

III. RESEARCH METHOD

A. Setting of The Research

In this reseach, the researcher used classroom action research. This research was done at SMAN. 1Natar. It was done based on the problem faced by the students. Based on the problem found by the researcher, the researcher examined the cause of the problem and then found the solution for that problem.

The subject of this classroom action research was the second year students of SMAN 1Natar class (XI IPS 4) which consists of 36 students. Based on the researcher's pre-observation while she took part in practice program in that school she concluded that the students of that school are unable to identify the main ideas, specific information, reference and interference of each paragraph of the text. As the result their reading comprehension scores are low.

In this classroom action research, the researcher acted as the observer; meanwhile the teacher of SMAN 1Natar taught her own students by implementing pre-questioning technique. The researcher made the lesson plan and told the teacher what she would perform in the class based on the lesson plan. So, during the research, the researcher observed everything occur in the classroom when they were learning reading comprehension. The data was taken from the students'

reading comprehension score. Besides that the researcher interviewed the students to find out the students' problems and the students' response during the implementation of pre-questioning technique.

B. General Description of The Research

The research was a classroom action research which was conducted based on the problem faced by the students. In doing the research, the researcher collaborated with the English teacher to improve the students' reading comprehension achievement through the implementation of pre-questioning technique.

While the teacher was applying pre-questioning in the classroom, the researcher observed the teaching learning process and made some necessary points from that process. In that process, the teacher also held reading comprehension test by asking the students to read and answer the question based on the text.

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

C. Research Procedures

In this classroom action research, the researcher implemented three cycles. The second cycle depended on the result of the analysis and reflection in the first cycle and the third cycle depended on the result of the analysis and reflection in the second cycle. The first cycle based on the problem of the research. The main steps of each cycle were as follows:

1. Planning

Based on the problem of the research, the researcher prepared the lesson plan and selected the material from the textbook. The material was narrative text, which was taken from the students' text book. Additionally, the researcher prepared classroom observation note, interview and also the reading test for the students.

2. Action

In this step, the teacher implemented the material by using pre-questioning technique while she was teaching reading comprehension. The teacher taught the material about how to identify the main idea, specific information, inference and reference from narrative text given. Next, the teacher let the students to practice doing it. The researcher observed the situation in the class and made some necessary notes.

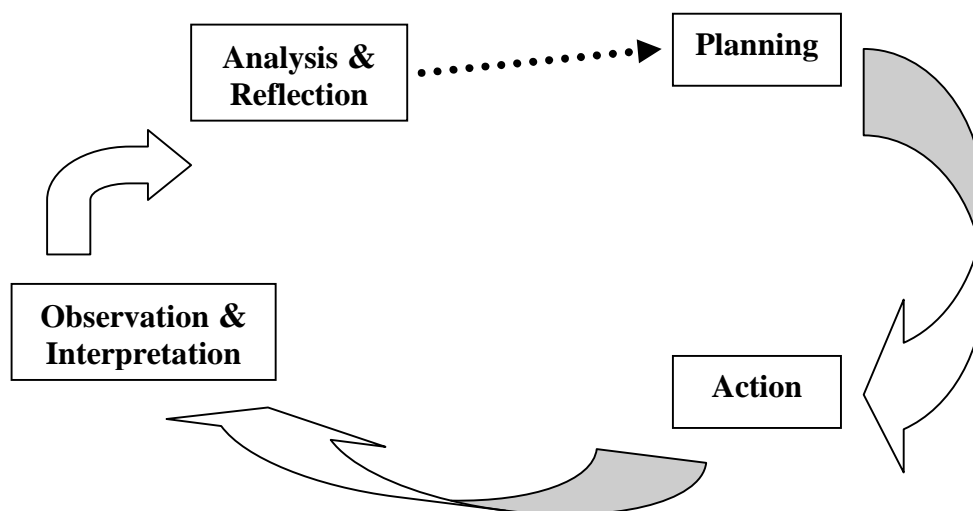
3. Observation and Interpretation

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

4. Analysis and Reflection

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 everything occurred in the teaching learning process based on the observation notes and interview. It was done to find out the improvement after the teacher implements pre-questioning technique in the classroom. In analyzing, the researcher together with the teacher did reflection to discover the weakness and strength of the implementation of pre-questioning technique, and also knew the problems faced by 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 hadn't been fulfilled in the first cycle, the researcher together with the teacher planned the next step to make betterment in the next cycle. On the other hand, if the indicators were already achieved the researcher and the teacher did not need to hold the next cycle.

The process of the research was represented through the picture below.



The activity began from planning, and came to the action where the researcher and applied what she had planned. During the implementation of the planning, the researcher observed the process of teaching learning. At the end, the researcher analyzed the result of the activity.

D. Gaining Indicators of The Research

To find out the success of this Classroom Action Research, the researcher determined the indicators, which deal with the learning product and the learning process.

1. Learning Product

The target of the learning product determined by the researcher and the teacher was 68 or more. It was done because 68 is the standard score or KKM (Kriteria Ketuntasan Minimum) stated by the school for English subject. So, if

at least 80% of students' scores could reach 68 or more for the reading test, it meant that the pre-questioning can improve the students' reading comprehension achievement.

2. Learning Process

In learning process, the aspects which became the focus of this research was the students' activities.

The target determined by the researcher concerning the students' activities was 80% of students are active during the process. The researcher decided to set 80% as the target since according to Arikunto (1993:210), if more than 75% of students are actively involved in teaching and learning activities, it can be categorized as a good level. Students' activity was measured through written report of the collaborator and researcher in observation sheet. To set the target of the success of this CAR, the researcher also did a discussion with the English teacher of that school. While the researcher was teaching, collaborator and the researcher herself observed the teaching learning process in the classroom and focus on the participation and the involvement of students in the activity.

E. Instruments of the Research

To gain the data, the researcher applied three kinds of instruments. The instruments were the reading test and observation sheet.

1. Reading Test

Reading test was done as the product of the teaching learning process. The test was about analyzing the text focused on the main ideas, specific information, reference and interference of each paragraph of the text. The text used is narrative text in which students are asked to analyze the paragraph in the text and answer the comprehension questions given. The result of the test considered as the data of the students' improvement.

In scoring the result of students' test, the writer used Arikunto's formula (1989; 271). The ideal highest score is 100. The writer calculated the score test by using this formula:

$$S = \frac{R}{N} 100$$

Where:

S : The score of the test

R : The right answer

N : The total items

2. Observation Sheet

Observation was conducted in every cycle during the teaching learning process. When teaching and learning process was occurring, the researcher observed the process happened in the classroom. The researcher used structured observation to know the students' activities in the classroom. So there was observation sheet that is filled out by the researcher, that was the

observation sheet for the students' activities. Besides, the researcher also made some necessary notes in the observation sheet concerning the students' activities.

Table 1. 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"> • Following the teacher's instruction (work in group) • Paying attention to the teacher's explanation • Responding to the teacher's questions • Following teacher's modeling enthusiastically • Actively involved in the discussion of the task in group 	<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 pronunciation • 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)

F. Data Analysis

In analyzing the data, the researcher classified the data into two categories that were, the data of the learning product and the learning process. The data analysis was done during and after the data had been collected from every cycle (1st, 2nd, 3rd..). After the data from the first cycle had been collected, then the researcher together with the teacher analyzed the data and did reflection based on them. From the analysis and reflection, the researcher knew the weaknesses and

strengths from the first cycle. Besides, both researcher and teacher knew what should be improved for the next cycle.

1. Learning Product

To know the learning product, the researcher used reading test to collect the data. There were some steps were used to analyze the data got from the test:

1.1. Giving the reading scores to the students

After giving the test, the researcher checked the result of students' test to give the score. Besides that, the researcher analyzed the result to know the errors mostly made by the students. This is very useful for betterment in the next cycle.

1.2. Calculating the number and the percentage of the students who get 68 or more

To know the percentage of students who get 68, the following formula was used:

$$\frac{\text{Number of students who get } \geq 68}{\text{Total number of students}} \times 100\%$$

2. Learning Process

2.1 Students' Learning Activities

After gathering data from observing the students' learning activities, counting the number of activities done by the students was the step that would be going to be done in this activity.

A. Calculating the percentage of students' activities

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

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

Note:

$\% A$: percentage of students' activities

A : number of students' activities observed

n : number of students in the class

B. Making a description from the data that had been analyzed.