

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research method applied in the research. It is important as a guideline to achieve the objectivity of the research. It discusses research design, subject of the study, problem identification, and steps of Classroom Action Research (CAR).

3.1 Research design

Determining the design was needed to conduct the research. The researcher decides classroom action research as the research design of this study. According to Mc.Niff (1992), the purpose of the action research was for improvement. Furthermore, Mills (2007:5) stated that the goals of Action Research were gaining insight, developing reflective practice, effective positive changes in the school environment and improving student's outcomes.

The fundamental aim of action research was to improve practice rather than to produce knowledge (Elliot,J. 1991:49). So, it meant that this research was not conducted to find the new knowledge but to improve practice. In this research, the researcher wanted to improve student's reading comprehension in SMP Muhammadiyah 8 Benjeng. Furthermore, Supardi (2009:110) stated that action research had three important characteristics. The first was reflective inquiry; an action research was from the problem which was faced by the teacher in teaching and learning process in the class. The second was collaborative, in order to conduct an action research, we can not do it by our self but we have to collaborate

with other teacher. The third was reflective; an action research was emphasized on the reflective process from the process and the result of the research. It was different from the formal research which is emphasized on the experimental approach.

3.2 Research Subject

The research was conducted in SMP Muhammadiyah 8 Benjeng. There were three classes of this school, one seventh grade classes, one eight grade class and one ninth grade class. The researcher chose eight grade classes as the subject of this research. This class consisted of 27 students. They have various levels in English subject; low, average and high level. The reason why the researcher selected the seventh graders as the subject of the study was because they have difficulties in reading especially in comprehending the reading text.

3.3 Problem Identification

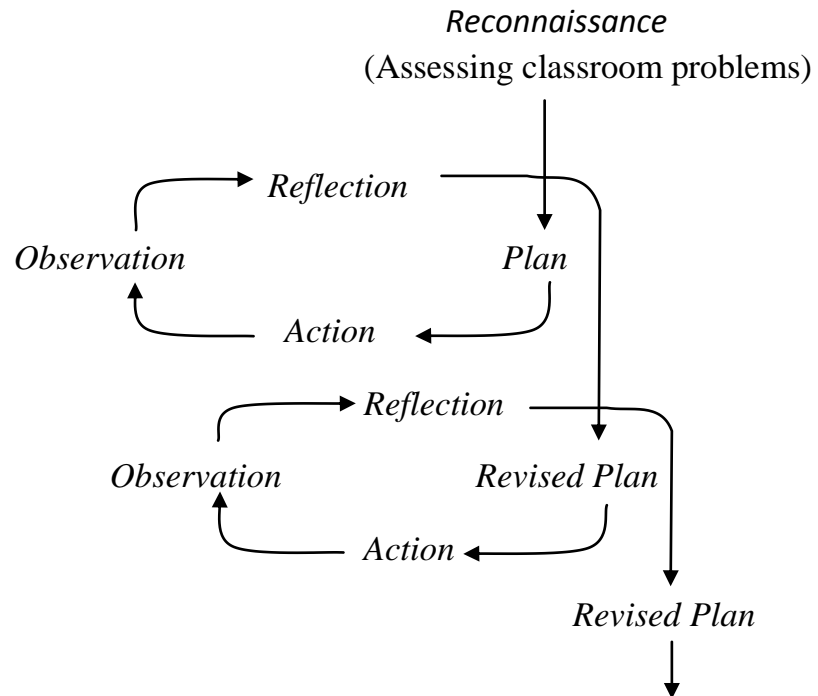
Preliminary study was done by interviewing the teacher and doing observation in the class in order to know the real problem faced by the teacher and students in teaching and learning process. In interviewing the teacher, the researcher asked the teacher about her teaching problem and she told that the problems of the students was reading, especially in reading a long text such as descriptive, recount and narrative text. The students were difficult to comprehend the content of the text in reading. Moreover, from the observation, the researcher can know how the teacher taught the students. The researcher saw that the

teacher's method or technique in teaching English was not bad, but still there were some problems that can be found on her teaching. First problem is the students had lack of vocabulary so they were difficult to translate meaning in phrase instead of word by word. It made them uninterested in reading, especially in reading a long text. Therefore, they were difficult to comprehend the text although the teacher had asked them to read three times, just some students who could answer the teacher's questions in the text and conclude the content of the text in some sentences. Another problem is the motivation of most students in eight grade class was quite low in reading. It could be seen from the class atmosphere when the teacher was teaching reading did not pay attention to the lesson, there were many students who were lazy to read and busy with themselves. As the result, student's score in reading was low.

3.4 Steps of Classroom Action Research (CAR)

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

The Action Research Spiral



Kemmis, S., Mc Taggart, R. (1988)

3.4.1 Planning

Before conducting this study, the researcher has to prepare all of the needs of the research. There were three activities of this planning stage. First, the researcher prepares the material, indicators, teaching aids and time allocation which are formed in the lesson plan. It was designed as the guide for the researcher in teaching in the class. This was a very important part in this step. The lesson plan was developed based on KTSP curriculum 2006 for Junior High School. The material also selected according to the standard competence of Reading skill on KTSP

curriculum 2006 for Eight Grade students in Junior High School. The researcher chose narrative text for this research.

The second, the researcher determined the criteria of success in order to know if the cycle was successful or failed. The criteria of success which was used in this research were as explained below:

- The students' average (KKM) score of English test is 65.
- 70 % of the students are actively involved in reading activity through K-W-L technique.

The last, the researcher arranges the schedule for the implementation of K-W-L technique. Applying the strategy or technique was not enough if it was only one meeting so the researcher chooses six meetings to do this research. There were six meetings that will be conducted by the researcher to do this research. The first meeting was to distribute a pre test and socialized K-W-L technique, the second until fifth meetings were gave treatment to the students by applying K-W-L technique and the fifth meeting was to give students' post test. The last meeting was to distribute the questionnaire about the implementation of K-W-L technique.

3.4.2 Acting

After planning stage, acting stage was the second step to implement the instructional strategy that has been planned. In this step, the researcher implemented K-W-L technique in teaching Reading Comprehension for eight grade students of SMP Muhammadiyah 8 Benjeng. The researcher

has to master the instructional planning before starting the implementation in order to make the research run well. The teacher taught based on the lesson plan that have been made in planning stage. There are six meetings in one cycle. The teaching procedures of every meeting were shown in the table below.

Table 3.1 Schedule of Action Research

Meeting	The Topic of Material	Description of Activities
1 st meeting		<ul style="list-style-type: none"> ▪ Teacher gave pre test and socialize K-W-L Technique
2 nd meeting	Narrative Text about Fairy Tale	<ul style="list-style-type: none"> ▪ Teacher did apperception by showing some pictures of famous fairy tale related to the Narrative material and asking some questions. ▪ The teacher explained shortly about Narrative Text and its generic structure. ▪ The teacher gave a Narrative text about Fairy Tale which entitled “Snow White” ▪ The teacher made a K-W-L chart or table on the blackboard. ▪ The teacher brainstormed the students by asking some questions related to the text , asking students to look at the picture around the text and thinking of

		<p>some key words about the topic to stimulate their prior knowledge. Then, one of the students asked to come forward to fill K column.</p> <ul style="list-style-type: none"> ▪ After that, the teacher asked the students to think again of what they have not know about the text and then what they want to know more. Teacher instructs them to use 5W+1H to ease them in making sentence. Then, the teacher asked some students to fill the W column. ▪ Before reading the text, the teacher asked student to look for five difficult words from the text and the teacher gives the meaning of those words. ▪ The teacher instructed the students to read the text about 10 minutes. ▪ After reading the text, the teacher asked the students about what they have got or learned from the text. ▪ The teacher invited some students to answer W column by writing it in L column. ▪ The teacher gave reading comprehension exercise related to the text they read to know their reading comprehension skill. ▪ The teacher asked the students to make conclusion about the content of the text in 3 sentences.
3 rd meeting	Narrative Text about Legend	<ul style="list-style-type: none"> ▪ The teacher reminded about narrative text, and then gives example of it in different topic. ▪ The teacher divided the students into small group. The teacher gave narrative story about a legend and a

		<p>piece of paper contents K-W-L charts or table.</p> <ul style="list-style-type: none">▪ Before looking at the pictures around the text or some key words, the teacher brainstormed the students by asking some question related to the topic. It would help them to activate their prior knowledge.▪ The teacher invites one member of every group to come forward and fill what they have known of the text on K column.▪ Before reading the text, the teacher asked the group to think again about what they want to know from about the story. The students discussed what they want to know more or what they expect to learn about the text based on their group think. Then, the teacher invited one member of every group to make write down their questions in W (Want to learn) column▪ Before reading activity, the teacher asked each group to look for two difficult words in the text and look for the meaning in the dictionary. One of the group members should write the two words on the blackboard. It would help the students to understand the meaning of the text.▪ The students could start to read the text. The teacher gave ten minutes to read.
--	--	---

		<ul style="list-style-type: none"> ▪ After reading activity was finished, the teacher guided the students to share and discussed with the group to write some sentences in L (Learned) column from what they have learned by reading the text. If they could make more right statement or sentences in every column, they would get more score from it. ▪ The teacher gave reading comprehension exercise after read the text to know their comprehension of the text.
4 th meeting	Narrative Text about Folk Tale	<ul style="list-style-type: none"> ▪ The teacher reminded about Narrative text, then gave example of it in different topic. ▪ Teacher did apperception by showing some pictures of famous folk tale related to the Narrative text would teach and asking some questions. ▪ The teacher gave a Narrative text about Folk tale entitled Rama and Shinta. ▪ The teacher made a K-W-L chart or table on the blackboard. ▪ The teacher brainstormed the students by asking some questions related to the text and thinking of some key words about the topic to stimulate their prior knowledge. Then, one of the students asked to come forward to fill K column.

		<ul style="list-style-type: none">▪ After that, the teacher asked the students to think again of what they have not know about the text and then what they want to know more or what they expect to learn about the narrative text . Then, the teacher asked some students to come forward and fill the W column.▪ Before reading the text, the teacher asked the students about 5 difficult words from the text and look for the meaning from the dictionary. Ten students were asked to write one vocabulary they found on the blackboard in order to make the students easily understand the meaning of the text.▪ Next, the students could start reading. The teacher gave chance to read the text about 10 minutes.▪ After reading the text, the teacher asked the students about what they have got or learned from the text. Then, the teacher asked some students to fill in L column.▪ The teacher gave reading comprehension exercise related to the text they read for to know their reading comprehension skill.▪ The teacher asked the students to make conclusion about the content of the text in 3 sentences.
--	--	--

5 th meeting	Narrative Text about Fable	<ul style="list-style-type: none"> ▪ The teacher reminded about narrative text, and then gave example of it in different topic. ▪ The teacher divided the students into groups that consisted of six to seven students. The teacher gave narrative story about a Fable which entitled “The Lion and the Mouse” and a piece of paper contents K-W-L charts or table. ▪ The teacher explained them to discuss and did K-W-L technique in group before and after reading. The group who could collect the most sentences correctly in every K-W-L column would get the big point and they would get reward from the teacher. ▪ The teacher showed pictures related to the story to help students in filling K and W column. Then, they recorded their thought and answer in the K column of K-W-L chart on the paper. ▪ Next, the students did W step by discussing with their group about what they want to know more or what they expect to learn about the text based on their group think. Then, they could list their thinks in W column in form of questions. ▪ Before reading activity, the teacher asked each group to look for two difficult words in the text and look for
-------------------------	----------------------------------	---

		<p>the meaning in the dictionary. One of the group members should write the two words on the blackboard. It would help the students to understand the meaning of the text.</p> <ul style="list-style-type: none"> ▪ The students read the text silently for ten minutes. ▪ After reading activity was finished, the teacher guided the students to share and discussed with the group to write some sentences in L (Learned) column from what they have learned after reading the text. ▪ The groups presented the result of K-W-L chart in front of the class that they have done. ▪ The teacher and students corrected every groups work. ▪ The teacher gave reading comprehension exercise after read the text to know their comprehension of the text.
6 th meeting		<ul style="list-style-type: none"> ▪ Teacher gave post test and distributed the questionnaire

This Action Research would stop if the data was saturated, and then the researcher would draw the analysis, but if this cycle was not good enough the researcher would continue to the next cycle by re-following the first cycle but with some additions and revising some inappropriate items.

3.4.3. Observing

The third stage was observing. At this stage, all of data which obtained from the implementation of K-W-L technique at the action stage were collected in order to be analyzed. Therefore, the researcher needed some instruments to help in collecting the data. Some instruments that used in this research were observation, test and questionnaire.

The first instrument was observation. Observation was 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 here were the students as the subject of the study, the researcher as the teacher and observer, as the researcher's partner as the observer. In this observation the researcher used two instruments, observation checklist of student's performance and teacher's diary journal. Observation checklist was a list of things that an observer is going to look at when observing a class, it might have been prepared by the observer or the teacher or both (Aqib & Maftuh, 2008:157). It was used to gain data about how the researcher implemented the action and gathered data about the student's activity during the teaching learning process. Meanwhile, teacher's diary journal was used to note the facts dealing with the implementation of the action which was not put in observation checklist. It described all of the things that happened while the teaching and learning process included obstacles or problems appear in the classroom.

In observation, the researcher could not observe the classroom by herself. Therefore, in order to get a valid data and avoid subjectivity of the observation, the researcher should be accompanied by a teacher's partner to record all the activities that happened during the process of teaching learning in the classroom.

The second instrument was test. Test was sequence or list of questions to measure, skill, ability, intelligence owned 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 would conduct two test; pre-test and post-test. Pre test would administer in the first meeting after socialization of K-W-L technique. Post-test would administer after all of the implementation of K-W-L technique in the first cycle is end. Pre-test and Post-test have the same numbers and category of questions. The test was in the form of objective questions. There were twenty five questions in each test.

Before conducting pre test and post test as an instrument of the research, the test should be tried out to measure validity and reliability of the test. To measure validity of the test, the researcher checked by using two steps. They were content validity and construct validity. In content validity, the researcher analyzed the questions of the test based on reading comprehension features. Meanwhile, to define the construct validity the researcher used manual computation with three criteria; Accepted, Revised and discarded. The item which had the value of index of difficulty

level (IDL) among (0,2-0,8) and the item which had index of discrimination power (IDP) ($\geq 0,2$) can be determine as accepted, but the item which fulfilled only one of both can be determined as revised item, moreover the item which fulfilled neither or one of them got negative or zero score, the item should be discarded from the test.

The researcher prepares 35 items in each pre and post test try out. Based on analysis of construct validity of the test , the researcher found that, among 35 items in pre-test, there were 28 items were valid whereas there were 7 items invalid. 1 item from question number 1 should be revised and 6 items from questions number 1,11, 17, 24,28,29 should be discarded from the test. In the same case, the researcher found that 27 items in post-test were valid and 8 items were invalid. There were 5 items from questions number 24,28,29,32,35 should be revised and 3 items from questions number 11, 17, 22 should be discarded from post-test. So the researcher decided to use 25 items in pre-test and post-test.

The last instrument was questionnaire. It was a list of a research or survey questions asked to respondents, and designed to extract specific information (Aqib & Maftuh, 2008:157). In this research, questionnaires were distributed to the students to know the students' responds toward the implementation of K-W-L Technique in teaching Reading Comprehension. The questionnaire would distribute after the first cycle was done and post-test has administered. It consists of six questions related to the K-W-L technique which in form of multiple choices questions. The respondents

only selected one of the provided answers by crossing A , B, C, D in each question then gives a short reason why they chose it.

3.4.4. Reflecting

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

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

1. The researcher analyzed data from observation checklist and teachers' diary journal by displaying them descriptively. The use of observation checklist here is to assess the students' activeness in teaching and learning process. It was also to measure that the students did all the

steps of K-W-L technique. The researcher would compute all the obtained score based on the students performance during teaching and learning process that observed by the teachers' partner in every meeting. The teachers' partner observed the students' performance in each meeting by giving score 0-4 for each indicators in observation checklist. 0 score means no students did the certain activity or there are no student were active, 1 score means just a few students were active, 2 score means a half of students was active, 3 score means most of the students were active and 4 score means all of the students in the class were active in teaching and learning process. Those obtained score from each meeting would be totalized, then it would be divided by the number of indicator multiplied by the highest score of indicator. The result of these students' performance was showed in form of percentage which differentiated into four level categories. They are very poor (0% - 40%), Poor (42%-55%), Fair (56%-70%), Good (71%-85%) and very good (86%-100%). Meanwhile, the researcher used teachers' diary journal to describe clearly about how K-W-L technique was implemented by the teacher in teaching. The researcher reduced and selects the data which is important for the finding in order that the researcher can make conclusion of the research.

2. The researcher analyzed the result of pre test and post test. The average score of both would be analyzed by using descriptive statistic

to obtain the average score in which would show students improvement in reading comprehension.

3. The result of questionnaire was evaluated by using several questions in order to know the student's responses toward the implementation of K-W-L Technique.

Finally, the researcher analyzed all information then discussed them to get the research findings. After the researcher got the result from students' score, observation, and questionnaire, the researcher compared them with the criteria of success whether continue to the second cycle or not. The criteria of success of this research were:

- The students' average (KKM) score of English test was 65.
- 70 % of the students were actively involved in reading activity through K-W-L technique.

If the result of the implementation in the first cycle can not attain the criteria that were expected, the researcher would plan to the second cycle. However, before doing that the researcher would revise the lesson plan in the first cycle in order to make the better planning for the second cycle. If the second cycle has done and the researcher has not satisfied yet, it can be continued to the third cycle by using the same steps as previous cycle. The cycle will be done until the result can reach the best result which was appropriate with the criteria of success. After the study has completed, the researcher concluded her research findings to answer the research questions.