

CHAPTER III

RESEARCH METHOD

This chapter discusses the methodology used in conducting this research. It presents the research design, subjects and setting of the study, procedures of the study, preliminary observation, planning, implementing, observing and reflecting.

A. Research Design

The research design in this study is collaborative classroom action research. According to Kemmis and McTaggart (2002: 24) Action research is a form of collective self- reflection enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situation in which these practices are carried out. Based on the explanation the researcher or writer concludes that classroom action research is a research to an activity and improving the learning in the classroom. Based on Latief (2011: 144) 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 classrooms.

The researcher uses collaborative classroom action research because the researcher directly worked together with one of the classroom English teacher in

the school. The researcher acted as a practitioner. She implements task based learning strategy for teaching reading.

Planning is the first step of the cycle concerned with teaching preparations designed by the researcher. It includes the lesson plan containing the instructional objectives to be achieved, the material to be taught, and the task given to the students as the evaluation of the applied strategy. It deals with making observation sheets and field notes used to collect the data during the learning teaching process as well as designing the criteria of success used in this study.

The second step of the conducted cycle, implementing is the plan deals with the application of the task based learning (TBL) strategy. It is for teaching reading as written in the lesson plan to the students in class. The researcher during the implementation of the strategy, observation is also conducted simultaneously to gather the data needed in the study and make sure that the teaching and learning activities being conducted in line with the prepared lesson plan. And in reflecting of an action, the activity focuses on analyzing the collected data from each is to determine whether or not a following cycle is necessary to be conducted. The cycle will be stopped if the criteria of success used in the study are achieved.

B. Setting and Subject of the Study

This classroom action research was conducted at The Seventh Grade Students of SMPN 1 Boyolangu. The subject is the seventh E grade students. The total numbers of students are thirty three students consist of 17 male students and

16 female students. This study was conducted from 4th February to 11th March 2014. The researcher chooses SMPN 1 Boyolangu because she had some considerations. The students get difficulties in studying English of reading text and the students still confused when they met new vocabulary in different reading text. In generally teaching reading need more time, but in the fact teaching reading only spent a few time. The researcher wants to give strategy that effective with limited of time to study English in reading skill and to improve the students' reading ability.

C. Procedures of the Study

The procedures of the Classroom Action Research (CAR) were adapted from Kemmis's and Mc Taggart's model. The adapted model of the Classroom Action Research procedures could be seen in the figure. 3.1, the procedure of taking the data used by the researcher in this study is presented in each phrase as follows:

1. Preliminary Observation

Before doing this research, the researcher doing preliminary observation was carried out in seventh grade students, on February 4th 2014. The writer gave pre- questioner and preliminary test to the students; it is to know the students' ability in reading. It is very important to ensure the writer about the problems that is faced by students. The research is held based on interview with the teacher. The teacher said that the student seventh grade have difficulties in reading. There are many mistakes in reading, especially in reading text that different content and new

vocabulary. The students still confuse with the message of the text and they become tired to read if met difficult new vocabulary. The researcher analyzed data gained from the preliminary observation to identify the problems found pre – questionnaire and preliminary test to the students for students. The research found some problems. Those were:

- a. Based on my observation and scoring of test the students felt that reading is difficult lesson.
- b. The students bored when they met new long text in lesson English.

2. Planning

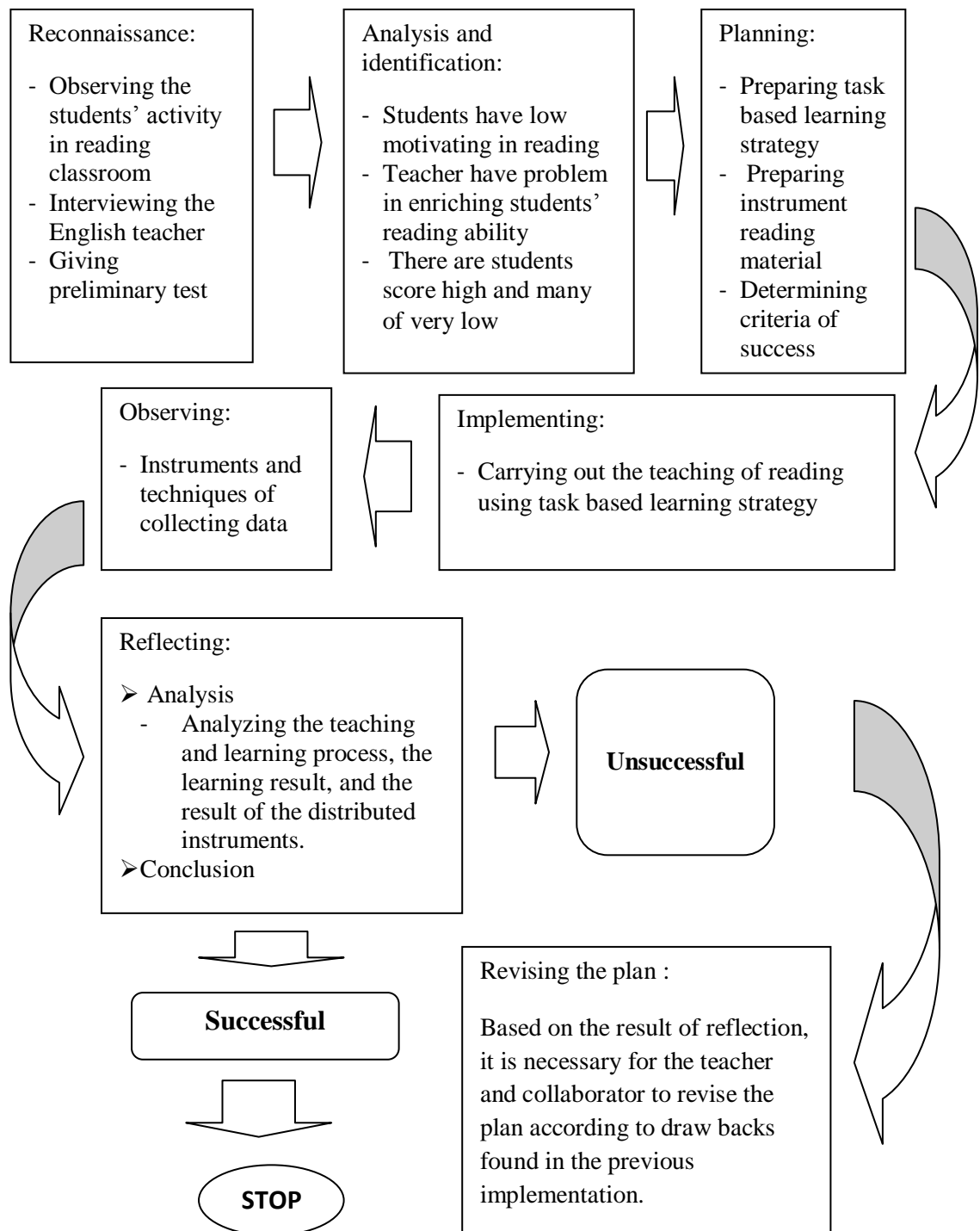
Planning is a step to prepare the classroom instructional strategy to be developed in the study to solve the instructional problems (Latief, 2011: 148). Before doing this research, the researcher make a plan then prepared to do the action. In the first step the writer or researcher prepared the teaching strategy and the procedure that will be implemented in the research. Then, the researcher set the proposed solution and the criteria of success. Next, the researcher prepared everything needed to conduct the research such as the instructional material, strategy, media and the instrument used to collect and analyze the data. Based on the result of preliminary observation, the writer or the researcher tried to improve students' reading ability by using task based learning.

a. Socializing the Research Program

This researcher carried out in seventh grade students, on February 8th 2014. In this step, the researcher made some preparation was needed in conducting the research. The researcher socialized with the collaborative teacher

to share the highlight of the researcher program, research activity or timetable of the study.

Figure 3.1 the Procedure of the Classroom Action Research



b. Providing a suitable Strategy

The researcher known the problem that occurred in the classroom related to the students' reading ability, comprehend context reading text and participation in the learning and teaching activities in classroom. So, the solution that the researcher was implementing the reading text and comprehend context reading text using task based learning to stimulate the students' reading ability and students' active participation in English class activities. The scenario of the strategy implemented by the researcher in reading class was show in Table 3.1.

Table 3.1 The Scenario of Task Based Learning Strategy

The Stage in Reading Activity	Teacher's Activity
Opening Activity	<p>Greetings</p> <ul style="list-style-type: none"> - The teacher asks the students to pray before start the lesson. - The teacher checking the students' attendance list.
Main Activity	<p>Exploration</p> <ul style="list-style-type: none"> - Teacher explains the topic about descriptive text, main the materials that want get it. - Teacher explains how to complete the task in matter of practice. <p>Elaboration</p> <ul style="list-style-type: none"> - The teacher gives individual exercises the materials (descriptive text). - The students given the assignment of individuals to read and look for features of language descriptive text in exercises. - Student asked answer sheets exchange with other friends in behind corrected or addressed together with teacher , discussed or corrected completed answer sheet to teacher all the students gathered . - Students asked to pair up with friend in side and doing practice questions given by the teacher.

	<ul style="list-style-type: none"> - Teachers guide and control the students complete the task. - Students gather a task to the teacher. - Students required representative group that has been completed to report and write the answers in class. <p>Confirmation</p> <ul style="list-style-type: none"> - The teacher corrected and evaluated students learning outcomes in the task.
Closing Activity	<p>Ending activity</p> <ul style="list-style-type: none"> - The teacher enquired the students difficulties. - The teacher and students made conclusions. <p>Follow-up</p> <ul style="list-style-type: none"> - The teacher given information about the activities to be carried out in next meetings. <p>Closing</p> <ul style="list-style-type: none"> - The teacher closed the lesson with the salutation.

c. Designing a Lesson Plan

The lesson plan was arranged and developed based on the syllabus in the second semester. The lesson plan was conducted as long as 6 meetings. The lesson plan consisted of (a) Identity (b) Competency Standard, (c) Basic competency, (d) Indicators, (e) The purpose of study, (f) Opening material ,(g) Method, (h) Media and references, (i) Main material, (j)Teaching and learning activity, and (k) Assessment. In lesson plan also included worksheet, handout, and rubric assessment.

The lesson plan cycle 1 and cycle 2 of this research could be seen at appendix 3 and 6.

d. Preparing the Criteria of Success

The criteria of success the research included the criteria of success for the process of the teaching learning activities using task based learning strategy for teaching reading and the criteria of success for the students indicated in the form of the students' mean score obtained from the reading post test given. Accordingly, the criteria of success used in the study two aspects:

- a. 80 % of the students' mean score of reading ability post test was at least 70.
- b. The students were active during the teaching – learning process.

e. 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. 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 case the researcher asked as English teacher who applied task based learning in the classroom. So, the researcher didn't need to give training to the collaborative teacher.

3. Implementing

Task based learning is implemented for the seventh grade students of E class of SMPN 1 Boyolangu. In implementing these studies, the researcher and the collaborative teacher will work in collaboration to implement the lesson plan and to observe the activities carried out in the classroom. The researcher and the collaborative teacher implemented the scenario of task based learning based on

the time schedule in three stages: opening activity, main activity, and closing activity.

4. Observing

Observing is the process of collecting data indicating the success of the strategy in solving the classroom problems (Latief, 2011: 149). The researcher doing observation is the process collecting data about many aspects which happened during the implementation of the action in the class. The researcher observed the teaching learning process and assessment process of the activities done by the student and the teacher in the class. The activity during the implementation of the strategy was evaluated using the instruments that had been developed previously. Next, in the end of the meeting , the researcher gave a reading test to know whether the students' reading ability achievement had improved through when use task based learning method or not.

The researcher collected data use qualitative and quantitative data from every cycle were analyzed as reflection of the conducted cycle. The researcher doing reflection of each cycle was intended to evaluate, and also to know whether or not the conducted cycle was successful. The researcher following was the description of the procedures of analyzing the gathered data used in the study.

a. Data and Data Source

The data consist of the data on the process of teaching reading using task based learning and those related to students' improvement in reading as indicated by the students' mean scores obtained from the reading post test given, two types of data were employed. The first set data is qualitative data. It concern with the

teacher's and the students' activities done in class during the teaching of reading by using task based learning strategy. The second set of data as quantitative data of the study was related to the result of the students' reading ability test administered at the end of each cycle. They were used to evaluate the students' improvement in reading ability.

b. Instruments and Technique of Data Collection

There were some ways done by the researcher in collecting data. The data were from collection of the tests, observation sheet, filed note, and the questionnaires.

1). Questionnaire

Questionnaire is a number of written questions which used to get information from respondent or a survey instrument consists of some questions used to collect data from individuals about themselves. The researcher will give the questionnaire to the students. The questionnaires were distributed to the students before and after teaching and learning process. It is used to know the student opinion related the reading ability using task based learning (See Appendix 1).

2). Test

According to Ary (2010: 201) test is a set of stimuli presented to an individual in order to chief responses on the basis which a numeral score can be assigned. Based on a representative sample of the individuals' behavior the score is an indicator of the extent to which the examinee possesses the characteristic being measured.

The reading test was conducted to measure the students' achievement on reading tests after teaching reading using task based learning strategy. From the result of this post test, the writer or researcher found the mean score of the test (See Appendix 5 and 8).

3). Observation sheet

Observation sheet is assists educators to gather information about how their teaching is viewed by others in school.

In the research, the researcher uses the instruments to see and to note the real activities proceeded in the classroom. The researcher use observation sheet concerned with two kinds of sheet, a teacher's observation sheet and a students' observation sheet that use by the researcher during the observation of the teaching and learning process in each cycle done by the collaboration teacher. The researcher used observation to evaluate the process of task based learning in learning reading text (See Appendix 10).

4). Field Note

Field notes is method of data collection by making written records on whatever happens in the field.

Field notes refer to transcribed notes account derived from data collected during observation and interviews. The filed notes were used to collect the data during the teaching and learning process in every cycle which was not included in the observation sheets. This study, the activity of taking notes was done by the collaborator teacher (See Appendix 15).

5. Reflecting

Reflection is the activity after observation phase. According to Latief (2011: 152) reflection is the process of analyzing data to determine how for the data collected have shown the success of the strategy in solving the problem. Reflection also shows what factors support the success of the strategy or what other problems may occur during the implementation process.

The result of data analysis, the research made conclusions. The researcher evaluates the model of paper work assessment procedure, the students' paper work which consists of sample of the work, and the students' response to this implementation of students' paper work. In this sense, the researcher tried to criticize the strength and weakness of these procedures in implementing the strategy. And to know criteria of success achieve or not, the researcher uses formula:

$$S \% = \frac{\sum n1 \times 100\%}{\sum N}$$

S % = Percentage of success.

$\sum n1$ = Number of students who pass the test.

$\sum N$ = Total of the students.