

### **III. RESEARCH METHOD**

#### **A. Setting of the Research**

In this research, she intended to find out the significant improving of students' reading comprehension achievement by Classroom Action Research method. In this classroom action research, she made the lesson plan was made based on the procedures of the technique that was implemented, and taught her students based on the lesson plan. It is not a problem if the teacher also becomes an observer while giving the implementation. It is because according to Suhardjono (2006:57) Classroom Action Research is a research which was done by a teacher working together with another researcher or done by the teacher herself who also acted as a observer in the class or school where she taught. Therefore, the researcher was helped by her partner who observed everything occurred in the classroom during the teaching and learning process.

#### **B. General Description of the Research**

Based on the problems that have been identified, she examined some problem in caused and tried to find the problem solution. Problem solution conducted in teaching reading of report text through KWHL technique. Researcher made lesson plan and

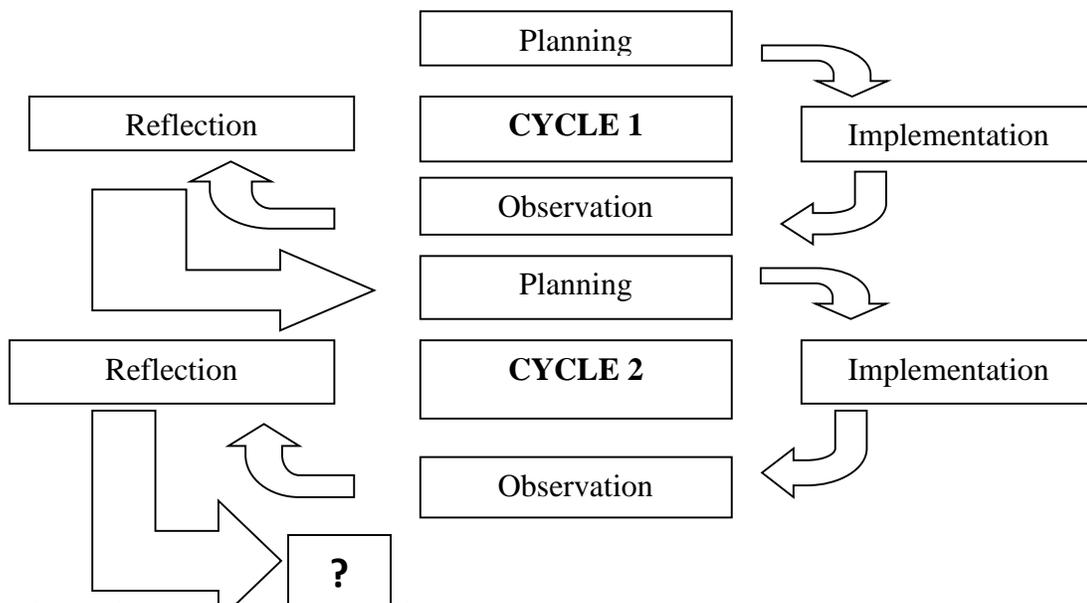
taught the students based on the lesson plan. Then, the researcher and her partner (an observer) noted the important things in teaching and learning process.

Furthermore, she were analyzed and discussed the observation results during teaching learning process (the strength and weaknesses which was done by the teacher and students during teaching learning process of reading report text using KWHL technique) and learning result (the reading comprehension test). Learning process analysis was done based on researcher's and her partner's observation. Based on this analysis, it was decided to conduct the next cycle. It focused on the weaknesses of the previous cycle.

### C. Research Procedures

The research was divided into two cycles. Each cycle consisted of four stages: (1) plan, (2) implementation, (3) observation, and (4) reflection (Arikunto, 2006:16).

The stages are illustrated as follow:



The cycles are classified as follow:

## **1. Planning**

Based on the problem of the research, the lesson plan was prepared; selected the material based on the syllabus for the teaching learning process through KWHL technique. The reading material was *report texts* which were taken from many sources. Additionally, the observation sheets were prepared, and also reading written test for the students in the form of open-ended question and true false test items.

## **2. Implementation**

In this step, the teacher taught the students based on the lesson plan that has been made. Here, KWHL technique was implemented in teaching reading of *report texts* process.

## **3. Observation**

The researcher was helped by her partner as an observer who took a note or did the observation toward teaching and learning activity. While the teacher implemented the technique, the observer was monitoring the learning process and the students' activity. Besides, the observer also observed the teacher's performance in implementing the KWHL technique. The important thing was noted. In addition, the test was also given to the students in order to get data accurately.

## **4. Reflection**

In this step, the researcher and her partner analyzed the result of the reading test of the students as the learning product. She also analyzed everything occurred in the teaching learning process based on the observation sheets. It was done to find out the improvement after the teacher implemented KWHL technique in teaching reading of report text in the classroom. In analyzing, they did reflection was discover the weakness and strength of the implementation of KWHL technique, and also to knew the problems faced by both teacher and students during teaching and learning process. By doing so, it was found tune one some improvements should be done in the next cycle. If the indicators of the research have not been fulfilled in the first and in the second cycle, the researcher as the teacher together with the observer planned the next step to improve the quality of the learning process in the next cycle. On the other hand, if the indicators were already achieved was not carried out the next cycle.

#### **D. Indicators of the Research**

The success of this classroom action research was divided into two parts:

##### **1. Learning Process**

In learning process, there are two aspects which become the focus of this research: the students' activities and the teacher's performance toward the implementation of KWHL technique.

Observation done to observe the teacher and the students in the teaching learning process by observing the activities occurred in the class and by filling the observation sheets. Furthermore, the observation is done to find out

students' activity in the learning process that includes in the pre-activity, while activity, and post-activity. In pre-activity, the observation focused on students' interest to follow the class and respond to the topic. Besides, in while activity, the observation focused on students' attention to teacher's explanation and also on their respond to teacher's questions and instructions. In post-activity, the focus was being on students' respond to teacher's question. in this case is to improve reading comprehension through KWHL technique. The target is if 80% of students or more will participate in the teaching learning process. According to Arikunto (2006:210), if more than 75% of students are actively involved in teaching and learning activities, it can be categorized as a good level, so the researcher decide to set 80% as the target.

Besides observing the students' activities, the researcher also observed the teacher's performance during teaching and learning process. It was expected that teacher's score for her teaching performance can reach 70. So. if the teacher can get 70 in her teaching performance, it means she can teach the students well. There are some aspects that would be score for the teacher's performance; it involves the activities in the teaching and learning process from pre-activity, main activity, and post activity. The teacher's performance in applying KWHL technique was observed in main activity.

## **2. Learning Product**

The target of the learning product determined by the researcher is 60 or more. It was done because 60 is the minimum standard score or KKM (Kriteria

Ketuntasan Minimal) stated by the school for English subject. So, if at least 80% of students' scores can reach 60 or more for the reading comprehension test, it means that the KWHL technique can improve students reading comprehension achievement.

## E. Instruments of the Research

To collect the data, the researcher used two kinds of instrument: (1) Reading comprehension written tests, and (2) Observation sheets.

Each kind of instrument will be explained as follows:

### 1. Reading Comprehension Test

The tests were written test in the form of open-ended question item test and true false item test. The tests were administered at the end of every cycle in the learning process.

### 2. Observation Sheets

There are two observation sheets in this research, observation sheet for the students' activities and that for the teacher's performance. Here is the example of the students' observation sheet.

Students' Observation Sheet

No	Students' Activity	Students' Code				%	Note
		A	B	C	D		
1.	<i>Pre-activities</i> a. Interested in following the						

	class						
	b. Respond to the topic enthusiastically						
2.	<b>While Activities</b>						
	c. Pay attention to the teacher's explanation						
	d. Respond to the teacher's questions						
	e. Follow the teacher's instruction						
3.	<b>Post Activity</b>						
	f. Able to respond to the teacher's questions						

To avoid the assumption that the problem in the classroom comes only from the students, the researcher also observes teacher performance during the teaching learning process. The observation was about teacher's ability in handling the class, which is to create effective and communicative learning. Here is the example of teacher's observation sheet.

#### Teacher's Observation Sheet

No.	Aspects Observed	Score (by giving a tick)			
		1	2	3	4
1	<b>Pre-activities</b> <ul style="list-style-type: none"> <li>• Doing an apperception.</li> <li>• Informing the competence that will be achieved to the students.</li> </ul>				

2	<p><b>While-activities</b></p> <p>A. The Mastery of Learning Material</p> <ul style="list-style-type: none"> <li>• Correlating the material with other relevant knowledge.</li> <li>• Correlating material with the real life.</li> <li>• Achieving communicative competence.</li> <li>• Using logical structure</li> <li>• Using language components.</li> </ul>				
	<p>B. The Learning Strategy</p> <ul style="list-style-type: none"> <li>• Doing a teaching &amp; learning process which is suitable with the competence.</li> <li>• Doing a coordinated teaching learning process.</li> <li>• Doing a teaching learning process which can build the students' imagination.</li> <li>• Doing a teaching &amp; learning process which is suitable with the time allocation.</li> <li>• Emphasizing on using English in the teaching &amp; learning process.</li> <li>• Emphasizing on teaching the language skills integratively.</li> </ul>				
	<p>C. The Use of Learning Media</p> <ul style="list-style-type: none"> <li>• Showing the skill in using the learning media.</li> <li>• Producing an interesting message from the media.</li> <li>• Involving the students in making and using the media.</li> </ul>				
	<p>D. The Students' Involvement</p> <ul style="list-style-type: none"> <li>• Building the active participation of the students in the teaching &amp; learning process.</li> <li>• Giving positive responds to the students' opinion.</li> </ul>				

	<ul style="list-style-type: none"> <li>• Facilitating the interaction between teacher-student and student-student.</li> <li>• Showing a conducive interpersonal relationship.</li> <li>• Growing the students' enthusiasm in learning.</li> </ul>				
	<p>E. Evaluation</p> <ul style="list-style-type: none"> <li>• Monitoring the students' improvement after the teacher explains the lesson.</li> </ul>				
<b>3</b>	<ul style="list-style-type: none"> <li>• Doing a final evaluation which is relevant to the competence.</li> </ul> <p><b>Post-activities</b></p> <ul style="list-style-type: none"> <li>• Doing s reflection/ making summary of the lesson by involving the students' participation.</li> <li>• Doing a follow-up by giving direction or tasks as a remedy</li> </ul>				
<b>Total Score</b>					
<b>Description of Score</b>					

Description of scores:

1. 40 – 59 : Poor
2. 60 – 69 : Enough
3. 70 – 79 : Good
4. 80 – 100 : Very Good

(Source: Dep. Pendidikan Nasional, 2006)

In this action research, the target of teaching performance was that the teacher can reached 70 by applying linking expression practice through picture

composition technique. If the teacher can reach this target, it means that the teacher's teaching performance is good.

## **F. Data Analysis**

The data analysis was done during and after the data have been collected in every cycle. The researcher and the teacher analyzed and made reflection from the data collected from the first cycle. From the analysis and reflection, it was found out that there were the strength and also the weakness of the first cycle so that researcher and teacher knew what should be improved the weakness aspect by giving solution in the following cycle.

In data analysis, the data was being classified into two categories, that was, the data of the learning process and of the learning product.

### **a) Learning Product**

In order to find out the learning product, the researcher used written reading test to collect the data. After giving the test, she checked students' test and gave the score. Besides, the researcher analyzed students' reading test to find out the errors made by the students. This analysis was being very important to know what to improve in the next cycle. Next, she calculated the number and percentage of the students who get 60 or more, since referring to the ministry of education standard, the indication of successful teaching learning process is that if at least 70% of students' score are 60 or more. She used this scale to score their writing ability.

The following formula was being used to calculate the percentage of students who get  $\geq 60$ :

$$\frac{\text{Number of students who get } \geq 60}{\text{Total number of students}} \times 100\%$$

### b) Learning Process

Observation sheets were used in collecting the data from the learning process. The result of the observation sheets was analyzed after every cycle is done. The observation was being done to observe students' activities and also teacher's performance; and both was analyzed separately.

- *Students' Learning Activities*

In analyzing the data from observation to students' learning activities, she counted the number of activities done by the students and then calculated the percentage of the students' activities. The following formula was used:

$$\% A = \frac{A \times 100\%}{n}$$

% A = percentage of students' activities

A = number of students' activities observed

n = number of students in the class

Next, the researcher made a description from the data that have been analyzed.

- *Teacher's Teaching Performance*

In analyzing data from teacher's performance, the researcher counted the total score by summing up scores from all aspects covering teacher's activities in pre-activity, while activity, and post-activity. The researcher was also made a description from the data that have been analyzed.