

## CHAPTER III

### METHOD OF RESEARCH

#### A. Location of the Research

This study is conducted at SMA Swasta Galih Agung which located at Lau Bakeri Kec.Kutalimbaru Kab. Deli Serdang. This study will be held on March 2017. The reasons of choosing this school are:

1. There are the difficulties of students to determine the main idea of paragraph.
2. The researcher wants to improve students' creativity in thinking.
3. The location of the research is nearby with the reseacher live, so it can save both time and cost.

#### B. The Reseach Design

The research design of this study is a Classroom Action Research (CAR). CAR is brought firstly by Kurt Lewin a social psychology specialist from United States in 1946. CAR is a research that is done in one class by doing the same action repeatedly until getting the best result. CAR is usually done by teacher who has been long time teaching in that class. This CAR is signed by making the cycle.<sup>1</sup> CAR is one of the strategic ways to improve the education services by completing learning practice in the class. The CAR has many models, one of them is Kurt

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<sup>1</sup>Ninit Alfianika, (2016), *Metode Penelitian Pengajaran Bahasa Indonesia*, Yogyakarta: Deepublish, p. 176

Lewin model. This model consists of 4 steps where it implementations has a process that will continue, include the following:

- a. Planning: is a process to determine the repairing program that come from researcher's idea.
- b. Acting: is an action that will be done by the researcher based on the planning that have been arranged by researcher.
- c. Observing: is the observation that is done to know the effective of action or to collect the information about any deficiency action that have done.
- d. Reflecting: is an activity to analyse observation result to make new plan or program.<sup>2</sup>

### C. Subject of the Research

The subject of the study is first grade of senior high school in academic year 2016/2017. It is the whole of X grade of Experiment Studentsof SMA Swasta Galih Agung. This class consisted of 28 female students.

**Table 3.1**

**Table of Participants**

Class	X-A (3 <sup>rd</sup> Experiment-A)
Students	28

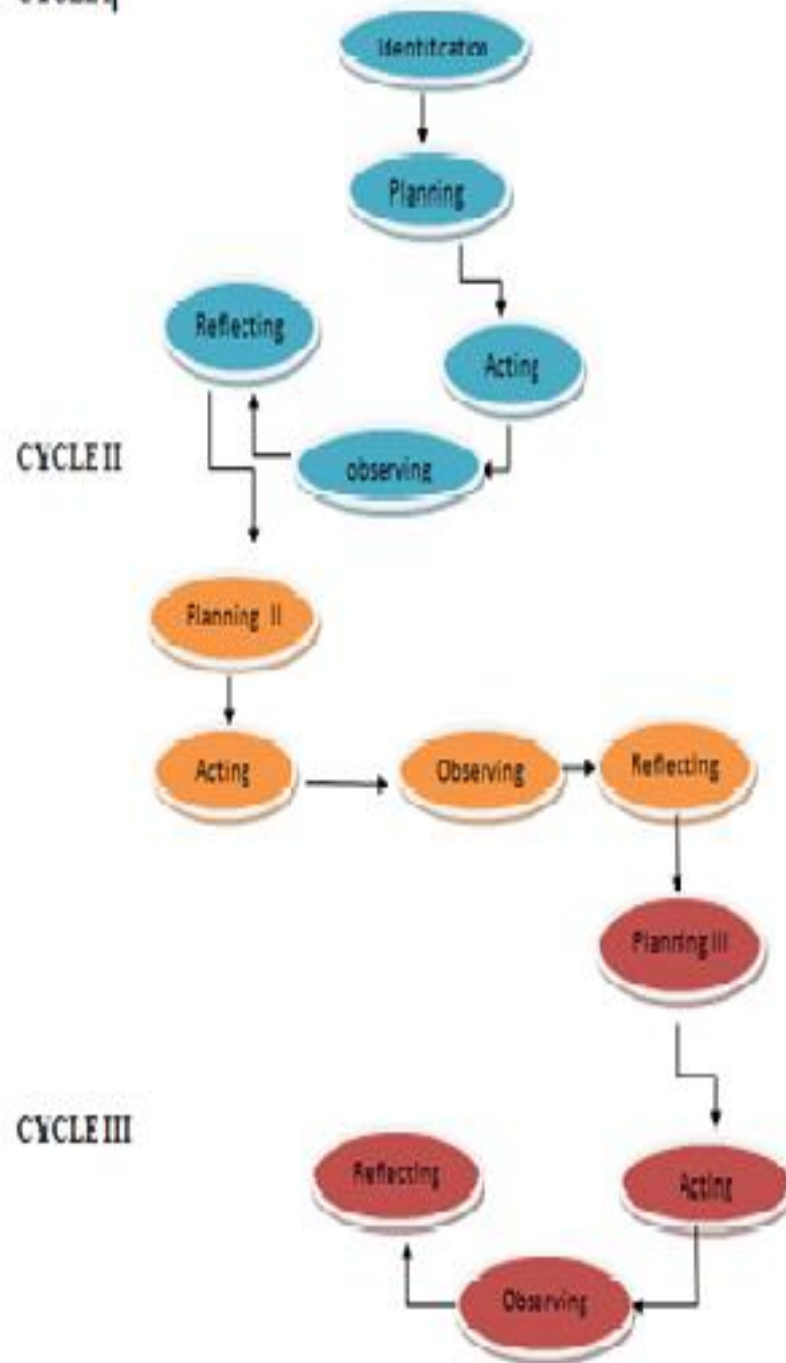
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<sup>2</sup>Fitrianti, (2016), *Sukses Profesi Guru dengan Penelitian Tindakan Kelas*, Yogyakarta: Deepublish, p. 21

#### D. The Research Procedure

The study is conducted more than one cycle. The writer explains three cycles in this, and each cycle consisted of one meeting (2 x 45 minutes / meeting). Each cycle is ended by a final test, but conducting the first meeting, she conducts pre-test. It has four steps in each cycle, they are planning, acting, observing, and reflecting. The four steps can be seen in the following figure:

CYCLE I



The activities in each cycles were as follows.

## 1. Pre-test

Before the cycle, the researcher conducts preliminary observation to know teaching method and initial condition of students' ability in determining main idea of paragraph. The researcher observes the class to get the information about students' initial condition and to know their problem in learning reading comprehension, and then she collects some lists of participants and marks of students. After conducting preliminary research, the writer conducts cycle I, II, and III.

## 2. The first cycle

The researcher uses Treffinger method to stimulate students' ability in determining main idea of paragraph. The topic is history. The procedure as the follow:

### a. Planning

- Prepare the teaching material.
- Make lesson plan.
- Prepare observation sheet.
- Prepare the material for test.

### b. Action

- Teacher asks students to stand alone without discussing with their friends in one table.
- Teacher delivers the competence will be achieved.
- Teacher delivers the material.
- Teacher gives the keyword of the material that can catch students' desire in knowledge.

- Provides the opportunity to students to think creatively.
- To test comprehension, students are ordered to write their own main idea in their test paper then order some students to read. Who has the same main idea, she / he must moves to her / his friend who are the same. After that, the teacher will give the true answer and also the reason. Whose belong is true, will get the reward.

c. Observation

The observation of Treffinger method in first cycle is to check:

- Students' activity using Treffinger method
- Students' activity to pay attention to teacher's order.
- The students ability in determining main idea of paragraph by thinking creatively.
- Teacher's preparation before convey the lesson by Treffinger Method.
- Teacher's step in conveying the lesson by Treffinger Method.

d. Reflection

- In the first cycle, the writer got the data from test and observation.
- Evaluate the activity that has been done.
- The teacher and the writer discuss to make reflection what should they do to repair the problems
- Analyse the data to repair in the next cycle

- Make a temporarily conclusion for classroom action research in cycle I.

### 3. The Second Cycle

The second cycle is done based on the result of reflection from the first cycle. The topic is story. The procedure as follow:

#### a. Planning

- Identify the problem and make the solution for problem
- Prepare the teaching material
- Arrange the lesson plan based on the teaching material
- Prepare observation sheet
- Prepare the material for test.

#### b. Action

- Teacher asks the difficulties that students' felt in the previous meeting.
- Teacher asks students to stand alone without discussing with their friend in one table.
- Teacher delivers the competence will be achieved.
- Teacher delivers the material.
- Teacher gives the keyword of the material that can catch students' desire in knowledge.
- Provides the opportunity to students to think creatively.
- To test comprehension, students are ordered to write their own main idea in their test paper then order some students to read. Who has the same main idea, she / he must moves to her / his

friend who are the same. After that, the teacher will give the true answer and also the reason. Whose belong is true, will get the reward.

c. Observation

The observation of Treffinger method in second cycle is to check:

- Students' activity using Treffinger method
- Students' activity to pay attention to teacher's order.
- The students ability in determining main idea of paragraph by thinking creatively.
- Teacher's preparation before convey the lesson by Treffinger Method.
- Teacher's step in conveying the lesson by Treffinger Method.

d. Reflection

- Evaluate the activity that has been done.
- Analyse the data from the test and observation.
- Make a while conclusion second cycle.

4. The Third Cycle

The third cycle is done based on the result of reflection from the second cycle. The topic is story. The procedure as follow:

a. Planning

- Identify the problem and make the solution for problem
- Prepare the teaching material
- Arrange the lesson plan based on the teaching material
- Prepare observation sheet



- Prepare the material for test.

b. Action

- Teacher asks the difficulties that students' felt in the previous meeting.
- Teacher asks students to stand alone without discussing with their friend in one table.
- Teacher delivers the competence will be achieved.
- Teacher delivers the material.
- Teacher gives the keyword of the material that can catch students' desire in knowledge.
- Provides the opportunity to students to think creatively.
- To test comprehension, students are ordered to write their own main idea in their test paper then order some students to read. Who has the same main idea, she / he must moves to her / his friend who are the same. After that, the teacher will give the true answer and also the reason. Whose belong is true, will get the reward.

c. Observation

The observation of Treffinger method in third cycle is to check:

- Students' activity using Treffinger method
- Students' activity to pay attention to teacher's order.
- The students ability in determining main idea of paragraph by thinking creatively.

- Teacher's preparation before convey the lesson by Treffinger Method.
- Teacher's step in conveying the lesson by Treffinger Method.

d. Reflection

- Evaluate the activity that has been done.
- Analyse the data from the test and observation.
- Make a while conclusion second cycle.

E. Technique for Data Collection

In this research, the data is collected by using qualitative data and quantitative data. The qualitative data describes the teaching method by Treffinger and respon of the students during teaching-learning process. In this qualitative data, the researcher uses observation (observation sheet), diary note, interview (interview sheet), and document (photography evidence). In collecting quantitative data, the researcher conducts reading comprehension test (determining the main idea). In this research, there are three kinds of the test given by the researcher to the students. They are post-test I, II and post-test III. The tests are made by the researcher from some resource, such as: students' book text, and internet. The tests are conducted by the researcher in order to know the improvement the students' ability in determining the main idea of paragraph of the subject they have learnt.

F. Instrument for Data Collection

In this study, the researcher uses several instruments in gathering data; those are interview, observation, test, diary note, and document.

## 1. Interview

Interview comes from two words, inter (between) and view (side). This meaning is shown that there is conversation between interviewer and informant. Interview is a process of human communication as social creature. Interview is a conversation that is tended to problem <sup>3</sup>Whoever can do this activity.<sup>4</sup>On the other hand, interview is done for the discovering the people, event, activity, organization, etc.<sup>5</sup> Interview is a verbal communication like a conversation have to get the information.<sup>6</sup>The purpose of the interview is to get the information in learning process. It will be conducted before and after implementing Treffinger method. This interview point to the teacher especially English teacher and several students. For the teacher, interview conducts after the implementation of Treffinger method while for several students, interview conducts before and after implementing Treffinger method.

## 2. Observation

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<sup>3</sup>Zulfikar and I. Nyoman Budiantara, (2014), *Manajemen Riset dengan Pendekatan Komputasi Statistika*, Yogyakarta: Deepublish, p. 129

<sup>4</sup>Masduki, (2001), *Jurnalistik Radio Menata Profesionalisme Reporter dan Penyiar*, Yogyakarta: LkiS, p. 38

<sup>5</sup>Salim dan Syahrums, (2015), *Metodologi Penelitian Kualitatif*, Bandung: Citapuska Media, p. 119

<sup>6</sup>S. Nasution, (2012), *Metode Research (Penelitian Ilmiah)*, Jakarta: Bumi Aksara, p. 113

Observation is a research action until it can be held for research importance.<sup>7</sup> Observation is a process of observe and write the phenomenon that happened in class systematically. The researcher observes the event in the class during the lesson or the treatment by Treffinger method using check list to get the data.

In observation stage, the researcher is helped by the teacher called as collaborator in observing what happen in the class during learning process by Treffinger method from opening until closing.

### 3. Test

Test is the important part of teaching and learning experience. Test is an instrument or the tool to measure behavior human performance.<sup>8</sup> The researcher will give the test after treatment for every cycle. The purpose is to measure improving students' ability in determining the main idea of paragraph in every cycle. Each of the test, the researcher prepared one text consists of 5 paragraphs.

### 4. Diary Note

Take a note is one part of research. When the research is going on, the collaborator writes the important note, it pupose

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<sup>7</sup>A.Rifqi Amin, (2014), *Sistem Pembelajaran Pendidikan Agama Islam pada Perguruan Tinggi Umum*, Yogyakarta: Deepublish, p. 125

<sup>8</sup>Syahrum and Salim, (2016), *Metodologi Penelitian Kuantitatif*, Bandung: Citapustaka Media, p. 141

to be the reflecting in the research and also to be correction for the researcher to solve their method in teaching.

#### 5. Document

Document is a paper with the important written meaning about action, situation, and the fact for someone or the others.<sup>9</sup>

Document is a notes about the activities or event at the past time, and they also supported by some medias such as: photos which related to researched focusing. All documents that have relation with the researcher must be written as a resource information.<sup>10</sup>

#### G. Technique for Data Analysis

This study used quantitative and qualitative data. The quantitative data will be analysing the test score of students. While qualitative data will be found by describing the situation of the teaching and learning process by Treffinger method in being applied in the classroom. This data took from the result of observation sheet for teacher and students during using Treffinger method, interview sheet, diary note and photography evidence.

In quantitative data there was a reading comprehension test and it could be divided into three tests. They were post-test I, II and post-test III. The main idea of paragraph of this test was taken from students'

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<sup>9</sup>Supramono, and Theresia Woro Damayanti, (2010), *Perpajakan Indonesia Mekanisme dan Perhitungan*, Yogyakarta: Andi, p. 144

<sup>10</sup>Syahrum and Salim, (2007), *Metodologi Penelitian Kuantitatif*, Bandung: Citapustaka Media, p. 146

English book Talk Active 1 English for Senior High School Grade X especially in page 91 and 92 where the total of paragraph of the text are 5 paragraphs and also the story of the animal that took from internet. These tests were analyzed by comparing the result of the tests to know the improvement of the students' ability in determining the main idea of paragraph in each cycles where the students had to determine at least 3 paragraphs in each meeting.

The components for scoring reading comprehension test covered the main idea filling. There were 5 essays to fill the main idea of each paragraph, and one essay to fill the conclusion of the text. In scoring, it was determined that the ranging from 0-100 by accounting the correct answer. The correct answer was given 20 and the wrong answer was given 0 and by applying this formula:

$$S = \frac{R}{N} \times 100$$

Where:

S = Score of the test

R = Number of the correct answer

N = Number of the question

**Table 3.2****Instrument of Score**

No.	Name of The Students	Item of The Test					The Total of Score
		1	2	3	4	5	100
		20	20	20	20	20	
1.	AW	√	√	√	√	√	
2.	AFBJ						
3.	CZ						
4.	EN						
5.	Etc.						

To know the mean of the students' score in determining the main idea of each cycle, the researcher apply the following formula:

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

Where:

X = The mean of the students' score

$\sum x$  = The total score

N = The number of the students

Table 3.3 The mean of score of Cycle I (Post-Test I), Cycle II (Post-Test II), and Cycle III (Post-Test III)

**Table 3.3****Mean**

X	Post-Test I I	Post-Test II II	Post-Test III III
Mean			

Based on the passing grade of the school, the students were expected understanding a half of the story, so if the story consists of 5 paragraphs, they must understand 3 paragraphs of it. That was why passing grade of students at the school is 60. So, to categorize the number of the students who were competent in reading comprehension especially in determining the main idea of paragraph. The following formula was applied.

$$P = \frac{R}{T} \times 100\%$$

Where:

P = The percentage of those who get the point up to 60

R = The number of those who get the point up to 60

T = The total number of the students.

In qualitative data, it was analyzed by observation sheet, diary note, interview sheet and photography evidence. From observation sheet, the researcher described the implementation of Treffinger to improve students' ability in learning English at SMA Swasta Galih Agung during three cycles. Next, from diary note, the collaborator gave the addition of some deficiencies that is done by researcher in applying Treffinger model. Next, from interview sheet the researcher described the students' respon of Treffinger method used by researcher in determining the main idea of paragraph. The last, photography evidence described the students and teacher's activities in learning process.