CHAPTER III

RESEARCH METHOD

This chapter contains the description of research design, research procedure, setting and subject of the study, research instrument, data analysis.

A. Research Design

The research design used in this study is Classroom Action Research (CAR). According to Harmer (2007 :414), " action research is the name given to a series of procedures teachers can engage, perhaps teacher wish to improve aspect in their teaching or alternatively to evaluate the success of certain activities and procedures''. On the other word, Classroom Action Research is a research conducted to solve a problem occurring in the classroom by giving a certain treatment in teaching activities. In addition, Cohen et al (2005: 226) state, "action research may be used in almost any setting where a problem involving people, tasks and procedures cries out for solution, or where some change of feature results in a more desirable outcome." In Classroom Action research, the treatment is proposed and applied by the researcher; thus this research design is also called as collaborative research between the researcher and the English teacher. As the researcher is a student of teacher training and education and has not taught yet, she is only able to propose the treatment to

be applied by the English teacher in teaching process; while she only observes the process of teaching and learning process in the classroom.

In conducting the classroom action research (CAR), the researcher uses designed proposed by Kemmis and Taggart in which each cycle consists of four steps, such as: planning of action, implementing or action, observation and evaluation, analysis and reflection. The main steps are preceded by preliminary, analysis and identification of problems.The diagram of the four main steps of Classroom Action Research are presented below:
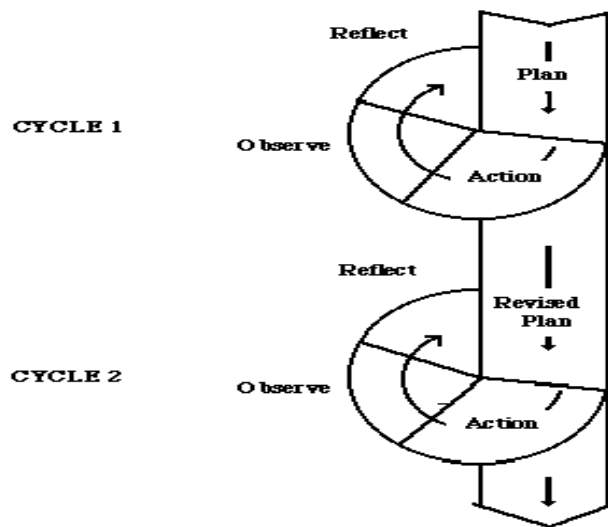

Figure 3.1 Diagram of Classroom Action Research adapted from Kemmis and Taggart (in Wiraatmadja 2005: 66)

Based on the spiral diagram as shown in figure 3.1 above, the classroom action research is divided into four steps. First step is planning.

Before starting the planning, the researcher begins with preliminary study to find out kinds of problem in the classroom. In the planning, the researcher provides a lesson plan and instrument needed for the first cycle. The second step is acting. In this stage, the researcher begins to implement the planning related to the lesson plan made. The next steps is observing, which is done on the same time as the action being done by the researcher as collaborator. Based on the observation, the researcher makes reflecting about what happen and evaluates the result of the action. And the last, the researcher decides whether need to make the improvement or not for the next cycle. If in the first cycle successful the researcher stops the research. But, if the first cycle unsuccessful the researcher revises a plan and continues to the next cycle.

B. Setting and Subject of the Study

This study is conducted at Seventh A grade of SMP N 2 Gondang, Tulungagung. There were 28 students in VII-B class. The researcher conducts the research in this class for the following reasons: (1) they interest of reading was still low, (2) they have difficulties in understanding the text.

C. Research Procedures

In this sub chapter, the discussion is focused on designing lesson plan, planning of the action, implementation of the planning, observing and reflecting. The procedures are presented in each phase as follows:

a. Preliminary Observation (Reconnaissance)

It is important to do preliminary study as the purpose of this activity is to observe and identify the real condition in the field. It is done before the researcher starts the action research to see what problems really exiting during teaching and learning process. The researcher interviewed the English teacher about difficulty the students in difficulties learning reading. And then the researcher interviewed the students to know their attitudes toward mastering reading. After that, the researcher gave reading test to the students. The researcher gave the pre-test of reading descriptive text. In the test, the researcher gave 20 questions of multiple-choice. The researcher found that the students got difficulty in reading from the result of pre-test. Firstly, the students got difficulty in understanding what they read. Secondly, the students had lack comprehension to answer the questions from the text. And the last, they did not have good vocabulary.

b. Planning

After finding out the condition of the class pertaining to the students' comprehension in reading descriptive text and their need, the researcher makes preparation on action for the next steps. In this step, the discussion focused on three subtopics; they are: (1) Socializing the Research Program, (2) Providing the Strategy, (3) Designing the Lesson Plan, (4) Preparing the Criteria of Success, (5) Training the Collaborator Teacher.

1. Socializing the Research Program

   This study was initialized by holding a meeting with coordinator of English teacher at SMPN 2 Gondang, Tulungagung. This meeting was done in a week to share highlights of the teacher program. The researcher shares with English teacher about schedule, designing the lesson plan and collaboration strategy in each other. The researcher deals with English teacher to conducting in action research from 2nd May 2015 up to 25th May 2015. In the schedule, the researcher conducting two cycles and each cycle consist of two meetings. The first cycle they predicated any problems in teaching and learning process.

2. Providing a Suitable the Strategy

   After that, the researcher and the English teacher discussed about a lesson plan and material to be taught by the researcher in the next meeting. The researcher provides the Treasure Hunt Game to solve the problems that occur on teaching reading. There are the procedures of Treasure Hunt Game. Firstly, the researcher enters class and calls the roll all the students before starting the lesson. Secondly, the researcher introduces the topic about learning reading descriptive text through Treasure Hunt Game. Thirdly, the researcher divides the class into groups of 5 or 6 members and also explains the rules of Treasure Hunt Game. Then, the researcher

gives the descriptive and the first clue text to the students. Next, the researcher asks the students to open the first clue so that they can find the next clue. Clues here describe about some places in the school such as: a library, a mosque, a canteen, a classroom etc. So, the students know what the clue means and finally find it. Besides the clue, the students also find the questions to answer the text. Each group has different text and questions. And then, the researcher asks the students to find the clue and questions. The researcher provides 20 minutes to complete the clue and questions. After that, the researcher asks the students to answer the questions. Then, the researcher asks the students to collect their answers and then he checks their works and also gives score. The last, the researcher gives post test to measure the students reading comprehension.

3. Designing the Lesson Plan

A lesson plan is developed by the researcher and collaborate with English teacher. In this research, the researcher makes lesson plan to manage the classroom activities while the action step is being implemeted. The lesson plan consists of some parts including: (1) Identity of school, it which covers name of school, subject, level, time allocation and state curriculum standard. (2) Indicators which describes the standard that each

students should master to function effectively in their future that is characterized by great change and information growth. (3) Instructional Objectives that means the learning outcome for the lesson. (4) Intructional Material which describes the materials that will be givenfor the students which is suitable with curriculum standard. (5) Intructional Methods which refer to the teaching strategies will be used in delivering the material.(6) Instructional Procedure which consists of number of items to be considerred in the procedure section of the plan. It consists of introduction, action (technique, method, game) or the activity, and the last is clossing. (7) Material Resource that mentions about the materials, recources, and technology needed for the lesson. (8) Evaluation or assesment that contains a description of the assesment process to measure the students success.

4. The Criteria of Success

The criteria of success in this study were emphasized on the teaching and learning process when the researcher was running and the score of the students' worksheet given by the teacher during the action of research. According to the English teacher, the criteria of success or KKM (Kriteria Ketuntasan Material) are 75% among the whole member of the students in the class. The standard value is 75. So, the students who get score 75 or more are

classified into pass. On the other side, the students who get score less than 75 are classified into failed.

And also the criteria of success of the research are described of the students are actives, motivated and enthusiasm in teaching learning process. They should be active to read then construct information. It can be identified through the data collected from the direct observation and questionnaire. Especially through observation, the researcher observes the involvement of the students in this class activity during the process of Treasure Hunt Game. It is established based on the reading test.

5. Training the Collaborator Teacher

In this study, the English teacher of the seventh grade introduces the researcher as a teacher who wants to know something about how the students of this seventh grade learned English. The researcher would teach them in the teaching and learning process to know the reading ability of the them in study English. So the English teacher being observer, the researcher being the teacher.

c. Implementing

After making the lesson plans and preparing the materials, the researcher conducted reading class through Treasure Hunt Game. It was an implementing of the planning. Implementing stage, the

researcher acts the practitioners who implement the purpose of the teaching and learning by using Treasure Hunt Game. After getting a class, the researcher informs to the students that she would apply Treasure Hunt Game in reading comprehension of descriptive texts. This stage consists of two meetings.

In first meeting, the researcher gives some explanation about descriptive text, and then the researcher gives information about Treasure Hunt Game. Afterward, the implements procedure of Treasure Hunt Game in the class.

In the second meeting, after giving a review of the previous topic the researcher gives the students text. Then the researcher gives a questionnaire to every students to collect the data, this is the end.

d. Observing

The observation is done during the action. As the observer, the researcher observes and writes down the process happen during the action. In observation she uses research instrument namely observation sheet. She makes an observation whether the implementation of Treasure Hunt Game in teaching reading is effective or not. The observation is also meant to gain the data of the teaching and learning process that includes the teacher's activity, students' activity, students' interaction with teacher, students' interaction with other students, students' interaction with the material,

and students' interaction with teaching media or the whole facts which are happening during the teaching and learning process. Therefore, in the end of this step, the researcher can conclude whether the students' reading learning have improved through Treasure Hunt Game.

e. **Reflecting**

Reflection of the action is conducted to reflect results of the actions of each cycle. The result of observation is reflected to inform the strengths and weakness of the implementation of the purposed the teaching and learning by using Treasure Hunt Game of the first cycle. Then the information is used as to guide to revise the lesson plan of the first cycle to produce the lesson plan for the next cycle. In the step, she compared the test score with the criteria of success. If the students who passed the test less than 75%, the researcher made reflection from the previous cycle to decide and plan the next cycle. The researcher tried to prepare the second cycle to reach the criteria of success.

D. **Data Analysis**

Data analysis is very important in classroom action research because from data analysis, the researcher can easily summarize the data with the intent to extra useful information and develop conclusion. Besides, the researcher gets the answers of problems in this step.

The data from the students' worksheet as reading test is calculated by using a scoring guidance of the criteria of success of reading learning action as shown below:

$$\text{Score} = \frac{\text{Gain Score}}{\text{The Highest Score}} \times 100\%$$

To analyze the result of the test, the researcher used the formula of the percentage of success. The formula is:

$$\%X = \frac{X_1}{N} \times 100\%$$

$\%X$ = percentage of success for classical

X_1 = Number of students who get score

N = total of students

$$\% \text{ of success} = \frac{\text{Number of the students passed the test}}{\text{Number of the students in the class}} \times 100\%$$

The result of the percentage classical score shows whether the students in the whole class can reach the criteria of success classically or not. It is used to decide to conduct the next cycle or not.