

CHAPTER III

METHOD RESEARCH

3.1 Research Design

There are many kinds of research design. The type of this research is an action research. Classroom action Research is a kind of research that involves some people like a teacher, and the aims is improving teaching practical quality, contribute teaching theoretical educational and teacher area progression.

The type of this research is an action research. Based on Kemmis and Taggart (Hopkin, 1993: 48) action research as a form of collective self-reflective inquiry undertaken by participants in social situation. In order to improve the rationality and justice of their own educational practices as well as their understanding of these practice and the situation in which these practices are carried out. It consists of planning, acting, observing, and reflecting. The first step of this action research is planning. In this step, the writer makes a lesson plan about a certain topic, material, media, time, schedule, and instrument for observation. The second step is action. Here, the researcher directly involves in the research totally, from the beginning until the end of the research. The thirds step is observing. In this step, all of data, which are related to the implementation of action, are collected in order to be analyzing. The fourth step is reflecting. Here, the writer tries to reflect the result of the study. The conclusion contains the evaluation prepares the pre planning step.

This research is carrying out by the collaboration of the researcher as the teacher and her partner and teacher as the observer. The practical action is using Four Square Reading Method to improve students' reading skill. The reflection of the actions can be known while the method is used. This reflection shows whether Four Square Reading Method can improve students' reading skill.

3.2 Research Subject

The research is conducted in MA Daruttaqwa Gresik. The subject of the research is the tenth grade students in class X-b which consists of 17 students. They have various level in English subject, low, average and high level. The reason why the researcher selects the tenth graders as the subject of the study is because they have difficulties in reading especially in comprehending the reading text.

3.3 Problem Identification

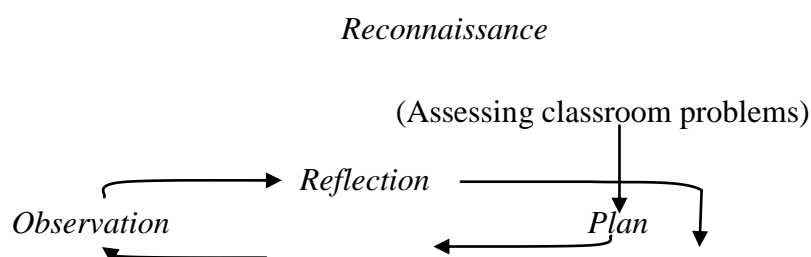
Preliminary Study was done by interviewing the teacher and doing observation in the class in order to know the real problem faced by the teacher and student in teaching and learning process. In interviewing the teacher, the researcher asks the teacher about his teaching problem and he told that the problems of the students in reading procedure text, the teacher just gave the text to the students then the students should rewrite the procedure text, but the students still difficult to comprehend the text and lack of vocabulary. From the observation, the researcher could know how the teacher taught the students. The researcher saw that the teacher method in teaching English has been good and

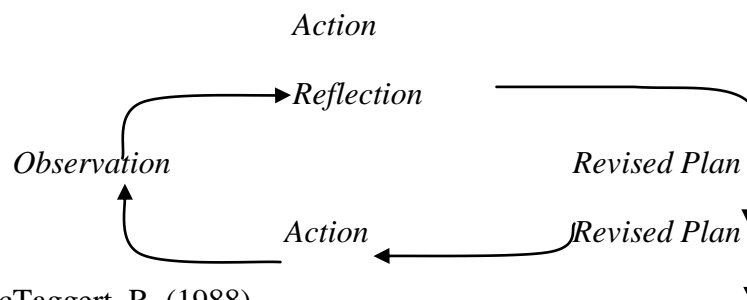
communicative, but still there are many problems that could be found on his teaching. First, the students had lack of vocabulary so they get difficulties to translate meaning in phrase instead of word by word. Second, the motivation of most students in this class is low. It can be seen from the class atmosphere when the teacher is teaching, there are students who are not concentrating and busy with themselves such as there are students talking each other, etc. The third, the teacher teaches reading procedure text monotonously, so it makes the students bored. The last, media or LCD in classroom is never applied or used by the teacher to teach some kind like movie that can be used to support process of teaching learning material in the classroom. Based on the facts above the researcher wants to solve this problem by applying the technique, the technique use catch credit and movie clips as an alternative media in teaching reading procedure text.

3.4 Steps of Classroom Action Research (CAR)

There are four basic components of Action research according to Kemmis and Mc Taggart (1988). They are planning, acting, observing, and reflecting. Those activities are in the cycle. The cycle can be repeated until the problem solved by the technique. Here are the steps to conduct classroom action research according to Kemmis and Mc Taggart.

The Action Research Spiral





Kemmis, S., McTaggart, R. (1988)

3.4.1 Planning

Before conducting this study, the researcher has to prepare all of the needs of the research. There are three activities of this planning stage. First, the researcher prepares the material, indicators, teaching aids and time allocation which is form in the lesson plan. It is design as the guide for the researcher in teaching in the class. This is a very important part in this step. The lesson plan is developed based on KTSP curriculum 2006 for Senior High School. The material also selects according to the standard competence of Reading skill on KTSP curriculum 2006 for Tenth Grade students in Senior High School. The researcher chooses procedure text.

The Second, the researcher determines the criteria of success in order to know if the cycle is success or fail. The criteria of success that use in this research is:

- The students' average (KKM) score of English in reading test is 75.

The third is the researcher prepares the movie clips based on the criteria of movie that use the content, purpose, appropriateness, circumstance, and validation. The researcher prepares certain of movie clip which is modified by software movie maker.

The last, the researcher arranges the schedule for the implementation of the use movie clips as media in teaching reading procedure text. There are five meetings the researcher will conduct. The first meeting is to socialize the technique use movie clip and giving pre test, before the researcher giving pre test the researcher giving try out the test, the second until fourth meetings are giving treatment to the students by applying catch credit technique for reading procedure text and movie clips as media. The last meetings are to give students' post test. Applying the strategy or technique is not enough it is only one meeting so the researcher chooses five meetings to apply the strategy.

3.4.2 Acting

After planning stage, acting stage is the second step to implement the movie clips as media that has to be planned. In this step, the researcher implements catch credit technique in teaching Reading Comprehension for tenth grade students of MA Daruttaqwa Gresik. The researcher has to master the instructional planning before starting the implementation in order to make the research run well. The teacher teaches based on the lesson plan that have to make in planning stage. There are five meetings in one cycle. The teaching procedures of every meeting are shown in the table below.

Meeting	Description of Activities
1 st meeting	Teacher gives pre test and socialize about catch and credits Technique using movie clips as media

2 nd meeting	<p>The teacher gives appreciation then asks to the students what favorite foods do you like?</p> <p>The teacher explains generic structure and language feature of procedure text, then give example of it.</p> <p>The teacher gives a list of between five and ten question.</p> <p>Teacher gives question to the students.</p> <p>Teacher gives vocabulary list to students.</p> <p>Teacher plays the movie clips how to make orange juice.</p> <p>While the students watch the movie clips they write their answer, so they can catch what they watch in the movie clips.</p> <p>The students read the content from movie clips, to know their reading score by using movie clips.</p> <p>Teacher plays the movie again to clear the answer.</p>
3 rd meeting	<p>Teacher reminds the students about procedure text.</p> <p>Teacher uses the same technique using catch and credit technique.</p> <p>The teacher will show the movie clips “how to make a kite”.</p> <p>First teacher plays the movie in subtitle of making a kite, so teacher will pause.</p> <p>Teacher asks students to predict the title of the movie.</p> <p>Second teacher plays the movie about material of making a kite, so teacher will pause.</p> <p>Teacher asks students to predict the material of making a kite.</p>

	<p>Third teacher plays the movie about goal of making a kite, so teacher will pause.</p> <p>Teacher asks students to predict the goal of making a kite</p> <p>The last teacher plays the movie about step of procedure text, so teacher will pause.</p> <p>Teacher asks students to predict the step procedure text.</p> <p>Teacher plays the whole of the movie.</p> <p>While the students watch the movie clips they write their answer, so they can catch what they watch in the movie clips.</p> <p>The students will read contain from the movie clips, to know their reading score by using movie clips.</p> <p>Teacher plays the movie again to clear the answer.</p>
4 th meeting	<p>In this activity the teacher still uses same technique that is catch credit.</p> <p>Teacher gives a list of between five and ten question on the board.</p> <p>Teacher plays the movie with the title “How to make fried egg”</p> <p>Teacher gives a question to students based on the movie they see.</p> <p>Teacher asks students to write the answer.</p> <p>Teacher gives reward to the students who can retell the content of the movie.</p> <p>Teacher plays the movie again to clear the answer.</p>

5 th meeting	<p>The teacher will give post test.</p> <p>The teacher distributes the questionnaire to the students.</p>
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This Action Research will stop if the data is enough, and then the researcher will draw the analysis, if first cycle does not achieve the criteria of success the researcher will continue to the next cycle.

3.4.3 Observing

The third stage is observing. At this stage, all of data which is obtained from the implementation of catch credits techniques at the action stage is collected in order to be analyzed. Therefore, the researcher needs some instruments to help in collecting the data. Some instruments that use in this research are observation, test and questionnaire.

1. Observation

Observation is a way to obtain the data by closely watching and monitoring situation in the classroom while teaching and learning process is done. The source of observation is the students as the subject of the study, the researcher as the teacher and the observer as the teacher partner. In this observation the researcher uses two instruments observation checklist and field note. Observation checklist is a list of things that an observer is going to look at when observing a class might have been prepared by the observer or the teacher or both (Aqib&Maftuh, 2008:157). It is used to gain the data about how the researcher implements the action and gathers data about the student's activity during the

teaching learning process. Meanwhile, field note is used to note the facts dealing with the implementation of the action which is not put in observation checklist. It describes all of the things that happen while the teaching and learning process include obstacles or problems appear in the classroom.

2. Test

The second instrument is Test. Test is sequence or list of questions to measure, skill, and ability, intelligence own by individual or group (Anwar, 2009:30). In this research, the researcher uses test to measure the improvement of the students in reading comprehension skill. The researcher will conduct two test; pre-test and post-test. Pre test will administer in the first meeting after socialization using movie clips as media and catch credit as technique to improve reading skill. Post-test will administer after all of the implementation of catch credits technique. Before giving pre test and post test the researcher will tryout the test. The first cycle is end, the teacher orders the students to make procedure text without seeing in the text book. The teacher will value the test based on criteria of reading.

3. Questionnaire

Questionnaire is list of a research or survey questions asked to respondents, and design to extract specific information Aqib&Maftuh, (2008:157). In this

research, questionnaires were distributed to the students to know validity and reliability of the instrument about the student's responses toward the implementation of catch credits technique in teaching Reading Comprehension. The questionnaire will be distributed after the first cycle is done and post-test has been administered. It consists of ten questions related to the use of movie clips as media and catch credit as technique which in form of multiple choice questions, in which the respondents only select one of the provided answers by crossing A or B in each question.

3.4.4 Reflecting

Reflecting is the activity to investigate and to consider the results obtained from the observation. It consists of: analysis, synthesis, explanation, and conclusion. The results of observation after the treatment will be analyzed and become the standard of change or improvement which is needed to do observation in the next cycle. If the treatment in the first cycle is not suitable with the purpose, so the researcher can change the plan of the treatment in the next cycle by pointing to the previous result.

In this step, the researcher will analyze the data from observation, test and questionnaire to know the result of data analysis. The data will be analyzed quantitatively and qualitatively. Quantitative technique is used to analyze the result or score of reading comprehension test. Qualitative technique is used to analyze data from observation check list, diary journal and questionnaire. The steps in analyzing the data of this research are explained as follows:

1. The researcher analyzed data from observation checklist and diary journal by displaying them descriptively. Then, the research reduces and selects the data which is important for the finding in order that the researcher can make conclusion of the research.
2. The researcher analyzes the result of pre test and post test. The average score of both will be analyze, to obtain the average score in which will show student's improvement in reading comprehension.
3. The result of questionnaire to evaluate by using several questions in order to know the student's responses toward the implementation of catch credits Technique.

Finally, the researcher analyzes all information then discusses them to get the research findings. After the researcher gets the result from students' score, observation, and questionnaire, the researcher compare them with the criteria of success whether continue to the second cycle or not. A criterion of success of this research is:

- The students' average (KKM) score of English in reading test is 75.

By analyzing and comparing the observation result, test result, and questionnaire, the researcher analyzes and reflects all information.