

### **III. RESEARCH METHOD**

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

In this research, the researcher used classroom action research. It was done based on the problem faced by the students and the teacher when students did reading test in the class. Based on the problem found, the researcher examined the causes of the problem and then proposed skimming technique as the solution for the problem.

The subject of this research was the 8<sup>th</sup> grade students at class VIII D SMPN 2 Sukoharjo. There were 38 students in this class which consisted of 15 male students and 23 female students. Based on the writer's experience in teaching that class, it was identified that most of the students had low ability in reading comprehension. It could be seen from the result of their reading test that 13 out of 38 students could not reach 75 as the minimum score on pre-research activity.

In this classroom action research, the researcher acted as a teacher, meanwhile a fellow teacher of English at SMPN 2 Sukoharjo acted as a collaborator. The researcher made the lesson plan based on the procedures of the determined strategy that was implemented.

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

Based on the problem which had been identified, the problem was examined and solved in a proposed solution. The solution which was proposed was teaching reading using skimming technique. Researcher made lesson plan and taught the students based on the lesson plan. Then, the collaborator observed the student's activities in teaching and learning process and teacher's performance. Besides, the process was recorded in order to ease the evaluation process after a cycle was done.

Furthermore, the researcher and collaborator analyzed and discussed the observation result during teaching and learning process (the strength and weaknesses which was done by the teacher and students using skimming technique) and learning result (the reading test).

This research was done by researcher with the fellow English teacher of SMPN 2 Sukoharjo, Pringsewu. The researcher acted as the teacher, who made the lesson plan, taught the students using the strategy and conducted the evaluation. While the fellow teacher acted as the collaborator who observed the process of teaching and learning in the classroom including students' activity and teacher's teaching performance to be the input for better process in the following cycle. While the researcher was implementing the skimming technique in the classroom, the collaborator observed the student's activities. Besides, he observed the weaknesses of the first cycle in order to make improvement on the next cycle. At the end of the teaching and learning process, the teacher administered a reading test. The test, therefore, was scored by both the fellow teacher and the researcher.

The result of the test and the observation data were discussed together to decide whether or not the next cycle needs to be done. As the indicators were achieved in the second cycle, the third cycle was not done.

### **C. Research Procedures**

In conducting the research, the researcher used the procedure of classroom action research designed by Arikunto (2006: 16). According to him, the research procedure in a classroom action research consisted of planning, implementing, observing and reflecting. Therefore, this research was designed as follows:

#### **1. Planning**

The research was done until the minimum score of the reading test, that was 75, was reached by 80% of the students. The researcher prepared lesson plan in each cycle, selected materials from textbook, and prepared reading test for the students and also observation sheet that were filled out by collaborator when the researcher was teaching.

In order to get the data, the researcher taught the students, got the collaborator to observe, and asked students to do reading task. Process of teaching including test taking took one meeting and the process of analyzing and discussing the result of the observation and the test took three days in each cycle.

#### **2. Implementing**

In this step, the researcher taught the material by using skimming technique as written in the lesson plan with the prepared materials. The following procedures were implemented during the research:

- a. Preparation phase, teacher provided advance organizers about the lesson, and students identified what they had known about a topic, using elaboration as a strategy.
- b. Presentation phase, teacher provided new information to students, using strategy which made their input comprehensible. The skimming technique was introduced here.
- c. Practice phase, students engaged in activities in which they applied learning strategies, in cooperative small-group sessions. During this phase, the teacher encouraged the use of the technique.
- d. Evaluation phase, students reflected on their individual learning and planned to remedy any deficiencies they might have identified.
- e. Expansion phase, students were provided with opportunities to work individually by using the technique.

### 3. Observing

Observation was done by collaborator and the researcher during the teaching and learning process. The collaborator and the researcher observed student's activities and then the result of the observation was filled out in the observation sheet and teacher's performance sheet.

### 4. Reflecting

Here, the collaborator and the researcher discussed about the strength and the weaknesses of a cycle to determine what to do in the next cycle and to determine whether or not the result of the cycle was satisfactory.

The following table described the process of classroom action research done during the research:

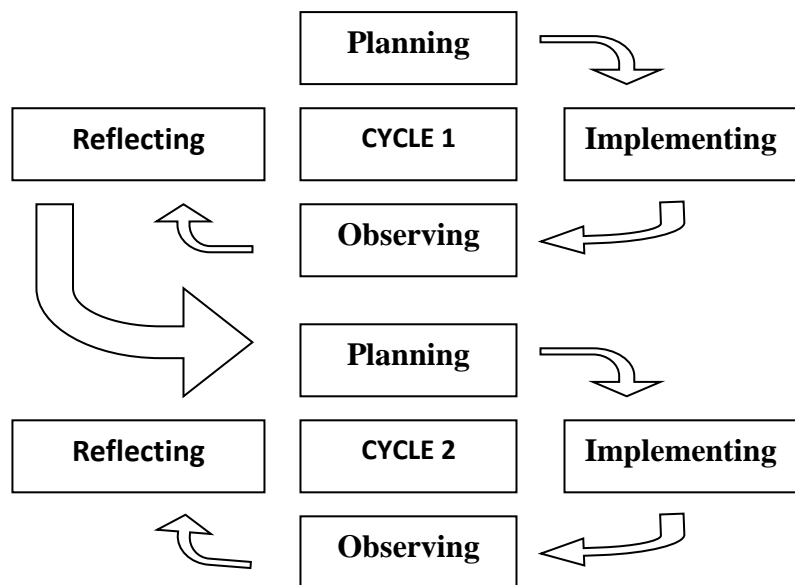


Diagram 3.1 The Cycle of Classroom Action Research (Arikunto, 2006: 16)

#### D. Indicators of the Research

There were two indicators used in this research: learning product and learning process. Learning product was in form of student's reading test score while learning process was in form of the observation reports of collaborator. Then, the detail indicators were explained as follows:

##### a. Learning product

The skimming technique was able to improve students' reading comprehension if 80% of students reached the target score of the reading test, 75.

b. Learning process

The observation of the process of teaching was based on the lesson plan made by teacher and the real process in the classroom. It covered pre-activity, while activity and post activity. The target was that 80% of students were active during the process. Students' activity was measured through written report of the collaborator in observation sheet. Collaborator also filled in the evaluation of teacher's teaching performance during the teaching and learning process. The evaluation covered language use, media use, classroom management and teaching techniques. The target was achieved if teacher had achieved 80% of the designed indicators.

### **E. Instruments of the Research**

There were three instruments of the research employed in this classroom action research. They were as follows:

1. Reading test

Reading test was the product of the teaching and learning process. The test was in form of multiple choices. The result of this test was considered as the data of student's reading comprehension's improvement. The test was valid and reliable as it had been tried out, analyzed and was a good reflection of what had been taught and of the knowledge which the teacher wanted the students know, the writer compared it with a table of specification. If the table represented the materials that the writer wanted to test, then it was considered to be a valid test.

The reading test covered questions to test students to find main ideas, specific detail, inference, reference and vocabulary.

## 2. Observation Sheet of Students' Activities

The observation sheet was filled out by collaborator during the process of teaching and learning. The collaborator took a note on student's activities and the process of the teaching and learning in the classroom reflected on pre-activity, while-activity, and post-activity. The making of the observation sheet was based on the procedure in skimming technique as written in lesson plan so that it fulfilled the requirement of content validity. The observation sheet was used to determine whether or not students were active in class and whether or not the next cycle was needed to be done.

Table 3.1. Table of Specification of the Observation Sheet of Students' Activities

No	Activities	Objective
1.	Pre-Activities <ul style="list-style-type: none"> <li>• Interested in the opening of the class.</li> <li>• Responding to the teacher's questions about the topic enthusiastically.</li> </ul>	<ul style="list-style-type: none"> <li>• To make students interested in the lesson.</li> <li>• To build clarity of what is going to be learnt.</li> </ul>
2.	While-Activities <ul style="list-style-type: none"> <li>• Following teacher's instruction to work in group and tell the problems in reading based on the tasks given.</li> <li>• Following teacher's presentation of skimming technique enthusiastically.</li> <li>• Actively involved in the discussion of the tasks in group.</li> <li>• Actively presenting the results of group discussion in front of the class.</li> <li>• Answering questions of reading test in group.</li> <li>• Checking together the answers of the questions with teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the problems faced by the students when doing a reading test.</li> <li>• To make the students understand how to do reading test using some suggested scanning technique.</li> <li>• To build students' understanding to the strategy and to make students work freer and enable fast learner help slow learners</li> <li>• To build long term acquisition of the strategy.</li> <li>• To test whether students have mastered the strategy.</li> <li>• To enable students know how to use the strategy in revealing the information from</li> </ul>

		the text.
3.	<b>Post-Activity</b> <ul style="list-style-type: none"> <li>• Answering reading test individually.</li> </ul>	<ul style="list-style-type: none"> <li>• To check students' mastery in the lesson.</li> </ul>

Adapted from Chamot and Malley (1987: 24)

### 3. Teacher Performance Sheet

During the teaching and learning process, the collaborator assessed teacher's performance by filling teacher performance sheet. This sheet was used to measure whether or not the steps of the teaching and learning in lesson plan were really implemented by teacher. The teacher performance sheet was as follows.

Table 3.2. Table of Specification of the Teacher Performance 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	<b>While-activities</b> <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 Teaching 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</li> </ul>				



	<p>teaching &amp; learning process.</p> <ul style="list-style-type: none"> <li>• Emphasizing on teaching the language skills integratedly.</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> </ul>				
	<p>D. The Students' Involvement</p> <ul style="list-style-type: none"> <li>• Involving the students in making and using the media.</li> <li>• Building the active participation of the students in the teaching &amp; learning process.</li> <li>• Giving positive responds to the students' opinion.</li> <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> <li>• Doing a final evaluation which is relevant to the competence.</li> </ul>				
<b>3</b>	<p><b>Post-activities</b></p> <ul style="list-style-type: none"> <li>• Doing a 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>				

Interpretation of Scores:

1 : Poor                                       65-112 : Very Good

2 : Fair   57-64 : Good

3 : Good                                       29-56 : Fair

4 : Very Good                               0-28 : Poor

(Source: Departemen Pendidikan Nasional, 2004)

## **F. Data Analysis**

In analyzing the data, the researcher classified the data into three categories: the data of the learning product, the data of the learning process and the data of teacher's performance. The data of the learning product was the result of the reading test and the data of the learning process was the result of the observation.

The data analysis was done after the data were collected from every cycle (1<sup>st</sup>, 2<sup>nd</sup>, ...). After getting the data the researcher together with the teacher analyzed the data and did reflection based on them. From the analysis and reflection, the researcher knew what should be improved on the next cycle.