

CHAPTER III

RESEARCH METHOD

This chapter discuss the description of research methodology including research design, subjects and setting of the study, and procedures of the study that consists of preliminary observation, planning, implementing the action, observing and reflecting.

A. Research Design

The design of this study is Classroom Action Research. The researcher conducted a classroom action research to know and learn the phenomenon which occurred in teaching learning process and purposely tried to offer solutions for the problem that happened. Classroom action research is the study of a social situation that enable practice to improve the process of teaching and learning in the classroom by the teacher, researcher, teacher and researcher or with his or her colleague, etc. This research designed to improve the students in reading comprehension by using annotating text strategy to solve practical problems in the process of English teaching and learning, especially in teaching reading comprehension of hortatory text for the students in eleventh grade IIS 2 of MAN 3 Tulungagung academic 2018/2019.

This research will involve the students in improving teaching and learning process in the class and enhance the understanding of the students in the lesson by solving the problems of the students faced in the classroom. As stated by Latif (2011, in Durotu 2013:32) Classroom Action Research is an effective media in improving the quality of English teachers' performance in instruction as well as students' achievement in learning English in the classroom. For that, the teacher or the researcher here can set the condition for applying teaching and learning carried out in the class based on the strategy that selected which was also needed by the students to solve the problems in the classroom.

In doing the research, the researcher used Kemmis and Taggart Model. According to Kemmis and Taggart (in Burns, 2009:7) classroom action research has four broad phases in a cycle, ie. planning, implementing, observation the action, and reflecting on the action in conducting the research.

Before doing four phases in a cycle (planning, implementing, observing and reflecting), the researcher conducted preliminary study. Preliminary study was the first step to know the teaching and learning problems of reading. Analyzed the result and found the kind of problem faced by the students in the classroom.

The next phase was planning. Planning here was done to overcome the problems and prepare the action research. After planning comes to the

implementation stage. Implementation is conducted based on the planning which has been determined. When the implementation is conducted, the observation is also done. Based on the result of the implementation, the researcher will conduct reflection about the result of the implementation. Here, the researcher decides whether she needs to improve the implementation in the next cycle or not.

B. Subjects and Setting of the Study

The study was conducted at MAN 3 Tulugagung which located on Tanen, Rejotangan, Tulungagung. The researcher chose this school as the setting study of preliminary study and found that teaching activities need some improvements to enhance students' achievement. This research was conducted for 1 month in the second semester of the academic year of 2018/2019. The subjects of this study were 33 students male and female of XI IIS 2 class.

C. Procedures of the Study

Based on Kemmis and Taggart model, classroom action research classified in four stages of one cycle for classroom action research. They are planning, implementing, observing and reflecting. But, before doing the first stage (planning), the researcher took a preliminary study (Reconnaissance) to find out the practical problems of the class. The explanation of each step is as follows:

1. Preliminary Study (Reconnaissance)

Reconnaissance is a preliminary study to get any information about the real condition of the class about the teacher technique used in the teaching and learning process, the students' problems and activities in reading class. This study was done by observing students' activities in the classroom, interviewing the English teacher informally, and administering a preliminary test.

This observation was found that the students just knew a little about vocabulary in English and less practice in comprehending reading text. So, the students didn't participate actively in the classroom and this affects low student motivation. Others, there are many text reading can be found in students' workbook, and it is caused that reading is a high portion of senior high school, but students still have difficulties in reading. It can be seen from the renewed of the School-Based Curriculum or K-13 which was just launched in 2016 that requires students to think high-level in which such skills are not easy to understand. Moreover, a passing grade of the school agreement for the students (KKM) in the eleventh grade is 75 for minimal. That value is quite high that students must have in the process of learning English in the class.

Based on those problems above, improving students reading comprehension of hortatory text was needed by applying annotating text strategy as an innovative technique in comprehending hortatory text. After finding these problems, it was continued with the implementation

of classroom action research in a cycle which began by planning, implementation, observation, and reflection.

2. Planning

After doing the observation in the reconnaissance step, the researcher made some plans to choose the actions that were feasible to be implemented in the field. Planning was a phase that carried out to prepare the learning strategy to be developed to solve teaching problems found during the preliminary study. This strategy was selected based on the belief that the strategy could solve the problems. Annotating text strategy was the strategy that selected to improve reading comprehension ability of XI IIS 2 at MAN 3 Tulungagung.

To get success result of this method in the planning stage, the researcher made preparation needed in conducting the research. This step covers socializing the research program, providing a suitable strategy, designing a lesson plan, and preparing the criteria of success. The explanation of each follow is as follow:

a. Socializing the Research Program

Before conducting the research, the researcher came to school for second time to ask permission with the headmaster to do a research in the school of MAN 3 Tulungagung on 21 January 2019. In this meeting, the researcher gave a letter of research permission to the principal of MAN 3 Tulungagung for school administration. Then, the researcher met with Mrs. Mahsus as assistant principal of academic

affairs and curriculum for discussed the research and technique that will be applied in the classroom. The researcher met with Mrs. Mahsus in her office to explain the research that would be conducted at MAN 3 Tulungagung, the field of study to be studied, and the techniques that would be used in the classroom later. The researcher described how to apply the technique to be used, namely annotating text strategy for reading comprehension of hortatory text where hortatory text material is also taught in class XI IIS 2 in this even semester. So the research in the class of XI IIS 2 is not expected to interfere with the teaching and learning process in class.

b. Providing a Suitable Strategy

To solve the problem of the students in reading hortatory text, the researcher provides Annotating text strategy to overcome their problems. Annotating text strategy is a way to interact with the text. This strategy works well for struggling readers, as it helps them to learn what is important parts of the text to include circling, underlining, double-underline, etc. It helps the reader keep track of ideas and questions and supports a deeper understanding of the text.

c. Designing a Lesson Plan

After providing the strategy, the next step developed a lesson plan to make a frame of the teaching learning process. The lesson plan is a scenario or plan of teaching in writing form which is arranged by the teacher based on time allocation with a few meetings before teaching

is done or applied. The researcher designing a lesson plan based on the second-semester Syllabus and discussed it with the English teacher. The lesson plant itself used by the researcher to guide the students to implement the strategy. It consists of course identity, curriculum standard, indicators, learning objectives, learning material, learning method, instructional media, learning resources, learning steps, and assessment. The details descriptions of the lesson plan are followed:

- 1) Course identity: it consists of the school name, subject, level, subject matter, and time allocation.
- 2) Curriculum standard: it consists of standard competence and basic competencies that have been designed by the state.
- 3) Indicators: it describes the standard of basic competence for each student which should be mastered well in the last of learning.
- 4) Learning objectives/goals: it is the learning outcome that students get from the lesson.
- 5) Learning material: it described the materials that would be given for the students that suitable with curriculum standards.
- 6) Teaching-learning methods: it consists of approach, learning model, and technique that will be applied in the teaching and learning process.
- 7) Teaching media: it consists of media and tools /material used to deliver the lesson.

- 8) Learning resources: it covers the resource sources and materials used and delivered in teaching.
- 9) Teaching and learning activities: it describes the procedures that do in the process of teaching and learning in the class. It consists of pre-activities, while activities, and post activities.
- 10) Assessment: it describes the kind of test that will be used in assessing the students' reading skills.

Then, the teaching scenario of Annotating text strategy is presented in following table.

3.1 Table Teaching Scenario of Using Annotating Text Strategy:

Teacher	Students
Showing a picture of related text	Pay attention and respond to build knowledge
Explains about annotating text strategy and the benefit	Pay attention and listen carefully, and asking if they do not understand.
Explains about the step of using annotating symbol	Pay attention and listen carefully, and asking if they do not understand.
Explains the material about hortatory exposition text.	Pay attention and listen carefully, and asking if they do not understand.
Divides the students into some groups	Work in group
Gives some exercise	Answer the questions on paper
Asks the students to arrange or	Work in group

write the answer	
Asks the students to share their work	Pay attention and ask when they don't understand
Discuss together and monitor students when they get difficulties	Ask some questions when they get difficulties

**For the details form of the lesson plan can see in appendix 1.*

d. Preparing the Criteria of Success

The criteria success is set up to maximize the reading comprehension of students in hortatory exposition text. This is indicated from the reading comprehension-test that given to the students. The criteria of success here are to know the process of the teaching and learning activities using annotating text strategy for teaching reading during the action of the research. These criteria are as follows:

- a. Students are active and motivated during teaching and learning process.

It meant that students who applied this strategy will get a change in the process of understanding the lesson. This can be identified from direct observation of students in the classroom.

- b. 70% of the students score in reading test at least 75.

It meant that the student who gets score 75 or more is classified into passed and who gets less than 75 is classified into failed. This score is based on School Agreement (KKM) at that school.

3. Implementing

The second step after planning is implementation. It is used to implement the instructional strategy that has been planned in the lesson plan to improve reading comprehension. The implementation will be done in the classroom by applying annotating text strategy. This study in each cycle will conduct in the 3 meetings, ie. 2 meetings for implementation annotating text strategy and 1 meeting for a test. In this study, the implementation of these activities is a researcher.

4. Observing

Observing is the process of collecting data about many aspects of the applying annotating text strategy that occur during and after the implementation of the technique for indicating the success of the strategy in solving the problems of the class.

The researcher used qualitative and quantitative data. The qualitative data are taken from the result of observation in the class and conducting an interview with an English teacher. For the quantitative data are taken from the result of the students' preliminary-test achievements administered in the preliminary study and students' reading comprehension-test achievement conducted at the end of each cycle.

5. Reflecting

At the end of the cycle is a reflection. Reflection is the activity to appraise the action of teaching-learning in the class. Reflection is the process for analyzing the data taken during conducting observation based on the criteria of success had been determined. This phase aims is to reflect or to review the result of the observation to know whether the problems have revised or not.