

CHAPTER III

RESEARCH METHODOLOGY

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

3.1 Research Design

Research design in this study is solve the problem of the teachers in their class, especially for this study will solve the problem in reading class to find out how to improve students reading comprehension. In doing so, the researcher intends to use Classroom Action Research (CAR) to complete this study. According to Eileen Ferrance (2000) Action Research is a process in which participants examine in their own educational practice systematically and carefully, using the technique of the research. After showing children how to work together to solve their problem, the next step for the teacher to adopt the method they have been teaching children and learn to solve their own problem cooperatively.

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

teaching doing something to solve its and see how successful the teacher and if it not satisfied, try again until the increasing of the changing appeared.

Here the researcher conduct this study using Classroom Action Research (CAR) because 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 Islamic Qon GKB Manyar Gresik.

3.2 Research Subject

The subjects of this study are students of SMP Islamic Qon GKB Manyar Gresik. The subject of the research is eight grade students, especially in VIII-A class. They have various level in English subject, low, average and high level. The reason why the researcher selects eight grade 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)

Based on Jack C. Richards (1996: 28) stated that there are four step in action research. They are planning, action, observation, and reflection. Those activities are in the cycle. The cycle can be repeated until the problem gets solved by strategy. In this study, the research will start from planning, action, observation, and reflection. The Classroom Action Research step was presented in figure 3.1

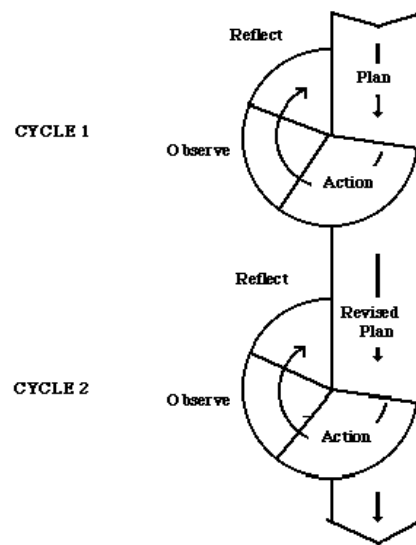


Figure 3.1 Action Research Protocol after Kemmis (cited in Hopkins, 1985) taken from <http://physicsed.buffalostate.edu/danowner/actionrsch.html>

3.3.1 Planning

Before implementing the action research, the researcher made a plan. This stage consists of three steps, namely designing lesson plan, prepare material and media, and prepare the criteria success. The researcher prepares the lesson plan to the teaching learning process. All material are prepared by the researcher: the material is about activity, incident and affair of recount text. By applying the material of recount text that is short and logical, it is hoped that students can easily understand the content of text and improve their reading comprehension so they do not get under average score.

The researcher arranges the schedule for the implementation of Question Answer Relationship strategy. Applying the strategy is not enough if it is only one meeting so the researcher chooses five meetings to implement this strategy. The first meeting is to distribute a pre-test and socialize Question Answer Relationship

strategy, the second until fourth is giving treatment to the students by applying Question Answer Relationship strategy, and the fifth meeting to give students post-test.

3.3.2 Action

In this stage, the researcher implement Question Answer Relationship strategy in order to improve students reading comprehension. The teacher teaches based on the lesson plan that have made in planning stage. Each of cycle consist of fifth meeting. The procedure of teaching English using Question Answer Relationship strategy are shown in the table below.

Table 3.3.2 Schedule Classroom Action Research

Meeting	Activity	Material
First	Teacher giving pre-test to students	Multiple question about recount text
Second	Teacher implement Question Answer Relationship strategy	Recount text about activity in the past
Third	Teacher implement Question Answer Relationship strategy	Recount text about incident in the past
Fourth	Teacher implement Question Answer Relationship strategy	Recount text about affair in the past
Fifth	Teacher giving post-test to students	Multiple question about recount text

3.3.3 Observation

The third stage is observing. Observing used to see some influence caused by classroom action. The observation results are a basis of doing reflection, so that the researcher should be able to show the real situation.

This study dealer with improving students reading comprehension using Question Answer Relationship strategy. The researcher determines the criteria 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 standard score of reading score.
- The students are motivate to join activities in reading activity. It can see from the result of the observation checklist.

In the observation, the researcher uses observation checklist of the process in observing the students and situation in the classroom while conducting the researcher in the class. In this case 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. The researcher uses two techniques to get complete the data from the subject. They are giving reading 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 Question Answer Relationship strategy is implementing. To collect the data the researcher using two instrument, they are test and observation in order to identify whether or not it was an effective strategy to teach reading to junior high school.

The first is giving test. In this study, before the researcher giving test to students the researcher identify the result of students score by English teacher before conduct the study. From the data of student's average score before the study conducted, it's showed that the student's score are still low. So, 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. Before the researcher conduct the test, the researcher prepare the material of test based on syllabus and tried to give test in VIII-B class of SMP Islamic Qon GKB to know the validity and reliability of items test. After that, the researcher will conduct the pre-test in the first meeting after socialization. After implementing the Question Answer Relationship strategy, the researcher give post test to know the students understanding. If the students' score during learning process are still low, the researcher will revised some part of lesson plan.

The second is observation. In this study, observation will conduct when teaching learning process by using Question Answer Relationship strategy, the observation covers: students attention, the way of teacher giving motivation to the students, application about the strategy that have already used by researcher all that will needed to collect the data. The instruments that will researcher use in observation is researcher analyzes the data from students score as long as applying Question Answer Relationship strategy.

3.3.4 Reflection

The last step to aim to reflect the result of the observing phase. In this step, the researcher done some evaluations about changes the situation class and evaluate some aspects during learning progress. If the result of the study showed the target criteria of success, this strategy can reach the goal and the researcher can report the result of the study but if the study could not reach the criteria of success, so the researcher need to modified the strategy and implement the modified strategy in the next cycle or second cycle.