

CHAPTER III

RESEARCH METHODOLOGY

In this chapter the writer will present with the method of the study, which was important as a guideline to attain the objectivity of the study. It provided with research design, subject of the study, problem identification, and steps of Classroom Action Research (CAR). These will be mentioned as follows:

3.1 Research design

This study uses action research design because this study aims to solve the problem of the teachers in their class, and especially for this study will solve the problem in reading class to find out how to improve students' reading comprehension.

Definition of action research is as follows; according to Eileen Ferrance (2000) Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. After showing children how to work together to solve their problems, the next step is for the teacher to adopt the methods they have been teaching their children and learn to solve their own problems cooperatively.

In simple word, action research is learning by doing. It is conducted by the teacher as classroom participant. As teacher, he or she needs to know what is actually happening in the classroom, collecting the data, and evaluating her or his teaching,

doing something to solve it and see how successful her or his effort and if it is not satisfied, try again until the increasing of changing is appeared.

Here the researcher conducts classroom action research because the researcher found that there are some problems which are identified in the classroom especially in reading comprehension when the researcher do an observation at SMP Islam Duduksampeyan Gresik.

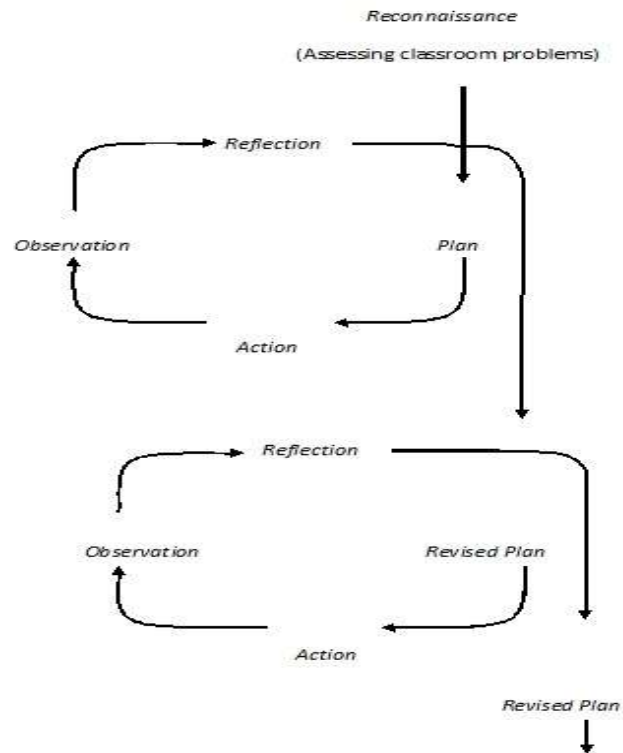
3.2 Research Subject

The subjects of this study were student of SMP Islam Duduksampeyan Gresik. The subject of the research was the eight grade students. They have various level in English subject, low, average and high level. The reason why the researcher selected the eight graders as the subject of the study is because they have difficulties in reading especially in comprehending the reading text.

3.3 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 gets solved by strategy. Here are the steps to conduct classroom action research according to Kemmis and Mc Taggart.

Figure 1



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

3.3.1 Planning

Planning is the first step the researcher has to do before doing something. The planning is expected to be flexible to face with some non-anticipated effects. By the planning, the researcher can prepare to handle the troubles early. By a good planning, a researcher can be easier to face some problems and it will be more effective in doing research.

In conducting classroom action research, the researcher should identify the problem or the focus of the research, determine the area of teaching and learning that want to be changed or improved.

Here the researcher did a classroom action research at SMP Islam Dudusampeyan Gresik. This research was focused on eight graders. As it was explained at previous chapter, action research that was done from teacher's problem that was the students had difficulties in reading comprehension because of some reason (1) The students have low understanding in vocabulary. They are difficult to translate the meaning in phrase instead of word by word. (2) The motivation of most students in this class is quite low. It can be seen from the class atmosphere when the teacher is teaching, there are many students who did not pay attention on their teacher and busy with themselves. (3) Students difficult to comprehend the text. Although the teacher had helped them to give little translation and give some vocabulary helper, but just some students that can answer the teacher's on the text and conclude the content of the text in some sentences. As the result, most of the student's score in reading is not satisfy. The researcher found an appropriate strategy for students. The using of scaffolding strategy as was be solution to solve problem that was faced by English teacher of the eight graders at SMP Islam Dudusampeyan Gresik.

After finding the students' problem, the researcher prepares the lesson plan, material, strategy, and the media that will be used to teach in the class to improve the student's reading comprehension.

All materials are prepared by the researcher; the material is about fairy tale, legend, and fable of narative text. By applying the material, it is hoped that the students' reading comprehension will be improved so they do not get under average score.

The researcher determines the criteria of success in order to know if the cycle is success or failed. The criterion of success which is used in this research is as explained below:

- The students' average (KKM) score of English test is 70. It means that the students' minimum score is 70. It is following the KKM standart score of reading score.
- The students' are motivate to join activities in reading activity. It can be seen from the result of the observation checklist.

The researcher arranges the schedule for the implementation of Scaffolding Strategy. Applying the strategy or technique is not enough if it is only one meeting so the researcher chooses six meetings to do this research. There are six meetings that will be conducted by the researcher to do this research. The first meeting is to distribute a pre test and socialize Scaffolding Strategy, the second until fourth meetings are giving treatment to the students by applying Scaffolding Strategy and the fifth meeting is to give students' post test.

3.3.2 Acting

Acting 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 does the implementation by conducting five meetings in the class to improve students' low ability in term of reading. In this stage the researcher as a teacher will teach the students.

In every meeting will conduct in some different topic of narative text they are about fable, fairy tale and legend.

Table 3.1 Schedule of Action Research:

Meeting	Topic	Activity
First	Narrative text	<ul style="list-style-type: none"> • Teacher gives pre test to the students
Second	Fable: The Lion and The Mouse	<ul style="list-style-type: none"> • Teacher teaches about narrative text (about definition and structure and the language feature of narrative text) • Teacher groups students based on their ZPD • Teacher says to the student that they are going to learn about Fable with the title “The Lion and The Mouse” • Teacher activating students’ background knowledge about fable • <i>Reading Aloud:</i> Teacher points one student to read the text • <i>Comprehension Monitoring:</i> Teacher asks the content of the paragraph that read by the students • <i>Reading Aloud:</i> Teacher asks students read the text with their groups • <i>Comprehension Monitoring:</i> Teacher giving examples, explanation and some keywords to the students

		<ul style="list-style-type: none"> • Teacher asks students in every group to retell the text that have already they read. • Teacher asks students in high ZPD's group to pair with students in high ZPD's group to explain about the text • Teacher gives some exercise related with the text as individual score. That are <i>Question Answering & Graphic Organizer</i> • Teacher asks some students to retell about the text.
Third	Fairy tale: Snow White	<ul style="list-style-type: none"> • Teacher teaches about narrative text (about definition and structure and the language feature of narrative text) • Teacher groups students based on their ZPD • Teacher says to the student that they are going to learn about Fable with the title "Snow white" • Teacher activating students' background knowledge about fairy

		<p>tale</p> <ul style="list-style-type: none">• <i>Reading Aloud:</i> Teacher points one student to read the text• <i>Comprehension Monitoring:</i> Teacher asks the content of the paragraph that read by the students• <i>Reading Aloud:</i> Teacher asks students read the text with their groups• <i>Comprehension Monitoring:</i> Teacher giving examples, explanation and some keywords to the students• Teacher asks students in every group to retell the text that have already they read.• Teacher asks students in high ZPD's group to pair with students in high ZPD's group to explain about the text• Teacher gives some exercise related with the text as individual score. That are <i>Question Answering & Graphic Organizer</i>• Teacher asks some students to retell about the text
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Fourth	Legend: The Story of Sangkuriang and Tangkuban Perahu Mountain	<ul style="list-style-type: none"> • Teacher teaches about narrative text (about definition and structure and the language feature of narrative text) • Teacher groups students based on their ZPD • Teacher says to the student that they are going to learn about legend with the title “The Story of Sangkuriang and Tangkuban Perahu Mountain” • Teacher activating students’ background knowledge about legend • <i>Reading Aloud:</i> Teacher points one student to read the text • <i>Comprehension Monitoring:</i> Teacher asks the content of the paragraph that read by the students • <i>Reading Aloud:</i> Teacher asks students read the text with their groups • <i>Comprehension Monitoring:</i> Teacher giving examples, explanation and some keywords to the students • Teacher asks students in every group
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		<p>to retell the text that have already they read.</p> <ul style="list-style-type: none"> • Teacher asks students in high ZPD's group to pair with students in high ZPD's group to explain about the text • Teacher gives some exercise related with the text as individual score. That are <i>Question Answering & Graphic Organizer</i> • Teacher asks some students to retell about the text
Fifth	Legend: The Legend of Toba	<ul style="list-style-type: none"> • Teacher teaches about narrative text (about definition and structure and the language feature of narrative text) • Teacher groups students based on their ZPD • Teacher says to the student that they are going to learn about legend with the title "The Legend of Toba" • Teacher activating students' background knowledge about legend • <i>Reading Aloud:</i> Teacher points one

		<p>student to read the text</p> <ul style="list-style-type: none"> • <i>Comprehension Monitoring</i>: Teacher asks the content of the paragraph that read by the students • <i>Reading Aloud</i>: Teacher asks students read the text with their groups • <i>Comprehension Monitoring</i>: Teacher giving examples, explanation and some keywords to the students • Teacher asks students in every group to retell the text that have already they read. • Teacher asks students in high ZPD's group to pair with students in high ZPD's group to explain about the text • Teacher gives some exercise related with the text as individual score. That are <i>Question Answering & Graphic Organizer</i> • Teacher asks some students to retell about the text
Sixth	Narrative text	<ul style="list-style-type: none"> • Teacher gives post test to the students.

The research will stop until the data is enough, and then the researcher will draw the analysis, but if this cycle is not good enough the researcher will continue with the second cycle to re-follow the first cycle with adding, deleting or revising some inappropriate items in this research.

3.3.3 Observing

The third step is observing. Observing is used to see some influences caused by a classroom action. This observation's result is a basic of doing reflection so that the research should be able to show the real situation.

In the observation, the researcher uses observation checklist of the process in observing the students and the situation in the classroom while conducting research in the class. In this case the researcher cannot observe the classroom by herself, to get a valid data, the researcher should be accompanied by a teacher partner.

In observing, the researcher must get the data collection. The data collection is an important step in deciding what action should be taken. It will collect in the second semester. The researcher uses two techniques to get complete the data from the subject. They are; giving reading test and observing.

The sources of data in this study are the students as the subject of the study, the English teacher as the observer, the researcher as the teacher and as the observer in this research and the class atmosphere to find out any information about the teaching learning process while using Scaffolding strategy is implementing.

To collect the data, the researcher uses two instruments, they are: test and observation in order to identify whether or not it was an effective strategy to teach reading to junior high school students.

The first is giving test. In this study, the researcher will conduct to obtain responses on the basis of which a numerical score can be assigned. The researcher will give two test, they are pre-test and post-test. The researcher will conduct the pre-test in the first meeting after socialization. Pre-test consist of ten questions in every topic. So, all of questions are thirty question. The second is post-test, it will be given after all parts of the lesson plan have been done. The Post-test are same with the pre test question. The materials of the test will take from guidebook for the eighth grade and from the internet.

The second is observation. In this study, observation will conduct when teaching learning process by using graphic organizer of scaffolding strategy, the observation covers: students attention, the way of teacher for giving motivation to the students, aplication about the strategy that have already used by the researcher and all that will needed to collect the data. There is one instrument in observation will be use by the researcher, the researcher analyzes the data from students' score as long as applying scaffolding strategy. If the student's score during learning process are still low, the researcher will revised some of part lesson plan.

3.3.4 Reflecting

Reflecting is the activity that consists of: analysis, synthesis, explanation, and conclusion. The reflection's result is having revision of the planning which has been done, and it can be used for repairing the teacher's performance in the future. So, the action research can't be held in only one meeting because it needs more time to do the reflection's result as a planning for the cycle after.

In this step, all of the data that will be analyzed have collected and the result will be reported descriptively. All the instruments that the writer used in conducting this research will answer the research question. In this step, the researcher analyzes the data from the test and observation to check trustworthiness of data analysis.

The first is test; the researcher needs to analyze the students from pre-test and post-test. The passing grade (KKM) for English is 70. It means that the students' minimum score is 70. If there is still students' average score get under 70, so the researcher has to revise the planning.

Secondly, the researcher analyzes the data from students' score as long as they done the scaffolding strategy and the passing grade (KKM) for English are 70. It means that the students' minimum score is 70. If the student's score during learning process are still low, the researcher will revised some of part lesson plan.

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