences, summarizing/retelling)

Table 4. 3 Observation Focus 1, Question 1b

October 24	October 27	November 1	November 2
<p>Activating prior knowledge: The teacher ask some questions about animal and their habitats as the story for this week talked about some kinds of animals and their habitats. The teacher also had the students to read the selection vocabulary (habitats, rich, variety, patch, migrating, vast, prey, recognize) and give more explanation and discussion about it.</p> <p>Questioning: The teacher read the students the focus question and asked the students to think about the focus question as they read it. The teacher also asks some questions as they were going to start the story for this week and encouraged the students to ask question too as they read.</p> <p>Clarifying: The teacher teach the students how to clarify by go back to the previous sentence or word to make sure if they are not sure of the meaning of the word or sentence</p>	<p>Making connection: The teacher shared his experience meeting some animals that were listed in the story, and the teacher also asked if any of the students had similar story with what he had, which related to the story that they read.</p> <p>Visualizing: The teacher asked the students to picture the habitat that had been explained in the story in their mind.</p>	<p>Activating prior knowledge: The teacher used the vocabulary warm up to activate the students’ prior knowledge. In the vocabulary warm up there were words like ancient, valuable, traders, kingdom, solution, deal, forms, and eventually, that they will find in the story that they were going to read as well.</p> <p>Questioning: The teacher gave the students example some questions that they could ask as they read. The teacher also asked the students some questions. The teacher also read the focus question from the story that they read this week.</p> <p>Clarifying: The teacher reminded the student to read the story slowly, and reread it again if there was part that they did not understand.</p> <p>Summarizing: The teacher explained that they were going to learn how to summarize the story. They could summarize the story section-by-section or even after reading each page.</p>	<p>Clarifying: The teacher asked the students to reread the story though they were already done reading the story that they had for this week to clarify some terms or part that the student might still do not understand.</p>

<p>from the story.</p> <p>Making Connection: The teacher gives example how to make connection in the daily life by talking about different animal habitats and the wetland. The teacher said that back then in Florida there were some wetland and explained the size of it, we could walk on it, and there were some animals as live there as well.</p>			
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From the four times observation, the researcher found that the teacher always taught reading comprehension strategies. The teacher also taught making connection in two meetings, but the researcher eliminated that since making connection was not included in the list of comprehension strategies according to IES. It start from the most often thing that the teacher do, clarifying. The teacher did it three out of four meeting. The teacher asked the students to reread the word, terms, sentence, or part that the students still did not understand so that they would have better understanding about the whole text.

Second is activating prior knowledge and questioning. The teacher taught both strategies two out of four meetings. To activate students' prior knowledge the teacher usually used some key vocabulary words about the story, and had some discussion and explanation about the words with the students. To teach students about questioning strategy, the teacher read the focus question, or the big question related to the whole story. The teacher helped the students to develop

their questioning skills by asking some questions or giving them examples about some questions that they could ask related to the story they read.

Lastly for visualizing and summarizing, the teacher only did it once out of four meetings. For visualizing, the teacher asks the students to imagine or picture the habitat of the animal that was explained in the story. For summarizing, the teacher told students that they could summarize the story by section or page.

Interview

Question: 1a. What are some reading comprehension strategies that you teach to your students?

There are some reading comprehension strategies that I teach to my students, such as summarizing, clarifying, predicting, making connection, and visualizing. There are some more that I teach. It depends on the story.

Question: 1b. How do you teach your students the strategies?

(e.g. activating prior knowledge/predicting, questioning, visualizing, monitoring, drawing inferences, summarizing/retelling)

I tell the strategies before we start reading the story, the focus strategy that they are going to learn from the story. I usually use a poster to explain it, and after that, I put the poster on the wall so that they can look at the poster and review it throughout the week. As we read the story together, I try to find a good point in the story where I can teach the students how to use the strategies to help the students understand the story better.

According to the interview, the teacher said that he usually taught different reading comprehension strategies, it depended on the story that they read. Some reading comprehension that he taught to the students are summarizing, clarifying, predicting, making connection, and visualizing. From the strategies that the teacher mentioned, there were four strategies that IES consider as the most important comprehension strategies in the primary grades; which are *questioning*,

summarizing, clarifying, predicting, and visualizing. The teacher said that he liked to tell the strategy that they were going to learn before they read the story. After that he would explain the strategy with the help of the posters, and continued to explain how to use the strategy to the students as they read the story together. After explaining with the poster, the teacher said he usually would put the poster on the wall so that the students can review it throughout the week.

Conclusion of Focus 1

From three data results above, the researcher concluded that the teacher always teach at least one reading comprehension strategy to the students in each meeting. The teacher taught several strategies to the students from four times observation that the researcher did. The teacher usually liked to start the lesson by telling about the strategy that they were going to learn, and explained about the strategies using posters. The teacher also continued to explain in some points of the story as they read the story together. The teacher also gave some example how to use the strategy. The teacher also gave the students a space to apply/use the strategy that they have learned.

Based on the three instruments that the researcher used, some strategies that the teacher taught are questioning, visualizing, clarifying, and summarizing. For questioning the teacher usually taught it by asking some question to the students and then asked the students to ask question about what they read as well. The way the teacher taught visualizing was by asking the students to imagine the picture that was being described in the story. For clarifying, the teacher liked to ask the students to reread the part or section that the students still confused. Lastly

for summarizing, the researcher only recorded it once during the observation and the teacher only told the students that they were going to learn how to summarize story for each page or section by section.

4.1.2 Focus 2: Teach students to identify and use the text’s organizational structure to comprehend, learn, and remember content

Checklist

Table 4. 4 Checklist Focus 2

Statements	Oct 24, 2016	Oct 27, 2016	Nov 1, 2016	Nov 2, 2016
I teach my students to identify the characters, setting, goal, problem, plot or action, resolution, theme(s) as they read the text	✓	✓	✓	✓
I teach my students to identify the part that shows a description, sequence, problem and solution, cause and effect, compare and contrast from the text they read.	✓	✓	✓	✓

The table above shows that the teacher taught the structure both for narrative and expository text. From total four meetings, the teacher thought that he always taught both points in every meeting.

Observation

Question: 2a. What does the teacher explain to the students to help them identify the elements of structure (usually in narrative texts)? How does the teacher explain it to the students? (e.g. characters, setting, goal, problem, plot or action, resolution, theme(s))

Table 4. 5 Observation Focus 2, Question 2a

Oct 24, 2016	Oct 27, 2016	Nov 1, 2016	Nov 2, 2016
The teacher talked	The teacher	-	-

about the characters a little bit in the beginning of the story as it (the story) is talking about the main character.	explained how do some animal looks like when the students do not really know about the animal. The students were asking about bison and tick. The teacher also explains different setting used in the story as the animal habitats.		
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Question: 2b. What does the teacher teach the students to help them identify the structures of the text (usually in expository texts)? If the teacher teaches the structure, how does the teacher teach it? (e.g. *description, sequence, problem and solution, cause and effect, compare and contrast*)

Table 4. 6 Observation Focus 2, Question 2b

Oct 24, 2016	Oct 27, 2016	Nov 1, 2016	Nov 2, 2016
<p>Classify and categorize: The teacher uses a poster and explains that they are going to classify and categorize animals from the story that they read. The teacher also said that it is the same activity they have in Science lesson, since they are currently learning to classify living things.</p> <p>Compare and contrast: <i>The teacher use a thinking map (double bubble map) to find the similarities and the difference of marsh and swamp.</i></p>	<p>Classify and categorize: The teacher tells that they are going to classify and categorize as what they did in Science. <i>The teacher makes a table on the board and writes the different place listed on the story such as bogs, marshes, swamps. They are listing the animals that live for each place/habitat.</i></p>	<p>Classify and Categorize: The teacher tells the students <i>using a poster</i> that they are also going to do some classify and categorize.</p> <p>Problem and solution: <i>The teacher asks the students to find some problem and the solution of the problem as they read the story together about the history of money.</i></p>	<p>Problem and solution: The teacher talks about some problem and solution from the story as they reread the story together. <i>The teacher then draws a table to list some problems and its solution that they could find in the story.</i></p>

For the elements of the structures, the teacher mostly talked about the character and setting, which he did twice in the first and second observation. These aspects were done in the first two meeting that the researcher observed. The teacher talked about the character in the beginning of the story and gave more explanation of how the character looks like. The teacher also talked about setting in the story, as the setting was different animal habitats. In the second week of observation (the third and fourth observation) the teacher did not seems teaching any of the elements of structure.

According to IES the structure of the text are description, sequence, problem and solution, cause and effect, compare and contrast. So according to IES theory the teacher only did compare and contrast in the first observation, and problem and solution in the third and fourth meeting. For classify and categorize the researcher will eliminate it since it is not in the list of the IES theory.

The teacher talked about problem and solution, in the last two observations. In the third observation, the teacher asked the students to find some problems and the solutions from the story they read. In the last observation the way the teacher did it was by drawing a table and then asked students to list the problems and solutions in the table. Lastly, the teacher talked about compare and contrast. For compare and contrast, the teacher did it in the first observation. The teacher taught it using a thinking map, called double bubble map.

Interview

Question: 2a. What do you explain to your students to help them identify the elements of structure (usually in narrative texts)? How do you explain it to

your students? (e.g. characters, setting, goal, problem, plot or action, resolution, theme(s))

We usually talk about character and the setting in the story while we read the story. We discuss each character as we read about what the character does in the story. For the setting, I usually talk about different setting in the story, and some places in the story are real place. If the setting is a real place, I usually use it to make connection with their life.

The stories that we learn have different theme for each unit. For this week, our unit is about money. We just finish with the previous unit that talk about animals and their habitats. I usually talk about the theme in the beginning of each unit and as we are reading the story together. We also talks about different plot in the story as we read the story together. After we read a part the story together, I usually ask them some questions or give some explanation to help them remember different plot from the story that we just read. We also talks about problem and resolution sometimes, especially when we read a narrative text.

Question: 2b. What do you teach to your students to help them identify the structures of the text (usually in expository texts)? If the teacher teaches the structure, how do you teach it? (e.g. description, sequence, problem and solution, cause and effect, compare and contrast)

I teach the students about the structure of the text, but instead of call it the structure of the text; we call it as comprehension skills. Some of the comprehension skills that I teach to my students are classifying & categorizing, author point of view, author's purpose, compare and contrast, fact opinion, cause and effect.

I usually teach this before I read the story using the poster. Then I put the poster on the wall so that the students can review it throughout the week. As I teach, I explain it more to the students. For example about author point of view, I teach them to identify the words that often be used if the point of view is the first or third person. As we read the story together, then I find some parts of the story that I can use to explain more about the structure of the text.

In the interview, the teacher said that he usually talked about character, setting, and the plot as they read the story together. The teacher usually talked about the character by discussing about what the character did in the story. For the setting, especially setting that existed in the real life the teacher will try to make a connection between the story and the real life. The teacher usually talked about the theme of the story in the beginning of each unit of the book that they used.

Another thing that the teacher taught the students is about plot. He said that he likes to explain or give some questions to help the students understand different plot in the story. Lastly, the teacher said that they also learn about problem and resolution especially if the text is narrative text.

The teacher said that he did teach the structure of the text, but instead of called it the structure of the text the teacher called it comprehension skill. The teacher mentioned some comprehension skill that he taught, they were *classifying & categorize, author's point of view, author's purpose, compare and contrast, fact opinion, cause and effect, problem and solution*. The teacher usually taught it using poster before they read the story, and he would explain about it more as they read the story.

Conclusion of Focus 2

In focus 2, the researcher found some different. The researcher noticed that there was different term between what the teacher understood and the IES theory. for this second focus. This also confirmed by the teacher in the interview: *"I teach the students about the structure of the text, but instead of call it the structure of the text, we call it as comprehension skills."* As the researcher explained about what were in the elements of the structure and the structure of the text, indeed the researcher and the teacher found many similarities between those two and "comprehension skills" that the teacher taught the students.

In the checklist that has been filled by the teacher, it showed that in four times of the teacher filled the checklist for both points, the elements of the structure and the structure of the text, the teacher felt that he taught it all four

times. On the other hand, from the observation, it showed that the teacher only taught the elements of the structure in the first and second meeting. For the structure of the text, the teacher taught only three times since the researcher eliminated classify and categorize.

From the three instruments, there were characters and setting from the elements of the structure-that usually found in narrative text, that the researcher taught. The teacher liked to talk about the character in the beginning of the story or while they were reading the story together. The teacher also liked to talk about the setting of the story while they read the story together and discussed it.

Based on the three instruments, for the structure of the text-that usually found in informational text, the teacher taught compare and contrast, and problem and solution. The teacher said that he usually used poster to start explaining about this, and he would continue to explain it more as they read the story together. During the observation time, the researcher found that the teacher use a thinking map called a double bubble map to compare and contrast, and used a table for students to list some problems and the solutions that they could find from the story.

4.1.3 Focus 3: Guide students through focused, high-quality discussion on the meaning text

Checklist

Table 4. 7 Checklist Focus 3

Statements	Oct 24, 2016	Oct 27, 2016	Nov 1, 2016	Nov 2, 2016
I discuss the text with my students.	✓	✓	✓	✓

I ask questions to my students related to the text.	✓	✓	✓	✓
I ask follow up questions to my students to help them think deeper about the text.	✓	✓	✓	

In total four meetings, the teacher always had discussion time about the text with his students. In the discussion that the teacher had, he always asked question to his students to help them understand the text better. From total four meetings, three of the meeting the teacher always asked the follow up question to help the student have deeper understanding about the text.

Observation

Question: 3a. How does the teacher usually discuss a text with the students?

Table 4. 8 Observation Focus 3, Question 3a

Oct 24, 2016	Oct 27, 2016	Nov 1, 2016	Nov 2, 2016
The teacher asked some questions to the students related to the story. He also connected it with the Science lesson since they were currently learning about classifying animals. The students took turn to read the story , after one student read he asked some questions or give some explanation related to the story. Some students also had question during the discussion time.	The teacher asked the students to finish reading the story and the students took turn to read a paragraph from the story . After each paragraph being read, the teacher would pause and talk about it with the students .	The teacher asked the students to sit on the carpet . The students took turn to read the story , after one student read he asked some questions or give some explanation about the story. Sometimes the teacher also asked question to ask about the students' opinion . Some students also had question during the discussion time.	The teacher asked the students to sit on the carpet . The students took turn to reread the story , after one student read he added some explanation about the story. The teacher asked some question to make sure the student understand the story well.

Question: 3b. What kind of questions that the teacher asks the students in the discussion to help them think deeper about the text?

Table 4. 9 Observation Focus 3, Question 3b

Oct 24, 2016	Oct 27, 2016	Nov 1, 2016	Nov 2, 2016
<p>Most of the questions that the teacher asked are questions with <i>a short responds</i>, such as: <i>Who is the character of the story? What is his job/work?</i> <i>Does anyone have a wetland around the house? What do you see in animal like the one lion eyes if you light their eyes?</i> <i>Does anybody here in Indonesia ever seen any wildlife on the side of the road?</i></p>	<p>The teacher asked some <i>questions with long respond</i>, such as: <i>Do you ever experience the same thing as in the story, meeting one of the animals in the story?</i> And question with short respond, such as: <i>From what author's point of you do you think this story was told?</i> <i>What animals live in the bogs? What animals live in the marshes? What animals live in the swamps?</i></p>	<p>The teacher <i>asked the questions that help the students to think deeper about the text</i>, such as: <i>Do you see the changes for each system? What's the different? What do you think the problem that we have now if we still use this kind of system? What are some problem and solution that you can find in the story?</i></p>	<p>The teacher <i>asked the questions that help the students to think deeper about the text</i>, such as: <i>What are some reasons people decide to use this system? What are some problems that you could find from each system?</i></p>

Based on the observation, the teacher usually had the students to sit on the carpet for the discussion time. From four times observation, the teacher always had the discussion by asking the students to take turn reading the story. As they were taking turn to read the story, sometimes the teacher asked some questions or gave more explanation about the story. The teacher asked different types of questions to the students. The teacher asked questions with both short and long respond. The teacher also asked some questions that helped the students to think deeper about the text.

Interview

Question: 3a. How do you usually discuss a text with your students?

I usually ask my students to sit on the carpet. I start to activate their prior knowledge so that it helps them to understand the story better. I usually ask them to read to

vocabulary warm up first for them to be familiar with the story that we are going to read together. I have the students to take turn read story for each paragraph. I ask them some questions as we discuss about the story. Some students will also come up with some questions.

Question: 3b. What kind of questions that you ask to your students in your discussion to help them think deeper about the text?

I try to ask the students how and why type questions to help them thinking deeper about the text. I expect the kids to give me a longer respond, they need to give me at least 8 word sentence when the do respond. I want them to answer my question in detail, so that it can't be only 2 or 3 words sentence.

The teacher usually started the discussion by activating students' prior knowledge about the theme in the story that they were going to learn. The teacher had the discussion that would help students to think deeper about the text and trigger them to ask questions as well. The teacher tried to ask the students "how and why" type of questions, with the expectation that they would be able to give an answer in detail that would help them to think about the text deeper.

Conclusion of Focus 3

All the three instruments showed that the teacher always had discussion with his students about the text that they are going to learn together. From the observations result, the teacher likes to have the students sit on the carpet and they take turn to read the story together. In the discussion, the teacher always asks the students some questions and mostly he will asks follow up questions about the text to help the students think deeper about the text. The teacher asked different type of questions, but from the observation and interview results show that the teacher prefer to ask questions that are having a long respond or the teacher said it as a "why or how" type of question. What the teacher expected as he asked those kind of questions is that to help students to think deeper about the text. As the

teacher having the discussion with the students, he also added some explanation in some things that they discussed.

4.1.4 Focus 4: Select texts purposefully to support comprehension development

Checklist

Table 4. 10 Checklist Focus 4

Statements	Oct 24, 2016	Oct 27, 2016	Nov 1, 2016	Nov 2, 2016
I choose the text that age appropriate for third grade students to teach.	✓	✓	✓	✓
I teach the students different type of genre.	✓		✓	
I teach the students how to choose a text that fit /appropriate for them.		✓		

From the table above, the teacher showed an agreement that text that appropriate to the students' age would be helpful for their comprehension development. From total four meetings, the teacher always chose the text that appropriate for third grade level students. The teacher taught different types of genre in two meetings from total four meetings. In the second meeting the researcher observed, that the teacher gave an advice of how the students can choose their reading book when they have a chance to read on their own.

Observation

Question: 4a. What genre does the teacher usually use to teach reading comprehension to the students?

Table 4. 11 Observation Focus 4, Question 4a

Oct 24, 2016	Oct 27, 2016	Nov 1, 2016	Nov 2, 2016
The story that they read for this week is <i>narrative non-fiction</i> story.	The story that they read for this week is <i>narrative non-fiction</i> story.	The story that they read for this week is <i>expository text</i> .	The story that they read for this week is <i>expository text</i> .

Question: 4b. What kind of consideration does the teacher have when the teacher choose a reading text for the students?

Table 4. 12 Observation Focus 4, Question 4b

Oct 24, 2016	Oct 27, 2016	Nov 1, 2016	Nov 2, 2016
-	The book <i>is not supposed to be too hard or too easy for the kids.</i>	-	-

Question: 4c. Does the teacher give the students choice to choose their own text to read? What does the teacher do to help the students to choose text that appropriate for them?

Table 4. 13 Observation Focus 4, Question 4c

Oct 24, 2016	Oct 27, 2016	Nov 1, 2016	Nov 2, 2016
-	Yes, the teacher gives the students freedom to choose their own book to read. The teacher asks the students to borrow the book that <i>is not too short and too easy for them</i> to read before they are going for library class and the will borrow some books from library.	The teacher gives the student freedom to choose his or her own reading book. The teacher reminds the student to read the book that is <i>not too easy or too hard for them</i> . The book must be a book that appropriate for grade 3 and according to their reading level.	-

The observation was done four times in two weeks. The first and second observation was in the same week, and the third and fourth observation is in another week. The teacher used two different genres in these two weeks. The first week the teacher used was a narrative non-fiction story (see appendix G-1), and in the second week, the teacher used an expository text (see appendix G-2). Based on the four times observation, the researcher only found once that the teacher showed his consideration for reading book for the students; which is book that is

neither too hard nor too easy for them to understand. From the observation result, there are two times the teacher explicitly giving the students a reading choice, by telling the students to borrow a book that is not too short or too easy, and book that is not too hard for them to understand.

Interview

Questions: 4a. What genre do you usually use to teach reading comprehension to your students?

*All kinds of genre. I do not have specific one. I want my students to be familiar with all kinds of genre. For our weekly reading, I use the story from **Imagine It!** book. So usually, I just choose a story based on the order that the book has. In the **Imagine It!** itself there are so many kinds of genre that I can teach to my students.*

Question: 4b. What kind of consideration do you have when you choose a reading text for your students?

The stories that can be integrate with other discipline. Reading that appropriate with their age for third grade level.

Question: 4c. Do you give your students choice to choose their own text to read? What do you do to help the students to choose text that appropriate for them?

*No, for the story that we learn each week. As I said before that we use **Imagine It!** book from McGraw-Hill, for our weekly reading. **I give them choice as they borrow the book from library or reading room.** They can choose any book to read and for them to fill their reading log as well every week. **I always tell them that they need choose the book that is not too hard and too easy for them.** I tell my students, too hard means that there are 5 or more words that they do not understand in one page. Too easy means that are not so many words in the book, and they can just finish the book in 10-15 minutes.*

The teacher did not have specific genre that he only teach, but he tried to teach all kinds of genre so that the students become more familiar with different type of genre. The teacher's preference is *to teach a story that can be integrated with other discipline* and that *the reading level is appropriate for grade 3*. The

teacher did not give the students reading choices for the text that they are going to learn together throughout the week. But the teacher gave them freedom to choose the book that they were going to borrow for themselves from library. The only thing that the teacher told the students is to choose the book that is neither too hard nor too easy for them.

Conclusion of Focus 4

The teacher seems to agree the importance of having a text that appropriate for the students. What the teacher emphasized to his students about text that appropriate is the text that is neither too hard nor too easy for the students to understand. As the teacher gave the students freedom to read another book but not the one that they use to learn together, he also gave an advice to the students to borrow book from library that is neither too hard nor too easy.

Teaching different genre is another thing that the teacher thought is necessary to do. Although the teacher said he did not really choose the text that they are going to learn and just following the Imagine It! book, the researcher found during two weeks of observation that the teacher taught both narrative and expository text to the students.

4.1.5 Focus 5: Establish an engaging and motivating context in which to teach reading comprehension

Checklist

Table 4. 14 Checklist Focus 5

Statements	Oct 24, 2016	Oct 27, 2016	Nov 1, 2016	Nov 2, 2016

I motivate the students to read.	✓	✓	✓	✓
I motivate the students to use the strategies that have been taught to understand the text better.	✓	✓	✓	✓

The teacher understood that motivation is also needed in comprehension development. In total four meetings, the teacher always motivated the students to read. Not only that, the teacher also motivated the students to use the reading comprehension strategies that have been taught to them.

Observation

Question: 5a. What does the teacher do to motivate the students to read and understand the text better?

Table 4.14 Observation Focus 5, Question 5a

Oct 24, 2016	Oct 27, 2016	Nov 1, 2016	Nov 2, 2016
The teacher <i>motivates the students verbally.</i>	The <i>teacher asks the students to read in the spare time</i> that they have in the class. The teacher tries to do this to develop reading as habit for his students.	The <i>teacher has kind of competition in the class for reading.</i> The competition called bookadventure. The teacher also encourages the student to read in the spare time that they have before lunch or before the transition to another class.	The <i>teacher motivates</i> the students to read and to understand the story better <i>using some words of encouragement.</i>

Question: 5b. How does the teacher motivate the students to read more and understand the text better?

Table 4. 15 Observation Focus 5, Question 5a

Oct 24, 2016	Oct 27, 2016	Nov 1, 2016	Nov 2, 2016
The teacher <i>encourages them to use the comprehension strategies and the text</i>	When the teacher needs to talk with two of the kids, he gives <i>time for the rest of the</i>	Bookadventure: Bookadventure is the name of a website (www.bookadventure.com) . In that website, the student can take <i>an online test</i>	The teacher encourages the students to <i>reread the part of the story and use the other</i>

<p>structure (comprehension skills) to help them understand the story better. The teacher also encourages the students to read slowly in order to understand better.</p>	<p>class to read the book that they just borrowed from library. When they are doing worksheet, some students that finish early can continue to read the book.</p>	<p>from the story they read. They then collect the points after they take some online test. The teacher will bring the students to the computer lab every Tuesday at 1.25 pm from them to take the test. They cannot take the test at home. For each 600 points that they earn, the teacher will give a candy for the student. The teacher also makes a car race that represents the student point in the class.</p> <p>Reading time: The teacher asks the student to read on his or her own. This activity called “Read to Self”. The student can read a book that they borrow from reading room, from library, or the book in the classroom-reading corner. The teacher asks the student to read and focus on their book and he also remind the student to ask question and use the other strategies as they read.</p>	<p>comprehension strategies for them to understand the story better.</p>
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There are several ways that the teacher did to motivate the students. Not only motivated the students verbally, the teacher also spent good amount of time to build their reading habit and interest as they start to understand the purpose of reading. Another way the teacher did in motivating the students was by spending chunk of times that they have in the classroom to read. The teacher’s hope is through having some times to read together will help the students to enjoy reading more. As the students read, the teacher encouraged the students to use the strategies and the text structure that they have learned to understand the story that they read.

The teacher also had a kind of competition called book adventure. The students could take an online test about the story that they have read, and collected some point from the test. For each 600 points that they earned, the teacher would give the students candy.

Interview

Question: 5a. What do you do to motivate your students to read more and understand the text better?

*I usually **encourage them** that reading is fun and different encouragement to help them enjoy reading. I also using sometimes that we have in the class to read. I also make a kind of **reading competition** for them.*

Question: 5b. How do you motivate your students to read more and understand the text better?

*In the beginning of the year, I encourage my students a lot verbally. I told them that reading is something fun to do. They need to try to do it every day. I hope after I tell them that, they will try to read every day and start to enjoy it even without me telling them to read anymore. I also teach some **comprehension strategies and comprehension skills** to help them understand the text better and enjoy reading more.*

For book adventure, since it is an online program, I make an account for each student. Through that account, they can take an online test for the book that they read. The test contains with 5-10 multiple choice-type questions. The students only can take the test at school. I bring them to the computer lab every Tuesday for around 20 minutes for them to take the test. Since not all book is a book adventure book, so I keep reminding them to check if they can take the online text of the book that they read or not. I tell them that they can check the book is Book Adventure or not at home, but they can't take the test at home.

*I make a car race in the wall class that represents their position or their points in bookadventure.com. For each **600 points that they earned from the test, I will give them a candy**. This is just another external motivation, with expectation after they regularly read they would grow internal motivation to read.*

The teacher gave motivation through some words of encouragement. He also spent some times that they have in the classroom to read. The teacher used a verbal encouragement verbal, by telling them that reading is fun and they need to do it every day. The teacher did that with the expectation that the students will

start to find the enjoyment and purpose of reading as they did it often. The teacher also teach reading comprehension strategies and text structure (they call it comprehension skills) to equip them in reading. In addition, the teacher also held a kind of reading competition in the classroom from a website called bookadventure.com. For the competition, the students would take a reading comprehension online test together and earn points from there. The teacher made a car racing all around the class' wall that represents their points in book adventure. The teacher also gave each student candy in every 600 points that they achieve.

Conclusion of Focus 5

All three instruments show that the teacher always motivates the students.

There are several ways that the researcher found the teacher did to motivate the students. The first one he motivated the students verbally, by giving them words of encouragement to read and to use different strategies that they have learned. The second thing that the teacher did is by allocating some of the times that they have in the class to read. By doing those things, the teacher expects that the teacher will enjoy reading more on their own. Lastly, the teacher made a kind of competition, which the students need to take an online comprehension test in the bookadventure.com and compete to earn points from there. The teacher will give the students candy for all the students for each 600 points that they earned. The teacher even made a car racing in the classroom's wall as the representative of the points that they earn. The reward that the students give can be used to help the students to see themselves as successful readers.

4.2. Analysis and Discussion

In this section, the researcher will analyze and discuss the findings based on the theory that have promoted by Institute of Education Sciences (IES) for each focus in this research.

4.2.1 Focus 1: Teach students how to use reading comprehension strategies

From three data results above, the researcher concludes that the teacher always teach at least one reading comprehension strategy to the students. The teacher taught several strategies to the students from four times observation that the researcher did. According to IES panel (Shanahan et al., 2010, p. 13), the way of the teacher teach and have the students practice some strategies in combination is called multiple-strategy instruction.

Although the IES panel suggest more in the using of single-strategy instruction, which mean to introduce the strategy individually in some period of time; but they also encourage teachers to choose the approach that work best in the each classroom. In this kind of situation of choosing one but not the other is not always easy as choose white but not black. Therefore, Christian teachers need to have discernment in making decisions, and being spirit led more than just depends on the experience and teaching techniques (Greene, 1998). By making a right decision teachers will maximize their influence in students' development

The teacher usually likes to start the lesson by telling about the strategy that they are going to learn, and explained about the strategies use posters. One of the ways in teaching students about comprehension strategies that IES promotes is by using a gradual release responsibility. The teacher had a good started by start

to teach the strategies by telling the students explicitly about the strategies. This is exactly the same point that Duke and Pearson promoted and adopted by IES panel that teachers need to do to teach the comprehension strategies is by giving explicit description or explanation of the strategy (Shanahan et al., 2010, p. 15).

The teacher also continues to explain in some points of the story as they read the story together. The teacher also gave some example how to use the strategy. The teacher also gives the students a space to apply/use the strategy that they have learned as they read the book on their own. Although the teacher have started with the right strategy according to gradual release responsibility, but the researcher did not find really clear implementation by the teacher in the next steps of gradually release of responsibility. According to Duke and Person (as cited in Shanahan et al., 2010, p. 15) the steps will be (1) explicit description by the teacher, (2) teacher and/student modeling, (3) collaborative use, (4) guided practice, (5) independent use by the students. Going back to the truth that both teacher and student are bearer image of God, teaching is should be valued more than just telling people what to believe and do (Graham, 2009, p. 81). Therefore, this gradual release responsibility will be appropriate for teachers to implement to help students to experience the wholeness of meaningful learning, until they are able to use the strategies independently.

Based on the three instruments that the researcher used, some strategies that the teacher taught are questioning, visualizing, clarifying, and summarizing. For questioning the teacher usually teach it by asking some question to the students and then ask the students to ask question about what they read as well. The way the teacher teaches visualizing is by asking the students to imagine the

picture that is being described in the story. For clarifying, the teacher likes to ask the students to reread the part or section that the students still confused. Lastly for summarizing, the researcher only record it once during the observation and the teacher only told the students that they are going to learn how to summarize story for each page or section by section.

4.2.2 Focus 2: Teach students to identify and use text's organizational structure to comprehend, learn, and remember content

In the focus number two, the researcher found some differences. This differences showed by the difference between the results in the three instruments.

In the checklist that has been filled by the teacher shows that in four times of the teacher filled the checklist for both points, the elements of the structure and the structure of the text, the teacher felt he taught it all four times. On the other hand, from the observation result showed that the teacher only taught the elements of the structure in the first and second meeting. For the structure of the text, the teacher taught only three times since the researcher eliminated classify and categorize. The researcher concludes that this difference happened because of the different understanding about what is called as "text structure" and "comprehension skills". This also confirmed by the interview result with the teacher, he said, *"I teach the students about the structure of the text, but instead of call it the structure of the text, we call it as comprehension skills."*

According to Michael Pressley, in *Imagine It!* professional development guide said, "Comprehension skills are the procedures they use to grasp the organizational structure of the text" (Pressley, 2008, p. 17). Based on the theory

about comprehension skill that is used in Imagine it! book and IES theory about text structure, some similarities that the researcher found is both are taught with purpose to help the students to grasp the organizational structure of text they read.

IES panel group the text structure based on the text genre, narrative and informational text, the comprehension skills are taught in for both text but categorize as some skills to help students to organize text information. The other group is to lead students into deeper understanding of the text.

Some of these skills—such as identifying cause-and-effect relationships, identifying main ideas, understanding a sequence, comparing and contrasting, and classifying and categorizing—help students organize text information. Others—such as understanding the author’s point of view and purpose, drawing conclusions and making inferences, and distinguishing fact from opinion—lead them to a deeper understanding of a text, to a “reading between the lines,” which is a hallmark of successful readers (Pressley, 2008, p. 18).

Although the terms used in the IES theory and the teacher is different, the researcher found that the essence of both teaching text structure and comprehension skills is the same; which is to help the students become more familiar with the structure of the text.

From the three instruments, there are characters and setting from the elements of the structure-that usually found in narrative text, that the researcher taught. The teacher likes to talk about the character in the beginning of the story or while they are reading the story together. The teacher also likes to talk about the setting of the story while they read the story together and discuss it.

Based on the three instruments, for the structure of the text-that usually found in informational text, the teacher taught compare and contrast, and problem and solution. The teacher said that he usually use poster to start explaining about this, and he will continue to explain it more as they read the story together. During the observation time, the researcher found that the teacher use a thinking map called double bubble map to compare and contrast, and use a table for students to list some problems and the solutions that they could find from the story.

4.2.3 Focus 3: Guide students through focused, high-quality discussion on the meaning of text

From three instruments that the researcher used shows the teacher always have discussion with the students about the text that they are going to read together. The teacher liked to ask the students to sit on the carpet and have them take turn in reading the story. The teacher always led the discussion. The discussion better led by the teacher, only if the students were proficient it would be much better if the teacher give the students opportunities for peer-led discussion (Shanahan et al., 2010, p. 27), but all three instruments did not record that the teacher ever done peer-led discussion in his classroom.

Although the teacher did not give the students to have peer-led discussion, the teacher is doing a great job in leading the discussion. During the discussion, it is teachers' role to guide the discussion into deeper level of understanding the text. The teacher did his role as a shepherd that guide. In order to be an effective shepherd or guide teachers need to have diverse competencies as well as a sense direction and purpose. Moreover, Christian teachers are called not only to help the

students to have deeper understanding of the text they read, but also to “guide the students into the knowledge and discernment that lead to service for God and their fellow human beings” (Van Brummelen, 2009, p. 42).

The teacher also likes to ask questions to the students about the text, and sometimes asked some follow up questions as well. The teacher also tried to ask questions that will help the students to think deeper about the text. He likes to ask “how and why” type of questions. IES panel said that teacher needs to develop higher-order questions which mean question that help the students to give a critique or evaluation about the text, rather than simply recalling details (Shanahan et al, 2010, pp. 26-27).

4.2.4 Focus 4: Select text purposefully to support comprehension development

All three instruments show that the teacher does not really teach one specific genre. The researcher found that the teacher taught two different genres in two weeks observation that the researcher did. The teacher taught both narrative and informational/expository text. According to IES, teaching different type of genre will be good also for comprehension development. The IES panel recommends teacher to teach both narrative and expository text (Shanahan et al., 2010, p. 31). The teacher taught different types of genre in two meetings from total four meetings.

From the three instruments the researcher found that the teacher is agree that it is necessary to choose book that are appropriate for their age or reading level to support the comprehension development. The teacher tried to explain it to the students by encourage them to choose reading book that neither too easy nor

too hard. Even though IES panel promote the necessity choosing challenging text, but they are highly recommended for teacher to select text that is neither too hard nor too easy for the students. The text will be better with comprehension difficulty appropriate for the students' reading ability and support the purpose of instruction (Shanahan et al., 2010, p. 32).

The researcher found that the teacher is actually not giving the students freedom to choose the text that they are going to learn as a group, but the teacher gave the students freedom to choose the text that they are going to read on their own as they are going to borrow book from library. According to IES panel, this freedom to choose their own reading will somehow motivate the students to read and understand the text better (Shanahan et al., 2010, p. 36). As God has given both teacher and student freedom to choose and the responsibility for that choice, teaching also need to be valued more than telling the students what to believe and do (Graham, 2009, p. 81). For younger students it is acceptable for teachers to give them some freedom, as long as there is a guidance from the teacher. This also what the teacher did as he gave the students to choose their own reading book, the teacher told the students - two times out of four observations, to choose book that is neither too hard nor too easy for them to understand.

IES panel also recommended teachers to teach text with high quality and rich with ideas and information (Shanahan et al., 2010, p. 31); but the researcher did not find any confirmation for this. "As I said before that we use *Imagine It!* book from McGraw-Hill, for our weekly reading". The teacher admitted that he did not choose the text that they are going to learn only following from the textbook *Imagine It!* and he did not say anything about text with high quality.

4.2.4.1 Focus 5: Establish an engaging and motivating context in which to teach reading comprehension

According to the three instruments that the researcher used, it shows that the teacher used several ways to motivate the students. First, the teacher motivated the students verbally. He tried to build up a positive behavior and attitude toward reading in students' life by telling them that reading is fun and encourage them to read every day. By telling them that reading is something fun to do, the teacher expected that the students would later experience the enjoyment in reading for themselves. When teachers help students to experience enjoyment in reading at the same time they are also helping the students in their reading comprehension development (Shanahan et al., 2010, p. 34).

The teacher were also taught the students some reading comprehension strategies and teach them to use the strategies to understand the text better. The teacher also spent some times that they have in class to read to build students' reading habit and interest. Those things were done by the teacher to give the students opportunity to discover the purpose and benefit of reading. As an image of God, students intuitively know that God's reality has meaning and purpose; therefore, the students also desire learning that related to the meaning they have experienced and to deepen and expand their knowledge (Van Brummelen, 2009, p. 95).

The last thing that the researcher found interesting how the teacher motivates the students to read is the competition that the teachers have in his classroom. The teacher encouraged the students to read as much as they could and

after that they can take a comprehension test online in bookadventure.com and earn points from there. For each 600 points that they earn the teacher will give them a candy, another way the teacher did to motivate the students to read and to understand the text that they read. Through giving the students the candy as a reward, the teacher will help the students to see themselves as successful readers. In order to make the students to see themselves as successful readers, IES panel has different strategy with what the teacher did. IES panel recommends teacher to use some challenging texts occasionally, and let the students complete challenging tasks or acquire new skill (Shanahan et al., 2010, p. 36).

Conclusion

Based on the IES theory, the teacher did all five strategies that the researcher also used as the focus in this research as his strategy in teaching reading comprehension.

1. Teach students how to use reading comprehension strategies
2. Teach students to identify and use text's organizational structure to comprehend, learn, and remember content
3. Guide students through focused, high-quality discussion on the meaning of text
4. Select text purposefully to support comprehension development
5. Establish an engaging and motivating context in which to teach reading comprehension (Shanahan et al., 2010, p. 9)

However, the teacher did not do exactly the same activities as what the IES panel recommends to be implemented in the classroom for each strategy. From the first

strategy, the researcher found that the teacher only taught 4 out of 6 strategies to the students, there are questioning, clarifying, visualizing, and summarizing. Nevertheless, the researcher found that the teacher always teach at least one strategy in a session. The teacher taught the comprehension strategies with multiple-strategy instruction, meaning the teacher teach the strategies in combination. Teaching the strategies in combination might be more complicated, but it help the students to be more familiar with the using strategies together from the beginning (Shanahan et al., 2010, p. 13).

In the second strategy, there are two text structures IES panel recommended teachers to teach; they are the structure of narrative and informational text (Shanahan et al., 2010, pp. 18-19). However, the researcher found there is a different term that the teacher used in teaching the text structure. Instead of calling it text structure, the teacher called it as comprehension skills. The teacher also did not teach each point of the text structure based on the IES panel theory. For first and second strategies, the researcher understand if the teacher did not able to cover each point of strategies and text structure since the researcher only gathered the data intensively in two weeks.

For the third strategy, the teacher did it really well. The teacher always discussed the text that they learn. Based on the IES theory, the teacher understand that asking questions and follow up questions that require students to think deeply about the text is necessary (Shanahan et al., 2010, p. 26). However, the teacher did not do IES recommendation to have students lead structured small-group discussion. The panel sees this as an opportunity for the students to pose question to their peers (Shanahan et al., 2010, p. 27).

Since the teacher admitted that he actually did not choose the text that they are going to learn together as a class, the researcher found that the teacher was teaching multiple genres, both narrative and informational/expository text. Teaching multiple genres will help the students to be more familiar with all kinds of genres, because “a student’s mastery of one does not necessarily transfer to the other” (Shanahan et al., 2010, p. 31). He also agreed the important of teaching text that appropriate for the students by telling the students to borrow from the library, book that is neither too hard nor too easy for them to understand. Choosing text that is neither too hard nor too difficult for students will be really helpful for students’ reading comprehension development (Shanahan et al., 2010, p. 31). Although, the teacher did not find anything that confirm that teacher did the strategy to choose high quality text (Shanahan et al., 2010, p. 31).

Help the students to discover the purpose and benefit of reading is one of the way teachers can do in order to motivate the students to read and understand the text better (Shanahan et al., 2010, p. 35). The teacher did it very well by giving the students lots of words of encouragements and spend some times they had to read. Another thing that teachers can do to motivate the students is by creating opportunities for students to see themselves as successful readers (Shanahan et al., 2010, p. 26). How the teacher carried this was by having a kind of reading competition and giving each student candy for each 600 points that they earned. All students have opportunity to achieve 600 points and get a candy from the teacher.

Although the teacher’s strategy in teaching reading comprehension did not exactly the same as what IES panel recommended, the teacher’s strategy is still

helpful for the students' reading comprehension development. It can be seen from the improvement of students reading level from the first term to the second term. The reading assessment was adapted from Cengage Learning both for term 1 (see appendix H-1) and term 2 (see appendix H-2).

Table 4. 16 Students reading level in term 1 and 2

Student s' #	21	22	23	24	25	26	27	28	29	30	Final level for each term.		
	Log	Bee	Clown	Triangle	House	Crown	Skunk	Mouse	Truck	Duck	Term 1	Term 2	
1											1	26	27
2											2	22	24
3											3	27	28
4											4	26	27
5											5	24	25
6											6	27	28
7											7	24	25
8											8	28	29
9											9	24	25
10											10	25	26
11											11	21	24
12											12	25	26
13											13	27	28
14											14	26	27
15											15	26	-
16											16	21	24
17											17	26	27
18											18	23	24
Reading Level	Second Grade			Third Grade			Fourth Grade		Fifth Grade		<div style="display: inline-block; width: 15px; height: 15px; background-color: yellow; border: 1px solid black;"></div> Term 1 <div style="display: inline-block; width: 15px; height: 15px; background-color: blue; border: 1px solid black;"></div> Term 2		
	21	22	23	24	25	26	27	28	29	30			

Table 4. 17 Students' reading level improvement

Improve 0 point of reading level	1 student
Improve 1 point of reading level	13 students
Improve 2 points of reading level	2 students
Improve 3 points of reading level	2 students

From the data above showed that there is one student does not show any improvement because in the second term she has not assessed yet. There are 13 students improving 1 point, two students improving 2 points and two students

improving 3 points in their reading level. From the standard given by Cengage Learning, third grade students should be in the level 24-26. From second term assessment result, it shows that all students are at least in the level for third grade or even above.

Two students that jump 3 points of reading level are actually students that used to have lowest score in the class based on the result in the first term. They used to be in the reading level of grade 2 students (according to Cengage Learning standard), but they were able to jump 3 level, both from 21 to 24, and able to manage to third grade of reading comprehension level. The overall result showed that the strategies that the researcher used had already been helpful for students in their reading comprehension development.

