

III. RESEARCH METHODS

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 of the Research

This is a classroom action research. In this research, students problem are problem related to reading comprehension. This classroom action research is conducted in class VIIIB at the second year of SMPN 21 Bandar Lampung.

Based on the interview done by the researcher to the English teacher, it was known that most of students in class VIIIB of SMPN 21 Bandar Lampung were far from gaining the minimum standard score. In accordance with the English teacher, the performance of the second grade students of class VIIIB was far from the expectation of the curriculum from the students final test result was found that the results are still far from the target aimed as the KKM (Kriteria Ketuntasan Minimal) of the class of that school is 65 and the average score of reading test was just 55. Obviously it could be seen that the English score was very low, globally almost all the English skills are still far from the target. And from the teacher's

experience, it was found that most of students cannot answer the teacher's question; they have difficulties to comprehend or to understand the material given by the teacher.

Therefore, in this classroom action research, the researcher acted as a teacher and also an observer, meanwhile, the English teacher as a collaborator. The researcher made the lesson plan based on procedure of the technique that was implemented and taught the students based on the lesson plan. While, the English teacher observed the students' activities during the teaching learning process. 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 reading through reciprocal teaching technique. Researcher made lesson plan and taught the students based on the lesson plan. Then, both the collaborator and researcher observed student's activities in teaching and learning process.

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

This research was done by researcher with the English teacher at second year in class VIII B of SMPN 21 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 students activity of the process of teaching and learning in the classroom to be the input for better process in the following cycle. While the researcher was applying the reciprocal teaching technique 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 reading 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:

3.3.1. Planning

Based on the problem faced by teacher, the researcher prepared the lesson plan and selected material from the students' handbook, used pictures as the media for teaching learning process, and prepared reading test for the

students and also observation sheet that was filled out by collaborator when the researcher was teaching. The researcher implemented reciprocal teaching in the classroom as technique based on the lesson plan. The material was recount texts that were taken from book Bahasa Inggris SMP, published by Erlangga, Bandung. The students were asked to study and work individually. The writer analyzed and discussed observation result during teaching learning process and learning result (students' reading test).

3.3.2. Action

The researcher taught the material by using reciprocal teaching as the technique of teaching English reading. The teacher gave some texts related to some topics and explained it to the students. The teacher let the students practice their ability in reading and comprehend the text based on lesson plan. Next, the writer took a note to see the students' reading improvement.

3.3.3. Observation and Interpretation

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.

3.3.4. Analysis and Reflection

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.

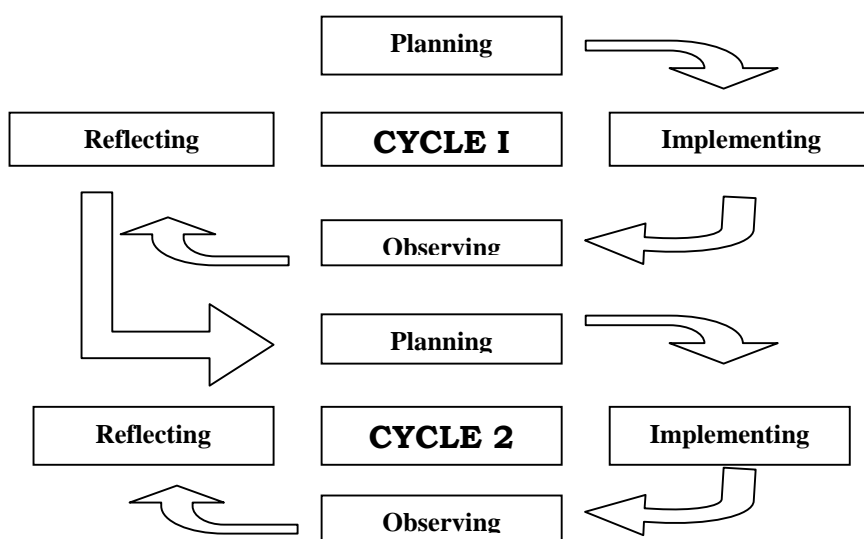


Figure 3.1 The cycle of Classroom Action Research (Arikunto, 2006: 16)

3.4 Indicators of the Research

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

3.4.1 Learning process

For this learning process, there was one aspect which becomes the focus of this research, there was, the students' learning activity. While the teaching learning process occurred, the observer observed the students' activities based on the observation sheet. The observation had been done to know the students' activity during learning process and it was divided into three activities: pre-activity, while-activity, and post activity. In pre-activity the aspects that had been observed were the students' interest to follow the class and respond to the topic, in while-activity the aspects that would be observed were students' attention to the teacher' explanation, their focus on the aspects of reading comprehension achievement, and in post activity the aspect that had been observed were the students' reading comprehension after being taught through reciprocal teaching technique.

According to Arikunto (2006:210), the indicator that would be used to analyze the learning process of the students is: if 75% students or more of students are actively involved in teaching and learning activities during reciprocal teaching technique was being implemented. It means the target is fulfilled. So the researcher set more than 80% of students are actively involved in teaching and learning activities as a target, it could categorized as a good level.

b. Learning Product

Based on the standard score or KKM (Kriteria Ketuntasan Minimal) considered by the school for English subject of learning product is 65. So the researcher and the teacher determined the target according to the standard, if at least 80% of the

students' score can reach 65 or more for the test, it means that reciprocal teaching is applicable to improve the students' reading comprehension achievement. The students had to read the reading test to find out the score.

3.5 Instruments of the Research

The researcher used two instruments to gain data. The instruments are the reading test and observation's sheet.

a. Reading test

The first instrument used in getting data was reading test. Reading test had been done as the product of the teaching learning process. The result was considered as the data of students' improvement. Reading test could also motivate the students to improve their English. The test assessed the students' reading comprehension by finding the correct answer quickly related to the material taught.

Table 3.1 Table of specification of Reading Test

No.	Skill of reading	Number of items	Item numbers	percentage
1	Finding specific information	18	3., 4., 6., 8., 13., 15., 18., 20., 21., 24., 27.,33., 35., 36., 37., 38., 39., 40.	45%
2	Inference	4	1., 12., 19., 30.	10%
3	Vocabulary	6	7., 9., 17., 22., 29., 34.	15%
4	Main ideas	7	2., 10., 11., 14., 23., 26., 28.	17.5%
5	Reference	4	5,6,25,32.	10%
	Total	40		100%

There were 40 items in the try out test asking about three components of reading comprehension. They are finding specific information, inference and vocabulary, main ideas and reference.

This test was reliable since it has been tried out. To measure the coefficient of the reliability between odd and even group, this research used Person Product Moment Formula (Arikunto, 1997:69). To find out the reliability of the test, the researcher employed Spearman Brown Formula.

b. Observation

Observation was conducted during the teaching learning process. The teacher and the researcher observed the process happening in the classroom related to English reading comprehension. The observation had been done to find out the students' interest to follow the class, students' attention to the teacher explanation, their focus on the aspects of reading comprehension achievement and the teacher's activity in implementing the reciprocal technique. The aspects of the students' activities covered their activities in pre-activity, while-activity, and post-activity. All of the important things happening during the teaching learning process had been noted by the teacher and researcher.

Table 3.2. Table of Specification of Observation Sheet

NO	Students' activities	Teacher		Researcher	
		Number of Ss Involved	% of Ss Involved	Number of Ss Involved	% of Ss Involved
1.	<p>Pre-activities</p> <p>interested in the opening of the class</p> <p>Responding to the teacher's questions about the topic enthusiastically</p> <p>Following teacher's explanation about the technique</p> <p>Following teacher's instructions to work in group.</p> <p>Following the teacher's instruction to predict the text(predicting)</p>				
2.	<p>While activities</p> <p>Following teacher's instructions to make questions from the text (questioning)</p> <p>Following teacher's instructions to clarify the text. (clarifying)</p> <p>Following teacher's instructions summarize the text. (summarizing)</p> <p>Answering questions of reading test in group</p> <p>Checking the answers</p>				
3	<p>Post activity</p> <p>Answering reading test individually</p>				

3.6 Data Analysis

In analyzing the data, the researcher classified the data into two categories: the data of the learning product and the data of the learning process. The data of the learning product was the result of the reading test and the data of the learning process was the result of observation.

The data analysis was done after the data were collected for every cycle. 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.

In analyzing and interpreting the data, the first step that the researcher did was making abstraction of all collected data. Then the writer selected the data that related with the research question. The next step, the writer arranged all collected data by classifying the data based on the observation of the process and the result of reading test. In this case the writer classified the data into two categories. The data in the learning process and the data in learning product, they were observation and reading comprehension test. The last step is reflection. After collecting the data, there was interpretation of all the collected data and conclusion.

3.6.1 Learning Process

In this learning process, observation sheet was used to observe the students' activities during the teaching learning process. The observation was done to know

the students' activity and the learning process will be based on the problems faced by the teacher.

The indicator that used to analyze the learning process of the students was: if 80% students or more of students are actively involved in teaching and learning activities during reciprocal teaching technique is being implemented, it means the target is fulfilled. If more than 80% of students are actively involved in teaching and learning activities, it could categorized as a good level. And if one of the indicators above is not achieve in the first cycle, the researcher applied next cycle.

3.6.2 Learning Product

To know the learning product, the researcher used reading comprehension test in form of filling in the blanks items to collect the data. There was the indicator that would be used to analyze the data gained from the test:

If at least 80% of students' scores could reach 65 or more for the test, it is assumed that reciprocal teaching technique was able to foster the learning product and increase the students' reading comprehension achievement.

To know the percentage of students' who get 65, the following formula was used:

$$\frac{\text{Number of Students who get } 65}{\text{Total number of students}}$$