

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter the research discusses the issue dealing with the outing of the CAR process. This Chapter includes the type of the research, the setting of the research, the subject of the research, data collecting techniques and the instrument, research procedure data analysis.

#### **A. The Design of the Research**

The design used in this study is Classroom Action Research (CAR). Action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment to gather information about how their particular schools operate, how they teach, and how well their students learn. It means that CAR is aimed to overcome problems in teaching learning process in order to improve educational practice.

According to Kember who stated that action research has several major characteristics; (1) action research is concerned with social practice which it involves direct interaction of teacher and group of students (2) action research is aimed towards improvement (3) action research is a cyclical process which involves some phases of planning, acting, observing, and reflecting (4) action research is pursued by systematic inquiry (5) action research is participative (Kember, 2000: 99-121). From those statements, Classroom Action Research is a problem-based research which its aims are to solve the problems that arise in the class and to make an improvement in

teaching learning activity through cyclical process which involves some phases of planning, acting, observing, and reflecting. In addition, action research is portrayed as a cyclical process involving steps of planning, acting, observing and reflecting, it is normal for a project to go through two or more cycles in an iterative process.

The research design of CAR in this study is a collaborative classroom action research. It means the researcher collaborates with the English teacher of SMK Mahrusiyah Kediri. In carried out the study, the researcher's role is as an English teacher who teach reading comprehension using humorous stories to the students. While, the real English teacher's role is as an observer, who is observe teaching learning activities during the writing learning process. The real English teacher not only as an observer but also as an collaborator who help the researcher designing lesson plan, giving assessment, and analyzed data.

## **B. The Setting of the Research**

### **1. Setting of Place**

The researcher conducted the research in SMK Makhrusiyah Kediri. Which is located in Kediri. The school has some classrooms, an office, a library, a headmaster room, a counseling room, a multi purpose hall, a school organization office, a clinic room, storage, a praying room, a canteen, toilets and a multimedia room. There were also parking areas, for teacher and students.

The school has 8 classrooms which are 4 TKJ classrooms and 4 for Multimedia (MM) classrooms. Every classroom has a white board, a cupboard, some fans, some

lamps, some windows, a door, and some tables and chairs based on the number of the students.

This research was designed for class XI TKJ A in which there are 20 students. Class XI TKJ has 20 female students. They are in various level of economy, but most of them are in medium level of economy. in the english lesson, many students kept silent. they were reluctant to speak or to answer the teacher's question. There was no student who was hyperactive or trouble maker or disturbing others. but sometimes there were some students who did not pay attention to the teacher very well.

## 2. Setting of Time

The time to conduct the research would be in the effective time of teaching and learning in school. it would be in the academic year 2019/2020 in the second semester.

### **C. The Subjects of the Research**

The researcher would be participated by the English teacher, the students, the researcher, and the research collaborator. the English teacher, the researcher and the research collaborator worked collaboratively to overcome the problem related to reading skill. They worked together in identifying the problem of the English teaching and learning process related to teaching reading, collecting data, planning the solution, conducting the action in the class, evaluating and reflecting the use of action done.

#### **D. Data Collecting Technique and the Instrument**

The research has some techniques and some instrument to gain both qualitative and quantitative data. The technique are; a. observation, b. interview, c. testing and d. documenting study.

##### **1. Observations**

The observation was conducted to monitor the teaching-learning process, before during and after the actions were implemented. by using this kind of technique, the research observed the teaching- learning process directly. the instrument to collect the data by using this technique is observation checklist. the result of the observations is in the form of vignette.

##### **2. Testing**

This technique provides two kinds of test which are pre-test and post-test. pre-test was conducted before the implementation of the actions and the post- test was conducted after the implementation of the actions. the pre-test and post-test were in the form of reading tests. they were used to measure the students' reading on the topics taught. then the researcher and the raters assessed the students reading test. the data of the pre-test were collected in the form of students' score. the result of the post-test were calculated and compared with the result of the pre-test.

## **E. Research Procedure**

The procedures of research comprise two stages: preliminary study and procedures of the classroom action research. The stages will be described as follows.

### **1. Preliminary Study**

The researcher did preliminary study to the class XI TKJ A in which there are 20 students to establish the base line of their reading comprehension. The preliminary study was on September 2019 to identify the problems in teaching and learning process. The researcher observed the condition in teaching learning process, the students' attitude and another.

### **2. Procedures of the classroom action research**

Research design used in this study is the design of Classroom Action Research (CAR). This design is a spiral model of learning. According to Kemmis and Taggat, CAR consists of 4 (four) stages, The first cycle moves through the major steps of planning, action, observation and reflection, which are then used to revise the process in the next cycle. Those are the feature and explanation about the cycles by this following: (Arikunto, 2008: 16):

#### **a. Planning Stage**

The planning stage is the preparation of an action to perform researchers to carry out the next stage (action stage). The lesson plan consisted of standard competence, indicators, learning materials, teaching and learning activities, sources, media and assessment. The focus of the lesson plan was to teach the students on how to read and comprehend narrative text using humorous stories.

- 1) The planning phase includes: researcher prepares all purposes of Classroom Action Research, materials, methods of teaching, creates action steps for the implementation of the action stage, observation preparation and evaluation.
- 2) Preparation of research instruments includes: poem sheet for students and for observer, observation sheet, and assessment sheet.

b. Action stage

In this action stage researcher practices the steps that have been set in the planning stage. In this stage, students are given a sheet containing the poems. Then, students are asked to read a poem that has been provided on the sheet in front of the class. And from the practice of reading poem, researcher and English teacher can make an assessment.

The researcher applied one cycle which was a cycle consists of planning, action, and observing. The reflecting of a cycle focused on the reading cycle of Narrative learning process. Each cycle consists of fourth meetings. The researcher gave pre-test before did cycle, it meat as pre-liminary study. In the first meeting, the researcher explained narrative text, generic structure and gave the example of narrative text for students. In the second meeting, the researcher applied humorous stories in learning reading on narrative text. The researcher gave assignment to read, answer and discuss the question of narrative text. In third and fourth meeting the researcher gave assignments to students to read, answer and discuss the question of narrative text in a group.

### c. Observing stage

Observing stage is conducted by researcher and the teacher at the time of learning or practice reading poem progress. Observations was made in order to obtain a record of all the events that occur during the practice of reading poem by observing and recording the observation sheet or assessment sheet.

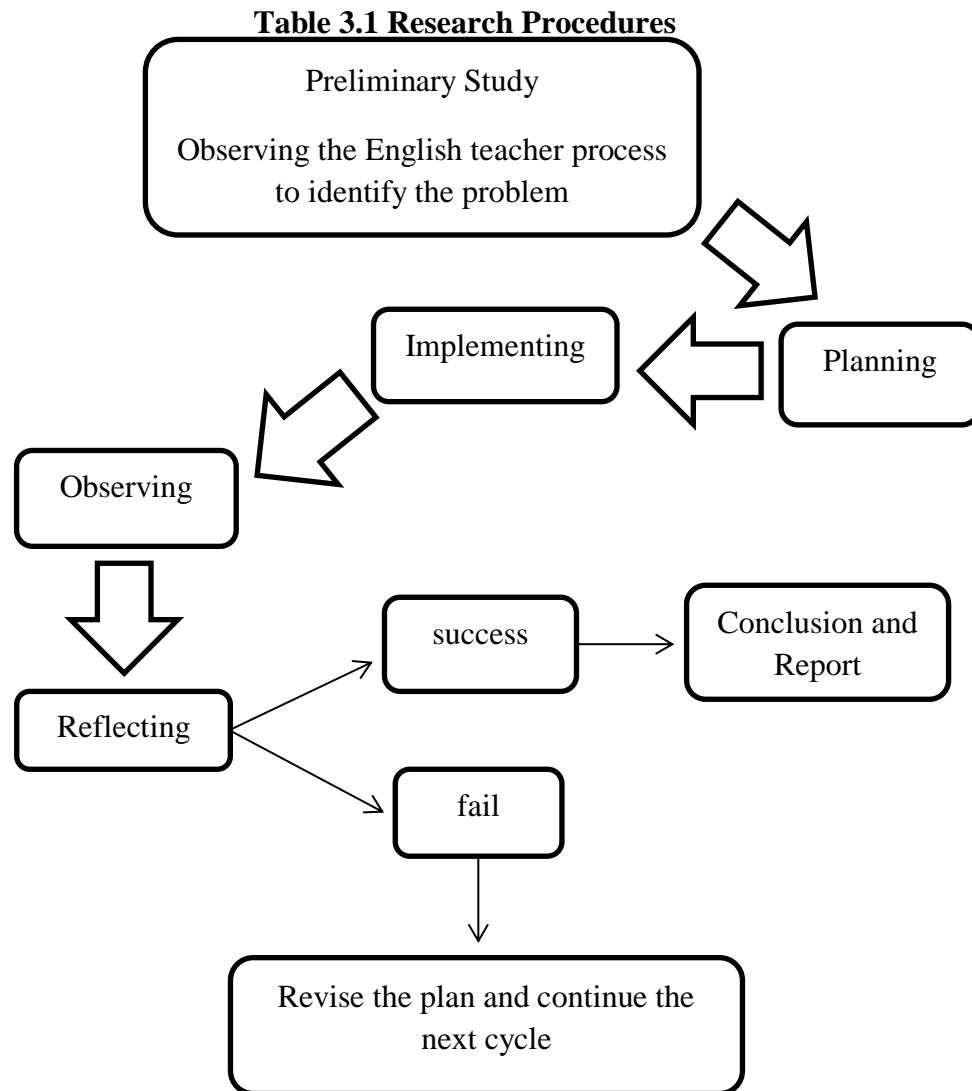
The researcher as the teacher observed the students' activities. Observing is one of the forms to get the primary and supporting data. It was collected by using an instrument that was, a test: pre-test and post-test. The observation checklist contains some indicators that facilitate the researcher to collect the data. The indicators are teachers activity and students activity. Those items describe the activity from the beginning until the end of teaching and learning process that should be applied by the teacher.

### d. Reflecting stage

Researcher conducts an intense reflection about the results of the action stage and observing stage. Researcher analyzes data obtained systematically, and makes repairing if there is a shortage so that the next cycle can be better.

The researcher would analyze the data and make the reflection of actions. the result of the actions were not significant yet, the researcher would do the net cycle and might give some changes to the actions. The form reflection was students' success and failure in doing activities. It was assessed by referring to the criterion issued by the school. The criteria of success was 75 in which if the average score of the students were less than 75 means failed.

The main steps are presented below:





## F. Data Analysis

The analysis in this research was quantitative. The data was taken from reading comprehension test at the end of the cycle in the form of score number. This data was analyzed by turning them into percentage then creating graphs or charts based on them. This classroom action research used a formulation to analyze the data from the test:

$$\frac{\text{Total students get score 75 minimally}}{\text{Total students in class}} \times 100\%$$

The researcher and observer made an agreement that the students' achievements improved when there are more than 75% of them who got the minimum score, 75, on test. The students' score were categorized based on criteria of the successful treatment on table 3.2:

**Table 3.2 Percentage Criteria of the Successful Treatment**

<b>Percentage of students who getting score about <math>\geq 75</math></b>	<b>Qualifications</b>
75%-100%	The student achievement in English improves well and the strategy that is applied can improve students' achievement in reading.
50%-75%	The student achievement in English improves enough and the strategy that is applied has not succeeded yet to improve the students' achievement in <b>reading</b> .
0%-49%	The students' achievement in English does not improve and the strategy that is applied fails in improving the students' <b>achievement in reading</b> .

1. Setting up and the criteria of success.

The indicators of success in this Classroom Action Research (CAR) is when: a. students speaking achievement improved, b. students reading actively involved in the reading actively.

2. Students' reading comprehension improved.

The first criteria to achieve is 75% students of class achieve the score greater or equal to 75 of range that lies from 0-100. It means that the students were considered to be successful if they were able to achieve a final score 75 in the range of 0-100. and the criterion to achieve of the average score at least 75.