**CHAPTER III**

**METHOD OF THE RESEARCH**

**3.1**. **Design of the Research**

This study was conducted by using classroom action research. The terms of classroom action research (CAR) is actually not too famous outside the country, the term is known in Indonesia for an action applied to classroom teaching and learning activity with the purpose to improve teaching and learning process.

Arikunto(2010: 130) say, “Classroom action research is an observation to the activity appeared expressly, and it happen in a classroom”. Classroom action research is not difficult, because teacher just do expressly and the outcome was observed accurately. Sanjaya (2011: 26) , “Classroom action research is a process to investigate learning problem in the class through self reflection in effort to solve the problem by doing some action that planned in real situation and analyzing each effect from the treatment”. Classroom action research is a process to find the problem in teaching-learning process by doing some action. The teacher was knew the students development by using Classroom action research. Elliot in Sanjaya (2011: 25) states that the main characteristics of action research is “the fundamental aim of action research is to improve practice rather than to produce knowledge”. The main purpose of Classroom action research is to make the improvement in the result of the students’ lesson. Elliot in Sanjaya (2011: 25) says that the characteristic of classroom action research is:

1. Main purpose of classroom action research is quality upgrading of process and outcome.
2. The problem inspected in classroom action research is the simple problem.
3. Main focus of the research is the process of learning
4. The responsibility of implementation and outcome classroom action research is in the teacher as model.
5. Classroom action research did appropriate to learning program that doing.

The cycle can be seen in this below figure based on Kemmis and Mc Taggart (1988) as quoted by Arikunto (2010)



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Figure 1 : Cycle of Action Research model based on Kemmis and Mc.Taggart (1988)

Based on the figure above, there are four steps in a cycle:

1. Planning is the step to arrange the action planning. The researcher was determined to the main event which need to get the special attention to observed
2. Action is the implementation or application planning content by using classroom activity
3. Observation is the process to observe which do by the researcher. It’s not effective if separate with action because the observation must do in the same time with action
4. Reflection is the activity to suggest the event that was happen.

**3.2. Location of the Research**

 This research can be conduct at SMP –IT Ar-Rasyid Medan Senembah, TanjungMorawa. It is located on Jl. BesarTadukan Raga STM Hilir.

**3.3 Subject of the Research**

 In this research, the subject of the research was the eight grade students SMP-IT Ar-Rasyid Medan Senembah, TanjungMorawa. It consists of 20 students. Then, the object of this research is using Think Pair Share as the strategy of teaching to improve students’ achievement in reading comprehension of narrative text.

**3.4. The Instruments of the Research**

 In collecting data, the following instruments are used:

 **3.4.1. Observation**

Observation is the action of watching something carefully. The use of observations means to see an act of happen in the classroom during teaching learning process. The first is observation conducted before, the cycle revealed the real condition in the real condition in the class and problem which are faced by the students in learning reading narrative text. Then observation during the cycle, it is used to establish objective data concerning what happens in the classroom, because that is suitable to enclose the whole observation aspects in the research. It concerns to the improvement of teaching and learning in classroom. For the students, it uses table of students’ activities in learning process. It concerns to their engagement during the learning process.

 **3.4.2. Test**

The test of the research is reading test. In this case, the students were asked by the researcher to read narrative text based after learning by Think-Pair-Share strategy. However, the research prepares the lesson plan by using Think-Pair-Share strategy, then the research ask the students to read narrative text based on it. The topics are chosen according to their curriculum.

Test is a set of question that given to the students or a set of problems given to the students to see their achievement in answering the question. In collecting the data, multiple choice test was used. Multiple choice consists of 10 questions.The students asked to answer 10 questions of multiple choicewhich were related to tthe narrative text that they read.

* + 1. **Diary notes**

It is write and report the moments of events and daily activity that happen in the class. The researcher started to write this in last meeting.

**3.5. Technique of Collecting Data**

The procedures of collection were performed by administrating for six meeting and for two cycles. Each cycle consists of three meetings. Each cycle contain four steps which are planning, action, observation, and reflection.

 **3.5.1. Cycle 1**

1. Planning

Planning is arrangement for doing something. In planning the researcher prepare everything that was needed in reading learning process. In this phase, the researcher explained what about, why, when, where, by whom, and how the research was done. It starts with collaborative research between the researcher and the observer. So the observation is more objective.

 Before applying strategy, the researcher identifies the students’ level of learning. It was done by using free interview to help the researcher predicting the problem while the students are in the teaching-learning process Through Think-Pair-Share strategy to improve students’ ability in reading narrative text. The researcher also give a text example to socialize strategy.

 In the following preparation the researcher arranged programs, lesson plan, and also media that are used in the teaching learning process. The researcher attempts to plan solution to solve students’ problem. The researcher choose Think-Pair-Share strategy as an alternative planning to improve students’ ability in reading narrative text.

1. Action

Action is the process of doing things, it is implementation of planning. In this step, the students were taught how to comprehend reading narrative text through Think-Pair-Share strategy.

**TABLE I**

**STEP OF ACTION RESAERCH CYCLE I**

|  |  |
| --- | --- |
| First Meeting | Activities  |
| Teacher | Students  |
| **Opening** 1. Teacher give greeting to the students
2. Teacher give motivation to students
 | **Opening** 1. Students give response to teacher greeting
2. Students listen to teacher motivation
 |
| **Main Activities**1. Teacher explain the procedure Think-Pair-Share
2. Teacher give explanation about part of narrative text
3. Teacher ask to read the topic silently
4. Teacher ask the students to sit in pair and discuss with their partners
5. Teacher ask the students in pairs to share they ideas in whole class
6. Teacher give an assignment to the students
 | **Main Activities**1. Students listen the teacher explanation
2. Students pay attention for teacher explanation about the topic
3. Students read the topic silently
4. Students sit in pair and discuss with their partner and make a simple note about their discussion
5. Students in pairs share the idea in whole class
6. Students answer the assignment
 |
| **Closing**1. Teacher ask to collect the assignment
2. Teacher ask to give the summarizing and learn more about narrative
 | **Closing**1. Students collect the assignment
2. Students give the summarizing about narrative and learn more related to the topic
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1. Observation

Observation is purpose to find out information of action, such as students, behaviors, and activities. The observation was conducted to all the process and atmosphere of reading and learning process. The researcher wants to find out the overall condition which is occurred during the instruction.

1. Reflection

Reflection is the feedback process from the action that is done. It is very necessary to help the researcher to make decision what to do or to revise and what was done later. In this step, the writer was take the feedback of this teaching and learning process from the result of the observation. Dealing with the purpose of the researcher to improve the students’ ability in reading narrative text, everything that has be done was be reflect and the conclusion was made.

**3.5.2.Cycle II**

Action research is cyclical. After the planning, action, observation, and reflection was done in the first cycle, and then the writer was conducted the second cycle. This cycle is the correction of planning and activities of action based on first cycle result. It is the revision data to achieve the goal determine; however, the appropriate planning is need to solve the problem. The new cycle was improved of teaching decision. If the new planning increases students’ reading achievement, the cycle have to be stop. If it is does not increase students’ reading comprehension, the cycle was continued on and on to the next cycles until the researcher got the satisfying result of the study.

* 1. **Technique of Analyzing Data**

This research was applied quantitative data, it was used to analyze the secore of students. Sudijono (2005: 81) states that the percentage of mean score the researcher was applied the following formula :

 $\overbar{X}=\frac{Σx}{N}$

 Where :$\overbar{X}$= the mean of the students

$Σx$ = the total score

 *N* = the number of students

To categorize the number of the master students, the formula was applied:

P : Percentage of the students

who get score 70

R : Number of the students who

getscore 70

T : The total number of students taking the test