

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter covered research design, subject of the study, research procedure, research instrument, data collection, data analysis, and success indicator.

#### 3.1 Research Design

The research design used in this research was Classroom Action Research. Cohen, Manion, and Morisson (2005) state the scope of action research as a method is impressive. And Miller (2007) states that action research is a natural part of teaching. Action research may be used in almost initially setting where a problem involving people, tasks, and procedures carried out for the solution, or where some changes of feature results in a more desirable outcome.

This research was aimed at finding out the solution of learning problem faced by a specific group of the students. The data collection used were pre-test and post-test. This classroom action study concerned with improving reading comprehension through think pair share. The activity of teaching and learning processes included the planning, action, observation, and reflection. According to Skerrit, as cited in Cohen et al. (2005), each cycle process of classroom action research can illustrate as follows:

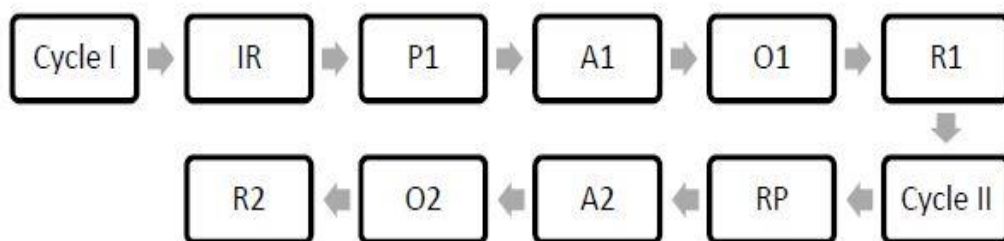


Figure 3.1 illustration of the process of classroom action research cycle

Where: IR (Initial Reflection), RP (Revised Planning), P (Planning), A (Action), O (Observation), and R (Reflection). (Kennis and Taggart, as cited in

Cohen et al., 2005) Momentary and comprehensible discussions concerning the whole activities carried out in each session from P, A, O, and R were devoted in the subsequent discussions and for details of teaching scenarios of the present class action study.

In conducting the research, the researcher conducted it into two cycles where each cycle had two meetings. The first and second meetings were for teaching-learning process, and at the end of second meeting was for the post-test.

### **3.2 Subjects of the Study**

The study was conducted to the students of SMAN 2 Cimahi. The students of Class XI IPA 4 which consisted of 37 students were selected as the subjects of the study. The subject of the study, which total of 37 students in which consisted of 12 males and 25 females were considered to be representative enough for the purpose of this study. The students of Class XI IPA 4 were selected as the subjects of the study because the preliminary study and the result of pre-test or the initial reflection showed their ability in reading comprehension were very poor, therefore immediate improvement was really needed.

### **3.3 Research Procedures**

The procedures in this action research were using classroom action research, such as Planning, Action, Observation, and Reflection. Burns (2010) mentions several elements should be considered in classroom action research; they were as follows:

#### **3.3.1 Planning**

Planning was one of a crucial component in teaching English. Without good planning, any teaching and learning activities will be impossible to achieve the objectives as follows:

1. Designing and administering the pre-test on comprehension of text to the students to diagnose the students' weakness.

2. Designing the implementing teaching-learning scenarios.
3. Planning the students' worksheet for the reading comprehension.
4. Constructing post-test materials to be performed at the end of the meeting of each cycle.

### **3.3.2 Action**

In this step, the researcher made an action in the classroom. Which were related to the teaching reading through think pair share technique based on reading activity. The researcher implemented the plan or changed the practice and collected the data. There were three main activities that the researcher would do in the classroom they were:

#### **1. Pre-Reading activity**

In this part, the researcher tried to stimulate students by giving an easy test, ask the students to read it first and try to guess what were the text tell about. The teacher acted as the teacher builds the students' interest and motivation.

#### **2. Whilst Reading Activity**

In this part, the researcher asked the student to analyze the text through quick reading carefully and do the essay tests individually.

#### **3. Post-Reading activity**

In this stage, the researcher allowed the students to ask some question if they still had any problems in understanding the lesson and asked the students to make a conclusion about the content of the text.

### **3.3.3 Observation**

The observations were conducted to know the effect of the action. There were three instruments used to get the data, namely: observation sheet, students answering sheet and questionnaire.

### 1. Observation sheet

These observation sheets were used to record the students' comprehension in reading.

### 2. Students answering sheet

These sheets were used to know the students' achievement on comprehension.

### 3. The questionnaire

The questionnaires were used to know the students' response to the application of reading through think-pair-share technique. The questionnaires were distributed at the end of the cycle by the researcher.

### **3.3.4 Reflection**

Reflection was the activity of evaluating critically about the progress of the students' ability and the effectiveness of the technique. In classroom action research, reflections which were actually post-test in reading comprehension were given to the subject being studied. The present classroom action study was divided into two cycles where each cycle consisted of two sessions. The researcher administered two post-tests, in which each post-test or reflection in cycle I used feedback and basic plan and then carried out the action in cycle II in improved ways.

### **3.4 Research Instrument**

The research instrument was a significant factor in carrying out the research because it was important to get data and it should be constructed as valid and reliable as possible. In this present study, the researcher used three kinds of research instrument. They were a lesson plan, an achievement test, and questionnaire.

#### A) Lesson Plan

The lesson plan was prepared in order to have a clear description of what should be done in the classroom. It provided a guideline for the teacher in

conducting every step of the planning. The scenario involved the activities that were conducted; time allotment, the teacher's approach and the material were used in the teaching and learning process.

#### B) Achievement Test

There were several tests used in this study. All tests were completed with exercise and test, and this includes pre-test and post-test. Pre-test was used to examine the students' ability in reading comprehension before the treatment was given. The results of pre-test were used as a reference for conducting the research. Post-test were used to examining the effectiveness or the result of the action both in cycle 1 and 2. In other words, post-test was used in order to know the extent to which the technique could improve the students' ability in reading comprehension.

#### C) Questionnaire

Questionnaires provided a similar means of learning about students' strategic processing. Because responses were written, the test can be group-administered. Thus, they potentially provided a time-saving way to collect data. The questionnaire was given to the students in order to get respond towards the used of think pair share teaching technique in reading activity. Besides that, the questionnaire consisted of ten items, the response of the students in the questionnaire were in the form of a multiple-choice option. To avoid confusion, the questionnaires were written in the Indonesian language. The answers to the questionnaire were quantitatively scored in the total number of options chosen by the subject under study.

### **3.5 Data Collection**

In measuring the students' ability in reading comprehension, the researcher used an objective test which was administered at the end of the sessions, the tests were in the form of achievements test. The processes of collecting data followed: first before the teachings were carried out, the students were given pre-test. This was conducted in order to find the initial reflection as well as to see the problem

they faced. They were tested individually and suggested to answer five questions. Then, at the end of every unit lesson, or after the students were given treatment that dealt with using think pair share technique to improve the ability in reading comprehension, they were given a post-test to find out the result of the action.

### 3.6 Data Analysis

The data obtained for the present classroom action study were analyzed descriptively to reveal the extent of the students' progress or increasing ability in reading comprehension. Therefore, the mean score obtained by the subject in the IR (X<sub>0</sub>) was compared with its corresponding mean score in reflections or post-test for both cycle I and cycle II. The score showing the subjects' response of the teaching were computed in the form of percentages, which referred to a respective item on the questionnaire. To make it clear, the comparative corresponding means between IR and reflection scores were also presented in the form of block graphs. The grand mean of the cycle I and cycle II were finally computed and compared. The grand mean of both cycles, the cycle I and cycle II were calculated by totaling the means of the scores in each cycle and then divided by three. The amount of the difference between the two means would show the increasing cycle I and cycle II.

To make it clear, the formula used to analyze the obtained data could be drawn as the follows:

$$M = \frac{\sum X}{N}$$

Where: M = Mean  $\sum X$  = Sum of score N = Sum of individuals

In computing the data, the researcher determined the qualification of the students' ability based on the mean score obtained the students' reading skill. According to the mean score, then the researcher classified the students' qualification on the criteria that was adopted from the teacher of SMAN 2 Cimahi.

### 3.7 Success Indicator

Based on a curriculum that used in SMAN 2, the standard minimum competency is 75.00. Furthermore, this classroom action research would be stated successful if 80% of subjects under study would reach the minimum score of 75.00 in reading comprehension through think-pair-share technique.