

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents and discuss about the research method, which are research design, population and sample, instrument, treatment, and data analysis.

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

The method that is used in making this research is Classroom Action Research. The classroom action research is conducted in SMAN 1 Plemahan to the first year students of it. The goal is improving students reading comprehension through the gist strategy.

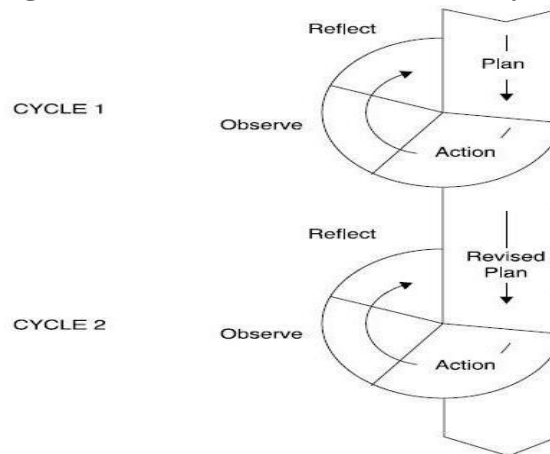
Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning. In CAR, the teacher focuses attention on a problem or question on her/his own classroom. It can be inferred that the classroom action research is the action research which is held to improve the students condition. The Classroom action research is also as the follow up of the observation conducted in the field by researcher.

In the classroom action research, there are cycles in action research. Classroom action research can be illustrated based on Kemmis and Mc Taggart's view as quoted by Young, Rapp & Murphy in *Journal of Instructional Pedagogies*.<sup>20</sup>

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<sup>20</sup> Mark R. Young, et al. Action Research: Enhancing Classroom Practice and Fulfilling Educational Responsibilities. (*Journal of Instructional Pedagogies*, pp 1-10, 2016), 3.

**Figure. Classroom Action Research Cycles**



### 1. Planning

The first is preparing material, making lesson plan, and designing the step in doing the action. The second is preparing students' name list and scoring. The third is preparing teaching aids. The fourth is preparing sheet for classroom observation (to know the situation of teaching learning process when the method is applied). The fifth is preparing a test (to know whether student's reading comprehension improve or not)

### 2. Acting

The first is giving pre- test. The second is teaching reading by gist strategy. The third is giving chance to the students to ask any difficulties or problem. The fourth is giving post- test

### 3. Observing

Observation is one of the instruments used in collecting the data. Observation can be sistematically used to observe and note the phenomena investigated like the students' feeling, thinking and something they do in teaching learning process.

#### 4. Reflecting

The result of the observation is analyzed it is to remember what happened that has been written in observation. Teacher evaluated the teaching learning process that has been applied through repeated reading, noted of the lack or weakness. Then, after finding the result of teaching reading through oral reading technique in a cycle, it make the improvement and decide wheter the researcher will conduct the next cycle.

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

This research was conducted at SMAN 1 Plemahan. It is located in Plemahan-Kediri. The subject of the study was the tenth grade students of SMAN 1 Plemahan in the academic year 2018/2019. This research was divided into four sections. There are planning, acting, observing, and reflecting.

### **C. Research Procedure**

#### **a. Test**

Test is a series of question or the other tools which is used to measure of ability, intelligence of knowledge, skill owned by individual or group. In this study, there are pre-test and post-test.

The pre-test is taken by the participants before the treatment. It is to know the students competence before using GIST strategy. The test contains 20 multiple choices.

The post-test is a test given after learning has occurred. This test used to know the effectiveness of the treatment and also to measure the students' progress after using GIST strategy. The type of the test is multiple choices that contain 20 questions.

#### **b. Documentation**

In order to collecting documentation data, the researcher take:

**Photograph evidence** : Photograph can capture the visual aspects of a situation. **Documents** : The relevant documents can be included: syllabuses, school's report, test sheet, sample of students' written work.

#### **c. Observation**

The instrument in observation that is used is the students' activities during teaching and learning process or students observation sheet. The resercher observes the condition of the subject in the learning process. It is analyzed about what the matter of the learning process to find the essential problem. Regarding with the resercher's explanation above that are many complexities in reading comprehension. So, the researcher observes how far the students figure out the text after reading. There are five aspects that can be the measurement of the clear description of this observation. They are: student's attention on the teacher's explanation, students' activeness in asking question, students' activeness in responding question, students' enthusiasm in doing test.

#### D. Preparing Criteria of Success

The data collection is gotten from achievement test and it is analyzed by looking at the mean and percentage of the score in each cycle as follows:

1. To know the improvement of students' reading comprehension, the researcher counts the means score from the total students in the class. The formula is as follows:

$$M = \frac{\sum X}{N}$$

Where:

M : Mean

$\sum X$  : Total scores

N : Total of students in class

The criteria of means score is 75. That is based on minimum score criteria (KKM) in English lesson. It means, this study gets success when the means score is 75.

2. To count the percentages of the students success is as follows:

$$\text{Student success} = \frac{\text{total of students get score 75}}{\text{total of students in the class}} \times 100\%$$

The criteria of minimum score is 75 and the percentage of successfulness is 100%. It means, this study gets success when the student gets 75 minimally and 100% for the percentage of successfulness.

In other hand, the students' tests score can be categorized based on criteria on the table:

### 3.1 Criteria Students' Score

No	Grade	Qualification	Range Score	Level Descriptor
1.	A	Excellent	85 - 100	<p>The student:</p> <ul style="list-style-type: none"> <li>- Construct meaning by identifying stated and implied information, main ideas and supporting details, and drawing conclusion in texts with familiar and unfamiliar language</li> <li>- Interprets aspects of format and style, and author's purpose for writing</li> <li>- Engages with the text by identifying ideas, opinions and attitudes in the text and making substantial connections with own experiences, attitudes and points of view</li> <li>- Show thorough understanding of the content of the text as a whole</li> </ul>
2.	B	Good	75 - 84	<p>The student:</p> <ul style="list-style-type: none"> <li>- Constructs meaning by identifying most stated and implied information, main ideas and supporting details, and drawing conclusion in texts with familiar and unfamiliar language</li> <li>- Interprets most aspects of format and style, and author's purpose for writing</li> <li>- Usually engages with the text by identifying ideas, opinions and attitudes in the text and making ample connections with own experiences, attitudes and points of view</li> <li>- Show considerable understanding of the content of the text as a whole</li> </ul>
3.	C	Average	55- 74	<p>The student:</p> <ul style="list-style-type: none"> <li>- Constructs meaning by identifying some stated and implied</li> </ul>

				<p>information, main ideas and some supporting details, in texts with familiar and unfamiliar language</p> <ul style="list-style-type: none"> <li>- Interprets some aspects of format and style, and author's purpose for writing</li> <li>- Occasionally engages with the text by identifying ideas, opinions and attitudes in the text and making some connections with own experiences, attitudes and points of view</li> <li>- Show some understanding of the content of the text as a whole</li> </ul>
4.	D	Poor	50- 54	<p>The student:</p> <ul style="list-style-type: none"> <li>- Had difficulty constructing meaning from stated and implied information, main ideas or supporting details in texts with familiar and unfamiliar language</li> <li>- Has difficulty interpreting aspects of format and style, and author's purpose for writing</li> <li>- Make a limited attempt to engage with the text by identifying ideas, opinions and attitudes in the text; makes minimal connections with own experiences, attitudes and points of view</li> <li>- Show limited understanding of the content of the text as a whole</li> </ul>
5.	E	Very Poor	$\leq 49$	The student does not reach a standard described by any of descriptors above