

Chapter III

RESEARCH METHOD

Research method is quite important in conducting a research. It is necessary of researcher to apply and appropriate method. It needs to reduce the possible mistake. In this chapter, the researcher describes types of study, subject of research, object of research, data and data source, design of the research, method of collecting data, procedure of the research, lesson plan, criteria of success, and data analysis.

A. Research Design

The design of this study was Classroom Action Research (CAR). It is called classroom action research because the research focuses on a particular problem of a certain group of students in a certain classroom. Originally, the term Classroom Action Research is derived from Action Research. At first, Kemmis and McTaggart (in Sukardi, 2013) only reveals action research is the way groups of people can organize the conditions under which they can learn from their own experiences and make their experience accessible to others. Ary *et al* (2010:516) specifies the idea and promotes that action research is a practical tool for solving problems experienced by people in their professional lives. It is empirical insofar as it requires people to define and observe the phenomena under investigation. McKay (2008:30) makes the definition more understandable by defining it in pieces. He says that action research involves three features, namely, action, research, and collaborative.

The action is conducted to give an improvement to the educational process. Meanwhile, the research means that it needs the analysis of the data. Moreover, a researcher needs to work collaboratively in order to examine the teaching and learning process conducted. In sum, action research is a sort of well-planned actions done collaboratively for improving the educational process by analyzing the data which are obtained from the applied strategy.

This research 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.

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 conduct 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. Setting and Subjects of the Study

The classroom action research was conducted for tenth grade students at MTsN 8 Tulungagung exactly class VIII B. The total number of students in class VIII B is 30 with 18 boys and 12 girls. 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

C. Procedures of the Study

There are some phases of Classroom Action Research involved in this study. It covered planning, implementing, observing, and reflecting. However, before planning the activities for implementing the strategy, the researcher was firstly carrying out a preliminary observation. The explanation of each step is as follows:

1. Preliminary Observation (Reconnaissance)

Preliminary observation aimed to find out the practical problems in the classroom. In order to determine the core problem, the researcher got in touch with the English teacher of class VIII-B by conducting an interview concerning English language teaching and students' responses towards English subject; observed the teaching and learning process in the classroom; had another unstructured interview with some students to gather more information about what they thought about English. Finally the researcher concluded that the main

problem faced by this class was the lack of vocabulary mastery. The evidence of the case was majorly found when the researcher observed the students' understanding in learning English.

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 the result of conducting observation, the researcher found that the students had major difficulties in reading comprehension of narrative text by applying Listen read discuss strategy. 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

A planning phase was done after identifying and diagnosing students' vocabulary problem occurred in the classroom proven by observing and interviewing. According to Latief (2011:148), planning is a step to prepare the

classroom instructional strategy to be developed in the study to solve the instructional problems. Some preparations needed including socializing the research program to the setting of the study, providing a suitable strategy which is going to apply, designing a lesson plan, and preparing the criteria of success, and training the collaborator teacher.

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

In this subheading, the researcher planned a meeting with the English teacher of VIII-B. The researcher was going to share the main point of the research program, the activity in research, and also the time table of the research. The researcher told that the objective of the research program was to solve the practical problems in class VIII-B by employing an innovative instructional strategy chosen by the researcher. In the activity of socializing the research program, the researcher also shared the research planning with the collaborator teacher. The discussion focused on who would take a role as the teacher and observer. The researcher took a role as an English teacher who would teach English reading by listen read discuss strategy, while the real English teacher became an observer who would observe the action of the research while teaching-learning activities

happening in the classroom and as a collaborator who was going to work with the researcher in designing lesson plan, carrying out the reflection and determining the follow up of the research.

b. Providing the Strategy

After conducting preliminary observation, the researcher concluded that students faced some problems in writing English text, such as they felt confused in organizing their writing. They didn't know the generic structure of the text and they felt difficult and confused to translate into English language, etc. So, the researcher provides a strategy to solve it. By using communicative approach, the researcher will use descriptive video as learning media in teaching narrative text.

The researcher adapted the descriptive video from YouTube and subscribed from Book Box App and Aesop. Those were official site which was provided animation English videos especially for language learners. In selecting the descriptive video, the researcher considered some reasons such as only selected narrative video about fable; the duration of videos were not too long (about 7 minutes); consist of English subtitle and also narration; and the voice of the narration was clear and not too fast.

The researcher took instructional materials from English book which given by the collaborative teacher. The material was about narrative text. For assessing the students' improvement in reading, the researcher designed the reading prompt for narrative text. The students asked to read the story based on the descriptive video.

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.

**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 done in the classroom by applying listen read discuss strategy. This study in each cycle conduct in the 3 meetings. 2 meetings for implementation listen read discuss strategy and 1 meeting for a test. In this study, the implementation of these activities is a researcher.

1) Meeting I

The first meeting was done on Monday, September 23th 2019. In this meeting, the researcher give text about The batttle sura baya. Some of the students have known thestory in Indonesian version, but they didn't know in English version. Before reading the text, the researcher introduced to the students Generic stucture the story. Some students got difficult in analyzing the generic stucture. So, the researcher gave more explanation about it. After that, the researcher showed some vocabularies in the story and discussed it with the students. After reading about The story, the students were able to answer some questions related to the story orally. Students analyzed the characters, plot, and setting of the story. Most of them understood with the plot, characters, and setting of the story.

2) Meeting II

The second meeting was held on Saturday, September 28th 2019 in the first and. In this meeting, the researcher played the same text about The battle of sura baya and asked the students to analyze the moral value of the story. Then, the researcher asked the students to re write a story based on the text with their own words individually. The researcher showed how to make outline first. The students began

to write a simple outline. The researcher also helped them to revise and translated some difficult words. Finally, they could compose the story about The story with their own words even though there were students who get lot of mistakes whether in grammar, spelling, and punctuation. But they could organize their story well.

4. Observing

While the researcher was implementing the text, the collaborative teacher conducted observation toward students' activity in reading class. In this cycle, the students' understanding toward narrative text was improved. They could recognize the generic structure well. They also were able to determine the moral value of the story. In reading narrative text, they could reading the story in order. And they understand the characters, setting, and the plot well.

5. Reflecting

Reflecting was the final step in conducting CAR. Reflection is an activity of analyzing the collected data obtained from doing observation. This phase was intended to examine whether the practical problem was solved or not and whether there was new problem found during the implementation phase. Finally, the focus of reflection was to determine whether the research could be ended or had to be continued to the next cycle.