

CHAPTER III

RESEARCH METHOD

This chapter presents the method that the researcher used in this study. It consists of research design, setting and subject of the study, research procedures, research instrument, data collection and data analysis.

3.1 Research Design

The researcher conducted this study to determine the application of literature circles strategy to improve reading comprehension in the learning process and learning outcomes at the class. Therefore, the researcher used Classroom Action Research (CAR) to solve the problem that happened in that class by following the model from Kemmis & Taggart (1997). The teaching was done collaboratively by the researcher and English teacher in the school.

This study had a cycle process which means if the first cycle finished but still a problem was found; the researcher would continue to the next cycle. The study stopped when the result of the study has reached the criteria of successes achieved by students. In this study, the researcher applied 1 cycle to solve the problem. The activities of classroom action research were: planning, acting, observing, and reflecting.

3.2 Setting and Subject of the Study

This study is conducted at SMAN 1 Prambon. The school is located at Jl. A. Yani No. 1, Jimbir, Sugihwaras, Prambon, Nganjuk, Jawa Timur. This school is chosen as the field of the study based on the researcher's observation for a month, therefore the researcher knows the condition of this school, and the researcher can identify the problems faced by students in teaching reading.

Based on the interview with the English teacher at the school, he always uses same strategy and textbooks as media on teaching English especially in teaching reading. Besides, the students' interest in reading is still low and the score is under 75. After identifying the problems, the researcher suggests to apply a strategy to improve students' reading comprehension for a better quality of the school as well as qualified students. The researcher chose the second year of X-IIS 2 Class which consists of 32 students in the 2019/2020 academic years as the subject of the study.

3.3 Research Procedures

The researcher was categorized the research into 2 stages, preliminary study and procedures of the classroom action research.

3.3.1 Preliminary Study

According to Mills preliminary information is gathering to reflect the researcher's beliefs, to understand the nature and the context of the research

itself. It is aimed to get the data about the problems faced by the English teacher and the students in teaching-learning activities and needed to be solved. The researcher observed the class to examine the students' attitude and behavior; it was conducted on 07 January 2020 to the students in the second year of X-IIS 2 Class. Besides, the researcher interviewed the English teacher in terms of the strategy and activities employed in teaching-learning English especially in teaching reading.

3.3.2 Procedures of the Classroom Action Research

The procedures of classroom action research were planning, acting, observing and reflecting.

1. Planning

Based on the finding of the preliminary study, the researcher designed a lesson plan (see Appendix 1 page 37). It is a tool to guideline the teaching-learning process for the teacher which is created based on the Curriculum 2013 (K-13).

The researcher has modified the roles of literature circles strategy from Harvey Daniels' roles to more appropriate for the subject of this current study. Here is a description of each role used in this study. Word wizard's job found four words (they have not seen before or do not know the meaning), looked up the words using a dictionary, identify the meaning and the part of speech, and used each word in a sentence. Illustrator's job picked their favorite part in the story and illustrated the

event with the caption that told the event. The discussion leader's job made at least four questions to ask their group. Besides, they were should be keeping the discussion process during the meeting happen. Summarizer's job identified the main character, the setting, and wrote a summary based on the main idea for each paragraph. Students have a different job for each meeting, so they were not allowed to complete the same job twice.

2. Acting

Acting is the implementation of planning in the class. The researcher applied a cycle in this research which was a cycle consists of five meetings. In the first meeting, the researcher explained the literature circles strategy and decided the students into eight groups which were each group consists of 4 students. The researcher gave handouts consists of folklore (see Appendix 4 page 46) and discussion sheet (see Appendix 5 page 50) to each group. In the second till fourth meeting, the students learned narrative text reading comprehension by using literature circles strategy.

3. Observing

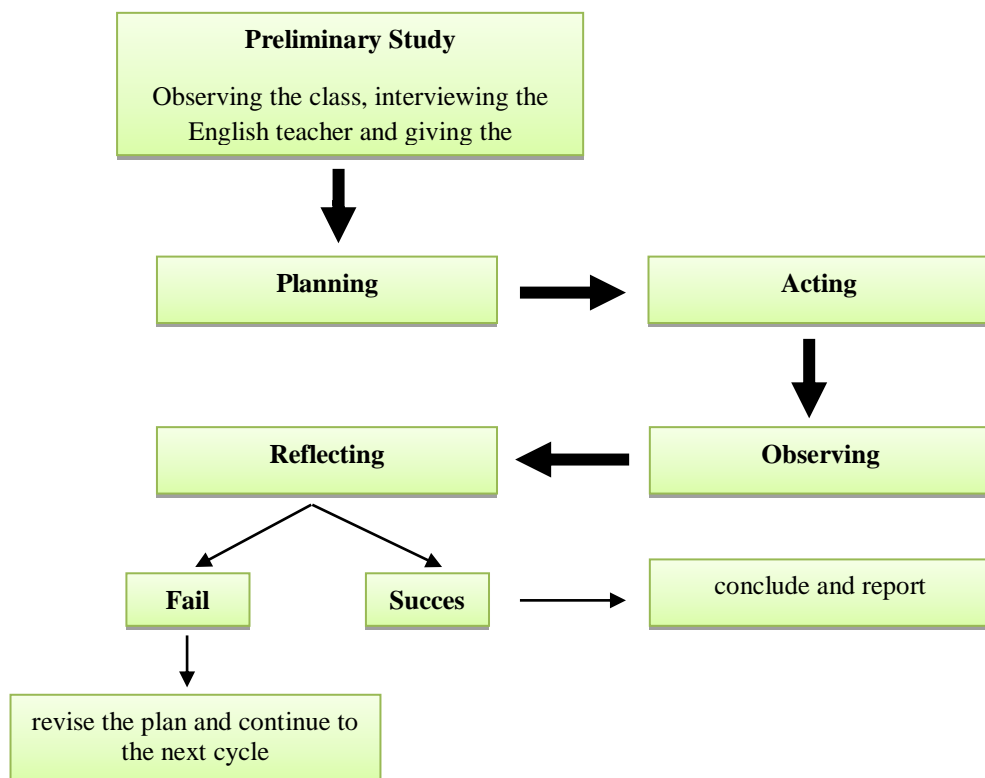
Observing is a tool to capture how much effect the action has reached the target. In this phase, the researcher identified and analyzed the data collected during the treatment.

4. Reflecting

Reflecting was aimed to reflect the data to determine whether the action was successful or not. The four phases of the classroom action research cycle were conducted integrated. Each phase was conducted based on the previous one and the next phase. It means that the activities in the classroom action research were based on the planing. The observation was done to collect the data from the four phases.

It was assessed by referring to the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal (KKM)* of the school which has been specified, 75. This study is called a success when the result of analyzing students' score by using paired sample t-test has $\text{sig.} \leq 0.05$.

Figure 3.1 Research Procedure



3.4 Research Instrument

3.4.1 Observation

The researcher conducted observation by investigating in the field of study. The researcher observed the class condition, the students' activities, and the way the English teacher explained the English lesson when the researcher conducted the preliminary study through observation checklist (see 12 Appendix page 67). Besides, the researcher also observed the class condition and the students activities during teaching-learning process while applying the literature circles strategy by guiding the observation checklist (see Appendix 13 page 68).

3.4.2 Test

The test was given two times; at the beginning of the study and the end of cycle I. The researcher gave test to the students to determine the improvement of students' reading comprehension; pre-cycle test to examine the students' ability before getting the action, and cycle 1 test to examine the students' ability after getting the action. The test was multiple choices form consists of 20 items (see Appendix 7 and 9 page 53 and 60), and the blueprint was written in Appendix 6 and 8 page 51 and 58).

3.5 Data Collection

3.5.1 Observation

The researcher used the observation checklist to identify the class condition, the students' activities and the way the English teacher explained

the English lesson to get the data for guiding the researcher to create a plan for the action. Hence, the researcher observed the class condition and the students' activities during the literature circles strategy applied to capture how much effect the action has reached the target.

3.5.2 Test

The researcher used quantitative data, that is formative test (pre-cycle test and test in the end of cycle I). The test was conducted before and after the cycle was implemented. The results of the test are analyzed to compare the students improvement on reading comprehension, the result can indicate whether using literature circles strategy can improve the students' reading comprehension or not. Both of them must be valid and reliable. Validity means testing what are supposed to test, and not something else (Wallace: 1998:36). Reliability means if the research is repeated, the findings or results will be the same. The researcher did not try out the items before it is tested, but the items had been validated by the English teacher (see Appendix .

3.5 Data Analysis

Related to the title, the researcher focuses on the students' reading comprehension. Therefore, the researcher more focuses on the students' achievement. Assessment of students' achievement obtained from the cognitive test score through analyzing the students' score by using paired t-test.

3.6 Hypothesis Testing

Hypothesis is provisional truth determined by the researcher that should be tested and proved. The hypothesis of this research are:

Ho: There is no significant different on the students' reading comprehension that are taught before and after using literature circles strategy.

Ha: There is a significant different on the students' reading comprehension that are taught before and after using literature circles strategy.

Null hypothesis (Ho) is a typical statistical theory which suggests that no statistical relationship and significance exists in a set of data measured. This hypothesis is accepted when the sig. ≥ 0.05 . The alternative hypothesis (Ha) is a statement which a researcher is testing. This statement is true from the researcher's point of view and ultimately proves to reject the null to replace it with an alternative assumption. The alternative hypothesis is accepted when the sig. ≤ 0.05 .