

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research used a classroom action research. Action research was kind of research which had purpose to find and solve the problem occurs in the classroom and it was done by teacher in order to improve the quality of teaching learning in the classroom. However, in this research the researcher improves students' reading comprehension using word recognition strategy at fifth grade of SDN Banjaragung Balongpanggang Gresik.

3.2 Research Subject

The subject of this study was the fifth grade students of SDN Banjaragung Balongpanggang Gresik. The total number of the students was 29 students: 15 males and 14 females.

3.3 Steps of Classroom Action Research

Arikunto (2009:16) stated that there were four steps in action research. They was planning, acting, observing, and reflecting. The time to conduct one cycle depended on the material that was taught (Arikunto, 2009:21).

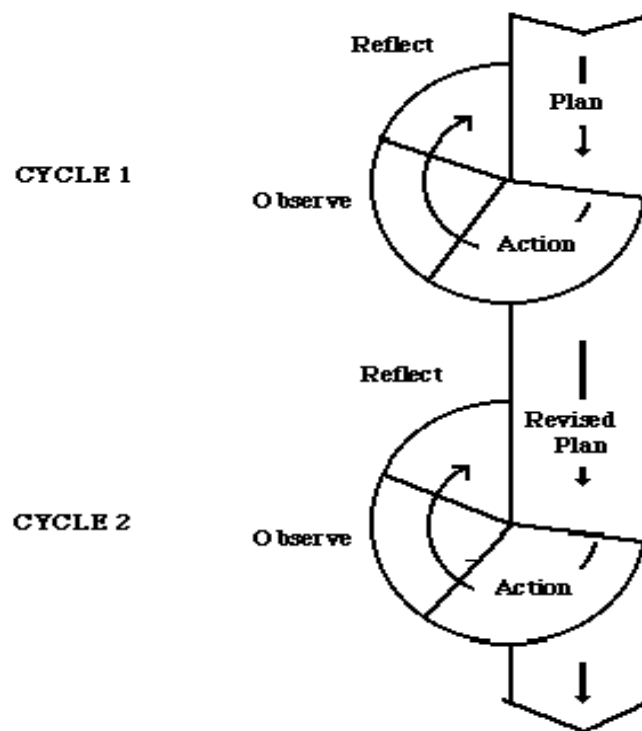


Figure 3.1 Action Research Protocol after Kemmis (cited in Hopkins, 1985)

1.3.1. The Planning Stage

Before implementing the action research, the researcher made plan. This stage consists of four steps, namely designing lesson plan, prepared material and media, prepared the criteria of success, and socialized of word recognition. The researcher prepared the lesson plans for the teaching learning process. The material discussed in the first cycle was about how to apply the word recognition strategy in the reading lesson.

In this cycle, the researcher conducted five meetings. First, socialized the word recognition to the students and did the pre-test. Second, introduced the word recognition and did the worksheet. Third, applied word recognition and did the worksheet. Fourth, applied word recognition and did the worksheet and the last

was gave the post-test for the students. In implementing this strategy in the classroom, the researcher accompanied by the teacher partner. Each meeting was allocated 70 minutes including pre activity, whilst activity, and post activity.

3.3.1.1 Designing the lesson Plan

The lesson plan proposed in this action research. It was purpose to improve the students reading ability. After making lesson plan the researches prepared the material that were used in teaching and learning process.

3.3.1.2 Preparing Instructional Materials

All materials was prepared by the researcher. The material was about things' around school. It were consists of some exercises related to the topic given. By applying this material, it hoped that the students' reading mastery would be increased.

3.3.1.3 Preparing the Criteria of Success

This study dealt with improving students reading using word recognition. Based on the previous theory and the condition of the students, the criteria of success of the study was determined as follow:

- The students' of the passing grade (SKM) score of english test was 65
- The students' motivated to join activities in the classroom. It can be seen in the students' activity/participation and classroom atmosphere. The number of students participate in the classroom increased significantly (70%).

3.3.1.4 Preparing the Socialization of Word Recognition

A strategy of teaching could be effective to be applied in the class when the students became familiar with the strategy. Based on that consideration, the researcher conducted the socialization before the strategy being applied.

At this stage, the researcher asked the students to tell their problem on their previous reading lesson and she found some problems. The first was about, students though that reading was very difficult. Because the way students write and read, English word was differences. It was different when they learned the other English language skills. The second was students' interest to learn English was low, the students did not have good response to the reading lesson. Therefore, there was possibility that they were not interested to the lesson.

After knowing the problem, at the time the researcher explained that the most important things in reading were the text understanding through mastering vocabulary. It was hoped that this strategy could improve students' reading comprehension.

3.3.2 The Acting Stage

This step comprises the implementation of the research in teaching and learning process in order to solve the research problem. Here, the researcher applied word recognition as strategy of teaching to improve the students' reading. In this step, the rearcher had two different roles, as a teacher and a researcher as well. When the researcher conducted the research, the researcher should prepared everything related to the teaching activity and observe the students' activities

during the teaching and learning process by applying word recognition to improve the students' reading.

The teacher teaches based on the lesson plan that have been made in planning stage. Each of cycle consists of five meetings. The procedures of teaching English using word recognition in the table below.

No.	Meeting	Explanation
1.	First meeting	Socialization for applying word recognition strategy and use pre test
2.	Second meeting	Teaching reading related to the topic using word recognition.
3.	Third meeting	Teaching reading related to the topic using word recognition.
4.	Fourth meeting	Teaching reading related to the topic using word recognition.
5.	Fifth meeting	Post test

This step used to implement the planning stage. In this stage, the researcher implemented word recognition as a strategy to teach reading in the classroom. There were five meetings in this research. The first socialized the word recognition to the students and did the pre-test. Second, introduced the word recognition and did the worksheet. Third, applied word recognition and did the worksheet. Fourth, applied word recognition and did the worksheet and the last was the post-test.

In implementing word recognition, the researcher used lesson plans. There were three parts of the lesson plans. They were pre teaching, whilst teaching, and post teaching. The steps of word recognition was in whilst activity steps, the

students studied English was twice in a week and the time allotment to study was 70 minutes.

During of teaching learning process, the researcher accompanied by the teacher partner. The teacher partner helped her to observe the class. The implementation of word recognition in the classroom used to answer the problem statement. In the first cycle, there were three meetings to apply the strategy. The implementation of each meeting described as follows:

3.3.2.1 The First Meeting

The first meeting was conducted on Saturday, 10th March 2012. As usual, the time allotment was 70 minutes. In this meeting, the teacher introduced word recognition to the students and gave example of word recognition to the students. The class started at 09.50 a.m. and ended at 11.00 a.m. The process of first meeting was described as follows:

The teacher opened the class by greeting the students and checked the attendance list. After doing it, the teacher socialized about word recognition and explained about the topic. Then, the teacher asked the students related to the topic: things' around school. Only three students answered the teacher's question and fifteen students told that reading was very difficult for them because they could not understand what the meaning even though they had opened dictionary.

Then the teacher explained kinds of things' around school. After that, the teacher repeated the explanation about word recognition as she had explained during the socialization of the strategy to the students. The students seemed to be interested in this strategy.

The teacher had given example what they should do in the implementation of the strategy. Having been sure that the students knew how the word recognition worked, and the teacher that was started the strategy. The teacher distributed student's worksheet and asked students to read and answer the question.

After that, continued to the third activity, the teacher divided students into several groups. Students counted until seven and who had the same number, they would be in the same group. Each groups consisted of 4-5 students. The teacher asked them to cooperate to solve the problem or question in worksheet of their own group. Teacher asked the difficult words and all students tried to answer.

The students could use dictionary to find difficult word in their reading. During the activity, the teacher monitored each group and helped them if there was a problem. When the time was over, the teacher asked the students to stop their activity. Some groups said that they had been finished yet but the teacher said that it was ok. After doing the exercise, the students and the teacher discussed the exercise together. Then, the students had to write down their answers. The teacher asked the students to check and gave point in their correct answer then collected to the teacher.

After that, the teacher asked the students about the problem they found. The teacher asked the students about the material that they learnt on that day also asked the students' opinion about the implementation of word recognition strategy. Some students were quite and the other said confused, and most of them said that they like use this strategy. The teacher motivated students to read a lot to

improve reading comprehension add their vocabulary and knowledge. Last word, the teacher closed the class by greeting the students.

3.3.2.2 The Second Meeting

The second meeting was conducted on Wednesday, 14th March 2012. The time allotment was 70 minutes. The class started at 09.50 a.m. and ended at 11.30 a.m. In this meeting, the researcher applied word recognition to the students. The students ever had the strategy in their previous class. Therefore, the teacher only reviewed the strategy. The process of meeting was described as follows:

The teacher opened the class by greeting the students then checked the attendance list. After that, the teacher asked the students related to the materials on that day. The students were enthusiastic to answer the teacher's questions. In addition, the teacher gave some example for preposition.

Then, the teacher reviewed the previous material and explanation about the implementation of word recognition to the students. From 29 students, it was about 25 students paid attention to the teacher's explanation and rest of them were quite while looked at the teacher without any responses. Had been sure that the students already knew what they should do in implementation the word recognition again.

The teacher distributed students' worksheet first like before and let them read and answer the question. The teacher divided students into several groups. Each group consisted of 2-3 students. The teacher asked them to cooperate solving the problem or questions in worksheet with their own group. The students could

use dictionary to find difficult word in their reading. Teacher watched each group and helped them if there was a problem.

The students seemed enthusiasm in discussion with friends to answer the questions in worksheet. One of them wrote the answer, the other tried to find the meaning of difficult word. After doing the exercise, the students and the teacher discussed the exercise together. After that, the students had to write down their answers. The teacher asked the students to checked and given point in their correct answer then collected to the teacher.

After that, the teacher asked the students about the problem they found. The teacher asked the students about the material that they learnt on that day also asked the students' opinion about the implementation of word recognition strategy. Some of them just kept silent and the other said confused. Nevertheless, most of them said that they like use this strategy. The teacher-motivated students to improve reading comprehension add their vocabulary and knowledge. Last word, the teacher closed the class by greeting the students.

3.3.2.3 The Third Meeting

This meeting was conducted on Saturday, 17th March 2012. The time allotment was 70 minutes. The class started at 08.10 a.m. and ended at 09.20 a.m. This meeting focused on applied of word recognition about reading passage. The process of meeting described as follows:

As usual, the first meeting that the teacher did was greeting the students and checked the attendance list. The teacher told that she will use word

recognition again, the students already understood and said that they want to chosen their groups by their own choice. The teacher said fine but if too much talked and played, it will be moved. After reviewing the topic, the teacher distributed student's worksheet and asked students to read and answer reading passage.

Then, the teacher divided students formed into several groups. Each group consisted of 2-3 students. The teacher asked them to cooperate solving the problem or questions in worksheet with their own group. And the students could use dictionary to find difficult word in their reading. The teacher guided the students by walking around the class and asked about difficulty in understanding reading passage. The students seemed enthusiasm in discussion with friends to answer the questions in worksheet.

Teacher watched each group and helped them if there was a problem. After doing the exercise, the students and the teacher discussed the exercise together. After that, the students had to write down their answers. The teacher asked the students to check and given point in their correct answer then collected to the teacher.

After that, the teacher reminded the students about the material that they learned on that day and given motivation to the students. In the end of the meeting, the teacher greeted the students and closed the meeting.

3.3.3 The Observing Stage

In this step, the observation was done together with the implementation of word recognition in the classroom. Here, the researcher collected the data by

having certain instrument to support the analysis. The researcher must observe. Note all activities happened in the classroom. In order to get data real data in this researcher and the researcher know it from observation process by coming into the class. In a research, an instrument was one of the important ways to collect the data. The researcher was the instrument and used the following tools:

3.3.3.1 Test

The students used an instrument to know the achievement that made after reading a text or sentences. Here, the researcher given pre test and post test to the students. Pre test given before word recognition strategy applied, and post test given after word recognition strategy applied in the teaching and learning process in the classroom.

3.3.3.2 Observation

Observation was conduct by the researcher. As the English teacher, the researcher played two roles as the teacher and the observer. The researcher used collect data about the activities of students in the learning process and the implementation of learning reading using word recognition. While teaching, the researcher observes the students and the classroom then writes everything, which was dealt with teaching learning process in diary journal. In order to get a valid data, the teacher partner accompanies the researcher. She helped the researcher to observe the situations in the classroom by using observation and field notes.

Data collection consists of the source data and the data collection technique in which the researcher explained below. Collecting the data was very important, in order to get data of the research, the researcher spend a considerable

time in the classroom. The researcher looks for some information dealing with the research problem, the researcher observed, described and everything dealing with activities in the activities in the classroom. Therefore, the researcher had chosen and decided the right procedure to collect data become valid and reliable. In this study, the researcher used several procedures to collect the data:

1. The researcher gave pre test to the students.
2. The researcher applied word recognition to improve students' reading. The researcher conducted three meetings in each cycle. In doing this, the researcher observed and noted all the things in the classroom by using observation checklist and field notes. A teacher partner in applying the strategy in the classroom accompanies the researcher.
3. The researcher gave the post test to the students
4. The researcher did observation. The observation was the following collecting technique that the researcher used. After all, the researcher discussed the result of observation with the teacher partner. This was done in order to to find out the problem during the activities and also to find out the effectivenesss of this strategy in practicing the activities applied by the researcher and improvement, which made by the students.

After collecting data by test and observing class, the researcher needed to analyze some findings that would be helpful for teaching and learning to improve students' reading. The process of the data analysis used triangulation to avoid biases and teacher opinion.

The first, researcher collects all the data from all instruments. Second, the researcher would summarize the data systematically based on theory used. The third was the researcher would summarize data and the researcher compared the data with theory used, cross checking with the teacher partner, and cross checking with the advisor. Finally, the researcher made conclusion from the result of analysis.

After getting the result, researcher decided whether to stop or continues to the second cycle. If the result can fulfill the criteria of success, researcher will be stopping the action research (first cycle). But, if the result cannot fulfill the criteria of success, researcher would conduct the second cycle of action research.

3.3.4 The Reflecting Stage

The last step aimed to reflect the result of the observing phase. In this step, the researcher done some evaluations about the changes the situation class and evaluates some aspects during learning process. If the result of the study showed the target of 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 needed to modify the strategy and implement the modified strategy in the next cycle or second cycle.