

## CHAPTER III

### RESEARCH OR METHODOLOGY

#### **A. The Subject of Study**

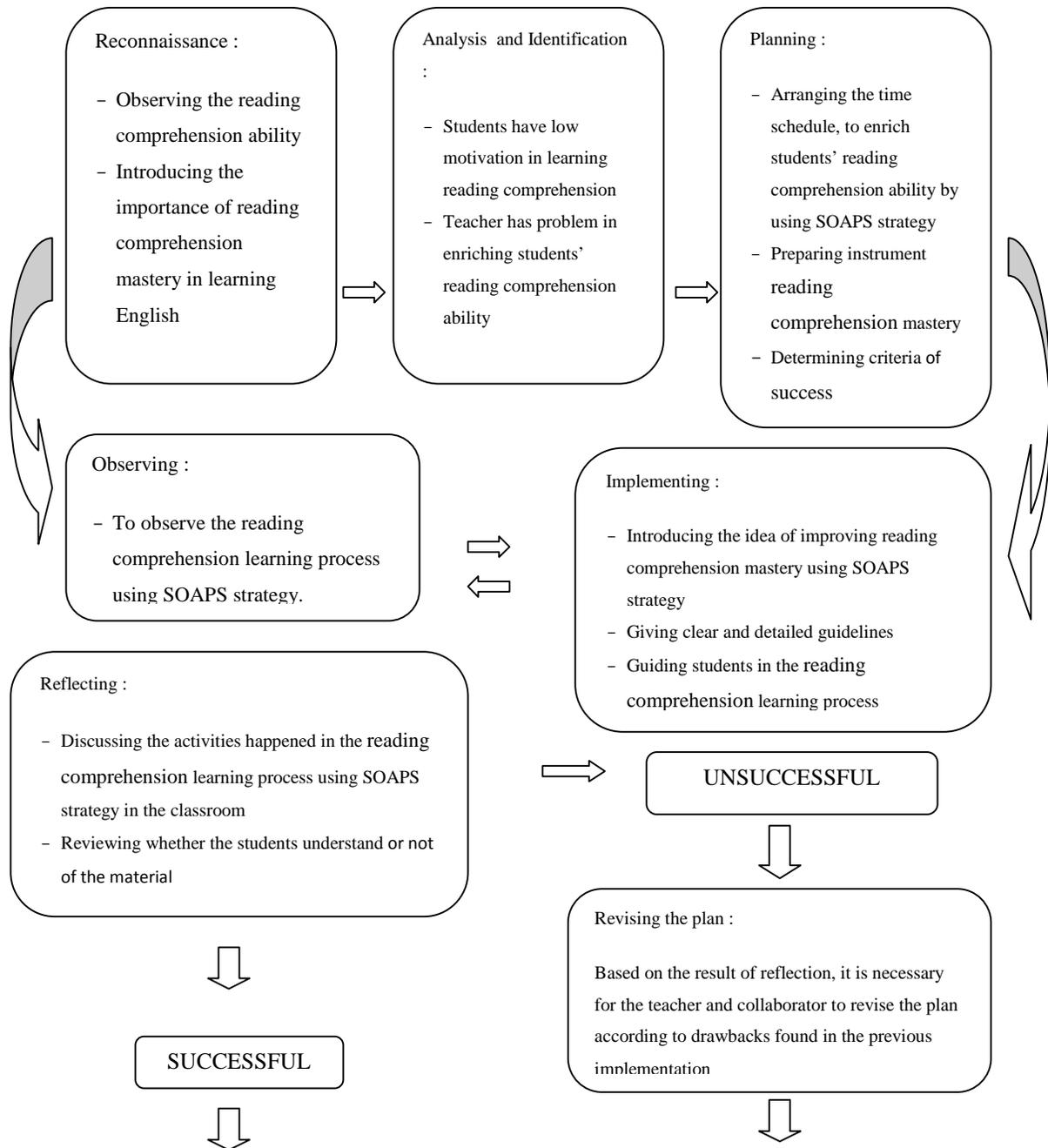
This study is a classroom action research. It can help the student to improve their manner of study. According to Geoffrey E. Mills, “Action research is any systematical inquiry conducted by teacher, researchers, principles, counselors, or other stakeholders in the teaching or learning environment to gather information about how to their particular schools operate”<sup>1</sup>. The writer used this research design was to help the student understand and improve Minimum Criteria of achievement in narrative.

In conducting the classroom action research, the writer used Kemmis and Mc. Taggart in which each cycle consisted of four steps: planning of action, implanting of action, observing and evaluation analysis and reflection. The main steps were preceded by reconnaissance (or preliminary study), analysis and identification of problem as shown in the figure A.

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<sup>1</sup> E. Mills, Geoffrey.2003. *Action Research A Guide For The Teacher Researcher*. Ohio: Merrill Prentice Hall. p. 5

Based on the procedures shown in the figure A, the first step was preliminary study. The next step was to make a plan of the action based on the basis of the findings in the preliminary study.





*Figure A Classroom Action Research Procedure (Adapted from Kemmis and Taggart)*

It also dealt with preparing observation sheets, field – notes and interview guide to collect the data during the assessment process as well as designing the criteria of success used in this study.

After the planning of the action was finished, the next step was the implementation, the research acted as the observer. The writer observed how the research implemented SOAPS Strategy to improve students’ reading ability.

The strategy done by the research included the activities in introducing the idea of using SOAPS Strategy to improve reading Ability, conducting the student – teacher conference and how to analyze the students’ work. In the last step was reflection, based on the result of the data analysis, the research made reflection to judge whether this classroom action research needed to be continued or not. In the next cycles, the writer implemented the revised plan of the previous cycle. The observation was done in order to ensure that the undertaken properly based on the steps has been planned.

In this research, the writer taught SOAPS strategy in the class. The function of this strategy was to make the students able to apply it and it became solving

problem in analyzing the text when the students study English especially reading comprehension. Then the students like English lesson especially English text.

### **B. The Subject of the Research**

The subject of this research was the students of second year at SMAN 1 Tualang, Perawang class Second IPS 2. There were 35 students in the class and they got trouble in studying reading especially narrative text. In this case, the teacher chose one of the best strategies. It was SOAPS strategy to improve students reading comprehension.

In this action research had a cycle process. It means that the teacher could apply certain treatment in order to give improvement to the study. It began with planning, observation, evolution, and reflection

### **C. The Location and Time of the Research**

The research was conducted to second year students IPS 2 at SMAN 1 Tualang, Perawang, Siak Regency. The research was conducted from March to April 2013.

### **D. The Criteria of Successful Action**

The research could be successful if the students get score 75. It was based on minimum criteria of achievement (KKM) at SMAN 1 Tualang. Action who was finished when the standard could be reached. The target of writer is 60% of students get score 78 or over 75.

### **E. The Specific Objectives of the Research**

The specific objective of this research was to know the ability of the students in reading comprehension on the text and the effect or influence of this strategy.

#### **F. Preliminary Study**

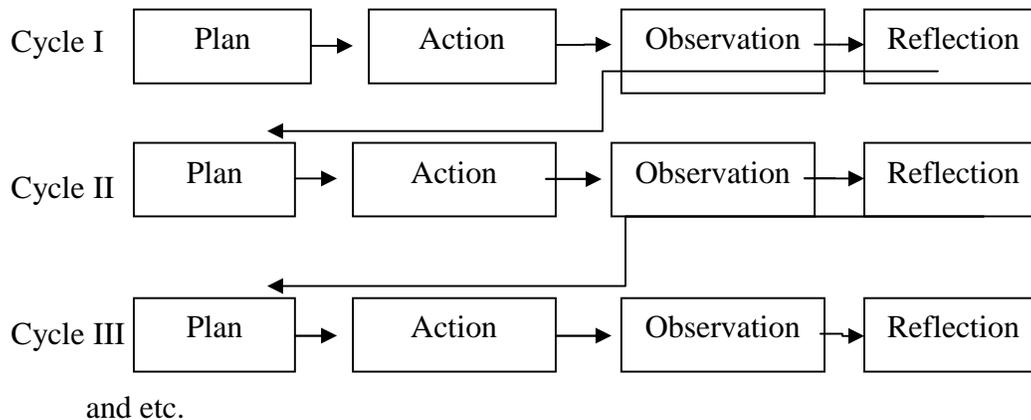
Preliminary study was done before the writer began the action research and during the teaching learning process to see what problem really existed during teaching and learning process. It was done to the second year students of SMAN 1 Tualang.

By observing the students, the writer found the activities of the students toward the learning of English, especially the reading text in narrative text. The result of the preliminary study shows that their ability of reading comprehension in narrative was not the same of what the writer expected.

#### **G. Planning of Research**

The Procedure of action research could be conducted with main four steps. There were planning, action, observation and reflection. These procedures had relation in conducting action research. The name was cycle. This cycle becomes characteristic in action research and next cycle was a reflection previous cycle. The total of cycle was be suitable in achieving the success.

Combination of cycle can be showed at diagram<sup>2</sup>;



### 1. Planning

Planning is preparing action. The steps in planning are:

Making lesson plan based on syllabus that is suitable with School based on competence by action. Preparing a paper observation is an observe activity's teacher and students. Making collaborator is as an observer.

### 2. Action

In action, the teacher or observer did all at the steps in lesson plan.

### 3. Observation

Observation was done by observer to know or to describe objectively condition in a learning process.

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<sup>2</sup>Helmiaty at al. 2010. *Penulisan Skripsi Penelitian Tindakan Kelas*. Pekanbaru. Faculty of Education and Teacher Training State Islamic University of Sultan Syarif Kasim Riau. p.39-40

#### 4. Reflection

Reflection was done to conduct evaluation done by observer. Reflection was done with discussion by many problems that happening in class of observer. Reflection was done after action conductor and result observation at cycle I. it was done to analyze weakness made to fix in next action

The four phases were conducted integrated. Each cycle comprised four phases. Each phase was conducted based on the previous one and shaped the next. Each activity in the action was based on the planning and then to be observed. From the three phases, then the writer made the reflection to determine the next cycle. Therefore, the writer intended to use questionnaire, observation form, interview, and tests to collect the data.

### **H. Research Procedure**

In details, the writer wrote procedures for the two cycles as follows:

#### *1. Cycle I*

The writer used fairy tale appropriate for the material presented in the School Based Curriculum. Writer also made a lesson plan each meeting to guide the teaching learning process.

The following are the phase in cycle I:

a. Planning

The writer consulted with the teacher to find information about the situation of the second year students. What the writer found while writer did the preliminary study could be improved by using SOAPS strategy, especially in reading text. This study discussed the use of SOAPS strategy and discussed problems of students to improve the reading comprehension. Based on the observation and the questionnaire, the writer found out that the student had lacked of interest in learning English. The materials were taken from the local content curriculum and the research made some narrative texts for each topic. For the fulfillment of requirements of teaching planning, there were several instruments such as; lesson plan and criteria of success (see appendix).

b. Action

In the action phase, the writer delivered the new materials by using SOAPS strategy to teach the students of the second years. Cycle I consisted to 3 meetings. In the first meeting, the students were taught by using SOAPS strategy, the second meeting, the students

were given a review and the test to measure their achievement.

Third, the students applied how way use the SOAPS strategy.

c. Observation

Observation was done during teaching and learning process. The writer took notes in the teacher's journal to write the teaching and learning activities and the students' ability reading comprehension on the text especially in narrative text. While the result of the exercises and tests were written to know the students' reading comprehension on narrative text.

d. Reflection

Reflection was very significant for the enchantment of the second cycle. The feed back given by the students was obtained from some informal interviews.

The result of the observation indicated the progress in teaching and learning process and some weakness were found in the first cycle. The second cycle should be conducted to gain better result and handle the weakness in the previous cycle.

## ***2. Cycle II***

Cycle two was conducted to observe the effectiveness of teaching English by using SOAPS strategy in improving students' reading comprehension on narrative text for the second year students.

The following are the phases in cycle two:

a. Revised Planning

The action was done based on the result of the observation in the first cycle. The materials for teaching were also based on the School Based Curriculum.

b. Action

In the action of cycle two, the writer delivered the new materials by using an SOAPS strategy. The students were asked to choose the narrative text that they preferred.

c. Observation

The writer observed the action of cycle two and took notes during the observation to write the teaching and learning activities and tests were given to obtain their opinions toward the treatment used.

d. Reflection

The data obtained from the teachers' journal, informal interviews and questionnaire which were analyzed to get the effectiveness of

the treatment. The result of the exercises and test were also recorded. They could help the English teacher to improve the strategy in teaching English.

## **I. The Instrument of collecting Data**

There were 3 ways to collect data. They are as follow:

### **1. Test**

The test was given to know the progress of the students having been taught by using SOAPS Strategy. The assessment of the test was conducted by giving the students some questions and then they had to answer the questions. The questions were taken from the English text of the textbook.

### **2. Observation**

The writer prepared observation checklist in which this observation checklist was used by collaborating observation during the teaching learning process whether the procedure of using SOAPS strategy was completely implemented. The observation was used by checklist. The result of this observation is seen the percentage.

$\text{Percentage of Mean score (MS) = } \frac{\text{Total score}}{\text{Maximal Score}} \times 100 \%$
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Standardized score	Standardized Value
4	Very Good / Excellent
3	Good
2	Fairly Good
1	Poor / Bad

The criteria of success in this action are decided as follow:

75 % < MS 100 % = very good

50 % < MS 75 % = good

25 % < MS 50 % = Good enough

0 % < MS 25 % = not good

### 3. Interview

The writer interviewed and asked the students about their skill in learning reading comprehension after implementing SOAPS Strategy.

### 4. Fieldnote

Fieldnote referred to various notes recorded by scientists during or after writer's observation of the specific phenomenon students were studying. So all of the things in the research is able to known.

### J. The Technique of Analysis Data.

The data analysis was very crucial in a research. There were two kinds of data analysis.

### **1. Qualitative Data**

Qualitative means that the data were presented in the form of verbal report described in the graphic forms, the data were taken from observation sheet or the collected data through the checklist of the observation sheet field note. These data were taken by the writer and one of the teachers at the school where the research were conducted.

According Gay (2000) suggests some technique in analyzing the data are as follows<sup>3</sup>:

a. Data Managing.

The data should be ménaged in observation, checklist, and the test form, in order to get good result and ease to analyze.

b. Reading and memorizing.

The writer read and analyzed deeply the data from observation checklist and the test.

c. Describing.

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<sup>3</sup>Harris at al. *Educational Research: second edition.* ( los Angle : Newbury House.1982)

The data which are got during the research activities were described in order to provide detail information about setting, the participants and the activities.

d. Classifying.

Qualitative data analysis is basically a process of breaking down the data from observation checklist and result of the test during the research activities into smaller units, determining the important of these units, and putting these units together again in an interpreted form, it means in process of classifying, the writer ordered the data categorized into the respected different aspect of the data.

e. Interpreting

Data were interpreted based heavily on aspect from the connections, common aspect, and linkage among the data interpretation to general conclusion or understanding.

f. Finally, all of the data analyzed were presented in a written report.

1. **Validity**

In this research, the writer used Data Triangulation. Data Triangulation involved using different *sources* of information in order to increase the validity of a study. In Extension, these sources are likely to be stakeholders in a program participants, other researchers, program staff, other community members, and so on. In the case of an afterschool program, for example, the

research process would start by identifying the stakeholder groups such as youth in the program, their parents, school teachers, and school administrators.

## 2. Quantitative Data

Analyzing the quantitative data was to find out the level students' mastery in improving students' reading comprehension by using SOAPS strategy of the second year at SMAN 1 Tualang, Perawang. And the data were presented in form of numerical of percentage and described on the graphic form

. The formula of average the students in Hartono's book is:

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

M = Mean or average of the students

fX= Result of score (x) and frequency (f)

N = Result of frequency

Test Scores	Probable Class Performance
80-100	Good to excellent
60-79	Average to good
50-59	Poor to average
0-49	Poor

(M. TohaAnggoro, 2007:3)

