

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research method applied in the research. It discusses the research design, problem identification, subject of the study, and the steps of action research

3.1 Research Design

Research design in this study is to seek and to answer the question of the study, "How does PQRS strategy improve eight grader's reading comprehension of recount text at SMP Muhammadiyah 7 Cerme? In doing so, the researcher intend to use Classroom Action Research to complete this study. The researcher conducts classroom action research in the teaching learning processes. Mills (2007:5) defines action research is any systematic inquiry conducted by researchers, principals, school counselors, or other stakeholder in the teaching/learning environment to gather information about how their particular schools operate, how they teach and how well the students learn. According to McNiff (1922) in Supardi, the purpose of action research is for improvement. Furthermore, Mills (2207:5) states the goal of action research are gaining insight, developing reflective practice, effective positive changes in the school environment and improving students' outcomes. It means that the goals of action research are to solve the problem which has occurred in the classroom and to improve students' outcomes.

The fundamental aim of action research is to improve practice rather than to produce knowledge (Elliot, J., 1991:49). So, it means that this research is not conducted to find the new knowledge but to improve practice, in this research to improve students' reading comprehension. Furthermore, Supardi (2009:110) stated that action research has three important characteristics. The first is reflective inquiry; an action research is from the problem which was faced by the teacher in the class. The second is collaborative; in order to conduct an action research, we can not do it by ourselves, but we have to collaborate with other teacher. The third is reflective; an action research is emphasized on the reflective process from the process and the result of the research. It is different from the formal research which is emphasized on the experimental approach.

Based on the second characteristics of action research, collaborative, the researcher cannot do this by herself, so the researcher is accompanied by a teacher partner. As an English teacher, the researcher plays two roles as a researcher and teacher.

3.2 Problem Identification

In this phase, the students' reading comprehension was observing while teaching learning process in reading lesson, including students' and teacher activities, lesson plan and classroom atmosphere. The average of students' score was 75. From the fact finding and analysis phrase related to their reading, some problems were discovered are student's lack of vocabulary, low motivation and lazy to read.

3.3 Research subject

The subject of this study is the eight Grade students of SMP Muhammadiyah 7 Cerme. There are three classes of eight grades namely VIII A, VIII B and VIII C. The researcher selected the VIII B class as the subject of the research with consideration that the students in VIII B have the lowest score and proficiency than other classes. The total numbers of the students in VIII B are 28 students; 15male and 13female (See appendix 6). They were collected from those whose English ability is heterogeneous; it means they were categorized on good, average, and poor.

3.4 The Step of Action Research

Arikunto (2009; 16) states that there are four steps in action research. They are planning, acting, observing and reflecting. The time to conduct one cycle depends on the material that is going to teach (Arikunto, 2009:21). The researchers plans six meetings in one cycle because the material which is going to teach only one topic. Latief (2009:21) stated that one cycle in classroom action research can be successful if it can reach the target which has been considered, criteria of success. Furthermore, Latief (2009:8) stated that the criteria of success are developed from the problem which needed to be solved or the goal which needed to be achieved. Furthermore, Latif states that the indicator of criteria of success can be in qualitative data or quantitative data. In quantitative data, it can be seen from the score of the students and the students' participation in teaching learning process. While in qualitative data, it can be seen from the situation in the classroom and the feeling of the students and teacher. In this research, the problem

which needed to be solved is the students' comprehend in reading. The indicator of the improvement can be seen from students' scores and the students' participation in the class. If the students get score more than 75 (the passing grade for English lesson in the school) and can participate actively in the class, the research can be stopped and the researcher does not need to conduct 2nd cycle.

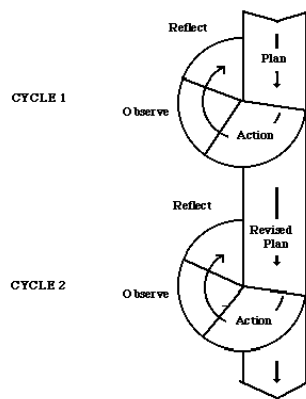


Figure :3.1 action research protocol after kemmis (cited in hopkins, 1985) taken from [http:// physicsed. Buffalostete.edu/danower/actionrsch.html](http://physicsed.Buffalostete.edu/danower/actionrsch.html)

3.4.1 Planning

There are three steps in this stage. The first is identifying the problems, the second is formulating the problem and finding the cause of the problem, and the third is developing action or solution. Firstly, the researcher identifies the problem in the classroom. The problem comes up in the eight grades, after identifying the problem, the researcher formulates the problem in the problem statement then the researcher tries to find the solution related to the problem. The researcher uses PQRST strategy to solve this problem. The researcher also prepares the criteria of success. The criterion of success in this research is the students' average score of

the reading test is 75. After that, the researcher prepares everything which is dealt before applying PQRST strategy in the classroom. In this step, the researcher should prepare the material, indicators, teaching aids and time allotment which are formed in the lesson plan. (See appendix 5)

A. Designing the Lesson plan

The lesson plan in this research is based on its purpose namely to improve the students' reading comprehension. The activities in the lesson plan focus on reading skill especially in recount text by using PQRST strategy. According to standard competence and basic competence of recount text;

“Responding the meaning and rhetorical step of simple short essay accurately, fluently related with surrounding in the form of recount and narrative”.

In this stage the researcher determine 6 meetings, the first meeting is into distribute a pretest, the second meeting until fifth meeting the researcher explains the materials about recount text using Preview, Questions, Read, State, and Test (PQRST) strategy, and the sixth meeting is distribute post test. (See appendix 1)

B. Preparing instructional materials

The researcher prepares all the material of the course. The material is recount text that consists of some exercises related the topic given. By applying this material the researcher hopes that the students' reading comprehension will be improved.

C. Prepare the criteria of success

This study deals with improving students' reading comprehension by applying PQRST strategy. The criterion of success of the study is the students' average score of test 75 (the passing grade of English lesson at school).

3.4.2 Acting

The researcher conducts an action research in one cycle and consists of six meetings. Latief (2009:11) stated that one cycle in classroom action research can be successful if it can reach the target which has been considered, criteria of success. The criterion of success for this research is the students' average score is 75. The topic is related to the lessons. If 1st cycle meets the criteria of success, the researcher does not need to conduct the 2nd cycle.

In this stage, the researcher implements PQRST as strategy to teach reading in the classroom. In implementing PQRST, the researcher uses lesson plans. The researcher will conduct six meetings in one cycle.

The researcher conducts six meetings in one cycle. In the first meeting, the researcher gives pre test. In the second meeting until fifth meeting, she has to teach the topic using PQRST strategy. The last meeting, she conducts the post test. To reduce the weakness in this stage, she needs to prepare everything dealing with the teaching learning process. The teacher partner also observes the researcher by using observation checklist

in the class for improvement in the next meeting. The use of this technique is described as follows:

A. Pre- reading

- Open the class by greeting the students and
- Check the attendance list
- Give some questions that related to the lesson

B. While- reading

- Explain the strategy
- Distribute worksheet
- Explain about the worksheet
- Discuss about the worksheet
- Share the topic in the class

C. Post reading

- Give feed back on the result of the students' practice
- Motivate students and then closing the class

3.4.3 Observing

The third step is observing. In this step, all of data that are related to the implementation of action are collected in order to be analyzed. So, the researcher needs instrument to collect the data. In this research, the researcher uses the instruments as follows:

The first instrument is test. According to Brown (2001:401), a test is an instrument or procedure designed to elicit performance from

learners with the purpose of measuring their attainment of specified of criteria. The test is on reading. This test instrument is used by researcher to measure the students' reading. The data is in the form of scores. She gives pre test and post test. The test is in the form of multiple choices. The researcher chooses multiple-choice test because it is easy to administer, easy to correct and it can minimize the subjectivity of the 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 determine as accepted, but the item which fulfilled either one can be revised, moreover the item which fulfilled neither is discarded.

The researcher prepares 35 items in each pre and post test try out. Based on those consideration and interpretation of the data, the researcher found that, among 35 items in pre-test, there were 30 were valid whereas there were 5 items invalid. In the same case, the researcher found that 30 items in post test were valid and 5 items invalid.

So the researcher decided to use 30 items in each test. Those questions are belonging to indicators.

Second instrument is observation. Observation is a technique of collecting the data by closely watching and noticing classroom. There are two instruments in observation; observation checklist and field note (See appendices 11 and 13). To get the valid data, the researcher accompanied by the English teacher to record all the activities that happened during the process of teaching learning in the classroom. The researcher and the teacher partner record all the activities in the form of observation checklist and field note after every meeting. Observation checklist is used to collect the data about the students' activities in the implementation of the actions. Field note is used to note the fact dealing with implementation of the action that cannot be put in observation checklist.

After determining some instruments in the research, the researcher arranges the procedure to collect the data. She looks some information dealing with the research problem. The researcher observes, describes and records everything dealing with the activities in the classroom. The procedures to collect data will be explained as follow:

- a) The researcher gives pre-test to the students
- b) Applies PQRSST strategy to improve students' reading comprehension. In this case, the researcher plays the role as the teacher and observer. The researcher observes the process of teaching and learning in the class including some changes that the

observer found. The researcher records everything by using the diary journal to get the valid data and get objective observation. The English teacher as teacher partner also notices the progress of the class in the checklists and field note.

- c) The researcher gives post test to the students. After all, the researcher discusses the result of observation with the teacher partner. Then, the researcher formulated the conclusion.

3.4.4 Reflecting

Supardi (2009:133) stated that reflection is reviewing the change that happened to the students, situation in the class, and teacher critically. In this stage, the researcher and teacher analyses the data which had been collected to be summarized. If the result of this study shows the target of criteria of success, this strategy can reach the goal and the researcher can report the result of the study but if the study cannot reach the criteria of success, so the researcher needs to modify the strategy and implements the modified strategy in the next cycle. In this step the researcher compares the result of this study with criteria of success to decide whether the researcher can stop the research or not.

Before concluding this study, the researcher analyses the data analysis conducted while collecting the data. In this step, the researcher analyzes the data from the test and observation to check trustworthiness of data analysis.

The first instrument is test; the researcher needs to analyze the students, pre test and post test. The passing grade for English is 75. It means that the students' minimum score is 75. If there is student still get score under 75, so the researcher has to revise the plan.

Secondly, the researcher analyzes the data from observation checklist of the students' performance in the class. Related to the criteria of success about the students' participation during teaching and learning process, the researcher determines the criteria of success in good category. If the students are still under good category, the researcher revises some part of the lesson procedures.