

## **Chapter III**

### **RESEARCH METHOD**

This chapter discusses about the methods of research used in this study such as setting, research procedure, research targets and indicators, research instruments, and data analysis.

#### **3.1 Setting and Subject of the Research**

In this research, the writer used Classroom Action Research (CAR). In this research, students' problem related to reading achievement. This research was done at SMK Negeri 1 Bandar Lampung. Based on the problem found, the writer examined the causes of the problem and then found the solution for the problem.

The subject of this research was the first grade students of SMK Negeri 1 Bandar Lampung class X (ten) TKJ (Networking Tech). There were 22 students in this class which consist of 13 male students and 9 female students. Based on the writer's experience in teaching that class for two months, it was identified that most of students have low ability in reading achievement. It can be seen from the result of their test that 7 out of 22 could reach 60 as the minimum score. The students of this school were not so active when they were learning English especially reading.

Therefore, in this classroom action research, the researcher acted as a teacher and also an observer, meanwhile the English teacher at SMK Negeri 1 Bandar Lampung acted as collaborator. The researcher made the lesson plan based on procedures of the technique that was implemented and taught the students based on the lesson plan.

### **3.2 Description of the Research**

Based on the problem identified by the researcher, she examined the cause of the problems and tried to find the solution. The solution which was conducted is teaching Cloze Procedure in English reading class. Researcher made lesson plan and taught the students based on the lesson plan. Then, the collaborator observed student's activities in teaching and learning process.

Furthermore, the researcher and collaborator analyzes and discussed the observation result during teaching and learning process (the strength and weaknesses which were done by the teacher and students using Cloze Procedure) and learning result (the cloze procedure test).

This research was done by researcher with the English teacher at the first year of TKJ (Networking Tech) class of SMK Negeri 1 Bandar Lampung. The researcher acted as the teacher and also an observer, who made the lesson plan, taught the student using the technique, observed the students' activity and conducted the evaluation. While the teacher acted as the collaborator who observed the

process of teaching and learning in the classroom including students' activity to be the input for better process in the following cycle. While the researcher was applying the Cloze Procedure in the classroom, the collaborator observed the students' activities. Besides, she observed on the weaknesses of the first cycle in order to make improvement on the next cycle. During the teaching and learning process, the teacher held a cloze procedure test. The test, therefore, scored by both teacher and 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.

### **3.3 Research Procedure**

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

#### **1. Planning**

The research was done until the minimum score of the test, that is 60, is reached by 75% of the students. The researcher prepared lesson plan in each cycle, selected materials from textbook, and prepared Cloze Procedure test for the students and also observation sheet that was filled out by collaborator when the researcher was teaching.

In order to get the data, the researcher taught the students, got the collaborator observe, and asked the students to do Cloze Procedure test.

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 two days in each cycle.

2. Implementing

In this step, the researcher taught the material by using Cloze Procedure with the lesson plan and the materials prepared. The materials were some texts about sport and electronic appliances.

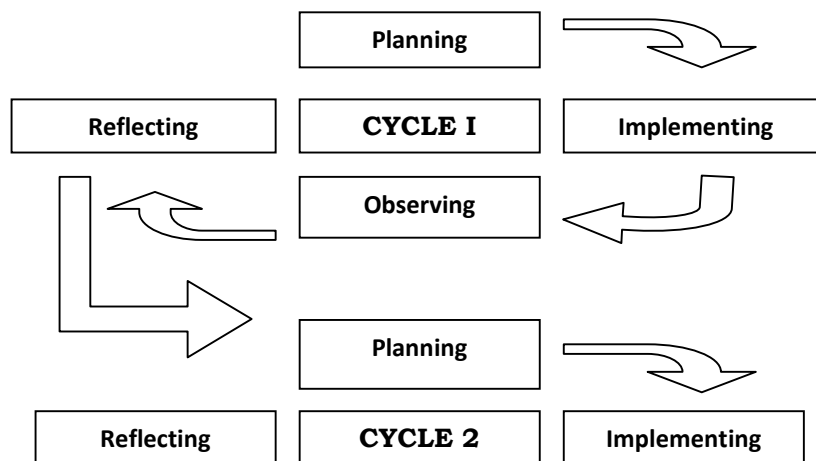
3. Observing

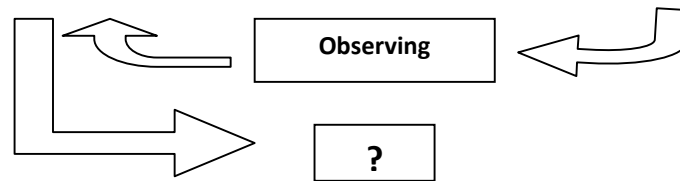
Observation was done by collaborator and the researcher during the teaching and learning process. The collaborator and the researcher observed students' activities and then the result of the observation was filled out in the observation sheet.

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 is satisfactory.

the result of the cycle is satisfactory.





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

### 3.4 Indicators of the Research

To find out the improvement of students' reading achievement through Cloze Procedure, the writer determines the indicator dealing with the learning process and the learning product. Learning process was in form of the observation report of the collaborator while learning product was in form of students' reading test score.

#### a. Learning Process

In learning process, there one aspects which become the focus on this research, that is the students' learning activities. The observation of the process of teaching was based on the lesson plan made by researcher and the real process in the classroom. It covered pre-activity, while activity, and post activity. The target is that 80 % of students are active during the process.

The students involve in each activity and response to teacher's instruction appropriately. Students' activity is measured through written report of the collaborator and researcher in observation sheet.

The researcher decided to set up 80% as the target since according to Arikunto in Thaib (2004:4), if more than 75% students are actively involved in

teaching learning activities, it can be categorized as a good level. The researcher had also to discuss it to the English teacher.

b. Learning Product

The Cloze Procedure is applicable to improve students' reading achievement if at least 75 % of the students reach the target score of the test, 60. So, it means that students, at least, should answer 60 % of the test correctly. It based on the standard score or KKM (Kriteria Ketuntasan Minimal) considered by the school for English subject of learning product is 60.

### **3.5 Instruments of the Research**

There were two instruments of the research going to be employed in this classroom action research. They are as follows:

1. Cloze Procedure Test

Cloze Procedure test was the product of teaching and learning process. The test was in form of essay. The result of this test was considered as the data of students' achievement. The test is valid and reliable. It had been tried out and it was a good reflection of what had been taught and of the knowledge which the teacher wanted the students to 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. A table of specification is an instrument that helps the test constructor plans the test.

**Table 3.1. Table of Specification of Cloze Procedure Test**

No	Objectives	Number of Items	Item Numbers	Percentage
1	Noun	23	2,3,5,6,8,9,13,16,17,18,19,22, 24, 27,28,29,30,31,33, 34,36,38,40	57.50%
2	Verb	11	4,7,10,11,12,14,20,21,25,37,39	27.50%
3	Adjective	6	1,15,23,26,32,35	15.00%
Total			40	100%

There were 40 items in the test asking about three components of reading test, they were noun, verb, and adjective. They were 23 items (57.50%) asking about noun, 11 items (27.50%) asking about verb and 6 items (15%) for adjective.

## 2. Observation Sheet

The observation sheet was filled out by collaborator and researcher during the process of teaching learning. The collaborator and researcher took a note on students' activities and the process of the teaching 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 Cloze Procedure as written in lesson plan so that it fulfilled the requirement of content validity. The observation sheet is used to determine whether or not students are active in class and whether or not the next cycle is needed to be done.

**Table 3.4. Table of Specification of Students' Observation Sheet**

No	Activities	Objectives
1	<p><i>Pre-Activities</i></p> <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 lesson</li> <li>• To build clarity of what is going to be learnt</li> </ul>
2	<p><i>While Activities</i></p> <ul style="list-style-type: none"> <li>• Following teacher's instruction to work in group</li> <li>• Following teacher's modeling enthusiastically</li> <li>• Actively involved in the discussion of the tests in group</li> <li>• Actively presenting the results of group discussion in front of the class</li> <li>• Recording the presented difficult words in worksheet actively</li> <li>• Answering questions of reading test in group</li> <li>• Checking together the answer of the question with teacher</li> </ul>	<ul style="list-style-type: none"> <li>• To make students work freer and enabled fast learner help slow learners</li> <li>• To give clarity of the stages going to do in the lesson</li> <li>• To build students' understanding to the test</li> <li>• To build long term acquisition of the reading learnt</li> <li>• To keep the reading that has been learnt to be used later</li> <li>• To test whether students' reading relate to reading comprehension</li> <li>• To enable students know how to reveal unstated information from text</li> </ul>
3	<p><i>Post-Activity</i></p> <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 lesson</li> </ul>

Adapted from Haggard (1982) and Rudell, M.R., & Shearer, B.A. (2002)

### 3.6 Data Analysis

In analyzing the data, the researcher classified the data into two categories: the data of the learning process and the data of the learning product. The data of the



learning process is the result of the observation and the data of the learning product is the result of Cloze Procedure test.

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.