**CHAPTER III**

**METHOD OF THE RESEARCH**

**3.1 Design of the Research**

The design of this research is Classroom Action Research (CAR). It is a research conducted by the teacher who to make their students mastering the material. Commonly, Classroom Action Research is an effective media in improving the quality for English teachers’ performance in instruction as well as students’ achievement in learning English in the classroom.

According to Pine (2009:30), Classroom action research is a process of concurrently inquiring about problems and taking action to solve them. Kemmis and McTaggart in Jusman stated that CAR activities involve repeated cycles, each consisting of planning, acting, observing, and reflecting. The result of one cycle is used to determine the need for the following cycle, until the problems get solved by the strategy. For more detail information of the four components, the explanation are as below.

1. Plan

Plan is a step to prepare the classroom instructional strategy to be developed in the study to solve the instructional problems. The instructional strategy has been selected based on the belief that strategy can theoretically solve the problems. It is strategy that becomes the focus of study, to be prepared, to be tried out, to be revised, to be tried again until it proves effective to solve the problems.

1. Action

Action is the second step after the planning step to implement the instructional strategy that has been planned. At this stage, the researcher has mastered the instructional scenario before starting the implementation in class. The researcher at this stage is not in the process of learning how to implement the plan, nor in the process of improving the quality of teacher’s performance, but in the process of actually trying out the strategy to test how much the strategy can solve the classroom problems. The teacher is recommended to collaborate with one or two other teachers of the same subjects. The collaborators observe the implementation of the plan to see how much the strategy can solve the classroom problems.

1. Observation

Observation is the process of collecting data indicating the success of the strategy in solving the classroom problems. The focus of observation is on data related to the criteria of success that have been decided.

1. Reflection

Reflection is the process of analyzing data to determine how far the data collected have shown the success of the strategy in solving the problem. Reflection also shows what factors support the success of the strategy or what other problems may occur during the implementation process.



Figure 3.1 Action Research Spiral (Kemmis & McTaggart in Burns 1999: 33)

**3.2 Population and Sample**

**3.2.1 Population**

Population adalah keseluruhan subjek penelitian (Arikanto, 2006:5). It means that population is the total number of human beings living in area. The population of this research is tenth grade students of SMAS Satria Dharma, Which conduct of 33 students.

**3.2.2 Sample**

A sample is total number of elements selected from population. Based on total number of students above, all of students from the tenth year grade was take as of sample of this study. So, the sample of this research is thirty two students the tenth grade of SMAS Satria Dharma in Narrative Text.

**3.3 Location of the Research**

The location of the research was in SMAS Satria Dharma on Jl. Akasia, Jambur Pulau, Kec. Perbaungan, Kabupaten Serdang Bedagai, Sumatera Utara. There is one English teacher in the school. The research study was the first grade students of SMAS Satria Dharma.

**3.4 Instrument of Collecting Data**

The instrument of this action research are as follows:

**3.4.1 Reading Test**

There are two kinds of reading tests; pre-test and post-test.

1. Pre-test, In this research, the researcher was used the multiple choice question and essay test. The function of pre-test is to know the students’ ability in reading comprehension before learning reading comprehension.
2. Post-test, In this research, the researcher also was used the multiple choice question and essay test. The function of post-test it to know the students’ ability on reading comprehension after learning reading comprehension.

**3.4.2 Observation sheet**

Observation sheet was used to identify all the conditions that happening during the teaching-learning process.

**3.4.3 Interview**

 In this research, the researcher was used interview to know the problems both from the teacher and the students in the teaching and learning process especially in reading lesson. The researcher was recorded the interviews and the result of interviews was transcribed into papers. Interview or discussion as done after doing observation in the class. It was done between researcher and teacher after doing the first learning.

**3.5 The Technique of Analyzing Data**

The data of this research was collected by using qualitative and quantitative data. The qualitative data was used to describe the situation during the teaching-learning process. The quantitative data was analyzed by computing the score of reading test.

 To know the mean of the students’ score for each test, it was applied the following formula:

 X =

Where: X : the mean of the students’ score

 Σ X : the total Score of the students

 N : the number of the students