CHAPTER III

RESEARCH METHOD

3.1 Research design

This research deals with the use of Transactional strategy instruction (TSI) to teach reading comprehension of narrative text to the tenth grade students of MA Daruttaqwa Suci Gresik. It applies to answer the question how Transactional strategy instruction can improves student reading skill especially in narrative text.

This study uses an action research design. According to (Eileen Ferrance, 2000) has definition of action research as follows:

> *"Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research"*

Besides, (Harmer, 2001) defines that it as a series of procedures that can be used by the teachers to improve aspects of their teaching or to evaluate the success and appropriateness of certain activities and procedures. So, it can be concluded that action research is a series of procedures that can be used by the teachers to improve education through change.

It is conducted by the teacher as classroom participant. Teacher needs to know what is actually happening in the classroom, collecting the data, and evaluating teaching and learning process, doing something to solve the

problem and see if it is satisfied, successful until increasing of changing is appeared.

3.2 Subject of the Study

To conduct the research, the researcher selected the tenth graders students of MA Daruttaqwa Suci Gresik to be researched. It concerned with one class only which consisted of 35 students, Whole of them are female. The researcher selected the tenth grade of 10 C classes as the subject of the study with the consideration that the students in 10 C classes have lower proficiency than another class, This class categorize in heterogeneous ability of English.
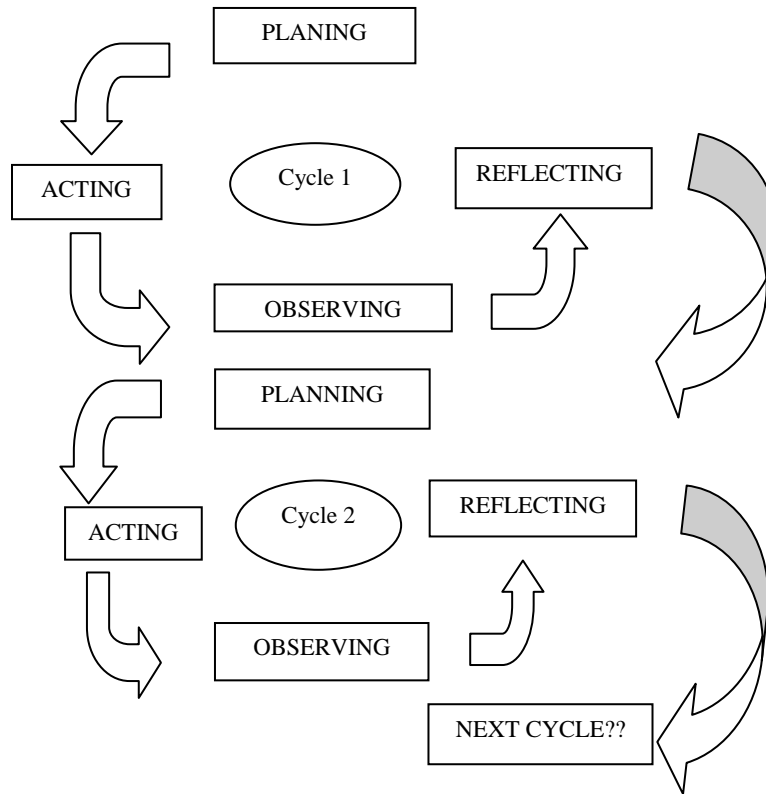
3.3 Step- Step in Classroom Action Research

Stephen Kemmis has developed a simple model of cycle model of cyclical of the typical action research process each cycle has four steps; they are, planning, acting, observing, and reflecting.

a. Planning is we prepared the material that we will teach, making lesson plan, and making evaluation that will examine.

b. Acting is we teach the students based on our plan, the material and the method we are going to teach and give the evaluation as the result.

c. Observing are we observing the result of the acting is it satisfied or not.

d. Reflecting is we analyze the data from the observation and reflect to the criteria of success.

In this study, the researcher plans to do cycle. Cycles consist of four basic components of an action research. They are planning stage, acting stage, observing stage, and reflecting stage (Arikunto 2006: 95). Here are the steps

to conduct classroom action research according to (Suharsini Arikunto dkk, 2006:16)

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                    ┌─────────────┐
                    │  PLANING    │
                    └─────────────┘
      ↓
┌───────────┐    ╭─────────╮    ┌──────────────┐
│  ACTING   │    │ Cycle 1 │    │  REFLECTING  │
└───────────┘    ╰─────────╯    └──────────────┘
      ↓                              ↑
              ┌──────────────┐
              │  OBSERVING   │
              └──────────────┘
              ┌──────────────┐
              │  PLANNING    │
              └──────────────┘
      ↓
┌───────────┐    ╭─────────╮    ┌──────────────┐
│  ACTING   │    │ Cycle 2 │    │  REFLECTING  │
└───────────┘    ╰─────────╯    └──────────────┘
      ↓                              ↑
              ┌──────────────┐
              │  OBSERVING   │
              └──────────────┘
                    ┌──────────────┐
                    │ NEXT CYCLE?? │
                    └──────────────┘
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(Suharsini Arikunto dkk, 2006:6)

Based on the steps of action research above, it can be concluded that the teacher as researcher has to prepare teaching process as good as possible. Every step has to be followed in continuous and integrated.

3.3.1 Planning stages

Before implementing the real action research, the researcher makes a plan. This stage consists of four steps, namely identifying student background problem, designing lesson plans, preparing materials and media, and preparing the criteria of success.

3.3.1.1 Identification Problem

The researcher conducts preliminary study by interviewing the teacher and observing classroom condition. The researcher conduct this research especially in 10 C class at MA Daruttaqwa Suci Gresik, The researcher finds classroom characteristic as follows: Student had problem in reading comprehension, means students difficult to comprehend Generic structure of the text and they could not catch the content of the text even after reading the text besides they are lack of vocabulary. The result of student's achievement in first semester has not fulfilled the target teaching well for Reading comprehension, one of them for Reading Narrative text. Another reasons influence their reading comprehension because of many of students are lazy to read so they did not respond to the lesson and the last low motivation make them less shares and communicate their mind with the teacher and other friend when faced any barrier so if the teacher asked them question they could not answer well.

Those are some causes came up in 10 C classes at MA Daruttaqwa Suci Gresik get difficulty in comprehending English reading text, on of them for Narrative texts. The bad score of this class can be shown in the result of pre test was shown that the average class score is 59,6.

Based on the discussion of student background characteristic, the researcher offer teaching and learning process by using Transactional strategies instruction (TSI) as alternative method to overcome all problem students had in the classroom. In this research, the researcher use TSI to

teach Reading Comprehension of Narrative text since it still becomes student's problems when they were in the first semester of tenth grade. Besides, considering each semester have Narrative topic especially in Senior high so by applying TSI used to teach and learn Reading comprehension of Narrative text in this research, they will have good progress on it and as well in other kinds of reading text.

Before starting the teaching and learning the researcher give the student pre test for reading comprehension skill of reading narrative text before implementing TSI method.

3.3.1.2 Designing the Lesson Plan

The lesson plan proposed in this action research based on its purpose that is to improve the students' Reading Narrative text. The activity in the lesson plan is stressed on Reading, especially in Narrative text" using Transactional strategy instruction (TSI). Based on the standard competence and basic competence of Reading Narrative text

"Responding the meaning and rhetorical step of simple short essay accurately, fluently related with daily life and to access knowledge in form of narrative, descriptive and news item".

In this stages the researcher determine in 6 meeting, first distribute a pre test, second until fifth apply explain the materials about Reading Narrative text using Transactional strategy instruction (TSI), and the sixth distribute post-test . (see on appendix 6)

3.3.1.3 Preparing Instructional Materials

All material is prepared by the researcher. The material is about reading Narrative text which is consists of some exercises related to the topic given. By applying this material, it is hoped that the students' reading ability in comprehending the text will be increased.

3.3.1.4 Preparing the Criteria of Success

This study deals with improving student's reading comprehension by applying Transactional strategy instruction (TSI). The criteria of success of the study are the students' average score of English is 75, this is significance with the passing grade (SKM) at the school and the students motivate conducting teaching learning process.

3.3.2 Acting Stages

In this step the researcher held in 6 meetings and each of them took 60 minutes. The researcher is going to teach the class for twice a week as the time schedule of subject lesson. The teacher teaches based on the lesson plan that have been made in planning stage. The researcher must be consistent with the plans. Modification is permitted as long as it does not break the principle which is formulated. Related with the research project, the researcher implements the research planning that is stated in the form of lesson plans for one cycle. The lesson plans is as a guidance of the researcher to manage the meeting, the material, the activities which is needed in teaching and learning process.

Firstly, the researcher gives the test as pre test dealing with reading narrative text before implementing the new method of Transactional strategies instruction (TSI). Secondly, she introduced and models the implementation of TSI in teaching and learning reading narrative material. It is applied for several meeting beginning from second up to five meeting based on the lesson have been made, the researcher can make the change activity in the lesson plan based on the activity in the classroom. After this, the researcher gives post test to measure students writing after implementing the lesson plan (see appendix 4).

3.3.3 Observing Stages

In this step the researcher collects the data. There are two instrument of collecting the data. The first is Observation, and the second is the test.

3.3.3.1 Observation

Observation is a technique of collecting the data by closely watching and noticing classroom or as an observer of another teacher's observation. The researcher as a teacher who teaches Reading narrative text by using Transactional strategies instruction (TSI).There are two instruments in the observation. The first is Diary journal. The researcher may make brief note during the observation but then later expands his or her account of the observation as diary journal. The researcher writes down the events in the classroom from beginning to the end by using diary journal and the teacher noted the diary journal after each meeting.

The second is observation checklist. It is Basically sets of question one answers on self . To make a valid data the researcher will be accompanied by the teacher partner, teacher partner in here is another person. He is the English teacher in MA Daruttaqwa Gresik. Teacher's partner observes all the activity in the classroom by using teacher checklist that have been made in planning. It is contains of the students activities in learning process (see appendix 10).

3.3.3.2 Reading narrative Test

According to Brown (2001) stated that a test is a set of exercises that is used to measure the students' achievement of reading comprehension skills from the test. Here the type of test in the form of multiple choices. In order to get an enough data the researcher divides the test into pre-test and post-test with some of question. The purpose of giving the classroom tests is to check the student's achievement as an indicator of progress toward educational objectives set for the students before and after implementing of Transactional strategies instruction.

In this study the researcher uses written tests to measure the student's achievement in reading comprehension in narrative text. The researcher makes pre test and post test to know the original students' score in reading comprehension narrative text before and after teaching reading using Transactional strategies instruction.

3.3.3.2.1. The validity of item test

Before conducting pre test and post test as an instrument of the research, the test should be tried out in term of its validity and reliability.

The researcher did it into two steps. Those were checking content validity and construct validity. To determine the content validity the researcher was helped by the English teacher to check the instrument validity whereas to define the construct validity the researcher used manual computation with the criteria of Accepted, revised and discarded content item. The item which had the value of index of difficulty level among (0,2-0,8) and the item which had index of discrimination power ($\geq$ 0,2) can be determined as accepted item, but the item which had the value fulfilled either (0,2-0,8) or ($\geq$ 0,2) can be revised item, moreover the item which had neither can be discarded item. (See on appendix 4)

The researcher prepares 30 items in each pre and post test try out. Based on those consideration and interpretation of the data, the researcher found that, among 30 items in pre-test, there were 25 were valid whereas there were 5 items invalid. In the same case, the researcher found that 27 items in post test were valid and 3 items invalid. Therefore, the researcher decided to use 25 items in each test. Those questions are belonging to indicators. (See on appendix 3)

3.3.3.2.2 The reliability of item test

To define reliability of the test in order to find out the stability of the test, the researcher used manual computation. It was taken from the test items which were valid. The reliability of test referred to consistency of test score. The researcher found that whole items pre test and post test had the highest reliability, the result showed that those test try-out were reliable and had the highest reliability. (See on appendix 2)

3.3.4 Reflecting Stages

This step is the activity of analyzing, synthesizing interpreting and explaining the information obtained from implementation activity. It is the stage where the researcher analyzes data from the observation and makes reflection from the result of analysis. Here the researcher analyze the data form the test and the observation to check trustworthiness of data analysis.

The first instrument is test. The researcher analyzes the student pretest and posttest. The passing grade (KKM) for English in MA Daruttaqwa Gresik is 75.Here the researcher use the criteria success of student's average score. If the students' average score is under 75 (The passing grade of English lesson at school), so the researcher has to continue to the second circle and revise the lesson plan.

The second, the researcher analyzes the data from observation checklist, diary journal and the classroom atmosphere in determining student's performance and motivation in the classroom. If the student's participation during learning process still low means that the strategy is not effective enough so the researcher will revised some of part lesson plan.