

CHAPTER III

RESEARCH METHOD

This chapter presents the methodological activities in the study. It comprises the research design, research subject, and research procedure. The research procedure includes the steps of action research namely: (1) planning, (2) acting, (3) observing, and (4) reflecting.

3.1. Research Design

Research design used in this study aims to answer the question of study “How does Story Grammar strategy improve reading comprehension skill for eighth grade students at SMP Muhammadiyah 4 Giri?

The design of this study is Classroom Action Research (CAR) by considering the problem at preliminary study. Classroom Action Research aims to improve reading skill through Story Grammar strategy at the Eight Grade students at SMP Muhammadiyah 4 Giri. Classroom Action Research, according to Michael J. Wallace, is a type of classroom research which carried out by the teacher in order to solve the problem or to find answer toward context-specific issues.” It means that the researcher needs to identify and investigate problem within a specific situation to begin the CAR.

Definition of action research, based on Carr And Kemmis (1986) defined action research as following: “Action research is: “A form self-reflective inquiry undertaken by participants (teachers, students, or principals, for example in social (including educational) situations in order to improve the rationality and justice of

(a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations (and institutions) in which these practices are carried out.”

Action research is a problem solving action. The problem comes from the fact which is found in the class and it is solved by giving the solution in action. It is appropriate with Burns that action research is the application of fact finding to practical problem solving in a social situation with a view to improve the quality of action within it, involve the collaboration and co-operation of researchers, practitioners, and laymen (Burns, 1994).

Considering students are poor of reading comprehension skill, so the researcher plans to apply the effective way to improve students’ reading comprehension ability in understanding the text. The classroom action research here is purposed to improve students’ reading ability using Story Grammar strategy.

In implementing this classroom action research, the researcher has two roles; as researcher and also as a real teacher. This research also focuses on a single classroom.

3.2 The Subject of the study

The subjects of this study are the students in VIII.B class of SMP Muhammadiyah 4 Giri. Total number of the students are 28 students, consist of 16 boys and 12 girls. Based on the syllabus, they study English twice in a week and each meeting has time allocation around 80 minutes. They get the difficulties in English subject especially in comprehending the text.

3.3 Action Research Procedure

This research starts with preliminary observation and finding analysis to find the problem that is faced by the teacher and students, and then the activity is followed by planning, implementing, observing, and reflecting. Every meeting is conducted in three parts of activities they are pre teaching, whilst teaching, and post teaching. These activities can be continued to the next cycles if the previous cycle fails. This research applied a cycle for the whole process. In order to be clear, the researcher would like to present the Kemmis and Taggart model of action research. It can describe as follows:

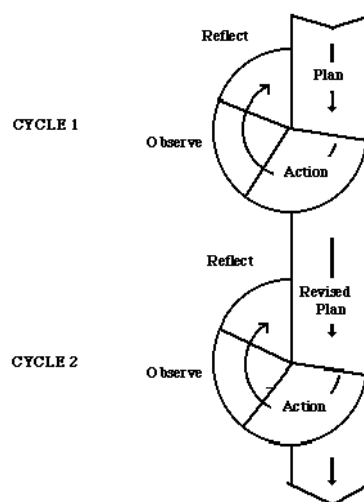


Figure 3.1: Kemmis, S., Mc Taggart, R. (1988)

According to Arikunto (2009), there are four steps in doing action research: planning, acting, observing, and reflecting. Arikunto (2009) also said that the time to establish the action research is based on the material which will be going to teach. Furthermore, the criterion of success is developed from the problem that requires solving or the goal which needs to achieve. Further, criteria of success can be qualitatively or quantitatively. In qualitative data, it can be seen from the

observation of classroom activity and field note. While quantitative data is taken from students' score. In this study, the problem that needs to be overcome is students' reading ability. The improvement of this study is from students' score and students' participation in the class. If the students get 60 or more and are able to participate actively in the class, the research can be stopped and the researcher achieves the goal of study.

3.3.1 Fact Finding and Analysis

During the fact-finding and analysis phase, the real situations including students' problems in learning English are described. In this phase, the students' reading achievement is measured using test. Test consists of twenty five objective questions and the students do it for about 80 minutes. The test was about reading comprehension of narrative text, there are: fable, fairy tale, and legend. The materials of the test take from internet and guidebook. The classroom teaching learning process, including students' and teachers' activities, lesson plan, and classroom atmosphere are identified and analyzed.

From the fact-finding and analysis phase related to students' reading, some problems are found, 00% of students in the class get reading score under average (the minimum score of English skill is 60). Another problem is most of the students have low motivation in learning English. They are not enthusiastic and do not courage enough to involve in the English learning process. They just make noisy and disturbing their friends. They also do not discuss with their friends about the material, or they just speak up unimportant thing. Although any students are actively receive the teacher's question.

3.3.2 The Planning

The researcher has to do the preliminary study to identifying the problem in the class. Before applying Story Grammar strategy, the researcher makes a plan. This phase includes some sub phases namely designing lesson plan, preparing material and learning media, preparing the criteria of success.

The researcher also makes a schedule before implementing Story Grammar. Based on the syllabus, the action will held in 4 meetings as well as pre test and post test. Each of them takes 80 minutes. The researcher is going to teach the class twice a week as the time scheduled of subject lesson. In order to be clear, the scheduled can be described in the table 3.1.

No	Day/ Date	Time	Explanation
1	Tuesday, 28-11-2014	12.00-13.20	Pre test
2	Thursday, 15-01-2015	10.00-11.20	Meeting 1
3	Tuesday, 20-01-2015	07.15-08.35	Meeting 2
4	Thursday, 22-01-2015	10.00-11.20	Meeting 3
5	Tuesday, 27-01-2015	07.15-08.35	Meeting 4
6	Thursday, 29-01-2015	10.00-11.20	Post test
7	Friday, 30-01-2015	08.00-11.00	Analysis the result of post test

Table 3.1: Schedule of Action Research

3.3.2.1 Designing Lesson Plan

In this study, the researcher acts as the practitioner who teach the students and the English teacher acts as a collaborator and as the observer during this action research. At this stage, the researcher and her collaborator design the lesson plan as the guidance to conduct the instructional activities. The lesson plan is developed based on the syllabus of the School Based Curriculum and it is focused

on the implementation of Story Grammar strategy to improve students' reading comprehension in narrative text. (Lesson plans designed are attached in the appendix 6)

3.3.2.2 Preparing Instructional Material

Based on the syllabus, the researcher conducts all the materials by using Story Grammar strategy. The types of narrative that will be given are fable, fairy, and legend. Every meeting consists of one narrative text and the implementation of Story Grammar Strategy. One meeting is about 80 minutes. By applying this material it is hoped that the students' reading comprehension will be improved.

3.3.2.3 Preparing the Criteria of Success

The criteria of success should be in this concern to know students' reading improvement after implementing Story Grammar strategy of the action research. Based on the condition of the students, the criteria of success of the study are determined as follows:

1. The students' average score of reading test is 60.
2. The students are motivated to join teaching learning on the strategy

3.3.3 Acting

After planning stage, acting stage is the next. The acting is the implementation of the action research. In this step, the researcher implements Story Grammar strategy in teaching reading comprehension. Based on the syllabus, the researcher held in 4 meetings and each of them takes 80 minutes. The researcher is going to teach the class for twice a week as the time scheduled

of subject lesson. Every treatment is based on the lesson plan that has been made on planning stage. Medina (2000) said that when designing tasks for students, one of the most recommended routines is to design tasks that follow the format of pre teaching, whilst teaching, and post teaching. Here, the researcher will apply Story Grammar strategy in the whilst teaching. The description as follows:

a. Pre-teaching

In pre-teaching, the researcher will give some questions related to the text to build students' background knowledge. This step would help students to understand the text.

b. Whilst-teaching

In order to build students' understanding the text, the researcher applies the steps of Story Grammar based on Amer (1992). The steps are: 1) Teacher introduce students the concept of Story Grammar (setting, characters, problem, action, resolution and theme). 2) Discussing the text. 3) Guiding question session. 4) Retelling the story

c. Post-teaching

On this stage, the teacher also gives feedback according to the material. The students also reflect, argue, and give point of view after interacting with the reading activity.

3.3.4 The Observing

The third step is observing. All of the data is found in the acting stage are collected in order to be analyzed. Therefore, the researcher uses some instruments to help in collecting data. The data collecting is done at the same time as teaching

learning process. The data are collected through observation, the data obtained are qualitative. After that the researcher must interpret the data so that she is able to understand the condition including the difficulties faced during the implementation of the action.

3.3.4.1 Research Instrument

As the characteristic of qualitative research, the main instrument of the study is the researcher herself. Besides, this study is supported by other instruments to gather the data. Those instruments are in the forms of observation checklist, field note, and test.

3.3.4.1.1 Observation Checklist

Observation Checklist is used to assess situation in teaching and learning process (Yemima: 2014). The researcher uses observation checklist of the process in observing the students and the situation in the classroom while teaching learning process. The researcher collects the data herself.

3.3.4.1.2 Field Note

Field note is used to make a note the facts dealing with the implementation of the actions that cannot be put in observation checklist. This note is focused on the interaction between teacher and students, and student with student. The interaction related to teacher is the one suitable with the steps described on the planning. The note related to students is the appropriateness between students' behavior with the behavior stated in the criteria of students' successes stated

before that is the students' score is 60. From the result, the researcher draws a reflection on the framework and opinion that can be used as a basis of forming the following planning.

3.3.4.1.3 Test

The researcher will give two tests, there are pre-test and post-test. The first, teacher gives pre-test for the students in eight grade class of SMP Muhammadiyah 4 Giri. Pre-test was done on November 28th 2014 at 12.00 until 13.10. The researcher conduct pre-test because teacher wants to know the students ability in reading comprehension before applying the strategy. Test consists of twenty five objective questions. The researcher used twenty five questions because the material given for the students, indicators from syllabus and the time to do the test about 80 minutes. The test is about reading comprehension of narrative text, there are: fable, fairy tale, and legend. The materials of the test take from internet and guidebook.

Second is post-test. Post-test is conducted after applying story grammar technique in three meetings. The purpose of post-test is to know there are any improvement in students' reading skills. Same as pre-test, post-test also consists of twenty five objective questions and time to do that is 80 minutes. The topic is about narrative text, there are: fable, fairy tale, and legend. After students do the post-test, the researcher analyze the result

Before conducting pre-test and post-test as an instrument of the research, the test should be tried out in term of its validity. To measure validity of the test, the

researcher is checked by using content validity. In content validity, the researcher analyze the question of the test based on reading comprehension features.

3.3.5 The Reflecting

Reflecting is an activity that consists of analyzing, synthesis, and explaining the information obtains from implementation activity. In this stage, the researcher analyzes the data from observation and test. Then the researcher makes the reflection from the result of analysis. The result will be reported descriptively.

Firstly is observation. The researcher analyzes the data from observation checklist and field note in determining students' performance and motivation in teaching learning process. If the students are motivate to join activity in the class, the researcher will stop the research. If the students' motivation and performance during learning process still low means that the strategy is not effective enough so the researcher will revise some of part lesson plan.

Secondly is test. The researcher analyzes the data from the students' score as long as they do the story grammar instruction and the passing grade are 60. If the average score less of 60, the researcher will revise lesson plan and if the result of the study shows the passing grade more than 60, the students' reading comprehension and their participation in the class is motivate, it means that the result of the study fills the target or criteria of success, the researcher will stop the research.

After getting the result from students' score of those tests and finding of observation checklist, the researcher triangulates them based on the criteria of success, whether do continue to the second cycle or not. If the students' average

score of test is 60 and the students show their motivation in learning speaking using Story Grammar strategy, it means that the criteria of success is reached.

After the research has completed, the researcher concludes research findings as the answer of research question.