

III. RESEARCH METHOD

3.1 Setting of The Research

In this reseach, the researcher used a classroom action reseach because this research was done based on the problem faced by the students and the teacher when they were in reading class. Based on the problem found by the researcher, the researcher examined the causes of the problem and then founds the solution for that problem. (Arikunto, 2007: 5)

The subjects of the research were the second year students of science program of SMA Kartikatama Metro. The researcher used one class from the second grade that consist of 40 students as the target of the research. Researcher found that the students in second grade of SMA Kartikatama have difficulties in reading class. The low ability of students also due to the lack information about the context of lesson that makes students have limited idea in discussion

This research focuses on how to improve student's reading comprehension achievement using a certain technique. The teacher thought reading through read tell and choose suitable for students at senior high school. The teacher thought about how to increasing student's reading comprehension achievement through RTC technique with spoof text as a material.

The researcher chooses this class because they were the low achievers class in second grade of SMA Kartikatama because their ability of reading was so low. Based on the researcher's observation, researcher found that students have low ability in reading especially in vocabulary, background knowledge of the students and also meaning or point of the text. It might be seen from their low average score in reading test which could not reach 65 as the minimum score, when the teacher asked the students, many of them got confused because misunderstanding of reading text.

In this classroom action research, the researcher acted as the observer, meanwhile the teacher of SMA Kartikatama as a teacher and taught the students by using *read tell and choose*. The teacher made the lesson plan and she performed in the class based on the lesson plan. So, during the research, the researcher and the teacher would be observed activities occurred in the classroom when they were learning reading.

3. 2 General Description of The Research

Classroom Action Research was characterized by problems in class and done actions to solve problems. Based on the problem identified by the researcher, the researcher would be examined problem causes and tried to find the problem solution. Problem solution that would be conducted was teaching reading of spoof text through RTC technique. The teacher made lesson plan and taught the students based on the lesson plan. Then, the teacher and the researcher took the notes about the important things occurred during the teaching learning process.

In doing the research, the researcher was doing the collaboration with the English teacher to improve the students' reading comprehension achievement through *Read Tell and Choose* (RTC). While the researcher was applied RTC in the classroom, the collaborator observed the teaching learning process and made some necessary points from that process.

Furthermore, the researcher analyzed and discussed the observation results during teaching and learning process (the strength and the weaknesses found by the teacher and students teaching and learning process of reading spoof text using RTC technique) and learning product (the reading comprehension test). Learning process analysis would be done based on the researcher and her partner observation. It focused on the weaknesses of the previous cycle.

3.3 Research Procedures

The research divided into some cycles. Each cycle consisted of four stages: (1) plan, (2) implementing or action, (3) observing, and (4) reflecting (Arikunto, 2006:16). The stages were illustrated as follow:

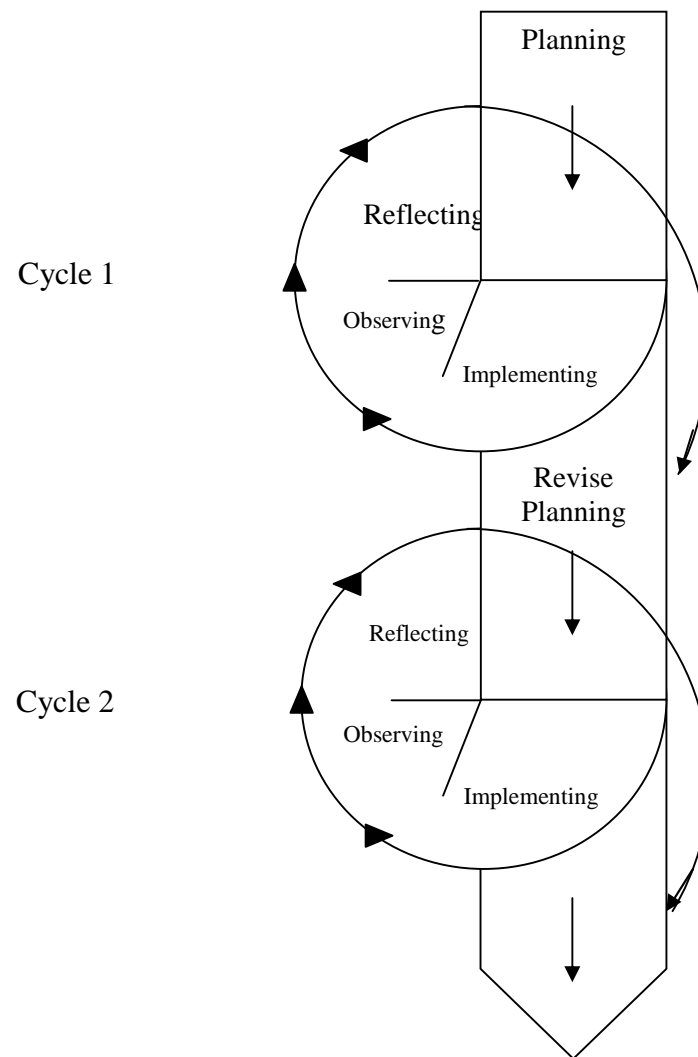


Figure 1. The cycle of Classroom Action Research Adopted from Kemmis and Taggart
(in Wiriaatmadja, 2008:66)

The Cycles are classified as Follow:

3.3.1 Planning

Based on the problem of the research, the researcher prepares the lesson plan; selecting material based on the syllabus for the teaching learning process through RTC technique. The reading material was *spoof texts* which was taken from many sources. Additionally, the researcher prepared observation sheets, and also reading test for the students in the form of multiple choice.

3.3.2 Implementing

The teacher here was an English teacher from the school. In this step, the teacher taught the students based on the lesson plan. Here, RTC technique was implementing in teaching reading of spoof texts process.

3.3.3 Observing

The teacher helped by the researcher as an observer who took a note toward teaching and learning activity. While the teacher implemented the technique, the observer monitored the learning process and the students' activities. Besides, the observer also observed the teacher's performance in implementing the RTC technique. The important things would be noted. In addition, the test would be given to the students in order to get data accurately.

3.3.4 Reflecting

In this step, the researcher and the teacher analyzed the result of the reading test of the students as the learning product. The researcher also analyzed activities occurred in the teaching learning process based on the observation sheets. It would be done to find out the improvement after the teacher implemented the RTC technique in teaching reading explanation text in the classroom. In analyzing, the researcher and the teacher doing a reflection to discover the weaknesses and the strength of the implementation of RTC technique, and also to know the problems would be face by both the teacher and the students during teaching and learning process. By doing so, the researcher and the teacher knew what should be improved for the next cycle. If the indicators of the research have not been fulfilled in the first and in the second cycle, the researcher and the observer planed 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 the researcher and the observer did not need to hold the next cycle.

3.4 Indicators of The Research

The success of this classroom action research was divided into two parts: learning product and learning process.

3.4.1 Learning Product

The target of learning product that determined by the researcher and the teacher was 65 or more. It would be done because 65 was the standard minimum score or KKM stated by the school for English subject. So, if at least 80% of students' score got 65 or more for reading comprehension test, it was mean the RTC technique could improved students' reading comprehension achievement.

3.4.2 Learning Process

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

Based on the result of the discussion with English teacher in conducting this research, it was decided that the target of the learning process is 80% of the students actively involved in learning process during the application of researcher. It was also decided because according to Arikunto (1993:210), if more than 75% of students were actively involved in teaching and learning activities, it could be categorized as a good level.

Besides observing the students' activities, the researcher also observed the teacher's performance during teaching and learning process. It was expected that the teacher's score for the teaching performance reached 70. So, if the teacher got 70 in her performance, it

means she could teach students well. There were some aspects that scored for the teacher's performances; it involved activities in the teaching and learning process from pre-activity, main activity and post activity. The teacher's performance in applying RTC technique was observed in main activity.

3.5 Instrument of The Research

In collecting the data, the researcher used two kinds of instruments: (1) Reading comprehension tests, and (2) Observation sheets. Each kind of instruments explained as follows:

3.5.1 Reading Comprehension Tests

The tests would be reading test in form of multiple choice test. The result of this test was considered as the data of students' reading comprehension's improvement. The researcher made a table of specification that helped the test constructor plans the test.

Table 1. Table of specification of reading test.

No.	Numbers	Table of Specification
1.	1, 11, 12, 21, 22	Identify the main idea
2.	6	Vocabulary
3.	2, 8, 9, 15, 16, 18, 19, 24, 25, 26, 27, 29	Specific Information
4.	7, 10, 17, 20, 30	Inference
5.	3, 4, 5, 13, 14, 23	Reference

There were 20 items in this test asking about three components of reading comprehension, they were unstated information, stated information, and vocabulary.

The test would be administered at the end of every cycle in the learning process.

3.5.2 Observation Sheets

There were two observation sheets in this research, observation sheets for the students' activities and that for the teacher's performance. The two observation sheets were fulfilled by the researcher as an observer. The Observation conducted in every cycle during the teaching learning process. When teaching and learning process occurred, the teacher together with the researcher as an observer observed the process which was happened in the classroom.

3.6 Data Analysis

In analyzing the data, the researcher classified the data into two categories; the data of the learning process and the learning product. The data Analysis would be done during and after the data have been collected from every cycle (1st, 2nd, ...) if the data from the first cycle have been collected, the teacher together with the researcher as observer analyzed the data and doing reflection based on them. From the analysis and reflection, the researcher knew the weaknesses and the strengths from the first cycle. Besides, both teacher and observer knew what should be improved for the next cycle.

3.6.1 Learning Product

To know the learning product, the researcher used reading test to collect the data. To know the percentage of the students who got 65, the following formula was used:

$$\frac{\text{Number of the students who get} \geq 65}{\text{Total number of the students}} \times 100\%$$

(Source: Dep. Pendidikan Nasional, 2009)

3.6.2 Learning Process

To get data from the learning process, the researcher used observation sheets. The result of the observation sheets analyzed after every cycle conducted. In this step, the researcher counted the sum of scores from all aspects. The aspects scored were every aspect in each step of pre activity (2 aspects), main activity (7 aspects), and post activity (1 aspect).

3.6.3 Observation Sheet

Since the observation done for observing the students' activities and also teacher's performance, the researcher was analyzed the result of the observation separately.

Table 2 Table of Specification of the Observation Sheet for Students' Activities

NO	Students' Activities	Objectives
1	Pre-Activities <ul style="list-style-type: none"> • Interested in the opening of the class • Responding to the topic enthusiastically 	<ul style="list-style-type: none"> • To make students interested in the lesson • To build clarity about what is going to be learnt
2	While-Activities <ul style="list-style-type: none"> • Paying attention to the teacher's explanation • Responding to the teacher's questions • Following the teacher's instruction to work in group • Following teacher's instruction to survey the text attentively • Following teacher's instruction to make questions based on the text • Following teacher's instruction to read the text • Following teacher's instruction to recite the text attentively by answering their own questions • Actively involving to share their ideas in group • Following teacher's instruction to make a summary by their own words 	<ul style="list-style-type: none"> • To make students work freer and enable fast learner help slow learners • To built students understanding about the stages going to do in the lesson • To check students understanding about the material • To give clarity of the vocabulary • To build students understanding about the material
3	Post-Activity <ul style="list-style-type: none"> • Able to respond to the teacher's question 	<ul style="list-style-type: none"> • To built clarity of what have been learnt

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

Table 3 Table of Specification for Teacher's Performance

No.	Aspects Observed	Score (by giving a tick)			
		1	2	3	4
1	Pre-activities <ul style="list-style-type: none"> The teacher was well-prepared and well-organized in class. The prepared goals/ objectives were apparent. 				
2	While-activities A. PRESENTATION <ul style="list-style-type: none"> The class material was explained in an understandable way The lesson was well-paced Directions were clear and concise and students were able to carry them out Material was presented at the students' level of comprehension. The teacher knew when the students were having trouble understanding. The teacher showed an interest in, and enthusiasm for, the subject taught 				
	B. EXECUTION/ METHODS <ul style="list-style-type: none"> There were balance and variety in activities during the lesson. The teacher was able to adapt to unanticipated situations. The teacher moved around the class and made eye contact with students. The teacher knew students' names. Student responses were effectively elicited (i.e., the order in which the students were called on). Examples and illustrations were used effectively. Appropriate error correction. 				

	<p>C. PERSONAL CHARACTERISTICS</p> <ul style="list-style-type: none"> • Patience in eliciting responses. • Clarity, tone, and audibility of voice. • Initiative, resourcefulness, and creativi 				
	<p>D. TEACHER/ STUDENT INTERACTION</p> <ul style="list-style-type: none"> • Teacher encouraged and assured full student participation in class. • The teacher was able to control and direct the class. • The students were attentive and involved. • The teacher was aware of individual and group needs. 				
	<p>E. Evaluation</p> <ul style="list-style-type: none"> • Monitoring the students' improvement after the teacher explains the lesson. • Doing a final evaluation which is relevant to the competence. 				
3	<p>Post-activities</p> <ul style="list-style-type: none"> • Doing a reflection/making summary of the lesson by involving the students' participation. • Doing a follow-up by giving direction or tasks as a remedy. 				

Total Score	
Description of score	

(Source: Dep. Pendidikan Nasional, 2006)

Note:

- 1 = Poor
- 2 = Enough
- 3 = Good
- 4 = Very Good

Description of Scores:

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

In analyzing the data got from observation of the students' activities, the researcher counted number of students who were actively involved in the teaching learning activities and also calculated the percentage of the students. In addition the researcher made abstraction or description then selected the important ones which were related to the activities of the students.

Meanwhile, in analyzing the data found by from observing teacher's performance, the researcher doing the following steps:

3.6.4 Counting The Total Score of Teachers' Performance

In this step, the researcher counted the sum of scores from all aspects. The aspects scored, were for every aspect in each step of pre activity (4 aspects), main activity (9 aspects), and post activity (1 aspect).

3.6.5 Counting The Average Score of Teacher's Performance

The average score would be important to be decided in order to decided if the teacher reaches the indicator or not. To find out the average score the following formula used:

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

3.6.6 Students' Learning Activities

After gathering data from observing the students' learning activities, counting the number of activities done by the students were the steps that would be done in this activity.

A. Calculating the percentage of students' activities

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

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

Note:

% A : percentage of students' activities

A : number of students' activities observes

n : number of students in the class

B. Making a description of the data that have been analyzed.

3.6.7 Teacher's Performance

In analyzing the data from observation of the teacher's performance, the researcher made the description for the data that have been analyzed.

It was similar to analyzing the students' activities, to analyzing the teacher's performance, the researcher made description from the collecting data which enriched and support the result of the analysis.