

III. RESEARCH METHODS

A. Setting

In this research, the researcher used a classroom action research. It was done based on the problem faced by the students and the teacher when they were in class. Based on the problem found by the researcher, the researcher examines the cause of the problem and then finds the solution for that problem.

The subject of this classroom action research was the first year students of class X 5 at SMAN 6 Bandar Lampung that consists of 35 students as target of the research. Based on the researcher's pre-observation, it was identified that most of the students have low ability in reading comprehension. It can be seen from their low average score in reading test which cannot reach the minimum score. Besides, Most of students were not active in following the learning activity in reading class. So that the researcher tried to implement teaching reading through Translation Method by using reading text and also extensive type exercises.

The researcher acted as the teacher, he was helped by an observer (one of the English teacher at SMAN 6 Bandar Lampung). The researcher made lesson plan and told the teacher what he would perform in class based on the lesson plan. So, during the research, the researcher observed everything occurs in the classroom

when they were reading class. And then, the researcher gave questionnaire to the students at the end of treatment.

B. General Description of the Research

The research was done in the first year students of class X 5 at SMAN 6 Bandar Lampung that consists of 35 students which was conducted based on the problem faced by the students and English teacher. In doing the research, the researcher did that in collaboration with another English teacher (the observer) to increase the number of students who actively involved in reading class and to increase teacher's performance in her teaching then also to increase the students' reading comprehension through Text analysis and extensive type exercises. While the teacher was applying Translation Method in the classroom and was applying extensive type exercises before, the observer observed the teaching learning process and made some necessary points from that process.

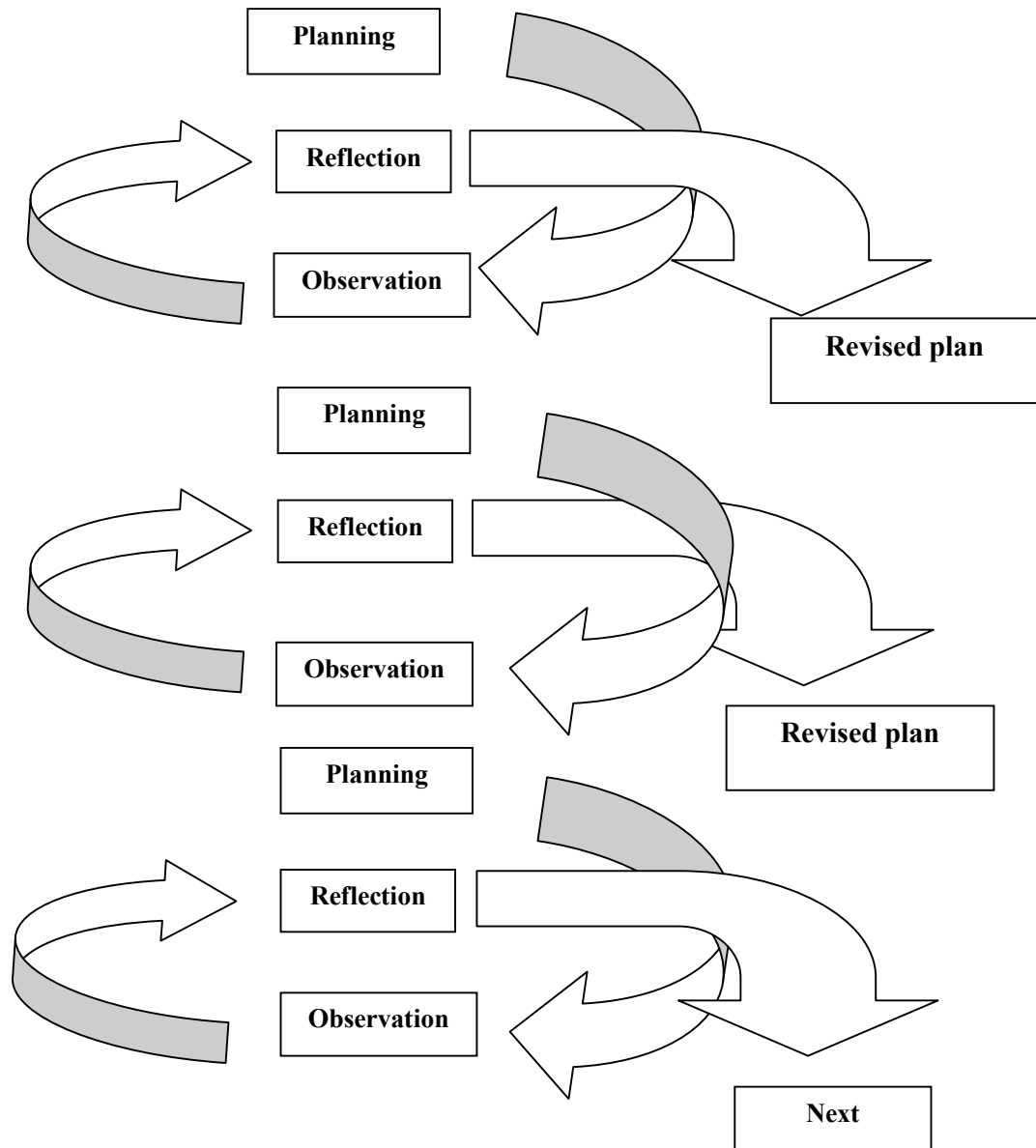
After that, the teacher and researcher analyzed the result of the observation, and also the reading test. The researcher and the observer also did reflection after knowing the result of the analysis. Based on the analysis and reflection, it decided whether the next cycle hold or not, and the next cycle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

C. Research Procedures

In this classroom action research, there were three cycles depending on the result of analysis and reflection in the first cycle. The first cycle was based on the problem of the research. Each cycle consisted of four stages: (1) Planning, (2)

Implementation, (3) Observation and interpretation, and (4) Analysis and Reflection.

The cycles were classified as follow:



In doing this research, he followed the steps in classroom action research. The steps comprised of planning action, observation and reflection. The steps in the

action research happened repeatedly if indicator of the research was not fulfill in the second cycle, the third cycle would be held to make it better. Those steps in the action research formed recycle. And the cycle was followed by other cycle if it like spiral. The cycles of classroom action research was drawn by Hopkins (1982

1. Planning

Based on the students' reading problem in the classroom, the researcher prepared the lesson plan, select material based on handbook, give reading text before action, and implemented the Text analysis Method task as the media for teaching learning process. The material was narrative text tells about Cinderella in form of a simple essay based on the school handbook and 2006 English curriculum for SMA. The researcher also prepared the observation sheets and also reading written test for the students in the form of multiple choices questions and true false test item.

2. Implementation

The researcher implemented the material through Text analysis Method by using narrative text in teaching English reading. The teacher taught the material about how to analysis reading narrative texts. In teaching, the teacher taught about sharing information of narrative texts and complete information of narrative texts. The researcher observed the situation in the class and made some necessary notes.

3. Observation and Interpretation

The researchers observed the activities happen in the classroom in every cycle and wrote the result of the observation in the sheets. The researcher also interpreted the result of the observation. This step was started when teaching learning process occurred.

4. Analysis and Reflection

The researcher analyzed everything occurred in the teaching learning process based on the observation sheets. It was done to find out the number of students who actively involve and to find out teacher's performance in teaching reading after implementing the teaching reading through Text analysis Method by using narrative text and the extensive type exercise. Then, researcher and observer also analyzed the result of the reading test of the students as the learning product. It was done to find out the increase after the teacher implement Text analysis Method by using narrative text and the extensive type exercise in teaching reading in the classroom. In analyzing, the researcher together with the partner do reflection to discover the weakness and strength of the implementation of Text analysis Method by using narrative text and the extensive type exercise, and also to know the problems faced by both teacher and students during teaching and learning process. By doing so, the researcher and the teacher know what should be repaired for next cycle. If the indicators of the research have not been fulfilled in the first cycle, the researcher together with the teacher planned the next step to made betterment in the next cycle. On the other hand, if the indicators were already achieved the researcher and the teacher do not need to hold the next cycle.

D. The Indicator of the Research

To success of this classroom action research, the researcher determined the indicator dealing with the learning process and learning product:

1. Learning Process

While the teaching learning process was occurring, the observer observed students' learning process, and teacher's performance based on the observation sheet. The indicator was considered successful if 80% of students actively involve in the learning process during the application of Text analysis method by using narrative text and the extensive type exercise. It was also decided because according to Arikunto (1993:210), if more than 75 % of the students were actively involved in teaching and learning activities, it can be categorized as good level. At the end of process, there is questionnaire to get the students' perception with observation sheet.

Besides observing the student' activities, the researcher also observed the teacher's performance during teaching and learning process. It was expected that teacher's score for his teaching performance can reach 80. So, if the teacher can get 80 in his teaching performance, it means he can teach the students well. There were some aspects that would be scored for the teacher's performance; it involves the activities in teaching and learning process from pre-activity, main activity and post activity. The teacher's performance in applying text analysis method by using narrative text and the extensive type exercise was observed in the main activity.

2. Learning Product

The target of the learning product was determined by the teacher was 67 or more. It was done because 60 was the minimum standard score or KKM (Kriteria Ketuntasan Minimal) stated by the school for English subject. So, if at least 80% of students' scores can reach 60 or more for the reading comprehension test, it means that teaching reading through Text analysis method by using narrative text and the extensive type exercise can increase students reading comprehension.

E. The Instruments of the Research

To gain the data, the researcher employed two kinds of instruments. The instruments were observation sheets, and reading comprehension tests.

Each kind of instruments was explained as follows:

1. Observation Sheets

There were two observation sheets in this research, observation sheet for the students' activities and teacher's performance. The two observation sheets were fulfilled by the researcher and the observer. Observation was conducted in every cycle during the teaching learning process.

2. Reading Test

The tests were in form of Multiple Choice items test consisted 10 items and 10 True False items. The test was administered at the end of every cycle in the learning process.

Table 1. Specification of Data Collecting Instrument

No	Reading Skills	Item Number	Percentage of Items
1	Determining Main Idea	1,2,3	15%
2	Finding Specific Information	4,5,6	15%
3	Determining concept of text (generic structure/language features)	8,10,11,12,13,14,15,16,17,18,19,20	60%
4	Understanding Vocabulary	7,9	10%
Total			100%

F. Data Analysis

In analyzing the data, the researcher classified the data into two categories those were, the data of the learning process and the learning product. The data analysis was done during and after the data was collected from every cycle (1st 2nd ...). If the data of the first cycle have been collected, the researcher and observer analyzed the data and do reflection based on them. From the analysis and reflection, the researcher knew the weaknesses and strengths from the first cycle. Besides, both researcher and observer knew what should be repaired for the next cycle.

1. Learning Product

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

- a. Giving the reading comprehension written test to the students.
- b. Giving the scores of the result of the test.

- c. Calculating the number and the percentage of the students who get 60 or more

To know the percentage of students who get ≥ 60 the following formula was used:

$$\frac{\text{Number of students who get } \geq 60}{\text{Total number of students}} \times 100\%$$

2. Learning Process

To get the data from the learning process, the researcher used observation sheets at the end treatment. The results of the observation sheets was analyzed after every cycle had been conducted.

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

2. 1. Students' Learning Activities

In analyzing the data got from observing the students' learning activities, the researcher counted number of students who were actively involved in the teaching learning activities and also calculate the percentage of students' activities.

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

$$\% S = \frac{S}{N} \times 100\%$$

Note:

% S : percentage of students' activities

S : number of students' activities observed

N : number of students in the class

In addition the researcher made abstraction or description from the data have been analyzed.

2. 2 Teacher's teaching Performance

Meanwhile, in analyzing the data got from observing the teacher's performance, the researcher did the following steps:

2.2.1. Counting the total score

In this step, the average score was important to decide in order to decide if the teacher has reached or not. To find out the average score the following formula was used:

$$\text{Average Score} = \frac{\text{Total Score}}{25}$$

25 aspects was used since there were 25 aspects to be scored, the aspects that were scored were every aspect in each step of pre activity (2 aspects), main/while activity (21 aspects) and post activity (2 aspects).

2.2.2. Making a description from the data that have been analyzed.

It was similar to analyze the students the students' activities, to analyze the teacher's performance the researcher also make a description from the collected data which can enrich and support the result of the analysis.