

CHAPTER III

RESEARCH METHOD

This chapter covers the description of research method including research design, subject and setting of the study, and the procedure of study that consists of preliminary observation and four steps used in action research namely: planning, implementing the action, observing and reflecting.

A. Research Design

The research design of this study is classroom action research (CAR). Action research is research carried out in the classroom. The researcher directly works together with one of the English teachers to help conducting the research as well as to cope with the students' problems, investigate and note the class happens, the students' actions at the teaching reading skill during school hours. It was done for the sake of finding out an elaborated teaching strategy of reading comprehension that is more applicable mainly for the students of MTs Ma'arif Bakung Udanawu Blitar, so that is improved their reading achievement.

The data in the study are from the actions in preliminary test, cycle 1 and cycle 2 given to the students in class. each actions is conducted in the form of cyclical process referred to Keemmis' and Mc Tanggart's model

(McNiff, 2002:45), which comprises four main steps namely: planning, acting, observation the action, and reflecting on the action.

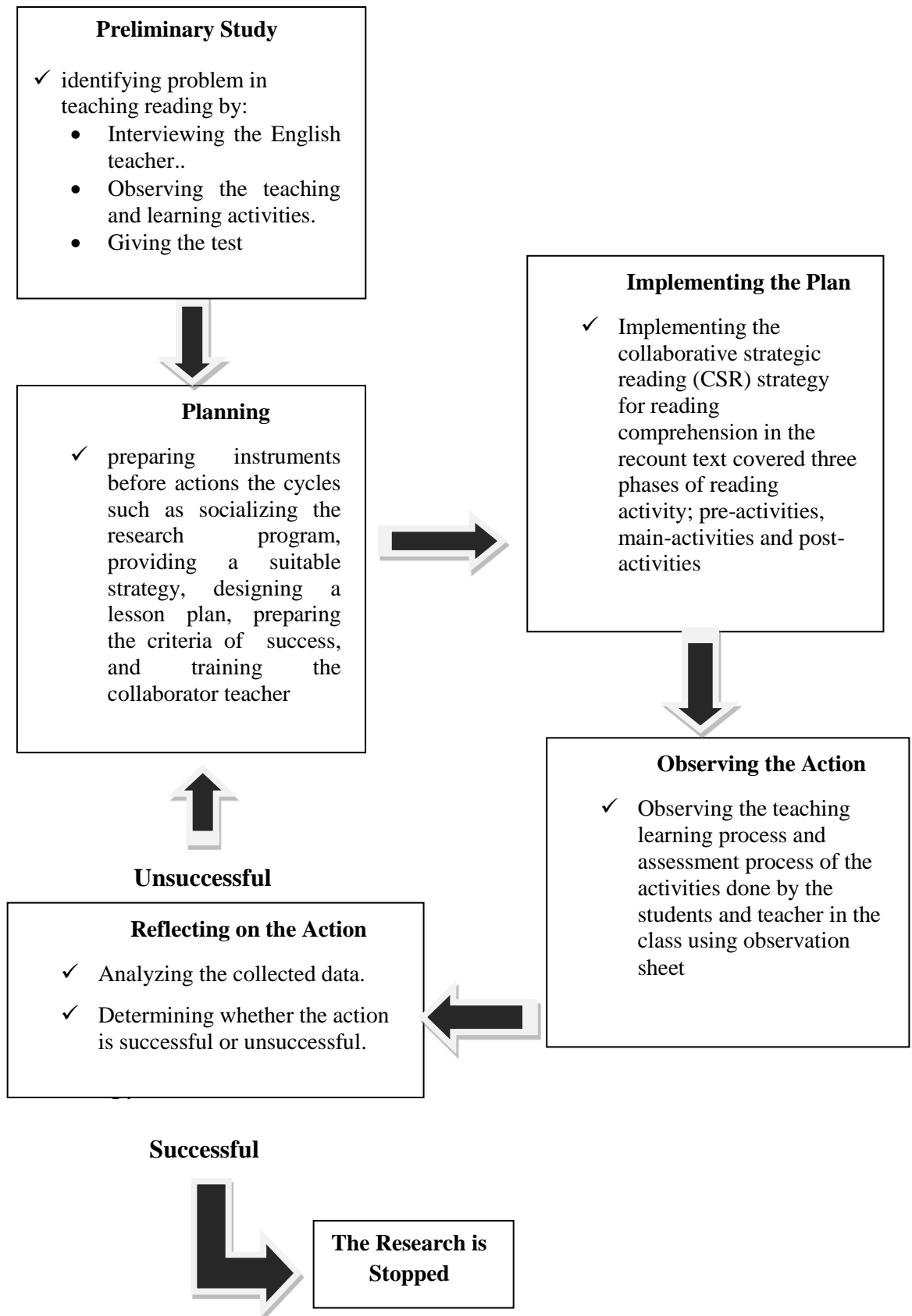
Planning is the first step of the cycle concerned with teaching preparations designed by the researcher. It includes the lesson plan containing the instructional objectives to be achieved, the material to be taught, the teaching media used, and the task given to the students as the evaluation of the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

As the second step of conducted cycle, implementing is the plan deals with the application of CSR technique. During the implementation of the strategy, observation is also conducted simultaneously to gather the data needed in the study and make sure that the learning-teaching activities being conducted in line with the prepared lesson plan.

The third step is observation. Observation is the process of recording and collecting data about many aspect or event which happened during the implementation of the action. In this stage, the observer observed the teaching learning process of the activities done by the teacher and the students.

In Reflecting of an action, the activity focuses to analyzing the collected data from each cycle is to determine whether or not a following cycle is necessary to be conducted.

Figure 3.1 The Classroom Action Research Procedures



B. Setting and Subject of the Study

The study was carried out at MTs Ma'arif , located in Bakung village, Udanawu Blitar, East Java. The school has 22 classes; 8 classes for the seventh grade students, 7 classes for the eighth grade students, and 7 classes for the ninth-grade students. The average number of the students for each class was about 40 students.

The setting of this study chosen in the class VIII-G consisting of 40 students which had low ability in reading comprehension texts given to them. With the condition, the researcher decided to hold that class.

C. Procedures of the Study

There are four steps of each cycle. The first is planning: develop a plan of critically informed action to improve what is already happening. The second is action: act to implement the plan. The third is observation: observe the effect of the critically informed action in the context in which it occurs. The last is reflection: reflect these effects as the basis for further planning.

1. Preliminary Observation

In preliminary observation, the researcher identifies the problem before planning the action. The researcher conducted the pre-research at MTs Ma'arif Bakung Udanawu Blitar to measure student's reading comprehension. There are three ways to identify the problem. They were

as follows:

a. Interview the English teacher

The interview will be conducted to know students opinion about English and the teaching learning process in the classroom. The teacher says that the students reading comprehension in the understanding the text is low and far from researcher expected.

b. Observation during the process of teaching learning

Observation is held to know the student's behavior during the teaching learning process in the classroom, to know how far students understand about their reading comprehension, to know the teacher technique during the teaching learning process, to know the class situation during teaching learning process. And the results are the students are passive and less cooperative in the class.

c. Preliminary Test

Preliminary Test is conducted to know the student's reading skill and their reading comprehension. Preliminary test conducted on March 30th, 2017 at the 10.00-11.20 A.M.

2. Planning

The planning is as the first step to learning with teaching preparation designing by the researcher. The preparation made by the researcher before actions of the cycles were given to the students in class.

They were some instruments concerning with:

a. Socializing the Research Program

Before implementing the research, the researcher socializes to the collaborator teacher about the strategy to teach recount text using collaborative strategic reading. The socializing will be conduct in 29th of March, 2017.

b. Providing a Suitable Strategy

In conducting this study, the researcher uses collaborative strategic reading as the teaching technique or strategy of teaching reading under the consideration that could facilitate students in improving their reading comprehend. Collaborative strategic reading was also used as the teaching media to make an interactive teaching learning process

c. Designing a Lesson Plan

A lesson plan was made as the guideline for the teacher to conduct the teaching activity. By using lesson plan, the success of teaching learning process was shown. During teaching learning process, the researcher made a note about the weaknesses or the strength of the teaching.

The lesson plan was arranged based on syllabus in the second semester. The lesson plan consisted of:

- 1) Identity
- 2) Competency standard

- 3) Basic competency
- 4) Indicators
- 5) The purpose of the study
- 6) Opening material
- 7) Method
- 8) Media and references
- 9) Main material
- 10) Teaching and learning activity
- 11) Assessment

In designing the lesson plan also included worksheet and rubric assessment.

d. Preparing the Criteria of Success

There were three major indicators used as the criteria of success of this research, which are as follows:

- 1) The mean score of the test in each cycle should be greater or equal to 75.
- 2) The students are involved actively in the teaching and learning process.
- 3) The teacher should demonstrate good performance in implementing plan.

Good performance of the teacher shown when he/she can manage the class well, make the students focus on the lesson, make the teaching learning process run well

e. Training the Collaborator Teacher

Classroom Action Research (CAR) is carried out in collaboration between the researcher (student) and the collaborator teacher if the researcher is not a teacher yet (student). In this research the researcher is a student, so it was done with collaborator teacher. In this case the researcher need more information and asks about everything in the classroom to the collaborator teacher because the researcher didn't know what the conditions in the classroom are.

3. Implementing

The acting is as the second step deals with the implementation of the Strategic Reading Collaborative in reading comprehension covered the three phases of reading activities: Pre-activities, main activities, and post activities. During the application of the strategy, observing the action was also done whether the learning-teaching activities in class were in accordance with the prepared lesson plan. The observation was conducted the teacher's collaborator, as the collaborative research, who acted as the observer of the study.

For detail description of the implementation process would be discussed as follows:

a. Cycle I

1) Meeting I

In this first meeting was conducted on Thursday, 1st April, 2017. The class was started at 10.00 a.m. and ended at 11.20 a.m. in

class VIII-G of MTs Ma'arif Bakung Udanawu Blitar. The researcher conducted this meeting to explain about the recount text and Collaborative strategic reading (CSR) strategy. The implementing of this meeting included pre-reading activity, while-reading activity and post-reading activity. In every activity included four steps to conducted Collaborative Strategic Reading; preview, click and clunk, get the gist, and wrap up.

At the first, the researcher open the class by greets students and pray together. Then, the researcher explains about the purpose of the study in that meeting and explains about the recount text. The researcher reminds the students about definition of the recount text, the purpose of recount text, the language features and the generic structures. Then the researcher explains about Collaborative Strategic Reading (CSR) to the students. After explain about CSR strategy, the researcher divide students to the eight groups which every group consists of 5 students. It is spend 10 minutes to arrange students into group and determined their every role. The roles of students are leader, clunk expert, encourager, announcer and reporter.

Then the researcher gives the recount text about “meeting a star” and student’s worksheet namely CSR Learning Log to every student. The researcher asked students to read the title only, then asked students about what they know about that text by read the title only, after that the researcher asked to students about what will they learn about this text. These steps namely preview stage that

conducted in pre-reading activity to brainstorm student's prior knowledge and predict what they will learn. Then, the researcher asking students to write down the student's predicted and brainstorm in CSR Learning Log.

The next step is click and clunk and get the gist step. It is conducted in while-reading activity. In this step the students read every paragraph one by one in a group. In click and clunk teacher ask students to read the text and if they find difficult word they will write down into the worksheet and then discuss together about the meaning of the word. The student's role clunk expert helped the other friends in a group in finding the meaning of certain word. Sometimes, the researcher asked, "Is everything clicking? Who has clunks about the section we just read?" the students did not understand what the researcher says, the researcher translates to Indonesian. After know about what the teacher says, student who have difficult word raising their hand and mention their difficult word and the researcher helped them to find the meaning.

After that the next step is the get the gist phase which included in while-reading activity. In this phase students tried to find the main idea in every paragraph. Students discussed their opinion about what is the main idea in a group member, but some students still confused how to write their main idea, so the researcher explain how to make main idea in a paragraph. After students found their main idea they write down the main idea in short sentence in a CSR Learning Log.

In post-reading activity, the researcher asked students to make questions and answers using their own word. After it done, the one of students from one group as a reporter come forward and share the questions in other group, and if some students know the answer the questions and the reporter correct the answer. This activity did repeatedly by other group members. The researcher also explains about make the questions using W H question.

The last is making a summary, students asked to make a summary about the text that they have been learn. And the write it down into CSR Learning log.

2) Meeting II

The second meeting was conducted on Thursday, 6th April, 2017. The class was started at 11.20 a.m. and ended at 12.40 p.m. in the class VIII-G of MTs Ma'arif Bakung Udanawu Blitar. The meeting was conducted to give students test. Before giving the test, the researcher explains again to the students about the recount text and CSR strategy. Then, students did the task in a CSR Learning Log same as in first meeting. The material is recount text about "Grandpa's birthday". After it the researcher gives the test to the students. The researcher gives adjustment for students for did not using the dictionary while doing the test. And if the time is over, the researcher asked students to submit their test.

The last activities in this section are the researcher closed the program and pray together

b. Cycle II

1) Meeting I

The first meeting of the second cycle was carried out on Saturday, 8th April 2017. The class was started at 10.00 a.m. and ended at 11.20 a.m. in the class VIII-G of MTs Ma'arif Bakung Udanawu Blitar. At the pre-reading activity the teacher greeting the students and pray, after that the teacher checked the attendant list. Next activity the teacher assigned the group of eight. The chosen students based on their score test in cycle I and gender. The teacher also assigned the students five roles, leader, clunk expert, encourager, announcer and reporter based on their ability. Next the teacher distributed the pictures, CSR Learning Log, the recount text material and student's role card to the students group which entered in a colorful map and there are the name of the group that makes students interest. After distributed all of the media, the teacher reminds the instructional objective and Collaborative Strategic Reading (CSR) strategy and student's role to the students. The step of CSR strategy entered in reading activity, the preview phase entered in pre-reading activity. In this phase the researcher giving some pictures related to the recount text to make the students easily to understand the topic of the text and to activate their prior knowledge.

The while-reading activity, it is entered a click and clunk and get the gist phase. After distributing the worksheet, the teacher asked the students to read the text material entitled "Birthday Party" one by

one, one person read one paragraph. If they found difficult word, they asked to clunk expert or teacher. The teacher asked to students “Is everything clicking? Who has clunks about the section we just read?” the member of students directly mention their difficult word and teacher give the other group member who know the meaning of the word to answer it. After they finished read the text, they started to determine the main idea of each paragraph (get the gist). They also should determine the generic structure, language features, explicit and implicit information, grammar and purpose of the text. While students discuss the main idea of the text, the teacher walks around to every group to monitor and control their activity and their task. The researcher also remembered encourager and announcer to make the all of group member to be active in discussion.

The next phase was post-reading activity which included the wrap up phase. In this phase, the researcher asked students to make questions based on the text that they read and also give the answers. After make the questions and answer they also asked to make a conclusion. After finished, the reporter would present the result of their group work. The presentation was conducted by read the question and other group would answer that question, every group gets the same chance. After that the teacher give feedback to the students about the text that they have been read.

2) Meeting II

The second meeting conducted on Thursday, 13th April 2017. The class was started at 11.20 a.m. and ended at 12.40 p.m. in the class VIII-G of MTs Ma'arif Bakung Udanawu Blitar. The second meeting was conducted to discuss the recount text using CSR strategy and giving the test cycle II to the students.

In pre-reading activity, at the first, teacher greeted and prays together with the students. After that, students divided into group and the roles. Then teacher make a prediction with students using some pictures to activated their prior knowledge.

In while-reading activity that included click and clunk and get the gist phase, the students would read all the recount text one by one. The recount text about "our trip to the blue mountain" it is short text, so the students would finish this activity faster. If the students found the difficult word they would asked to clunk expert or teacher. Sometimes teacher asked students "Is everything clicking? Who has clunk when read the text?" some of students says "clunk-clunk" it showed that students need help to found the meaning of the difficult word that they found. Other student would answer if they know the meaning. After finishing read the text, students asked to found the main idea of the text.

The last phase is post-reading activity. In this phase the students make the questions and answers, then the reporter presenting the result of discussion in front of the class. After it, teacher would

give feedback and reflection about the text.

After all activities were done, the researcher gave the test for cycle II. The worksheet distributed to the student and they started to do. After they finished, teacher asked them to submit.

4. Observing

The researcher observes all the activities in teaching learning process. She keeps note all of the activities in the classroom. Latief (2011:149) states that observing is the process of collecting data indicating the success of the strategy in solving the classroom problems. 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. The researcher collected from ever cycle was 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 collection in this study consists of:

- The result of the teacher's and students' observation are

obtained during the implementation of the learning teaching process

- The result of interview of the application of the research
- The result of the student's preliminary test, test cycle I and test cycle II

b. Technique of Data Collection

Data play an important role in a research because the conclusion of the research is taken from the data. Therefore, the accuracy of the data will determine the quality of the research result.

The techniques in collecting the data used in this research are:

1) Observation Sheet

The observation activity is carried out to observe the teacher's and the student's activities during the learning-teaching process. It is expected to know the suitability between the planning and the implementation of the action and to collect data of the student's activities. The practitioners of these activities are teacher as a researcher, and teacher collaborator by using the observation sheets. 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 use observation to evaluate the process of the use of task based learning in learning reading text.

The formula is used to know successful or not as follows:

$$\text{The percentage of Observation sheet (\%O)} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100\%$$

4 = Very good

2 = Fair

3 = Good

1 = Poor

The criteria of success were determined as follows:

75% < MS ≤ 100% = Very good

25% < MS ≤ 50% = Fair

50% < MS ≤ 75% = Good

0% < MS ≤ 25% = Poor

2) Interview Guide

An interview is a data collection technique that involves oral questioning of respondents either individually or as a group. Answer to the questions posed during an interview can be recorded by writing them down (either during the interview itself or immediately after the interview) or by record the responses using recorder or by a combination of both. The objects of interview were the situation while teaching and learning process happens, students' problems in learning

process, teachers' problem in teaching process, and how teacher teaches. This interview is recorded in private either inside or outside the class.

3) Test

The researcher gives test of reading comprehension. There are two kinds of the test. The first test is the test given to students in preliminary study. The second test is the test administered to the students at the end of the cycle to investigate the improvement of the students reading comprehension in recount text after applying the collaborative strategic reading. The formula is used to know successful or not as follows:

- Student's score

$$\% x = \frac{x1}{N} \times 100\%$$

% x = the percentage of individual success

X1 = the total of the student's score reached

N = the maximum score

The student's achievements are considered success, if their score of the test at least 75 based on the passing grade (SKBM) of English in the school.

- Class mean score

$$\% x = \frac{x1}{N} \times 100\%$$

% x = the percentage of classical success

X_1 = the total of the individual success

N = the total all of students

The student's achievement is considered satisfactory if their mean score of test is at least 75.

The improvement of the student's achievement is considered satisfactory if the numbers of the students who achieve at least the passing grade (75) of their score is at least 85% of all students.

5. Reflecting

In reflecting on the action, the activity focuses on analyzing the collected data from each cycle to determine whether or not a following cycle was necessary to conduct. The cycle will be stopped, if the criteria of success are not reached. It is necessary for the researcher to revise the plan and to have another cycle for applying the next actions.