

CHAPTER III

RESEARCH METHOD

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

A. Research Design

The design of this study is Classroom Action Research. The research was designed to solve the problems in the English teaching learning process in the class, especially in teaching reading skill. By using Sight Word strategy to help the students to improve their skill in reading fluency.

The researcher is going to use Classroom Action Research (CAR) for the following reasons :

1. Classroom Action Research is more systematic and data-based than personal reflection.
2. Classroom Action Research can overcome problems in teaching-learning process in order to improve educational practice.
3. Classroom Action Research provides a framework for systematic inquiry into your own practice.

B. Setting and Subjects of the Study

The study was conducted at SMAN 1 NGUNUT. The researcher was chosen this school as a setting of the study because based on the problem got when the researcher do teaching practice (PPL) in term of teaching and learning reading activities he found that is needed improvement to make the students read fluency. So, it urged the researcher to do the research at this school based on the problems found in preliminary observation.

The subject of this study were XI IPS 4 class in academic years 2015/2016 that consist of 29 students they are 11 male and 18 female. The XI IPS 4 class was used as the subject of the study because a partially of students can't read the text fluently and accurattelly, this occur because the nominally weak in speech and pronunciation, And than, most of them can't read the word accurattelly, so it can make the speech and pronunciation sounded less true. This assumption was based on the result of preliminary study by interviewing the English teacher and conducting reading test.

C. Procedures of the Study.

The step following is taken from Kemmis and Taggart in Hopkins (1985 : 34) model of action research. This study conducted through, Preliminary observation, Planning, Implementing, Observing and Reflecting.

Figure 3.1 the Procedure of the Classroom Action Research

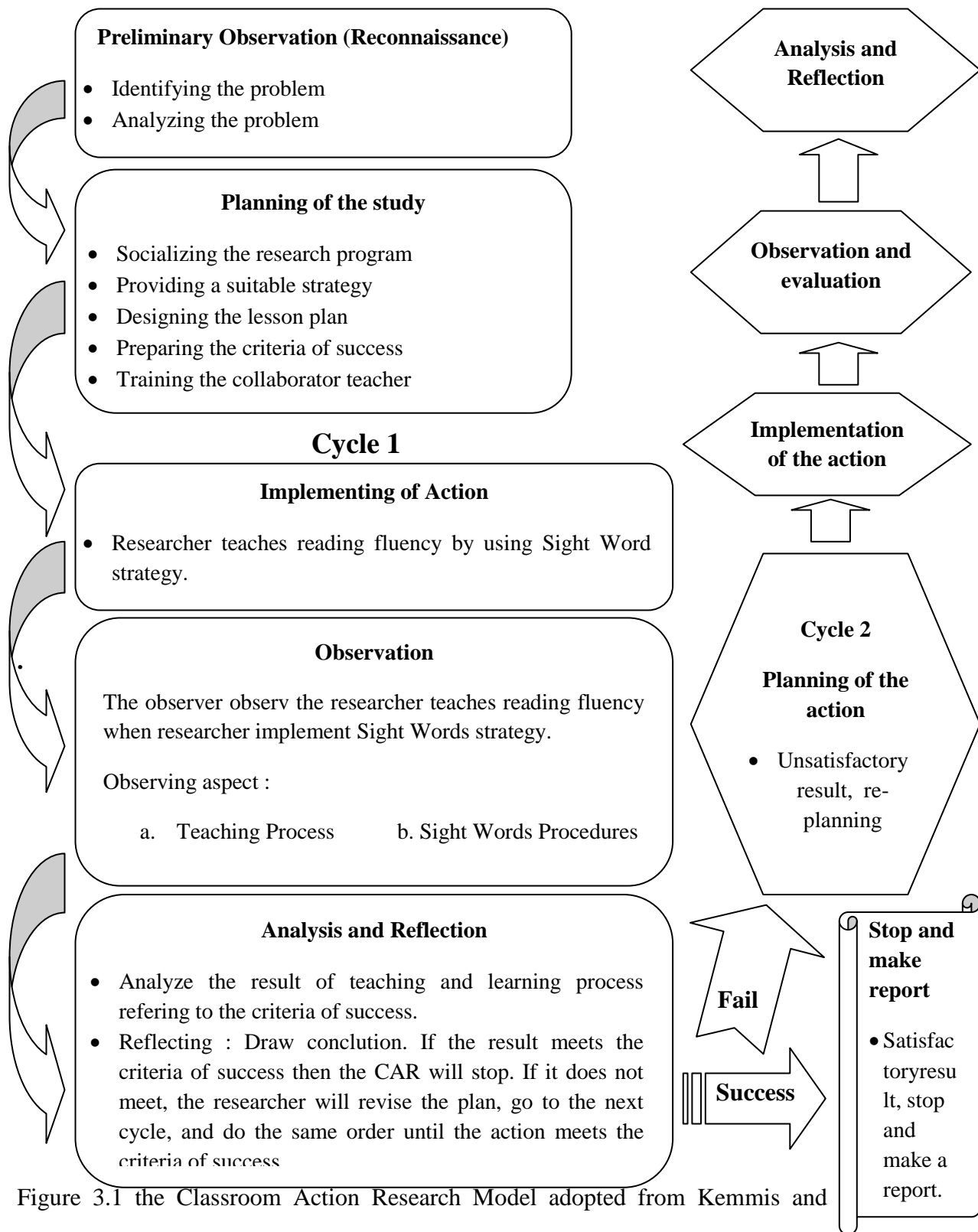


Figure 3.1 the Classroom Action Research Model adopted from Kemmis and

Taggart

a. Preliminary Study

Preliminary study is the important act to get information before the researcher start in used the strategy, the information is about the real condition in the class, including the teacher technique used in teaching and learning process, student's problem and their activities in reading class. These data collected by observing, interviewing, and conducting reading test.

It was done before the researcher carry out the action of the research to see what the problems during the teaching learning reading. In this research, the researcher did preliminary observation in XI IPS 4 class at SMAN 1 NGUNUT. The researcher going to the classroom to observed the students while they learn reading, in his observation he found the problem about the students reading activity. The problem is the students can't read the text fluently and accurattelly. The researcher suggest this occur because the nominally weak in pronunciation speech. And than, most of them can't read the word accurattelly, so it can make the pronunciation speech sounded less true and it can make the meaning of words false. He also interviewed the English teacher about the teaching and learning technique used in teaching reading in the class, and the material which was being taught in the eleven grades. Moreover the researcher also interviewed students of XI IPS 4 at SMAN 1 NGUNUT about the technique used in teaching reading that they have learned. However, in preliminary study the researcher conducting

reading test. This preliminary study got by researcher when the researcher conducting teaching practice (PPL).

b. Planning

Based on the findings of preliminary observation, the researcher proposed solution for solving the problems occurred during the teaching and learning process. The study was done by employing sight word strategy to improve the students' ability in reading fluency. In this step, the researcher made preparation needed in conducting the research. This step including socializing the research program, providing a suitable strategy, designing a lesson plan, preparing the criteria of success and training to collaborated with English teacher.

1. Socializing the research program.

The researcher going to school to socializing the research in April 21th 2016, the socialization was done by researcher and met with headmaster of SMAN 1 NGUNUT to get permission Drs. Harim Soejatmiko, MM, M.Pd. He gave permission to researcher to conduct the study there. And confront the researcher with English teacher which is handling XI Social class in SMAN 1 NGUNUT.

Before implementing the strategy used by researcher in teaching reading class, discussion with the English teacher were is more needed. The name of English teacher which is handling XI Social class was Muslikah, S.Pd. She would be as a

collaborator teacher in this research. After discussion with collaborator teacher, the researcher would to implement the Sight Word strategy to solve the problem, to improve students in reading fluency and to give solution for the teacher in teaching and learning reading process in the class.

2. Providing a Suitable Strategy.

The researcher provided the strategy of Sight Word to solve the students' problem in reading fluency and to improve the students' in reading fluency. The researcher guided the students to implement the Sight Word. The steps of implementing Sight Word were as follow :

1. The teacher prepare the text for reading test.
2. The teacher read the text first as the example.
3. The teacher call students one by one to come and sit down in front of the teacher.
4. The teacher inform the student to read the text, and the teacher listen and give direct correction.
5. If the teacher listen the error word of student reading, so directly the teacher stop the student reading, and inform the student to drill the error word 3-7 times.

Note : Before inform the student to drill the error word into correct word, the teacher give the correct word first, than the student continue to drill the correct word.

6. If the student well in drilling error word into correct word, and the drilling is right, so the teacher inform the student to continous read the text.
7. During the student reading the text, the teacher give result/score by using scoring rubric.

3. Designing a Lesson Plan.

After presenting the strategy with collaborated teacher, the next step is developing the lesson plan. Lesson plan is a scenario of teaching process. The lesson plan was arranged and developed based on the syllabus of second semester of XI year class. The lesson plan covered as follow :

(1) Course Identify

It consist of the name of school, subject, level / grade, time allocation, standart competence, and basic competence that used.

(2) Indicator

It described the standards which the students had to master the knowledge well.

(3) Intructional Objective

Instructional objective were the learning outcomes from the lesson by the teacher which due students learned.

(4) Instructional Material

The material isn't consist from teacher learning book, but the material who made or download from web, the material is the text but different from the teacher learning book but it same in category of text.

(5) Instructional Media

The instructional media that he used in teaching learning reading process were laptop and LCD to explain the material and introduced his technique. The researcher also use a paper full of text consist of 2 until 4 paragraph in testing reading.

(6) Teaching and learning activities were devided into three stage

- Pre-activities; it consist of greeting, checklists attendance, delivering the goal of the study, and review the material in previuos meeting.
- Whilst-activities; it concist of explaining the material, give the example for the students, implementing the strategy during reading test.
- Post-activities; it consist of asking the students difficulties in understanding the

material, giving feedback and comments on the discussion processes, and leaving task (if needed).

(7) Source of material

It covered the source of materials that were used in teaching learning process.

(8) Evaluation

This part contained a discription of assessment in teaching reading. (see Appendix IV and VI)

4. Preparing the Criteria of Success.

The criteria of success of the research included the criteria of success for the process of teaching learning activities using Sight Word strategy for teaching reading fluency during the action of the research. Based on the result of discussion with collaborated teacher, thus there were two indicators of students' success in teaching reading process :

- a. The students can read fluently and accurately at least 70% from the whole short passage given by the researcher.
- b. The students get score 75 as the minimum standard reading fluency.

5. Training the Collaborated Teacher.

Classroom Action Research (CAR) usually done in collaboration between the researcher and the collaborative teacher if the researcher as the student. But, if the researcher is a teacher he/she can conduct CAR alone. In this research, the researcher was a student, so he was done with the collaborative teacher. As a collaborator, the English teacher always to involved in the whole process in teaching reading activities. In this research the researcher asked the English teacher of SMAN 1 NGUNUT to be collaborative teacher to apply the Sight Word Strategy. The purposes of this collaboration is to create a good condition in the class and to manage the time. Moreover, in this step, the researcher also discussed together with collaborator teacher about the strategy would be applied in reading activities in the classroom.

c. Implementing

This is the second step after finished the planning step, to implement the Sight Word strategy that had been planned in the lesson plan, and to getting success in implementing the strategy, the researcher and collaborator teacher worked together in collaboration to implement the strategy. This study in each cycle would conduct in three mettings. 2 mettings for implementing the Sight Word Strategy, and 1 metting for a test.

d. Observing

Observation is the process of collecting data about many aspect or event of the applied Sight Word during and after the implementation of the strategy. In this stage, the observer is English teacher. It was done during the action of implementing the strategy in the classroom. That was happening in the teaching and learning process in conducting an accurate observation, and the observation focused on the students in activity during the teaching and learning process in the classroom and anything that happen was noted in field note form. In this step, the researcher also to observed the students activities in teaching learning. He observed the students about their respons, and students interested on Sight Word strategy.

e. Reflecting

This step is the activities of analyzing the collected data trough doing observation. After doing the observation, the researcher did the next step to reflect his strategy. This step is a final phase of the cycle. Because the reflection aimed to reflect and to review the result of the observation. Based on the criteria of success, the collected data will be compared with criteria of success. If in this study the researcher is not successful yet, so the researcher must continue to the next cycle by revising the teaching scenario.

D. Research Instrument.

a. Test

Test are valuable measuring the instruments in educational research. The test are used to know the students ability in reading the text and to know how is the improvement student's achievement in English when the researcher applying sight word strategy in teaching reading class. In this research, there are two kinds of the test ; there are pre-test and post-test. Pre-test are used to know the students achivement in reading text before the researcher give the treatment of sight word strategy. And than, Post-test is a test distributed when the researcher conducting their strategy, so the researcher can evaluated the students ability and achievement in reading the text. In this research, the researcher used the scoring rubric to evaluated the students ability and their achievement. The scoring rubric can see in the following table :

Scoring Rubric for Reading Fluency Test

No.	Elements to be Score	Indicators of Element	Score
1.	Speed	Student read the text with consistent speed and no lags.	4
		Student read the text with good speed and less lags.	3
		Student read the text with good speed and more lags.	2
		Student read the text with inconsistent speed and more lags.	1
		Student read the text slowly and more lags.	0
2.	Accuracy	Student can read the text with perfect accuration.	4
		Student can read the text with good accuration.	3
		Student can read the text with less accuration.	2
		Student can read the text but wrong in accuration.	1
		Can't read the text accurately.	0
3.	Intonation	Student can read the text with perfect intonation.	4
		Student can read the text with good intonation.	3
		Student can read the text with less intonation.	2
		Student can read the text but with wrong intonation.	1
		Student can read the text but no intonation.	0
4.	Pronunciation	Perfect speech and fluent pronunciation like native speaker.	4
		Good speech and fluent pronunciation.	3
		Good speech and pronunciation.	2
		Poor speech and pronunciation	1
		Wrong speech and pronunciation.	0
5.	Expression	Using perfect expression (student can understand the meaning of the text quickly)	4
		Using good expression (student can understand the meaning of the text)	3
		Using expression	2
		Read the text with poor expression.	1
		Read the text with not use expression.	0
	Jumlah		20

Total score of each student

Formula

$$Na = \frac{\text{Score obtained}}{\text{Maximum score}} \times 100$$

b. Interview Guide

Interview in this research used to know the information and the real condition in the teaching and learning process in the class. In this research, the researcher interviewed with the English teacher and students of XI Social IV to know her/their comments and responses about the teaching and learning using Sight Words strategy and to know the students ability in reading fluency. From the interviewing with the English teacher the researcher knew that the teacher never use this strategy in her teaching reading process and the students have a middle fluently and accurattelly in their reading when they read the text. and than from interview with the students, mainly students can't read the text fluently, they said that reading is boring activities, but if the topic can interested them, so they want to read the text. (See appendix VII and VIII).

c. Field Note

Field note

(see appendix III)

E. Data Analysis.

The researcher had to analyze all of the data and reported his finding using descriptive analyzing with quantitative approach. The qualitative method was used to describe the characteristics of the data, and quantitative method was used to analyze the score of the data. After all of the data are collected, the data were analyzed by following steps ; the First, the data

gained through the researcher interviewed English teacher and students of XI Social 4, and also the researcher observation in preliminary study. Then the researcher analyzed this data using qualitative approach and qualitative description. The Second, the researcher get reading test score by evaluate using scoring rubric, than the researcher analyzed the score using quantitative approach and quantitative description.

F. Data and Source of Data.

In this study, the researcher used two kinds of the data collection, there are Qualitative and Quantitative. In this study, Qualitative data was the result of the interview and observation it concern the researcher planning. While Quantitative data were related to students' score in reading the text test that administering by the reseracher.