

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses about the methodology used in conducting the research. It presents the research design, subjects of the study and procedure of the study.

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

The design of this study was collaborative classroom action research (CAR). According to Wardani et al. (2006:1.4) action research is a form of self-reflective enquiry undertaken by participants (teachers, students or principals, for example) in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (2) their understanding of these practices, and the situations (and institutions) in which the practices are carried out. In this study, the researcher acted as a practitioner, because the researcher directly worked together with one of the English teacher in the school. So, it can be called as Collaborative Classroom Action Research.

This study consisted of two major cycles. Each cycle had four steps, those are: planning, implementing, observing and reflecting. The following detail explanation about the steps in each cycle, as follows:

Planning is the first step of the cycle which related with the teaching preparations that has been designed by the researcher. It included the lesson plan that contained the instructional objectives to be achieved, the material to be taught and the task given to the students as the evaluation of the applied method. Besides, the researcher provided the questionnaire and observation sheet which used to collect the data during the teaching and learning process as well as designing the criteria of success used in this study.

The second step is implementing. In this step, the researcher implemented the plan that has been designed with the application of CIRC method toward student's reading comprehension. During the implementation of the method, the researcher certainly did the observation before to gather the needed data in this study. It was important to decide the appropriate teaching and learning activities in designing the lesson plan that is applied in the classroom.

The next step is observing. In this step, the researcher collected the data during the teaching and learning process. The data were used as an indicator of achieving the criteria of success that has been targeted. The data were gotten from test, questionnaire and observation sheet that the researcher prepared before.

Reflecting step is an activity to analyze the collected data during implementing CIRC method in teaching and learning process. It was done to determine whether the applied method gives the contribution or not with achieve the available criteria of success. If the data are coming up expectation of criteria of successes, it means that this cycle has been success and vice versa.

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

This study was conducted at SMPI Assalam Jambewangi on academic year 2015/2016. The subjects of this study were seventh grade students of SMPI Assalam Jambewangi. The numbers of SMPI Assalam Jambewangi students were 33 students; 25 males and 8 females. The researcher decided to choose the seventh grade students of SMPI Assalam because most of students had crucial problem in reading. The students got the difficulties in answering questions of reading text. This case proved that they didn't comprehend the text well. Most of them also felt bored in reading class. In this case caused most of them still had low achievement in reading comprehension.

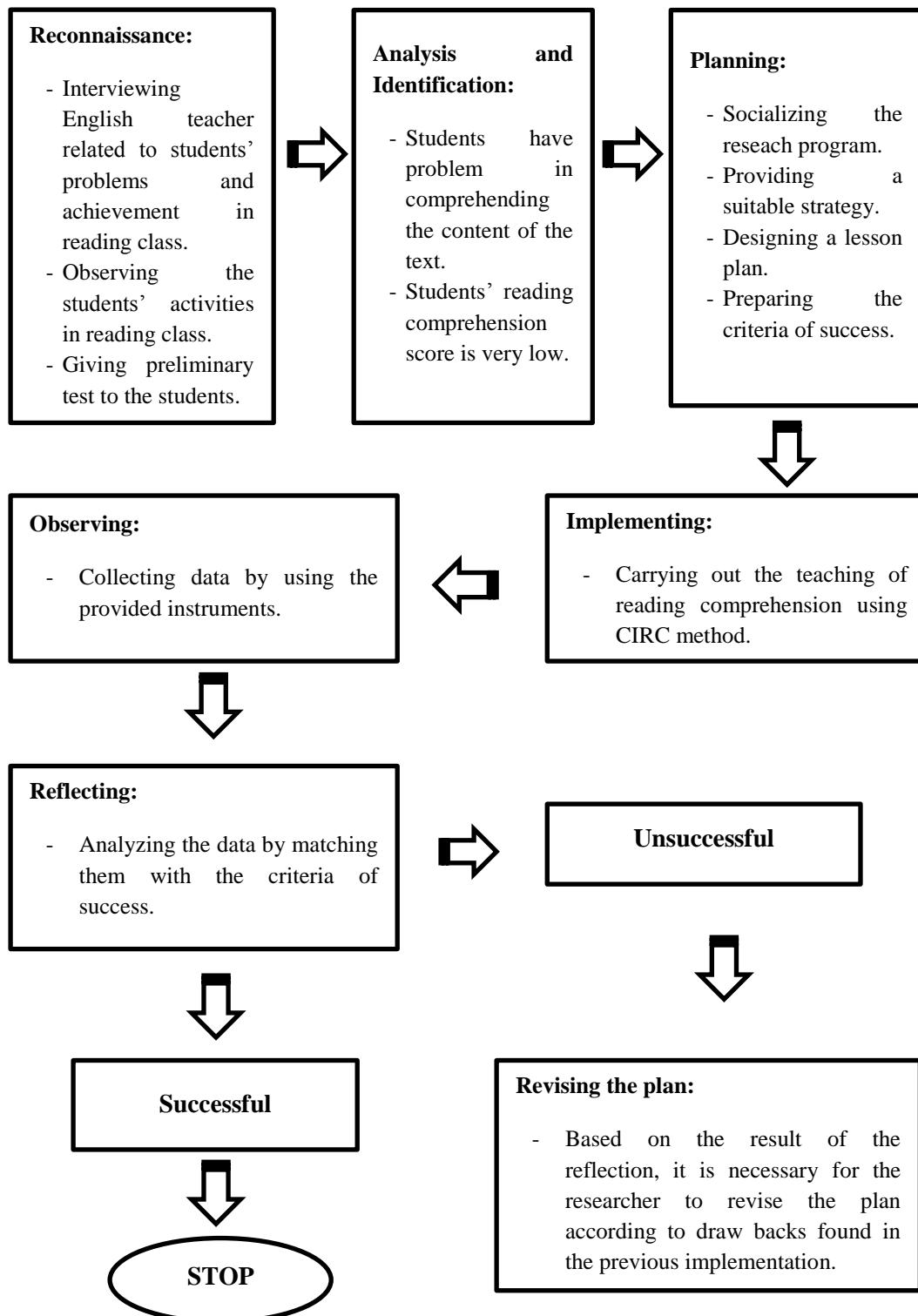
## **C. Procedures of the Study**

The procedure of this study was adapted from Kemmis and Mc Taggart model. It could be seen in Figure 3.1. These procedures contained of four steps namely: planning, action / implementing, observing and reflecting. But, before did these procedures, preliminary observation was important stage to do. The following detail explanation about the procedures in taking the data that were done by the researcher as follows:

### **➤ Preliminary Observation**

Preliminary observation is important to be done to define the real problems in improving students reading comprehension. It should be done before the researcher begins the action research and during the teacher's teaching to know what problems really exist during teaching and learning process.

**Figure 3.1 CAR design by Kemmis and Mc. Taggart**



The researcher conducted the preliminary observation in seventh grade students of SMPI Assalam on April 28<sup>th</sup> 2016. In the first meeting was used by the researcher to look for the students' information, in the form of preliminary test to indicate the students' ability in reading comprehension. The students were given 12 of essays items to determine their ability in reading comprehension. The researcher also prepared the questionnaire to observe the students' difficulties in reading comprehension test.

By giving reading comprehension test, the researcher found the students' score was low. Based on the result of students' preliminary test, the researcher knew that among 33 students who joined in the reading preliminary test, there were only 5 students who got the score more than 75. The others students were got the score less than 75. From the result of that preliminary test, the researcher could deduce as follows:

a. The percentages of students who got the score  $>75 = \frac{5}{33} \times 100\% = 16\%$

b. The percentages of students who got the score  $< 75 = \frac{28}{33} \times 100\% = 84\%$

From the formula above, it was found that the students who passed at the preliminary test were 16% and the students who failed at the preliminary test were 84%. Whereas, the criteria of success that 80% students got score more than 75. It means that the result of preliminary test indicated that students had the difficulties in reading class. The score could draw in the form of table below:

**Table 3.1 Students' Result of Preliminary Test**

	No	Students' Score	F	%
Preliminary test	1	40-49	9	28
	2	50-59	14	40
	3	60-69	4	12
	4	70-75	1	4
	5	76-80	5	16
Total				100

Based on the result of preliminary test, it was found that the mean score of the students' reading comprehension test was 56.81. The mean score of 56.81 indicated that the students' achievement in reading comprehension was low. For more detail see Appendix 14.

Furthermore, the result of questionnaire that has been designed by the researcher also indicated that most of the seventh grade students of SMPI Assalam had several problems in reading class. The number of students that faced the difficulties in reading was about 88%. They had the difficulties in comprehending the text. It caused by some factors. First, they often couldn't translate the word from the text one by one well. Second, they couldn't guess the meaning of the difficult word. Third, they faced the problems in finding the main idea in every paragraph. Then, they couldn't guess the proper title of the text that they have read. Last, they also had the problem in finding the topic or theme from the text. Moreover, most of students often faced the problems to answer the questions from the text and these factors also influenced students to be lazy in following reading class. They tended to be passive in following the lesson. For more detail see Appendix 8.

### **a. Planning**

Planning is a significant procedure to do in Classroom Action Research. It is enable to produce the good preparation before doing the action. There are some activities included in this stage, those are socializing the research program, providing a suitable strategy, designing a lesson plan and preparing the criteria of success.

Lesson plan or the teaching scenario was designed to use during teaching and learning process in the classroom. The researcher designed and planned 2 lesson plans that were used in each cycle. The researcher divided each cycle into 2 meetings.

First meeting was used to explain about the implementation of CIRC method in reading activities. The researcher introduced what CIRC method is and exemplified how to use CIRC method in reading activities to the students. Second meeting was used to conduct the test. It was done to measure the students' progress in teaching and learning activities using CIRC method.

The researcher also prepared a series of reading text that was used in teaching reading comprehension by using CIRC to the seventh grade students of SMPI Assalam. The reading texts were completed with the exercises to make sure that the study was effective and efficient.

The reflections from the result of students' preliminary test and test of each cycle, questionnaire and observation sheet were important to do by the researcher. Preliminary test was used to know students' ability in reading comprehension before taught using CIRC method. Test of each cycle were

used to measure student's progress in reading comprehension. Questionnaire and observation sheet were used to know the changed behavior of students before and after the implementation of CIRC method.

### **1. Socializing the Research Program**

In this stage, the researcher made some preparation was needed in conducting the research. The researcher made a meeting with the school master or the collaborator teacher to share the highlights of the research program, research activity or timetable of the study. The following the research program that had been applied.

**Table 3.2 Research Program**

<b>No</b>	<b>Action</b>	<b>Time</b>		
		<b>Day</b>	<b>Date/month</b>	<b>Hour</b>
1.	Preliminary observation	Thursday	April 28 <sup>th</sup> 2016	08.35-09.45
2.	Cycle 1			
	• Meeting 1	Saturday	May 07 <sup>th</sup> 2016	10.15-11.35
	• Meeting 2	Friday	May 13 <sup>rd</sup> 2016	08.35-09.45
3.	Cycle 2			
	• Meeting 1	Saturday	May 14 <sup>th</sup> 2016	10.15-11.35
	• Meeting 2	Thursday	May 19 <sup>th</sup> 2016	08.35-09.45

### **2. Providing a Suitable Strategy**

At the preliminary observation, the researcher observed the students' activities in reading class. Students were given the questionnaire and preliminary test to measure the students' ability in reading and know the difficulties that was faced by the students in reading class. Before did preliminary observation, the researcher also interviewed the English teacher to get general information about students. From that researchers' observation,

the researcher was able to know that the students had problem in reading, especially in understanding the meaning of the reading text. They couldn't analyze the content of the text well. So, the student became bored and lazy in following the reading class. Besides, they also had low achievement. It was able to prove from the students' score at the preliminary test that has been given to the students.

From the students' problems above, the researcher proposed the solution with implementing the reading text using CIRC method to improve students' reading comprehension in English reading class.

In conducting the method, the researcher prepared and provided a series of the reading text and the exercise to know how far students' progress with the existence of the CIRC implementation. The students was demanded to comprehend the text using the application of CIRC method. Then, the exercise was intended to analyze the students' ability in comprehending the reading text. The detail scenario of the method that has been implemented by the researcher in reading activities as follows:

**Table 3.3 The Scenario in CIRC Method**

<b>Stage in Reading Activity</b>	<b>Learning Activity</b>
Pre-activities	<ul style="list-style-type: none"> <li>- Greeting, praying and checking the students' attendance list.</li> <li>- Teacher gives the topic of the material to the students.</li> <li>- Teacher gives the purpose of the lesson.</li> <li>- Teacher gives some questions based on students' prior knowledge about the topic.</li> </ul>
Whilst-activities	<ul style="list-style-type: none"> <li>- Teacher gives the students an explanation about descriptive text.</li> <li>- Teacher explains the goal and method which will be implemented in teaching and learning</li> </ul>

	<ul style="list-style-type: none"> <li>- Teacher guides the students to read and analyze descriptive text based on CIRC method.</li> <li>- Teacher gives an exercise about the materials to the students.</li> <li>- Teacher asks the students to discuss the students' exercises.</li> <li>- Teacher gives positive feedback toward the students' difficulties.</li> </ul>
Post-activities	<ul style="list-style-type: none"> <li>- Teacher gives reflection of the materials.</li> <li>- Teacher asks the students about their difficulties during teaching and learning activities.</li> <li>- Teacher closes the teaching and learning activity by greeting.</li> </ul>

### **3. Designing a Lesson Plan**

The researcher designed the lesson plan before conducted this research. It was made based on the English syllabus in the second semester.

This lesson plan consisted of identity of institution, standard competence, basic competence, indicator, learning objective, learning material, teaching method, learning activities, learning sources and teaching media, and evaluation. In every cycle, the researcher made one lesson plan. So, the researcher designed two lesson plans for each cycle. The lesson plan of each cycle could be seen at Appendix 3 and 5.

### **4. Preparing the Criteria of Success**

The criteria of success were important to be prepared, because it could determine whether the method that has been implemented gave the contribution toward students' improvement or not and measured how far the method could be implemented to solve the problem. These criteria of success could be seen during the process of teaching and learning from the result of students' score in their test, the result of questionnaire and the result of observation sheet. In this case, the researcher had some criteria to determine

whether the method was implementable or not. CIRC method called successfully implemented if:

- a. 80% students (26 students) from 33 students were able to keep on task and get score of reading comprehension test at least 75.
- b. 80% students (26 students) from 33 students were active and enthusiastic during the teaching and learning process.

By assessing the students' work and observing the process teaching and learning, the researcher can make a decision whether the criteria above were success or not. If the criteria above were not success, the researcher revised the plan for the next cycle.

### **b. Implementing**

Implementing is the second stage after planning. In this step the researcher acted the action based on the learning scenario that has been made by implementing CIRC method. Action referred to what the researcher did in the classroom and how managed the class, each of which is closely related to know what the researcher planned in the lesson plan. In this case, reading comprehension was emphasized in teaching and learning activities. This research conducted into two meetings in every cycle. First meeting focused on the introducing reading comprehension by using CIRC method. Second meeting focused on conducting the test about reading comprehension for the students. In each meeting there were three main activities as the realization of the lesson plan, those are pre-activities, whilst-activities and post-activities.

The further explanation about what kinds of activities did in the class as follows:

### 1. Pre-activities

The implementation of CIRC was to improve reading comprehension.

In this stage, the researcher did several activities, those are: greeting, praying, checking students' attendance list, trying to active the students' knowledge by giving them question and common description related to the material which would be discussed in the class. This activity was done to lead the students' attention to the material. Therefore, they could be involved in the learning process actively.

### 2. Whilst-activities

The researcher acted as classroom teacher that applied CIRC as a method for teaching reading comprehension. Then, the researcher told the rules for students. The rules were: First, the researcher told to the students to make a group, consisted of 4 people. Second, the researcher gave a passage or text based on the learning topic. Third, the researcher asked the students to read and find out the main idea of the material cooperatively and answered the questions based on the given material also wrote down in worksheet. Fourth, the students presented about the result of group work. The last, the researcher made a common result.

### 3. Post-activities

In this activity, the researcher reflected the materials. Then, asked the students about their difficulties during teaching and learning activities. The last, the researcher closed the teaching and learning activity by greeting.

The following detail explanation about the students' activities in every cycle. Each cycle consisted of 2 meetings, first meeting and second meeting.

#### **1) Cycle 1**

In this cycle, there were 2 meetings. The first meeting was conducted to introduce and exemplify how to use CIRC method to be applied in reading activities. The second meeting was conducted to give the reading comprehension test to the students.

##### **a) Meeting I**

The first meeting was conducted on Saturday, May 07<sup>th</sup> 2016 at 10.15-11.35 am. This meeting was conducted to introduce and exemplify how to use CIRC method to be applied in reading activities. First, the researcher explained what CIRC method is about. Then, the researcher exemplified by asking students to practice CIRC method in reading activities.

In this meeting the researcher focused on descriptive text and took a reading text entitled "New York City" as students' exercise. The researcher not only provided the reading text to read by the students, but the researcher also provided several questions that related with the reading text that has been used as students' exercise in the implementation of CIRC method.

In the implementation of CIRC method, the researcher told the rules for students. The rules were: First, the researcher told to the students to make a group, consisted of 4 people. Second, the researcher gave a passage or text based on the learning topic. Third, the researcher asked the students to read and find out the main idea of the material cooperatively and answered the questions based on the given material also wrote down in worksheet. Fourth, the students presented about the result of group work. The last, the researcher made a common result.

After that, the researcher gave a chance for students to ask questions based on their difficulties in reading activities. It was done to know whether the students' still faced the difficulties in analyzing text or not. In fact, there were some students did not understand about the text and asked to the researcher. By giving a chance for the students to give questions, it made them not afraid of learning reading.

### **b) Meeting II**

The second meeting was conducted on Friday, May 13<sup>rd</sup> 2016 at 08.35-09.45 am. Before continued the lesson, the researcher reminded about the last material. It was done in order the students got the reinforcement about the last material.

In this meeting, the researcher gave the reading comprehension test. Firstly, the researcher divided the students into some groups, consisted of 4 students. Then, the researcher gave the students a series of reading text. The researcher gave 30 minutes for the students to discuss the content of the series

of reading text that have been given. After 30 minutes, the researcher delivered the test sheet and the students were asked by the researcher to do the test individually. Then, after the students finished in doing the test, the researcher asked them to collect their answer sheet. The last, the researcher closed the learning activity by greeting.

## **2) Cycle 2**

In this cycle, there were 2 meetings. The first meeting was conducted to apply CIRC method in reading activities. The second meeting was conducted to give the reading comprehension test to the students.

### **a) Meeting I**

The first meeting was conducted on Saturday, May 14<sup>th</sup>, 2016 at 10.15-11.35 am. In this meeting the researcher focused on descriptive text and took a reading text entitled “My Favorite Teacher” as students’ exercise. The researcher not only provided the reading text to read by the students, but the researcher also provided several questions that related with the reading text that has been used as students’ exercise in the implementation of CIRC method.

In the implementation of CIRC method, the researcher reminded the students about the rules of this method. First, the researcher told to the students to make a group, consisted of 4 people. Second, the researcher gave a passage or text based on the learning topic. Third, the researcher asked the students to read and find out the main idea of the material cooperatively and

answered the questions based on the given material also wrote down in worksheet. Fourth, the students presented about the result of group work. The last, the researcher made a common result.

Based on the students' problems in the first cycle, the researcher made some revisions in the next cycle. First, the researcher monitored more to the students' activities. The researcher guided the process of analyzing text and helped them when they got some difficulties. Second, the researcher changed the reading material that has been used by choosing the appropriate text for students and provided some meanings of unfamiliar words from the text given. It was done to help them to discuss and analyze the text easily. Last, the researcher decreased the number of the reading materials series that have been given to the students. It was done to avoid the lack of the time that has been provided.

In order to make the students really understood about the text, the researcher and the students discussed the result of students' work together. Therefore, the students could get the positive feedback for their work.

### **b) Meeting II**

The second meeting was done on Thursday, May 19<sup>th</sup> 2016 at 08.35-09.45 am. Before continued the lesson, the researcher reviewed about the previous material. It was done in order the students got the reinforcement about the previous material.

In this meeting, the researcher gave the reading comprehension test.

Firstly, the researcher divided the students into some groups, consisted of 4 students. Then, the researcher gave the students a series of reading text. The researcher gave 30 minutes for the students to discuss the content of the series of reading text that have been given. After 30 minutes, the researcher delivered the test sheet and the students were asked by the researcher to do the test individually. Then, after the students finished in doing the test, the researcher asked them to collect their answer sheet. The last, the researcher closed the learning activity by greeting.

### **c. Observing**

Observing is the process of recording and collecting data about many aspects which happened during the implementation of the action. In this step the researcher observed the teaching learning and assessment process of the activities that have been done by students. Their activities during the implementation of the method were evaluated by using instruments that have been developed previously. In the last of meeting, the researcher gave a reading comprehension test to know whether the students' ability in reading comprehension test have improved through the implementation of this method or not.

In this stage, the collected data from every cycle was analyzed as the reflection of the cycle that has been implemented. The reflection of each cycle was used to evaluate whether the cycle that have been applied was succeed in reading comprehension or not. If the result of the cycle was not

achieved the criteria of success yet, the researcher could revise the plan and continued to the next cycle. The description of the procedures in analyzing the collected data that have been used in this study as follows:

### **1. Data and Data Source**

Data is raw materials that is needed to be processed to produce the information. It was gotten from the results of teaching reading comprehension activities by using CIRC method. There were two types of data that have been used in this study. The collected data were numerical data and verbal data. The numerical data (quantitative data) were indicated from students' mean scores that have been obtained from the reading comprehension test at the end of each cycle and the questionnaire. Whereas, the verbal data (qualitative data) were indicated from observation sheet that concerned teacher and students activities during teaching reading comprehension by using CIRC method. All of the data were used to evaluate and measure students' improvement in reading comprehension.

### **2. Techniques and Instruments of Data Collection**

Techniques of data collection are ways which are used by researcher to collect the required data. There were several techniques in conducting this study to collect the data, those were administering test, distributing questionnaire and observation. Besides, research instruments are tools which are used by the researcher to collect the required data. There were several instruments that have been used in this study to collect the data, they were

test, questionnaire and observation sheet. The further explanation about techniques and instruments of data collection as follows:

a. Administering Test

Test is valuable measuring instruments for educational research. This instrument was used to measure students' ability in reading comprehension. Test consisted of preliminary test and test at the end of each cycle. Preliminary test was used to know pre-existing ability in reading comprehension before implemented CIRC method. Test at the end of each cycle was used to find out students' improvement after implemented CIRC method.

b. Distributing Questionnaire

Questionnaire was given to the seventh grade students of SMPI Assalam Jambewangi. Questionnaire was a survey instrument that consisted of questions list were used to collect data about students' information before and after the implementation CIRC method. The information included students' difficulties before the implementation of CIRC method and change behavior after the method was implemented.

c. Observation

Observation sheet was given to complete data in real situation that concerned students' willingness to be more active to participate in classroom activities, such as enthusiastic in following reading class, ready to work cooperatively and active in asking questions based on the materials given. The researcher observed students' activities during teaching and learning

process. The researcher used observation sheet to evaluate the process of the method that has been implemented in teaching reading comprehension.

#### **d. Reflecting**

Reflecting is the final step. After observed the data that have been obtained, the researcher made reflection to know what happen during the research and evaluate the result of the action. It included result of students' test, questionnaire after the implementation of the method and observation sheet about the students' activities.

The researcher tried to criticize the strengths and weaknesses of these procedures in implementing the CIRC method. So the researcher made a decision whether to stop or continue the research with the next cycle.