CHAPTER IV

FINDING AND DISCUSSION

In this chapter, I would like to explain the findings and discussion the data of the research. The data have been collected from 22 students of the XII grade of the students’ at SMA Negeri I Gorontalo in 2011/2012 academic years. The data were analyzed by using descriptive qualitative analysis through reading log test. I described them one by one to make it clear as follows;

4.1. Data Findings

From the XII grade students of SMA Negeri I Gorontalo, I took 22 students as the sample of this research. The data of this research were collected by using reading log as the test which used to see how the students’ literary response in reading especially in short story.

The researcher gave them reading log tests about narrative text. Each reading tests consist of 5 items reading comprehension question based on the text. It was used to measure their literary response in short story. In this part, the researcher described the result of the students’ score in answering the test by making percentage of the items. The score which was obtained were classified into four categories. The categories were “outstanding”, “good”, “satisfactory”, and “needs improvement”. 
4.1.1. The Students’ Score in Reading Literary Response Short Story

This part presents the whole data of the students’ score. The classification of the students’ reading skill especially short story in reading log tests could be presented in the following table of description below;

Table 4.1
Students score in short story text with the title old women and the tulip

<table>
<thead>
<tr>
<th>No</th>
<th>Categories</th>
<th>Scores</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Good</td>
<td>56-75%</td>
<td>14</td>
<td>63.64%</td>
</tr>
<tr>
<td>2</td>
<td>Satisfactory</td>
<td>40-55%</td>
<td>5</td>
<td>22.73%</td>
</tr>
<tr>
<td>3</td>
<td>Needs Improvement</td>
<td>0-39%</td>
<td>3</td>
<td>13.64%</td>
</tr>
<tr>
<td>4</td>
<td>Outstanding</td>
<td>76-100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>

This part presents the whole data of the student’s scores in reading short story text. By looking at the table 4.1 above, it could be seen that there is no students’ who were classified into outstanding category which got score between 76-100%. The percentages were 63.64% or 14 students who were classified into “good” category. On the other hand, there are 5 students who were classified into “satisfactory” because they got score in the range between 40-55%, and finally, 3 students were classified into “needs improvement” category because they got score in range between 0-39%.

From the explanation above, it can be concluded that the students’ literary response in reading short story text with the title Old Women and the Tulip was
classified into good category. It could be seen from the data, most of the students can respond the story well. It means that they understood the content of reading story.

### Table 4.2
Students score in short story text with the title the Cat and the Fox

<table>
<thead>
<tr>
<th>No</th>
<th>Categories</th>
<th>Scores</th>
<th>Frequencies</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Good</td>
<td>56-75%</td>
<td>15</td>
<td>68.18%</td>
</tr>
<tr>
<td>2</td>
<td>Satisfactory</td>
<td>40-55%</td>
<td>7</td>
<td>31.82%</td>
</tr>
<tr>
<td>3</td>
<td>Outstanding</td>
<td>76-100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>Needs Improvement</td>
<td>0-39%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

This table presents the whole data of the students’ scores in reading short story text. By looking at the table 4.2 above, it could be seen that there is no students’ who were classified into outstanding category which got score between 76-100% and needs improvement category which got score between 0-39%. The percentage were 68.18% or 15 students who were classified into “good” category. On the other hand, there are 7 students who were classified into “satisfactory” category, because they got score in the range between 40-55%.

Based on the data, the researcher found that the students’ literary response in short story text with the title the Cat and the Fox are classified good category. Many students can answer the reading log test. They can respond most of the question in reading log test. From the data, there are 15 students or 68.18% were classified into good category.
Table 4.3

Students score in short story text with the title a bird

<table>
<thead>
<tr>
<th>No</th>
<th>Categories</th>
<th>Scores</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Good</td>
<td>56-75%</td>
<td>17</td>
<td>77.27%</td>
</tr>
<tr>
<td>2</td>
<td>Satisfactory</td>
<td>40-55%</td>
<td>3</td>
<td>13.63%</td>
</tr>
<tr>
<td>3</td>
<td>Needs improvement</td>
<td>0-39%</td>
<td>2</td>
<td>9.1%</td>
</tr>
<tr>
<td>4</td>
<td>Outstanding</td>
<td>76-100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>22</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

This table presents the whole data of the student’s scores in reading short story text. By looking at the table 4.3, it could be seen that there is no student who was classified into the outstanding category which got a score between 76-100%. The percentage were 77.27% or 17 students who were classified into the “good” category. On the other hand, there were 3 students who were classified into the “satisfactory” category, because they got a score in the range between 40-55%, and finally, 2 students were classified into the “needs improvement” category because they got a score in the range between 0-39%.

Relating on explanation above, it can be concluded that the students’ literary response in short story with the title a Bird was classified into the good category. There were 17 students or 77.27% who could respond the story well.

By comparing the students’ scores in short story from the three tables above, the students’ literary response in short story showed various. It can
beconcluded that most of the students were in good category. Some of students included in satisfactory, and needs improvement category.

From the data appendix 3, the researcher wanted to explain which generally the students’ literary response from the three stories.

**4.1.2. The Students’ Score in ‘Good’ Category**

The students’ literary response in reading short story which was classified into good category were 14 students from 22 students as my sample. Based on the table, from 5 items that were given to the students, it was found has the result percentage of their score were 64%. whereas, good category is about 56% to 75%.

Based on the explanation above, it can be concluded that most of the students in this category can determine the form of the texts especially short story text itself. But on the other text, they found difficulties in answering the question based on the texts such as determine middle of the story.

**4.1.3. The Students’ Score in ‘Satisfactory’ Category**

In this research, there were 6 students were classified into satisfactory category. The data of students score in appendix 3, can be also described that there were 40% obtained the score between 40%-55% incomprehend short story text. From 5 items, the researcher found that the result percentage of their score were 27.3%, they found some difficulties to answer the question based on the reading text.

**4.1.4. The Students’ Score in ‘Needs Improvement’ Category**

Based on the result of the data analysis, the researcher found 2 total of students obtained 9.1%. This percentage was categorized into needs improvement
classification. In this level, the percentage of students result was classified in needs improvement category because they earned score about 0-39%. From 22 students as the sample, there were 2 students were classified into needs improvement category.

In fact, the students’ literary response in reading short story, included in good category. It could be seen by investigating above, the correct answers of the question of short story text commonly occured because they understand about element of literary response and also they master more vocabulary.

4.2. Discussion

After analyzing the data, the researcher would like to describe what she got in research findings on students’ literary response in reading short story. Based on the result data analysis, it was found that the students’ literary response in short story text was various. In reading log test it was clearly shown that, the avarage students’ literary response in short story text was categorized into good classification with percentage 58.7%, you can see at appendix 3. It could be shown that the students understood about short story text itself. In this case, the researcher would like to describe the students’ literary response in short story based on the context. The data can be analyzed as follows;

4.2.1. The students’ literary response in reading short story text

Based on the table in appendix 3, it was found that in reading log test the students' literary response in reading short story text was various. From 22 sample, they could be classified into four category. There are outstanding, good, satisfactory, and needs improvement. In this research, none of students who were
classified into outstanding level which obtained intensities 76%-100%. It showed that, the students were still difficult to understand reading short story text in the whole.

Based on the data, it was found that in answering short story text, most of the question on the test talked about the elements of literary response like character, beginning, middle, and the end of story.

4.2.2. The students’ literary response in character

In this aspect, the researcher would like to describe the students’ mistake in answering character of short story text. Based on the research findings described on the previous explanation, the researcher found the students’ literary response in character answer was various. In character has been used to describe an effective impersonation by an actor. A character who stands as a representative of a particular class or group of is known as a type. Types include both stock characters and those that are more fully individualised. The study of a character requires an analysis of its relations with all of the other characters in the work.

Most of students can identify character of story, beside that some of them do not know character from the actor of the story. The students are mistake to identify character of story, because they do not understand what the story talked about. It means that the students comprehension were still low, they did not respond the story well. It showed the students’ result when I given reading log test.

From the explanation above I can conclude, the students’ literary response in short story were still low especially to identify the character because they were
careless to answer this item. Talking about character of story, is easy. But in reality, they were difficult to determine the character of short story.

4.2.3. Students’ literary response in beginning

Based on the data, it was found that in answering short story text, some of the question on the test talked about the elements of literary response like beginning of story. Many students can identify the beginning of story, it showed that most of the students understood to determine beginning in short story text., inspite of there are also the students lacked to understand about beginning of story.

Sometimes the students were mistake to determine the beginning of story. Based on the students’ result I found most of students determined the beginning of story in the middle and the end of story. According to Sunaryo (1988:47), Beginning is the even consisting of the star of something. It is certainly true that every story must have a beginning, but there were students still felt difficult to determined it.

In fact, the others items were incorrect answers. That is why most of the students in this text were bad based on their result in comprehending the text. It can be concluded that most of the students on the high school level were difficult to identify the elements of literary response in short story.

4.2.4. The students’ literary response in middle

According to Meredith (1963:32), middle of story must give the background of circumstance that produced the complication. Complication and development are two terms related to the role of the middle of the story. In a short
story, unlike in a novel the term has little relevance, because the plot of a short story is seldom complicated, and it certainly should not.

For this aspect, many of students were mistake to determine the middle of story. Some of the question in reading log test talked about the middle like central conflict in the story. Based on the data, some of them were still wrong to identify the middle especially central conflict. Maybe they were confused to determine the form of each text because they did not comprehend the text.

By explanation above, to determine the middle of short story text, most of them lack of understanding about this one. The researcher concluded that, the students did not have interest to read text. They had less motivation to study English especially in reading skill.

4.2.5. The students’ literary response in the end

One indicator of literary response was the end of the story. The ending of a modern short story does not require a long summary of what happened after the complication has been resolved. The contemporary short story writer need make no more explanations in his endings than in this beginnings, still he must avoid being obscure. The contemporary short story certainly does not go in for this much, but the reader feels somehow that it should.

Based on the data, most of students can identify the end of short story. But, some of them were mistake to determine the end of story, it showed from their result. Some of the question in reading log test talked about the end of story like climax and conflict resolved. The problem of students in the end was almost same with the three elements before. Actually to determine the end of short story is
easy, but they found difficulties in answering the question. The students’ comprehension was still low because they did not read well and they also had less vocabulary.

By explanation above, the researcher concluded that, the students still had low literary response especially in reading short story. Some students like reading but they stated that it was usually needed to choose which book or short story is interested for them so they feel easier to speak than read. By speaking, they could interact and use their English or vocabulary directly. Whereas reading they had to get a time to find an interesting English to read which they like to read.