

CHAPTER III

RESEARCH METHOD

This chapter discusses the description of the method employed in the study. The description covers research design, setting and the subjects of the study and the procedures of the study, which consists of preliminary study, planning, implementing, observing and reflecting stages.

A. Research Design

The design of this study is Classroom Action Research. This research was designed to solve practical problems in the process of English teaching and learning, especially in teaching reading. The method will use KWL (Know, Want and Learned) to help the students to improve their skill in reading comprehension.

Classroom action research is how the teachers can organize the condition in applying teaching and learning form the teachers and learn form their experience. It is a method of finding out what works best in your own classroom so that you can improve student learning. They can use an argument in applying their teaching and learning process and know the effect from it. There are some definitions of Classroom Action Research. Atmono (2009:1) states “Classroom Action Research is a form of research that is reflective to perform certain actions in order to improve and enhance the classroom learning practices in a more professional”. Classroom action research according to Latief (2011:147)

Classroom Action Research is a part of activities of profession English classroom teachers. Through Classroom Action Research English teachers improve the quality of their instructional performance by developing innovative instructional strategies to solve their classroom problem.

Borgia (in Latief, 2011: 144-155) states as follows:

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 classroom. In Classroom Action Research, English teacher assess the effectiveness of their own teaching activities of their own teaching activities and plan the improvement based on the result of the assessment. The results are innovations in English instructions.

In this study aimed to increase the ability in reading. The design of this study is collaborative classroom action research is a form of collective self reflective enquiry undertaken by participation in social situations in order to improve the rationally and justice of their own social or educational practice, as well as their understanding of these practice and the situation in which these practice carryout. Ferrance (2000:4) Collaborative action research may include as few as two teachers and others interested in addressing a classroom or department issue. According to Burns (1999:214) Collaborative research offers opportunities for informal thinking to be transposed into more systematic and collective solving. It is called collaborative CAR, because the research directly worked together with one of the classroom English teacher in the school.

CAR is an effective media in improving the quality of English teachers' performance in instruction as well as students' achievement in learning English in classroom. Latief (2011:145) states "Classroom Action Research for English Instruction is aimed at developing innovative instructional strategy that can help

enhance the success in student s' learning English". Every student can succeed in learning English if appropriate learning strategy is provided. According to Burns (2010:2) the main aims of action research is to identify a 'problematic' situation or issue that the participants who may include teachers, students, managers administrator or even parents consider worth looking into more deeply and systematically. The important aspect in doing CAR is the problem which is faced by the students in the class. The functions are: First, CAR is very effective way of improving teaching. Second, CAR provides a means of documenting in teaching effectiveness. Third, CAR can provide a renewed sense of excitement about teaching.

B. Setting and Subject of the Study

The study was conducted at SMPN 1 Durenan Trenggalek. Eight grades at this school consist of nine classes, A until I class. Every class consists of 34-36 students. The subjects of this study were eight grade of E class in academic years 2013/2014, it consist 34 students they are 9 male and 25 female. The eight grade of E class was used as the subject of the study because this class had difficulty in comprehending reading, especially in recount text.

C. Procedure of the Study

The following step was taken from Kemmis and Taggart (in Latief, 2011:34) model of action research. This study will conduct through: Preliminary observation (Reconnaissance), planning, implementing, observing and reflecting.

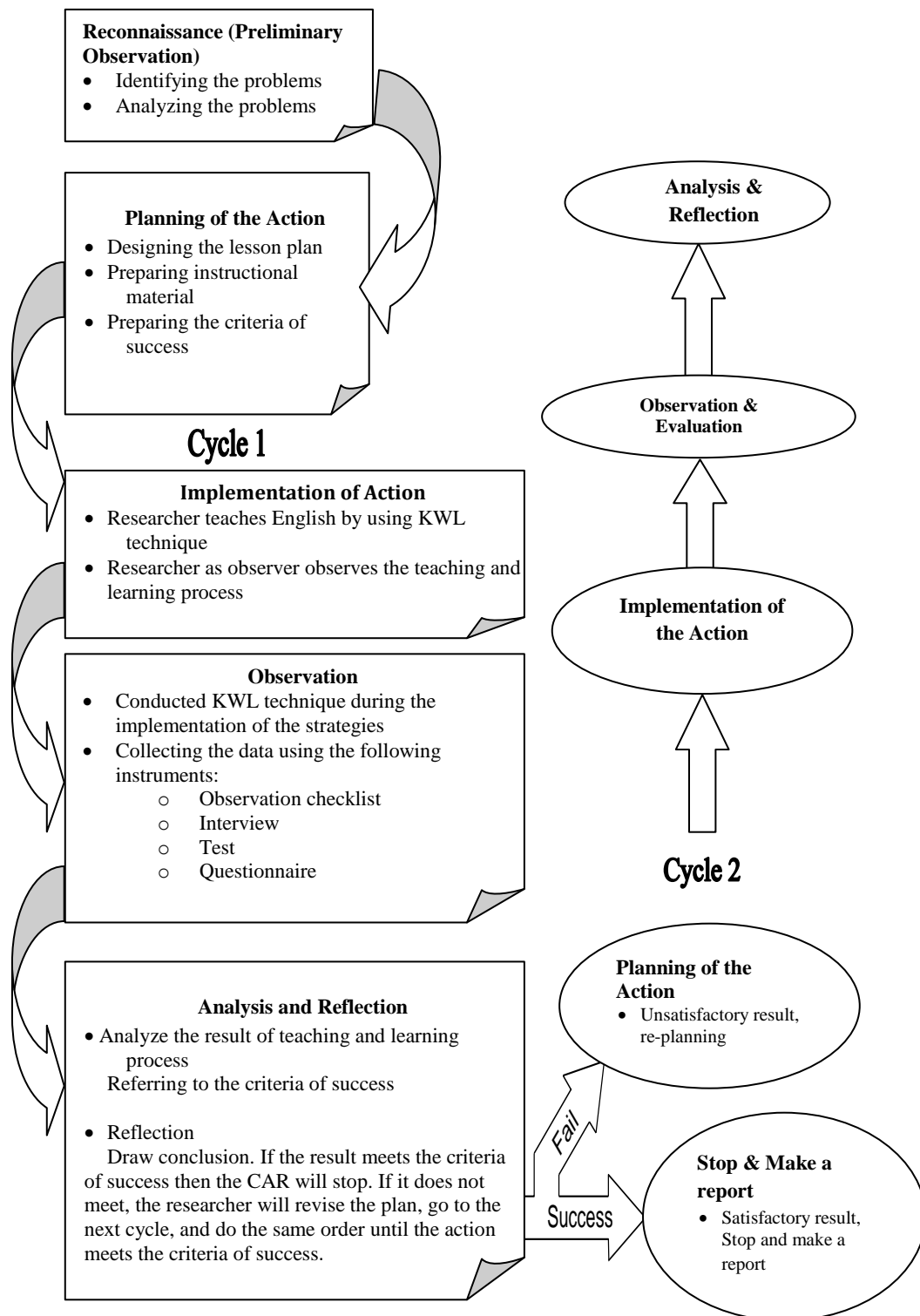


Figure 3.1 The Classroom Action Research Model adapted from Kemmis and Taggart

Every procedure in this study that conducts through: Preliminary observation (Reconnaissance), planning, implementing, observing, and reflecting described in below:

a. Preliminary Observation (Reconnaissance)

Reconnaissance is a preliminary observation that is important to do to get any information about the real condition of the class including the teacher technique used in process of teaching and learning, the students' problems and their performances in learning and also activities in reading class.

It was done before the researcher began the action of the research to see what problems really existed during the teaching and learning of reading. It was done in E class eight grades at SMPN I DURENAN TRENGGALEK. in February, 15th 2014. The researcher observed and interviewed the English teacher about teaching and learning reading technique used in teaching reading in the class, the material which was being taught in the eighth year students, and the students' achievement on reading comprehension. And the researcher also interviewed the students of VIII E class about teaching and learning reading technique used in teaching reading that they done with their English teacher.

b. Planning

Latief (2012:148) Planning is a step to prepare the classroom instructional strategy to be developed in the study to solve the instructional problem. It refers to a good preparation done before doing the action

(implementation). Planning is made on the basis of the analyzed of “practical problems” found in the preliminary observation (Reconnaissance).

After doing preliminary study, the researcher proposed solution for solving the problem occurred during the teaching and learning process by doing some planning activity on during February, 2014. The study was done by employing KWL (Know, Want, and Learn) technique to improve the student’s ability in reading comprehension. Then the researcher consults with the collaborative to discuss the planning to improve the students’ ability in reading mastery and students’ needs. Some activities included in planning are socializing the research program to the setting of the study, providing a suitable strategy which is going to apply (modify), designing a lesson plan for English class especially for reading, and preparing criteria success as well as researcher instrument.

1. Socializing the Research Program

In February 12nd 2014, socialization the research was done by researcher meet a headmaster of the SMPN 1 Durenan Trenggalek the purpose is to get permission. Drs. Kamto, M.Pd is the headmaster of SMPN Durenan Trenggalek. He advised to the researcher that he gave the permission and has to meet the English teacher which is handling the eight grade class in SMPN 1 Durenan Trenggalek.

In the process before doing the research, advised and discussed from the English teacher is more needed. The name of English teacher is Mrs.

Sriniswati, S.Pd. She will to be a collaborator in this research. The teaching material of teaching was from LKS Bahasa Inggris Kelas VIII, Semester 2, TIM MGMP Bahasa Inggris Kabupaten Trenggalek and SMART STEPS An English Text Book for Junior High School Grade VIII.

2. Providing a suitable strategy

Based on the result of preliminary observation was held by the researcher, the students have difficulties to understand well about the material conveyed by teacher in the teaching and learning process of reading. So, the researcher tries to use KWL (Know, Want and Learned) method to solve the problem. Afterward, on February 13th 2014 the researcher and the English teacher arrange the schedule and time for applying the technique in the process of teaching and learning.

The researcher prepares strategy to solve it, and then discussed the scenario of teaching with the English teacher, after discussed the time of applying the technique in the class. To achieve the instructional objectives in reading class, the study focused in the implementation of KWL technique.

3. Designed a Lesson Plan

After presenting the strategy, the next step activity is developing the lesson plan. Lesson plan is a scenario or plan of teaching in writing form is arranged by teacher based on time allotment with a few meetings, before

teaching is done or applied. During February 17th until February 20th, 2014 the researcher arranged lesson plan to teaching and consult to the English teacher as a collaborator. In the lesson plan cover: (a) course identity: It consist of name of school, subjects, level, time allotment, (b) instructional objectives: are the learning outcomes from the lesson which the students learn, (c) procedures of teaching and learning employing the developed strategy (the scenario of teaching): there are number of items which are planned to do in the process of teaching, (d) instructional material and media: it covers about material, media and sources that are use in teaching, (e) Evaluation or Assessment: contains a description of the assessment to measure the students' comprehending reading skill. (*The details description of lesson plan can be seen in the appendix 1 and 2*)

4. Preparing the Criteria of Success

The action is considered run successfully if 75% of the students get score ≥ 75 for reading comprehension test. It means that if at least 26 students from the total number of the students in the class (34 students) pass the test, the action runs well. The standard value is 75. It means that, the students who get 75 or more are classified into passed and less than 75 are classified into failed. This way of scoring was line with the criterion referenced scoring is used by SMPN 1 Durenan Trenggalek.

Implementing the criteria of success, this study will emphasis on the teaching and learning process while the research is running and the score

of the students paper works given by the teacher during the action of the research.

5. Training the Collaborator Teacher

Classroom Action Research (CAR) usually done in collaborative between the researcher and the collaborative teacher if the researcher is a student. But if the researcher is already a teacher, she or he can conduct CAR alone. In this research the researcher is a student, so it was done with collaborative teacher. As a collaborator, the teacher was involved in the whole process of the activities. In this research, the researcher asked one the English teacher of SMPN 1 Durenan Trenggalek to be a collaborative teacher to apply the KWL (Know, Want, and Learned) technique in the reading class. The purpose of collaborative between are to create a good condition of the class and handle the class.

c. Implementing

In this step the researcher and the collaborator will work in collaboration to implement the KWL (Know, Want and Learned) technique that had been planned before and observe the activities carried out in the classroom. This study in each cycle will conduct in the three meetings. For the more explanation of the activity in each meeting can be seen in Table 3.2. If the first cycle success, so this research will be stop and make a report. But if not success in the first cycle, the second cycle will be continuing.

Table 3.2 Schedule of implementing the Classroom Action Research

No.	Action	Time		Activity
		Day and Date	Hour	
C Y C L E <u>1</u>	Meeting 1	Saturday, 22 nd February, 2014	08.30-10.00	<ul style="list-style-type: none"> • The researcher explain about recount text • The researcher introduces the KWL technique and explains how to apply the technique. • By group work the students doing for implementation the text 1 by using KWL method.
	Meeting 2	Wednesday, 26 th February, 2014	08.30-10.00	<ul style="list-style-type: none"> • Discussions the text 1 and shared all information's that every group gets and also discusses the conclusions.
	Meeting 3	Saturday, 1 st March, 2014	08.30-10.00	<ul style="list-style-type: none"> • Post test for individual work cycle 1.
C Y C L E	Meeting 1	Wednesday, 5 th March, 2014	08.30-10.00	<ul style="list-style-type: none"> • The researcher review about the previous meeting that the have learn • By group work the students doing for implementation the text 2 by using KWL method.
	Meeting 2	Saturday, 8 th March,	08.30-10.00	<ul style="list-style-type: none"> • Discussions the text 2 and shared all of information's that

<u>2</u>		2014		every group work gets and also discusses the conclusions.
	Meeting 3	Wednesday, 12 th March, 2014	08.30-10.00	<ul style="list-style-type: none"> • Post test for individual work cycle 2.

d. Observing

Observing is the process of collecting data indicating the success of the strategy in solving the classroom problems (Latief, 2012:149). Observing was done after the planning and the acting phase. It was done during the action research in the classroom. That was happening in the teaching and learning activity in conducting an accurate observation the observing focused on the activity doing by researcher and the student during the teaching and learning process. It is including the interaction between the teacher and the students, the way the teacher explain material, and the way she answered the students' questions. So, everything that happens during process of teaching learning will note. To collect requires data, some various instruments use as follows:

1. Observation Checklist

The researcher uses observation checklist to collect data during the instruction process. The observation will check by the collaborator which is always joining to the class while the teaching and learning process happening. The observation checklist contains about the researcher and the students activities when pre-reading, whilst-reading and post-reading

during the implementation of KWL (Know, Want, and Learned) in the classroom. It has a list of possible options or answers from which the collaborator must choose. The options are “Yes” and “No”.

2. Test

The test is needed to know how the improvement of the student achievements’ in English when teaching with KWL (Know, Want and Learned) technique applying to teach reading. There were two kinds of test in this study that were pre-test and post-test. The test is making by the researcher and the English teacher. The tests were used to measure the student’s achievement on reading.

3. Interview

Interview was used to know the information and the real condition in the teaching and learning of reading process. In this research, the researcher interviewed the English teacher of the school to know her responses about teaching reading by using KWL (Know, Want, and Learned) method, and to know the students’ reading mastery. From interviewing the English teacher, the researcher knew that the teacher of the school has never used this method, and the students have low comprehending reading ability. In addition, the researcher also interviewed the students. From interviewing the students, most of them difficult to

understand of reading text because they often just read without understanding the text.

Interviewed was administered before and after applying KWL (Know, Want and Learned) technique. Interviewed was done to know condition of the students' ability in the reading before and after the applying KWL (Know, Want, and Learned) technique in the process of reading in the classroom.

4. Questionnaire

The questionnaire will distribute to the students at the end of research. Questionnaire is given to know the student comment on the teaching and learning process by using KWL (Know, Want and Learned) technique. The researcher uses closed questionnaire. It has a list of possible options or answers from which the respondents must choose. It consists of 5 questions. The options are "Yes" and "No".

e. Reflection and Data Analysis

Reflection and data analysis is the last step that doing in this research, for the explanation about reflection and data analysis, following the explanation below:

1) Reflection

Reflection is the activity after observation phase, it is the stage where the analysis of what has been implemented and observed in order to know how far the strategy can solve the problem is done. The reflection basic is the criteria of success. Latief (2011:152) “Reflection is the process of analyzing data to determine how far the data collected have shown the success of the strategy in solving the problem”. Reflection was final phase of a cycle. The reflection aims to reflect and so review the result of the observing phase. In this phase, based on the criteria of success the researcher could find out whether is solve or not, and whether there were new problem appear during the acting phase the researcher can make the decision, what is the researcher stop or continue with the next cycle.

2) Data Analysis

Data Analysis Data analysis is an important aspect of reflexivity of action research. The whole point of action research is that analyzing the data, interpreting it and developing theories about what it means are constantly feed back into practice.

Researcher analyzes all data resulted from the action and then report the findings. Data gained from the tests is analyzed and reported descriptively. While the data collected from the teacher and the students' observations and tests reported in the form of table in order to make it

easier to compare students' reading mastery before and after the implementation of KWL (Know, Want, and Learned).

To analyse the result of the test, the researcher uses the formula of the percentage of success as follows:

$$\frac{\text{Total of all passed students}}{\text{Number of students}} \times 100$$

The result of data analysis is compared with the criteria of success. If one of the indicators in the criteria of success has not been achieved yet, the next cycle is applied by making revision on the next planning. But if the result of data analysis shows that all indicators in the criteria of success have been achieved, the research stops and gets the final conclusion.

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