

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

The design of this research is an Action Research. Action research typically involves small scale investigate projects in teacher's own classroom. Often, action research is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement (Ferrance, 2000). The research usually focuses on a single issue in the classroom. The teacher may be seeking solutions to problems of classroom management, instructional strategies, use of materials, or student learning (Ferrance, 2000)

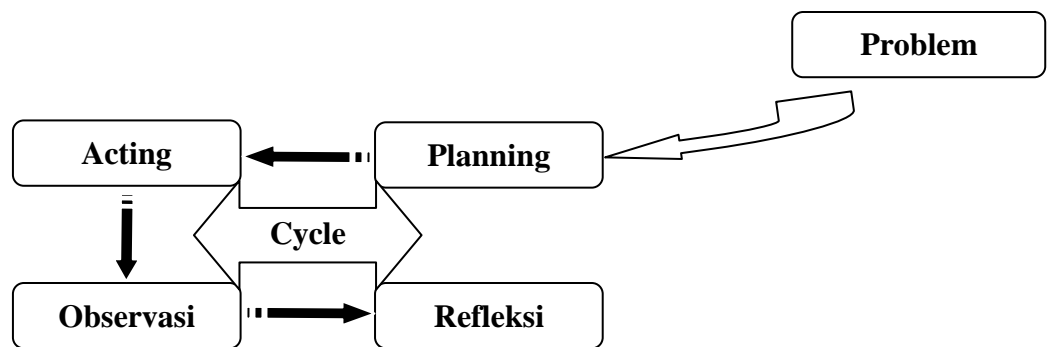
#### **3.2 Subject of the Study**

In this research, the subject of the study is limited to the eleventh grade students of SMK Daruttaqwa Gresik consists of 13 students. Research location is a place where the writer conducts her research. This research takes place at SMK Daruttaqwa Gresik. The writer chooses this place to do an action research because the writer sees it is necessary for the teachers to develop the way in teaching English particularly to develop the method of teaching reading in Vocational school.

### **3.3 Problem Identification**

In identifying the problem of the research, the first steps that have been done by the researcher is doing observation in SMK Daruttaqwa to see the condition of the students in the classroom during teaching and learning process. Then, the researcher does an interview with the teacher about the difficulty of the student in learning English. After that, the researcher asks the English teacher about the students' score in English. Based on the observation and the interview, the researcher found that there were many problems which are faced the student at SMK Daruttaqwa Suci,Manyar,Gresik. Especially students in the eleventh grade .

Here, the researcher found that students in that school have low ability and motivation in learning English. Besides, many students do not bring the book and dictionary, sleep when the English teacher explains the material and some students do not enter the class. Some reasons are first, most of them come from low economic background ,so they don't have good basic English. because they have never learn English intensively. Second, the teacher just used conventional method; the teacher only read the material , translate into Indonesian and asks the students to give attention to him and their book during the teaching-learning process. Then, the teacher asks them to finish the exercises in their book/LKS. It makes teaching and learning process in the class room is not maximal. So that, the researcher wants to focus in one problem; it is about how to increase students understanding in reading text. The other reason why the researcher choose reading text is there are many reading texts in local or national examination questions one of some teaching English purpose in SMK.



Picture : Model Kurt Lewin,1946

### 3.4 The Steps of an Action Research

In term of classroom action research, there are some steps which should be doing for the researcher to develop it, there are: identifying problem, planning for action, implementation action research plan, and the last is reflection.

#### a. Plan for action

In this case, the researcher needs seven meetings in one cycle. Seven meetings consist of two meetings for pre and post test and five meetings for giving treatment. Before it, the researcher did observation and interviews with the English teacher and the students about the difficulty which is faced the in teaching learning process. After getting the data, the researcher plans to apply the strategy then the researcher explains it to the English teacher and the students.

- In the first meeting the researcher will socialize the strategy which will be used by the researcher to the teacher and the students. Then the researcher gives pre test about English to the students to know

the student's ability before treatment and it will be compared with the post test.

- In the second meeting the researcher starts to apply the strategy of DRA (Directed reading activity. The topic in this meeting is about How to keep the phone calls short.
- In the third meeting the researcher uses strategy of DRA(Directed Reading Activity) . The topic in this meeting is Vocational education must provide students with life skill.
- In the fourth meeting the researcher uses strategy of DRA ( Directed Reading Activity). The topic in this meeting is Corporate culture in America.
- In the fifth meeting, the researcher uses strategy of DRA(Directed Reading Activity). The topic in this meeting is Manners in the workplace.
- In the sixth meeting, the researcher uses strategy of DRA(Directed Reading Activity). The topic in this meeting is about How to be a good receptionist.
- In the seventh meeting, the researcher gives post test. The purpose of this test is to know the development of students' ability in reading by compare between pre test score and post test score.

After that the researcher compares all the data and all the result, to know if the strategy success or not in improve the students' ability in reading. If that strategy is success, the study will be stop, but if the strategy is not success, the researcher must do the next circle by modify the strategy

## **b. Action/ Implementing**

.This step is used to implement the planning stage. In this stage, the researcher implemented DRA as a strategy to teach writing in the class room. In implementing the use of DRA, the researcher used lesson plans. There were three parts of the lesson plans. They were pre teaching, whilst teaching, and post teaching. The researcher had two roles as researcher and teacher in the classroom. The students studied English every day in a week and the time allotment to study was 90 minutes. Fortunately, this time the teacher gave the researcher times because the class didn't have activity in the beginning of the semester 1, they were still busy with MOS, the new students orientation program. During teaching learning process, the researcher was accompanied by the teacher partner. The teacher partner helped the researcher to observe the class. The implementation of DRA in the classroom was used to answer the problem statement. In the first cycle, there were seven meetings. The implementation of each meeting was described as follows:

- **The First Meeting**

The first meeting was conducted on Tuesday, 10<sup>th</sup> of July 2012. In this meeting, all students came. As usual, the time allotment was 90 minutes. In this meeting, the teacher used DRA. The process of the first meeting was described as follows:

### **Pre Teaching**

The teacher opened the class by greeting the students and checking the attendance list. After doing it, the teacher showed some pictures about office which were related to the topic. The topic was How to keep the phone calls short.

Then the teacher asked the students about what that they thought about the pictures. I asked them some properties in the office, what and what for the properties. Like : Telephone use for communicating with other by hearing their voice, Computer use for typing, playing internet or game etc. The last, I ask the advantages and disadvantages of telephone..

### **Whilst Teaching**

The teacher gave them a text which title 'How to keep the phone calls short. Then the teacher asked the students to read in silent to know what is telephone and the advantages and disadvantages of telephone. While the students were reading, the teacher asked them the point in the material one by one. Teacher tried to know their understanding in the text. After that, teacher wrote the questions in the white board and students answer the questions. After students answered the questions, teacher asked the students to give their work to another students. They will correct them together.

### **Post Teaching**

The teacher closed the meeting by asking the students about the difficulties in learning the material, what they felt and reminded the material on that day. The teacher gave the motivation to learn reading to

the students as well. The teacher gave simple questions to the students about the topic. The teacher also asked the students to bring dictionary in the next meeting.

- **The Second Meeting**

The second meeting was conducted on Wednesday, 11<sup>th</sup> of July 2012. As usual, the time allotment was 90 minutes. In this meeting, the teacher did not use any media. Teacher made discussion with the students by asking their opinion related to the topic . The process of the first meeting was described as follows:

**Pre Teaching**

The teacher opened the class by greeting the students and checking the attendance list. After doing it, teacher ask them what is Vocational school. What is the advantages studying in SMK. Teacher try to elicit their prior knowledge.

**Whilst Teaching**

Teacher gave them a text and asked them to read in silent. Like usual teacher moved around to ask them one by one related the text. Then, teacher wrote the questions on the white board then students answered the questions and submitted it to the teacher. After that teacher told the answers for those questions.

**Post Teaching**

The teacher closed the meeting by asking the students about the difficulties in learning the material, what they felt and reminded the

material on that day by giving simple question. The teacher asked them what they got from the story in the text.. The teacher also asked the students to bring dictionary in the next meeting.

- **The Third Meeting**

The meeting was conducted on Thursday, 12<sup>th</sup> July 2012. As usual, the time allotment was 90 minutes. In this meeting, the teacher used Culture corporate in USA. The process of the first meeting was described as follows:

**Pre Teaching**

The teacher opened the meeting by greeting the students, asking about their condition, and checking the attendance list. The teacher connected that activity to the material which discussed about Corporate culture in USA. Teacher ask the students what they knew about corporate culture. After that the teacher explained to them about the material.

**Whilst Teaching**

Then, teacher asked them to read in silent the text given by the teacher, have discussion with the teacher or friend to understand the content of the text. After they understood the text, they answered the questions below the text.

**Post Teaching**

The teacher closed the meeting by asking the students about the difficulties in learning the material, what they felt and remind the material



on that day by giving simple question. The teacher gave the motivation to learn reading

- **The fourth Meeting**

This meeting was conducted on Friday, 13<sup>th</sup> July 2012. Every one enter the class . As usual, the time allotment was 90 minutes. In this meeting, the teacher used DRA. The process of the first meeting was described as follows:

**Pre Teaching**

As usual, the first thing that the teacher did was greeting the students and checking the attendance list. Teacher played a video. Teacher asked the students to give attention. Teacher asked the students how the receptions greet the guest and what a receptionist must do.

**Whilst Teaching**

Teacher gave them a text and ask them to read in silent. Teacher moved around and discussed the content of the text. Sometimes students asked the difficult words.

Teacher wrote the questions on the white board then the students answered those questions and submitted to the teacher. The last, teacher told the correct answer to the students.

**Post Teaching**

The teacher closed the meeting by asking the students about the difficulties in learning the material, what they felt and remind the material on that day by giving simple question. The teacher gave the motivation to

learn reading to the students as well. The teacher also asked the students to bring dictionary in the next meeting. If they did not bring dictionary the teacher would give them punishment.

- **The Fifth Meeting**

The meeting was conducted on Tuesday, 14<sup>th</sup> July 2012. The time allotment was 90 minutes. The process of the fifth meeting was described as follows:

**Pre Teaching**

The teacher opened the meeting by greeting the students, asking about their condition, and checking the attendance list. After doing it, the teacher made an ice breaker by playing 2 videos. In this activity the students felt enthusiastic to study. Teacher asked them to differentiate the 2 videos. These videos consist of bad worker and good worker. After that the teacher explained to them about the material.

**Whilst Teaching**

In the first activity, the teacher gave the students Text. Then the teacher asked them to read in silent. Teacher gave them some difficult words then students answer the questions.

**Post Teaching**

The teacher closed the meeting by asking the students about the difficulties in learning the material, what they felt and reminded the material on that day by giving simple question.

The teacher gave the motivation to learn English to the students as well and gave information that the next meeting was post-test. Then the teacher asked them to prepare about the test in their home.

For data collection, the researcher used some instruments, they are:

- **Observation**

The researcher asks the English teacher as a partner to observe when the researcher implements the strategy to make data observation valid. In the field notes, the English teacher writes everything deals with the teaching learning process from the beginning to the end. It includes the situation in the class and the respond of the students.

- **Questioner**

The researcher will give the respondent checklist to the students in the last meeting after the students finish the post test.

In the first question was about the students' opinion about DRA (did they like or not about that strategy). In the second question was about did they want DRA would be continued in the next meeting . The third question was about the students' opinion whether DRA could help them in understanding expository texts . The fourth question was about the students' opinion whether DRA could make them happy and motivated them in learning English The fifth question was about the students' opinion whether DRA could make them easier in learning English .

- **Test**

The researcher gives two tests to the students, they are pre-test and post-test. The function of pre-test in this study is to measure and make sure about the students' ability in reading before the researcher gives the treatment. The researcher does the pre-test because the research has done in the first period of semester. Teacher don't have any score yet. So that the researcher conducts to do the pre-test to get the original students' score and measure the students' ability in English. The exercises in the test are combination of exercise from the teacher which is made by him, from the books and from the researcher. The books which are used by the researcher in this test are Effective Communication , an integrated course of English for vocational high school ,BSE (buku sekolah Elektronik) . The exercises in this test which is used by the researcher have connection to the curriculum (syllabus and lesson plan). The researcher takes the test from that combination because the researcher recognizes the student's ability which the teacher knows more about it and to make students more develop in English.

Before the reseacher gives the pre and post test, the reseacher will try out the test in another school to get validity for the test, it will be accepted or rejected

(see appendix 9)

### **c. Reflecting**

In this stage, the researcher wants to compare between planning and implementing. Then, the researcher analyzes the data which is collected and compares all. After that, the researcher summarizes the result. If the result of the study fills the target/criteria of success, the researcher will stop the research. If the study cannot reach the target, the researcher needs to modify the strategy and then the researcher must apply it in the next cycle. The criteria of success in that school are:

1. the students' scores increase
2. the students are motivated to join activities on the strategy

To analyze the data, the researcher uses triangulation. It means that the researcher compares and crosscheck between the result of interview, questioner observation and test with the criteria of success in this study. The criteria of success of this are she students' scores increase and the students are motivated to join activities on the strategy. The study will be called improving students' reading when the students' score increase. If the result does not complete the criteria of success the researcher must continue this study to the second cycle with different style in teaching using Directed Reading Activity(DRA).