

III. RESEARCH METHODS

A. Setting

In this research, the researcher used a classroom action research. It was done based on the problem faced by the students and the teacher when they are in class. Based on the problem found by the researcher, the researcher examines the cause of the problem and then finds the solution for that problem.

The subject of this classroom action research were the students of the Second year of students of social program of SMAN I Bandar Sribhawono . The researcher used one class of social science program that consists of 30 students as target of the research. Based on the researcher's pre-observation, it was identified that most of the students have low ability in reading comprehension. It can be seen from their low average score in reading test which cannot reach the minimum score. Besides, the most of students who weren't actively in the learning activity in reading class. The teaching of reading by using jigsaw technique through extensive type exercises was done by the researcher.

The researcher acted as the observer and teacher, she is helped by observer 2 (the English teacher XI social program one at SMAN I Bandar Sribhawono). The researcher made lesson plan and told the teacher what she would perform in class based on the lesson plan. So, during the research, the researcher was observed everything occurred in the classroom when

they were reading class. And then, the researcher gave questionnaire to the students at the end of treatment.

B. General Description of the Research

The research was done at a classroom action research which is conducted based on the problem faced by the students and English teacher. In doing the research, the researcher did that in collaboration with the English teacher to improve the number of students who actively involved in reading class and to improve teacher's performance in her teaching then also to improve the students' reading comprehension by using jigsaw technique through extensive type exercises.

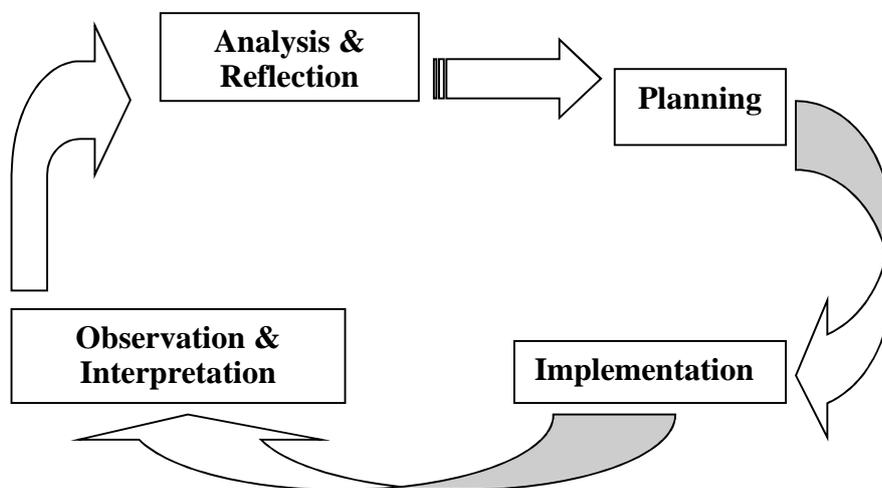
While the teacher was applying jigsaw in the classroom and was applying extensive type exercises before, the researcher observed the teaching learning process and made some necessary points from that process. In that process, the teacher also hold reading test by asking the students to answer the questions of reading narrative text in form of multiple choices and true false item.

After that, the teacher and researcher analyzed the result of the observation, and also the reading test. The researcher and the observer 2 also did reflection after knowing the result of the analysis. Based on the analysis and reflection, it decided whether the next cycle hold or not, and the next cycle focused on eradicating the weaknesses in the previous cycle.

C. Research Procedures

In this classroom action research, there are three cycles depending on the result of analysis and reflection in the first cycle. The first cycle was based on the problem of the research. Each cycle consisted of four stages: (1) Planning, (2) Implementation, (3) Observation and interpretation, and (4) Analysis and Reflection (Arikunto, 2006:16).

Here is illustrated the cycle of Classroom Action Research:



(Arikunto, 2006:16)

The cycles are classified as follow:

1. Planning

Based on the students' reading problem in the classroom. the researcher prepared the lesson plan, selected material based on handbook, given reading text before action, and used jigsaw task as the media for teaching learning process. The material is the story telling used in a simple essay based on the school handbook and 2006 English curriculum for SMA.

Researcher prepared observation sheets and also reading written test for the students in the form of multiple choices questions and true false test item.

2. Implementation

The researcher implemented the material by using jigsaw task through extensive type exercise of teaching English reading. The teacher taught the material about how to analysis reading narrative texts. In teaching, the teacher taught about sharing information of narrative texts and complete information of narrative texts. The researcher observed the situation in the class and made some necessary notes.

3. Observation and Interpretation

The researcher observed the activities happened in the classroom in every cycle and write the result of the observation in the sheets. The researcher also interpreted the result of the observation. This step started when teaching learning process occurred.

4. Analysis and Reflection

The researcher analyzed everything occurred in the teaching learning process based on the observation sheets. It was done to find out the number of students who actively involved and to find out teacher's performance in teaching reading after implementation jigsaw through extensive type exercise. Then, researcher and observer 2 also analyzed the result of the reading test of the students as the learning product. It was done to find out the improvement after the teacher implemented Jigsaw Technique through extensive type exercises in teaching reading of narrative text in the classroom. In analyzing, the researcher together with the partner did reflection to discover the weakness and strength of the implementation of Jigsaw technique, and also to know the problems faced by both teacher and students during teaching

and learning process. By doing so, the researcher and the teacher knew what should be repaired for next cycle. If the indicators of the research haven't been fulfilled in the first cycle, the researcher together with the teacher will plan the next step to made betterment in the next cycle. On the other hand, if the indicators are already achieved the researcher and the teacher did not need to hold the next cycle.

D. The Indicator of the Research

To success of this classroom action research, the researcher will determine the indicator dealing with the learning process and learning product:

1. Learning Process

While the teaching learning process is occurring, the observer will observe students' learning process, and teacher's performance based on the observation sheet. The indicator will be considered successful if 80% of students actively involved in the learning process during the application of Jigsaw technique through extensive type exercises. It will be also decided because according to Arikunto (1993:210), if more than 75 % of the students are actively involved in teaching and learning activities, it can be categorized as good level. At the end of process, there is questionnaire to get the students' perception with observation sheet.

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

2. Learning Product

The target of the learning product will be determined by the teacher 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 teaching reading through extensive type exercises by using Jigsaw technique can improve students reading comprehension.

E. The Instruments of the Research

To gain the data, the researcher employs three kinds of instrument. The instruments are observation sheets, reading comprehension tests, and questionnaire.

Each kind of instrument will be explained as follows:

1. Observation Sheets

There are two observation sheets in this research. observation sheet for the students' activities and teacher's performance. The two observation sheets were fulfilled by the researcher and observer 2. Observation was conducted in every cycle during the teaching learning process.

2. Reading Test

The tests are in form of Multiple Choice and true false items test. The test will be administered at the end of every cycle in the learning process.

3. Questionnaire

Questionnaire was given to the students at the end of teaching learning process. The usage of questionnaire is only to sustain primary data, to see teaching process after doing extensive type exercise, and to cross check students' perception with observation sheet.

F. Data Analysis

In analyzing the data, the researcher classified the data into two categories those are, the data of the learning process and the learning product. The data analysis was done during and after the data was collected from every cycle (1st, 2nd ...). If the data the first cycle have been collected, the researcher and observer 2 analyzed the data and did reflection based on them. From the analysis and reflection, the researcher was known the weakness and strengths from the first cycle. Besides, both researcher and observer 2 knew what should be repaired for the next cycle.

1. Learning Product

To know the learning product, the researcher used reading written test to collect the data.

There are some steps that were used to analyze the data got from the test:

- a. Giving the reading comprehension written test to the students
- b. Giving the scores of the result of the test.
- c. Calculating the number and the percentage of the students who get 60 or more

To know the percentage of students who get ≥ 60 , the following formula will be used:

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

2. Learning Process

To get the data from the learning process, the researcher used observation sheets and Questionnaire at the end treatment. The results of the observation sheets will be analyzed after every cycle have been conducted.

Since the observation is done for observing her students' activities and also the teacher's performance, the researcher will analyze the result of the observation separately.

2. 1. Students' Learning Activities

In analyzing the data got from observing the students' learning activities, the researcher counted number of students who were actively involved in the teaching learning activities and also calculated the percentage of students' activities.

For calculating the percentage of the students' activities, the following formula is used:

$$\% S = \frac{S}{N} \times 100\%$$

Note:

% S : percentage of students' activities

S : number of students' activities observed

N : number of students in the class

In addition the researcher made abstraction or description from the data have been analyzed.

2. 2 Teacher's teaching Performance

Meanwhile, in analyzing the data got from observing the teacher's performance, the researcher did the following steps:

1.2.1. Counting the total score

In this step, the average score was important to decide in order to decide if the teacher has reached or not. To find out the average score the following formula was used:

$$\text{Average Score} = \frac{\text{Total Score}}{14}$$

14 aspects was used since there were 14 aspects to be scored, the aspects that were scored were every aspect in each step of pre activity (4 aspects), main activity (8 aspects) and post activity (2 aspects).

1.2.2. Making a description from the data that have been analyzed.

It is similar to analyze the students the students' activities. to analyze the teacher's performance the researcher also made a description from the collected data which can enrich and support t