

CHAPTER III

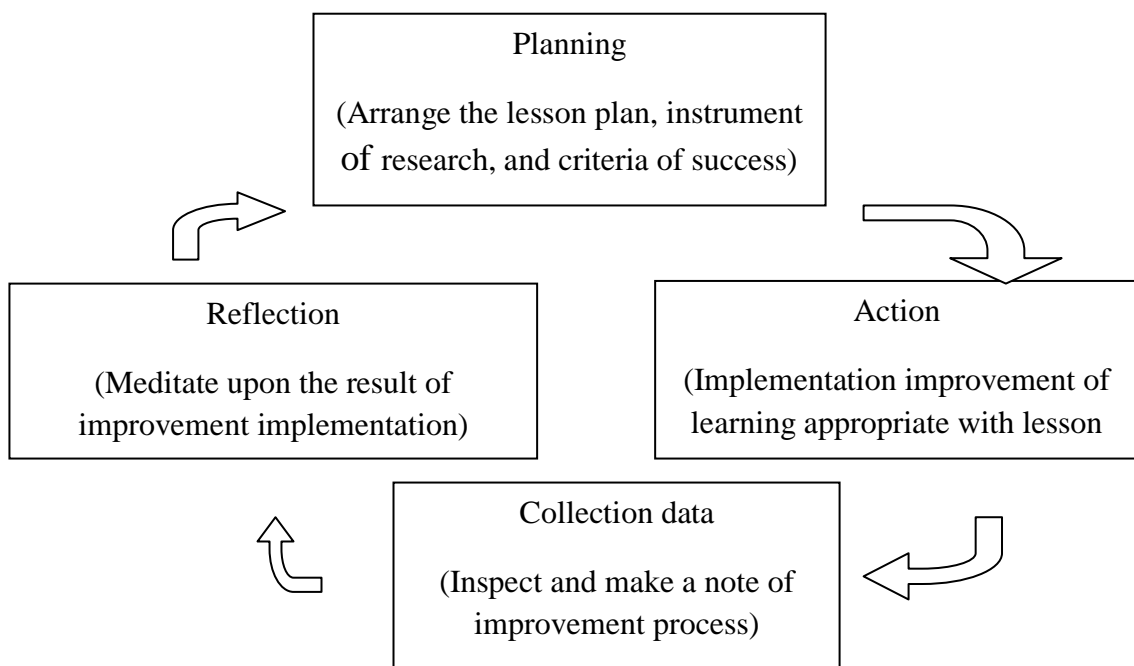
RESEARCH METHODOLOGY

3.1 Research Design

Research design in this study is classroom action research because this research aims at solving the classroom problem

Classroom action research is implemented by applying four main steps they are : (1) Identifying Problem (2) arrange the action, instrument, collectt the data and determaine the criteria of success (3) apply the planning in the implementation of action (4) Observe or collect the data using instrument that had been prepared. (Wardani, 2005). The goal of classroom action research is to improve our own teaching in our own classroom, department, or school.

The detail step of activity can describe in the following chart:



Adopted: Wardani, 2007

3.2 Steps of Classroom Action Research

As defined by Kemmis and McTaggart (1988) in Sukidi, action research consists of four phases that take place in a cycle. These four phases are: *planning, acting, observing and reflecting*. The researcher plans four meetings in one cycle because the material which is going to teach only one topic. Latief (2009:11) stated that one cycle in classroom action research can be successful if the target of criteria of success can be reached. Furthermore, Latif (2009:8) said that the indicator of criteria of success can be seen from the score of the students and the students' participation in teaching learning process (quantitative), and from the situation in the classroom and the feeling of the students and teacher (qualitative). In this research, the problem which needed to be solved is the students' reading comprehension mastery. The indicator of the improvement can be seen from the students' scores and the students' participation in the class. If the students get scores more than 75 (the passing grade for English lesson in the school) and can participate actively in the class, the research can be stopped and the researcher does not need to do the 2nd cycle.

3.2.1 Planning Stage

In the planning stage, there are three steps, namely; identifying the Problem, formulating the problem and finding the solution related to the problem. Firstly, the researcher identifies the problem in the classroom. The problem comes up in the seventh grade, specifically in class A. After identifying the problem, the researcher formulates the problem in the problem statement then the researcher

tries to find the solution related to the problem. The researcher uses cooperative learning Cooperative Integrated Reading and Composition (CIRC) type to solve this problem. The researcher also prepares the criteria of success. There are two criteria of success in this research; (1) The students' average score of the reading comprehension English test is 75 and 2) The students are motivated to join activities in the cooperative learning. After that, the researcher prepares everything which is dealt before applying Cooperative Integrated Reading and Composition (CIRC) in the classroom. In this step, the researcher should prepare the material, indicators, teaching aids, and time allotment which are formed in the lesson plan. The researcher also arranges the schedule for the implementation of Cooperative Integrated Reading and Composition (CIRC). (See Appendix 2 page 49).

3.2.2 Acting Stage

In this stage, the researcher applies cooperative learning Cooperative Integrated Reading and Composition (CIRC) type as a strategy to improve students' reading comprehension in the classroom. In implementing the use of Cooperative Integrated Reading and Composition (CIRC), the researcher uses lesson plans (See Appendix 4 page 51). The researcher can make a change based on the situation in the class. The researcher will conduct five meetings in one cycle. The researcher conducts five meetings because in the first meeting, the researcher has to introduce Cooperative Integrated Reading and Composition (CIRC) for the students. As we know that the cooperative learning is still new for

the students and do pre test. In the second meeting until the fourth meeting, the researcher has to teach the reading descriptive text the students. The fifth meeting is post test. (See Appendix 1 page 48). The implementation of each meeting was described as follows :

3.2.2.1 The First Meeting

The second meeting was conducted on Saturday 14th April 2012. In this meeting, the researcher asked students to analyze their pretest using "Cooperative learning CIRC type". The material for the second meeting is the application of reading comprehension descriptive text. The purpose of reading comprehension first example in teaching learning:

- a. Students easily recognize descriptive text in simple form
- b. Students understand the breakdown of text organizer of descriptive text.
- c. Students understand the characteristic of descriptive text based on text of reading.
- d. Students explore the idea to create descriptive text easily.
- e. Students understand the descriptive text.

The material is first example of descriptive text in reading comprehension. It is simple descriptive text. It presented texts that describe something (Singapore). It had four main paragraphs;

- Introduction paragraph; have you ever visited Singapore?
- Details paragraphs;
 - (1) Singapore is a beautiful city, clean city, the government buildings also

very unique and antique.

(2) Singapore is famous for many good shopping canter.

- Conclusion paragraph; Singapore is a heaven for shoppers.

After that the students recognize of characteristic of descriptive text such as verb, adjective, and noun. The process of the second meeting was described as follows:

a. Pre Teaching

In this stage, the researcher opened the class by greeting the students then checked the attendance list. . After doing it, the researcher asked the students to correct pre test reading. The researcher told the students that she would analyze their reading in different form. The students were amazed at the moment because they did not know what exactly of “cooperative learning”. After that, the researcher asked the students about their vocabulary related to the materials on that day. The students were enthusiastic to answer the teacher’s questions.

b. Whilst Teaching

The researcher introduced cooperative learning CIRC type to the students then explained the use of cooperative learning CIRC type. After doing it, the researcher explained how to make cooperative learning CIRC type and the things that we should prepare to make small group. They showed their curiosity about the material given on that day because it was still new for them. From 42 students,

it was about 24 students paid attention to the researcher's explanation and the rest of them were only silent looking at the teacher without any responses.

In the next activity, the researcher gave example to make cooperative learning then discussed it with the students. The researcher tried to brainstorm the students. At this step, the students looked very enthusiastic to join the class. It showed from their responses. From 42 students, 28 students tried to answer the researcher's questions. They tried to give the answer correctly and five of them who were very active in the class told that this strategy was attractive because it was different from the researcher's way in teaching to the students. After five students told about it, the other students agreed with their opinions. They said that it was very usual to make the construction of reading comprehension in teaching learning process then they asked whether they could make cooperative learning to make the construction of reading comprehension then the researcher answered that they could use it. They told that cooperative learning was more attractive than the way they made the construction of reading comprehension because it consisted of some of small group and there are not differences. As the researcher mentioned in chapter II, cooperative learning was suitable with the characteristic of the students who like share together.

The next activity was about making the simple group of cooperative learning. The researcher asked the students to do it in a group. In this step, the students did not complain to do it. It was different from the situation before when the researcher told them that today's material was reading. The students were very active during this step. About 4 groups raised their hands and asked questions to

the teacher about their projects even though 3 groups did not ask the questions to the researcher, but they asked the questions to their friends. Only 1 group was only silent at this step. Both of them still looked confused. The researcher tried to explain it in more detail then they could know what to do. After that, the researcher observed the class by walking around then asked the students about the difficulty that they found in cooperative learning. The researcher also asked two students who looked still confused with the material. The students discussed it with their partner. They tried to help their partner if their partner had difficulty in cooperative learning. After finishing their task, the researcher got the students to submit their work but before doing it, the researcher and the students discussed about the difficulty of cooperative learning.

c. Post Teaching

The researcher closed the meeting by asking the students what they had learnt then reminded the material on that day. The researcher gave the motivation to learn reading to the students as well. The researcher said that reading was not very difficult as they thought before and many students agreed to the researcher's opinion. The researcher also asked the students to make the construction of cooperative learning and develop their reading ability.

3.2.2.2 The Second Meeting

The third meeting was conducted on Saturday, 17th April 2012. The time allotment was 60 minutes and in the same class. In this meeting, the students learn

descriptive text about Najmira bedroom. The scenario of the meeting was described as follows :

a. Pre Teaching

As usual, the first thing that the researcher did is greeting the students and checking the attendance list. The researcher also reminded the students about the last material then they were very enthusiastic to answer the researcher's question. After that the researcher request the students mention about things around in the bedroom and adjective related to the topic.

b. Whilst Teaching

This stage was divided by three main activities, The first activity was exploration in this stage the researcher read text of reading loudly and the students listening the researcher.

In the second activity, the researcher read the reading text for today was Najmira bedroom loudly secondly and this time request the students repeat loudly, because to ensure the student that ready understanding and the reseacher cloud know the kind of their difficult After doing it, the researcher guided the students by walking around the class and asked about the difficulty that every students reading alone and than the researcher around every students and correct if the student any mistake. After all the students seemed very understand the material. The student make a small group that consist of four until six students to finishing their work, They could do it well. In the third activity, when the students finished doing their work, the researcher asked them to perform their work to the friends.

c. Post Teaching

The researcher reminded the students about the material that they learned on that day. After doing it, the researcher greeted the students and closed the meeting. In the end of the meeting, about 35 students were very happy to join this class. They said that they wanted use cooperative learning again in the next meeting.

3.2.2.3 The Third Meeting

The meeting was conducted on Saturday, 21st April 2012. The time allotment was 60 minutes. This meeting takes place in same class and The meeting was focused descriptive text. The procedure of the meeting was described as follows:

a. Pre Teaching

The researcher opened the meeting by greeting the students, asking about their condition, and checking the attendance list. After doing it, the teacher reminded the students about the last material then they were very enthusiastic to answer the researcher's question. They said that they had already learned again. In this meeting, the researcher gave reading descriptive about my school.

b. Whilst Teaching

In the first activity, the researcher gave the worksheet to the students then the students try to understand the consist of the reading text. In the next activity, the researcher divides the students in a small group that different mamber consist of four until six member because to know the quality of the students in reading after that the reseacher requested the student to read and every student read the text individually after that the researcher with every group. In the last activity The researcher guided the students, to answer the question about the matter that student fell difficult and make correctly also make the conclusion together.

c. Post Teaching

The teacher reminded the students about the material that they learned on that day. After doing it, the teacher greeted the students and closed the meeting.

3.2.2.4 The Observing Stage

Observation is an activity to get data Latief (2009:12). The data of the study are some information about Cooperative Integrated Reading and Composition (CIRC) which is used in teaching English process, and the information that arises because of Cooperative Integrated Reading and Composition (CIRC). It means that the data comes from how the teacher uses Cooperative Integrated Reading and Composition (CIRC) to improve students' reading comprehension.

The data are the result of the observation, students' reading comprehension using Cooperative Integrated Reading and Composition (CIRC). The result of observation checklist, field notes, pre test and post test are used to describe the use of Cooperative Integrated Reading and Composition (CIRC) to improve students' reading comprehension using Cooperative Integrated Reading and Composition . Meanwhile students' reading comprehension using Cooperative Integrated Reading and Composition (CIRC) is used to investigate the way of Cooperative Integrated Reading and Composition (CIRC) to improve students' reading comprehension.

This stage contains of instrument of the study and data collection. In this research the researcher uses two kinds of instruments, they are observation and test. Those instruments are used to identify whether it is effective or not to teach reading to Junior high school students.

After collecting data by test and observing class, the researcher needs to analyze some findings that will be helpful for teaching and learning to improve students' reading comprehension.

The process of the data analysis is using triangulation to avoid biases and teacher opinion. The First, resecher collects all the data from all instruments. Second , the researcher will summrize the data systematiclly based on theory used. The thirth is the researcher will summarize data and the researcher will compare the data with theory used, cross checking with other teachers, and cross cheeking with the advisor. finally is the researcher makes conclusion from the result of analysis.

After getting the result, researcher decides whether to stop or continues to the second cycle. If the result can fulfill the criteria of success, researcher will stop the Action Research (First cycle), but if the result can not fulfill the criteria of success the researcher will conduct the second cycle of Action Research.

3.3 Subject Of Study

The research subject of this study is the student in grade VII-C MTs. NURUL ISLAM PONGANGAN GRESIK academic year 2011-20112 and the numbers of students are 42 students they are 25 males and 17 females.

3.4 Instrument

After the researcher planned of the acting, the researcher planned to observed in this step, the observation was done together with the implementation of Cooperative Integrated Reading and Composition (CIRC) in the classroom. Here, the researcher collected the data by having certain instrument to support the analysis. The researcher also observed the students and the situation of the classroom by using field notes. To get a valid data, the researcher knew it from observation by coming into the classroom. (see Appendix V).

An instrument is one of the important ways to collect the data according to Darsono (1999). There are some research instruments, they are; test, questionnaire, observation, documentation and attitude scale. An instrument must be standard and valid. The researcher used the instrument the following:

1. Test

An instrument was used to know the achievement that had been made by the student after reading a text or sentence. Here, the researcher gives pre test and post test to the students. Pre test was given before cooperative integrated reading and composition applied, and post test given after cooperative integrated reading and composition strategy applied in the teaching and learning process in the classroom. (see appendix v).

2. Observation

Observation was conducted by the researcher. As the English teacher, the researcher played two roles as the teacher and the observer. The researcher used to collect the data about the activities of students in the learning process and the implementation of learning reading using cooperative intergraded reading and composition.

3.5 Reflecting

Kemmis and Taggart as quoted in Sukidin (2002) said that reflecting is investigating and considering the result or the impact of the action. Based on this reflection the researcher can revise or improve the first planning. If the result of the study shows the target of criteria of success, this strategy is successful and the researcher can stop the study, but if the study cannot reach the criteria of success, so the researcher needs to modify the strategy and

implements the modified strategy in the next cycle. Latief (2009:8) stated that the criteria of success are developed from the problem which needed to be solved or the goal which needed to be achieved.

In this research, the problem which needed to be solved is the students' ability in reading comprehension. It can be measured from the students' scores. To get a valid data, the researcher also observes the situation in the class room and students' feeling. If the average score of the class is 75 and 70% students from 42 students can participate actively in the class, so the cycle can be stopped. The researcher does not need to conduct the 2nd cycle.