

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents about research design, research procedure, researcher attendance, setting and subject of the study and procedure of the study that consist of reconnaissance, planning, implementing, observing and also reflecting.

#### **A. Research Design**

The approach in this study is Class Action Research. Class Action Research is research that used by teacher to solves problems in the class scientifically and logically (Tatag Yuli, 2008:5). Class Action Research (CAR) is used by teacher to improve the teaching learning process that is managed. So by CAR, between teacher and students will be get benefit in improve their teaching learning process.

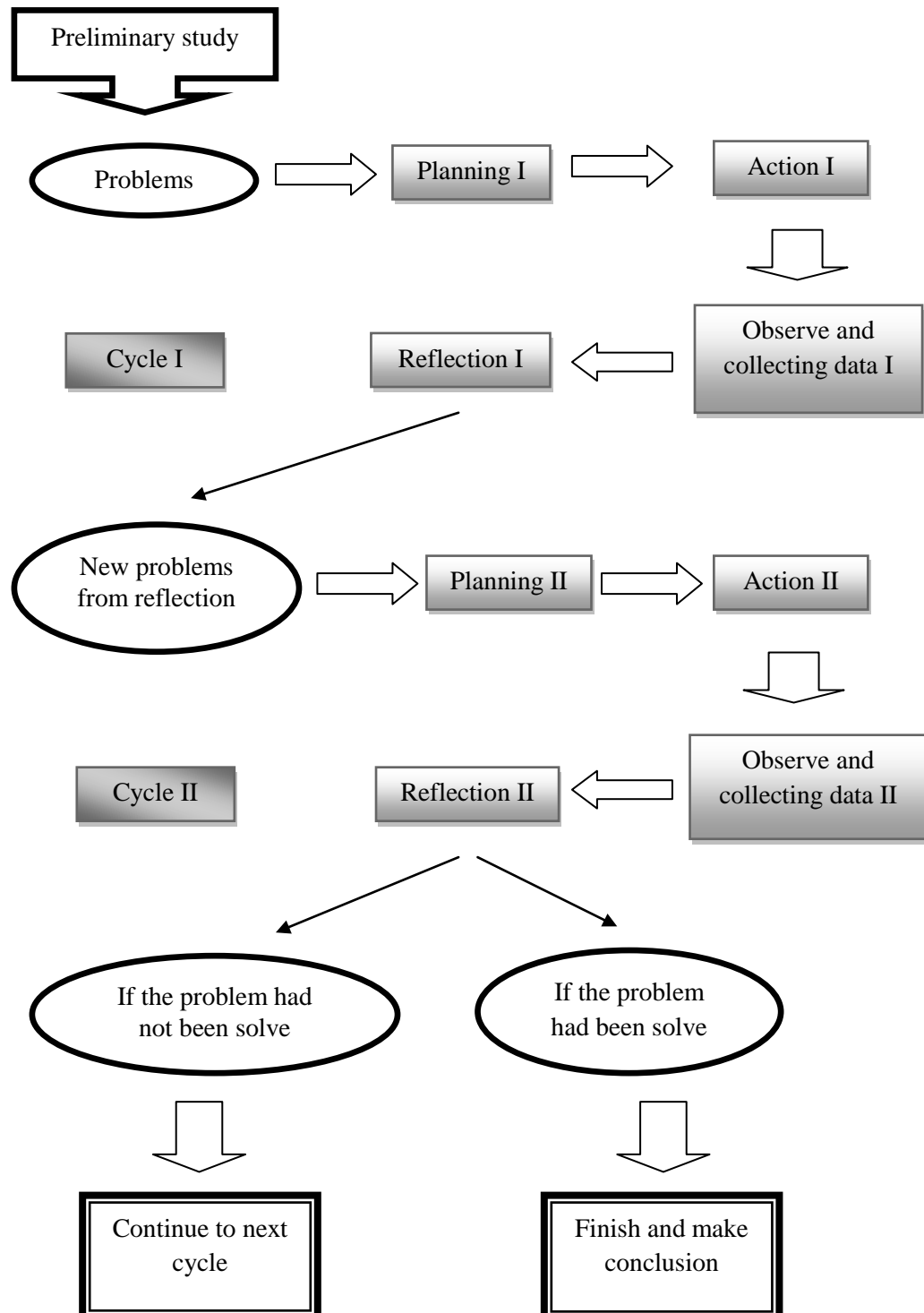
There are four forms of action research according to Sudikin (2002:54), they are teacher as observer, collaborative, integrative simultaneous and social experimental. In this research uses collaborative action research, where observer collaborates with teacher and headmaster. The principal purpose in this research is to improve the practices of teaching learning in classroom in other to the problems in class can be solved.

According to Kurt Lewin (2008) basic component to design Class Action Research, there are four cycles. They are; planning, acting, observing and reflecting. The cycles depend on the problems in class that need to solve.

Appropriate with type of research that have chosen; action research, then this research use model of research from Kemmis and Taggart (1988:14), they are spiral form first cycle to next cycle. Every cycle cover of planning, action, observation and reflection. Before enter to first cycle, did preface action that is identification of problems that is conducted from preliminary study. The observation can be doing one, two or more cycles. It is considered with the result of reflection from each cycle. From the reflection also researcher can conclusion the next stage of observation.

Spiral cycle of class action research phases can be illustrated in the figure 3.1.

**Figure 3.1 CAR model adapted from Kemmis and Taggart (1988:14)**



As inception it must appear the problem. The problem has find out and define from preliminary study. Action research begins when the problems in classroom appear. The second step is planning. Planning are activities that need to be prepared before do acting in the class. They are includes composing instruments of research, sources of study, teaching plan, media of teaching. The next step is action. In action, teacher do teaching plan that has arranged. Strategy and scenario that have planned before should be implement in classroom and should refer to current curriculum. Researcher who also as teacher in classroom do teaching learning process appropriate with strategy of problem solving and also do observing to teaching learning process focus of problems and action of students. The last is reflection. After do the teaching plan in classroom, researcher do comparison among result of test, questioners and observations sheet toward indicators of successes. From this step researcher decide that researcher needs to improve the action in next cycle based on the reflection researcher made.

The researcher did the study collaboratively with teacher. Teacher stayed in the classroom during teaching learning process and makes notes about the action happen. Because the teacher know how the ability of students in reading comprehension, so researcher ask guide from teacher. This research did during two cycles, where both of them are effect with same action and discussed one main topic.

## **B. Setting and Subject of the Study**

The research is designed to improve the comprehension reading at first grade of Business and Management of SMK PGRI 1 Tulungagung especially at marketing competence (X Pemasaran 1) in academic years 2015/2016 years. The researcher takes this class because this class has some problem in reading, especially in comprehension reading. According to preliminary study, students experience problem in comprehension reading such as: (1) Teacher rarely uses strategy in teaching reading, (2) the difficulty in developing passive students in the classroom, or even those who are critical thinkers including overactive students in the classroom so as to submerge the students are passive, (3) students weak in vocabulary, so they find it difficult to comprehend reading text, then they find it difficult to understand well about what they read, (4) condition of noisy class can disturb them concentrate, (5) students motivation that less. The researcher acquires the problem from interview with teacher and several students. Researcher also does test to students to know how far students can comprehend the reading text.

This research using The Power of Two strategy to improve the comprehension reading, so the problems of reading can be solved. This research will inform and change teacher's practices in the future in teaching learning of comprehension reading.

There are 40 students at first grade of marketing 1 (X PMS-1), they are 38 female and 2 male in this class.

### **C. Procedure of the Study**

In this part researcher will states explicitly about the procedures of research conducted classroom action research. They are preliminary study, planning, implementing, observing and reflecting.

#### **1. Preliminary Observation (Reconnaissance)**

Reconnaissance is a preliminary study to know what conditions in classroom are. By mean of the reconnaissance also researcher find out the problem really existed in the class. In collect problem in class, researcher use some ways in other to gain valid condition and problems, such as interview with students and English teacher, giving questionnaire to students, observe the teaching learning process that do by English teacher, and the last is giving pre-test to know the student's ability in comprehension reading. The preliminary study form interview, observe and giving questionnaire are conducted on Wednesday, February 03<sup>th</sup> 2016 and the pre-test is given on Wednesday, 17<sup>th</sup> 2016.

From preliminary study, researcher finds out that the students fell difficult in reading. The proof is they ask to researcher or their friends when researcher gives pre-test. The test be intended to know how far the students ability in comprehension reading. Many of students try to use online dictionary or discussed with friends to answer the question.

The result of pre-test, there are just one student that gets score pass criteria of success or KKM (Kriteria Ketuntasan Minimum). While other students get score under than KKM. In the SMK PGRI 1 Tulungagung criteria of success were set by teacher appropriate with current curriculum, to determine whether the learning activities in the class are successful. The criteria of success in the school are score 75.

From the preliminary study with scoring, of course the activity in teaching and learning there are problems. The students that success on the pre-test is one, so 97,5 % students are classified unsuccessful.

## **2. Planning**

In this study is applied by five phases, they are (a) socializing the research program, (b) providing a suitable strategy, (c) designing a lesson plan, (d) preparing the criteria of success and (e) training the collaborator teacher. The phase's details on this part:

### **a. Socializing the research program**

Before conducting the research in this class, the researcher asked permission to the head office of SMK PGRI 1 Tulungagung by give letter of research from faculty. Researcher tells about what would be done in this research. The head office receives and gives opportunity to researcher to do research. The research met with the English teacher of tenth grade students, Mr. Bardan. The researcher coordinates with Mr. Bardan about the study and also

discusses when the study can begin. The English teacher will assist about research process, so researcher explain about the research technique, strategy that used and what the students skill that be observed.

**b. Providing the Strategy**

Based on practical problem from preliminary study, researcher provides *The Power of Two* strategy to solve the student problems in X PMS-1 Class. This study focused on implementation of this strategy to reading comprehension. The scenario of teaching reading by using *The Power of Two* strategy can be seen on table 3.1.



**Table 3.1 The scenario of teaching reading**

Activity	Teaching Activity
Pre-teaching	<ol style="list-style-type: none"> <li>1. Teacher give greeting and pray together</li> <li>2. Teacher introduce her self</li> <li>3. Teacher checks students attendance</li> <li>4. Teacher explain the learning goals</li> </ol>
Pre-reading	<ol style="list-style-type: none"> <li>1. Teacher explain the material</li> <li>2. Teacher introduce the strategy that uses in the class</li> <li>3. Teacher explains how to apply the strategy</li> </ol>
Reading activity	<ol style="list-style-type: none"> <li>1. Teacher gives exercise to personal student</li> <li>2. Students asked to answer by their self</li> <li>3. Then teacher divide students in pair</li> <li>4. Each group is given an exercise</li> <li>5. Teacher asks to students to discuses and collaborate they another answer</li> <li>6. Each pair decide the right answer based on their discussion</li> </ol>
Post-reading	<ol style="list-style-type: none"> <li>1. The teacher give the score based on the rubric</li> <li>2. The teacher gives motivations to the students</li> <li>3. The teacher closes the class</li> </ol>

### c. Designing the Lesson Plan

The next activity after providing the strategy is designing lesson plan. This lesson plan is based on the second semester syllabus. The lesson plan was developed by considering the standard and basic competence, learning objective, learning material and procedure of teaching and learning by using the strategy and instructional materials. The detail description of lesson plan can see in appendices.

#### **d. Preparing the Criteria of Success**

Based on the preliminary study, there are two categories of students' problems at X PMS of SMK PGRI 1 Tulungagung. They are problem in students' score and students' active participation. The improvement of student ability in reading comprehension can be seen from score that gathering in exercise. A criterion of success is used to know the students' improvement in reading comprehension. In the SMK PGRI 1 Tulungagung criteria of success were set by teacher appropriate with current curriculum, to determine whether the learning activities in the class are successful. The criteria of success in the school are score 75. This research can be categorized successful if there were 80 % students can pass the criteria of success. While the criteria of success in students' active participation are also 80 % students do the indicator of the participation.

#### **e. Training the Collaborator Teacher**

If the researcher is already a teacher, she or he can conduct CAR alone. But usually Classroom Action Research (CAR) is carried out in collaboration between the researcher and collaborator teacher if the teacher is a student.

In this researcher the researcher is a student, so it was done with collaborative teacher. As a collaborator, researcher carries out

teaching learning process by her self in using the strategy. The researcher asked as English teacher who applied *The Power of Two* strategy in class.

### **3. Implementing**

In this stage, researcher introduces herself and explains the purpose about the research she is conducting to students. The researcher also inform that some of meeting will be observed, so their teacher will be collaborate teacher that will observe all of students activity in the class. Furthermore, researcher explain the steps of strategy that use in reading comprehension. It is purposed to give motivation to students to following the process naturally without intentional. Those all make the result of research conducting based on fact.

Then the researcher divided the students into pair. The peer of pair is randomly by teacher. The peer is differences between first cycle and other cycle. It has meant to make average totality of students score from the exercise. From 40 students will be organized 20 pair.

The researcher then gives exercise that should answer by personal before do in pair. The time that prepared is 1 minute to 1 point. After each student finish in doing, the answers combine with peer answer. The pair should discusses and decides the new answer from result of discussion. The time allotments to work in pair are 2 minutes to discussion.

#### **4. Observing**

Observing is done to know the students activity in the class during the process of teaching learning going on. The targets of observing are the difficulty of students in learning process, the process of discussion and effect of the applied strategy toward the predetermined criteria of success (KKM). In observing, researcher also collects data. The result of observing is used to data that would be analyzed. From the data that has been analyzed researcher will know the students score and presentation of students that pass the Criteria of Success (KKM).

To research need data as instrument that is observed and analyzed by researcher. However, researcher needs data to make complete the result of study. Arikunto says that data is the result of the research either as fact of the number. In this study, data is gained from many instruments.

Those are lesson plan, reading test and Observation sheet.

##### **a. Lesson plan**

Lesson plan is teaching sets of equipment that used by teacher as orientation in teaching. In lesson plan consist of basic competence, indicators of learning objective, learning goals and learning activity. The more detail about lesson plan can see at appendix.

b. Reading test

Reading test is used to measure the student ability in reading comprehension by using *The Power of Two* strategy. Before tried out to students, the each question of reading test is validated by lecture and class teacher. Reading test also should be reliability, it is mean the test show the steady result. Lecture and class teacher analyze is the question suitable to student with consider level of difficulty. After the reading test is tested by lecture and class teacher, then the test is given to student.

The obtained scores from the tests above will be analyzed by using a statistical procedure to find out the scores of student ability in reading comprehension. The scores are compared with the Criteria of Success (KKM) to see whether the students make a progress after they have experienced the learning of student ability in reading comprehension through *The Power of Two* strategy.

It is calculated by using score guidance of the criteria of success of reading test as follow:

$$N = \frac{\sum X}{\sum Y} \times 100$$

Information:

- N = students' score
- $\sum X$  = scores' earned

- $\Sigma Y$  = number of question

The results of the data analysis from students' score above were classified quantitatively students' score based on the classification of the score levels below:

**Table 3.2 The Classifications of Score Level**

Test Score	Category
85-100	Excellent
75-84	Good
45-74	Fail
0-44	Poor

While, to know the average the students' score in the class, researcher counts the total of students' score and divided with number of students in the class. Then acquire the average of test follows:

$$\bar{X} = \frac{\Sigma X}{\Sigma N}$$

Information:

- $\bar{X}$  = averaging score
- $\Sigma X$  = total of students' score
- $\Sigma N$  = number of students

Then to know the percentage of the result of the test, the researcher uses formula as follows:

$$XI \% = \frac{Y1}{\sum N} \times 100\%$$

Information:

- $XI \%$  = percentage of the success
- $Y1$  = the number of students who get score pass the Criteria of Success
- $\sum N$  = number of students

c. Observation sheet

Observation sheet is used to write the student activity during teaching learning in classroom. In the observation sheet consist of the purpose of composing the observation sheet, direction in filling the observation sheet and assessment toward student activity in class.

The observation sheet is content about indicator students' active participation in the class, such as explained on table 3.3.

**Table 3.3 The Table of Indicator Students' Active Participation**

No.	Students' activities
1	Listening/attentive toward teacher explain
2	Read the book/sources
3	Read text of the test
4	Do the test that give by teacher
5	Collaboration and discussion with pair
6	Active to ask questions to teacher
7	Give argumentation or ideas
8	Write down the relative material
9	Write down the conclusion of result discuss
10	Show/submit the students' task

The average of percentage students' active participation the researcher uses formula as follows:

$$X \% = \frac{\sum N}{\sum Q} \times 100\%$$

Information:

- $X$  = averaging percentage
- $\sum N$  = total of students' active percentage
- $\sum Q$  = number of the categories (indicator)

To know the quality of active students be indication on table 3.4.



**Table 3.4 The Quality Index of Active Student**

<b>Presentation of active student</b>	<b>Point</b>	<b>Quality</b>
0 - 25%	1	Poor
26% - > 50 %	2	Enough
51 % - > 75 %	3	Good
76 % - > 100 %	4	Excellent

The observation sheet is filled by observer appropriate the condition in the class during teaching learning going on. The details table of quality index of active student is explained in appendix.

## **5. Reflecting**

The last stage is reflecting. In the reflection researcher analyze the collected data through doing observation. From the result of analyze, researcher evaluates and reflects the data to find weakness and strength of strategy that used from first cycle. From it, researcher decides the next step in research. If the result is positive and the problem in reading comprehension is solved, then researcher can make conclusion and the research is finish. But if the problem in reading comprehension is not fix, then researcher continue to second cycle until the problem can be solved.