

CHAPTER III RESEARCH METHODOLOGY

In this chapter includes the types of steps which are taken to conduct the study. They involved the research design that used in this study, the subject of study, and the steps of classroom action research consists of planning, acting, observing, and reflecting.

3.1 Research Design

This study will conducts to find out how teaching folktales using CTL strategy to improve students' reading achievement at the sixth grade of SDN Tlogopojok Gresik. CTL is the strategy that is used by the researcher because that strategy is appropriate to student's condition, and folktale is chosen by the researcher because of the curriculum and syllabus consists of narrative text. Research design is design which is used to conduct a research. Ary (2002) states that research design is the researcher's plan of how to proceed to gain and understanding some group or some phenomenon in its natural setting. There are many kinds of research design, for example descriptive research, experiment research, case study, classroom action research, content analysis, and etc. The researcher was used a classroom action research and would describe one research question in a descriptive way to get the information about them.

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The classroom action research is typically undertaken in a school setting as an effort to improve one specific point of teacher's technique in the classroom. According to Geoffrey E.Mills (2007:5), action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching-learning environment to gather information about how their particular schools operate, how they teach and how well their students learn.

In this study the researcher will be the teacher. She helps the local English teacher in teaching learning process especially in teaching reading. For the first step, the researcher observes the local English teacher by using interview to know the problems which are faced by the students and teacher. The researcher gives ten questions to the teacher by written and the researcher makes field notes when she observed in the classroom. The researcher observes the strategy, material, student activities, and student's response in teaching learning English.

This research is implemented by using class action research. For classroom action research design, the researcher must through some steps. In this study, the researcher uses the classroom action research model of Kemmis and Mc. Taggart (1988). This model is development of Kurt Lewin model, the differences between them were action and observing steps are combined to be one. The Kemmis and Mc.Taggart model included of four steps namely planning, acting, observing and reflecting. These activities will be continued to the next

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- cycles if the previous cycle was fail. In order to be clear, the researcher would like to present the Kemmis model of action research. It describes as follows:

Figure 3.1: Kemmis, S., McTaggart, R. (1988)

3.2 Subject of this study

In this study, the subject of this research is limited to the sixth grade students of SDN Tlogopojok Gresik. The respondents in this research are students in sixth grade. The total numbers of the students are 30 students, 12 are males and 18 are females (see appendix 1). The last final examination score was low (see appendix 2). They had a problem in reading and the score of students were under of KKM (The Criteria of Minimum Completeness). They study English at school once a week and the time allocation of every meeting is 2x35 minutes.

3.3 The Steps of Classroom Action Research

This research conducts in cycle. Based on Kemmis and Mc.Taggart model, every cycle involved planning, acting, observing, and reflecting. Every meeting consists of three activities; they are pre activity, main activity, and closing activity.

The researcher conducts this research to find out the problems in the classroom related to the learning activities of students reading comprehension in SDN Tlogopojok Gresik.

Not only apply four steps of classroom action research that is develop by Kemmis and Mc.Taggart, but also the researcher uses two instruments to conduct this study. The explanation about the procedure and instrument which are used by researcher will be explained completely.

3.3.1 Planning

The researcher has many preparations before she applies classroom action research activity in real class. The preparations included of scheduling activities, designing lesson plan, preparing instructional materials and making rubric assessments. Those preparations are explained below;

3.3.1.1 Scheduling The Activities

The first step that is prepared by researcher was the schedule of activities. This schedule consists about the activities and materials in 4 meetings (see appendix 3). By this schedule the activities researcher can be control the time.

3.3.1.2 Designing the Lesson Plan

Before the researcher designs lesson plan, she compiles the substances of lesson plan that were included of founding curriculum based on BSNP and making syllabus (see appendix 4). Curriculum consisted of Standard Competency and Based Competency. Based on them, the researcher designs her lesson plans of teaching reading for each meeting by her own and appropriated with materials (see appendix 5).

The items of lesson plans are implementation time, school identities, class and semester, time allocation, Standard Competency, Based Competency, Competency (Reading), The goal of learning, Strategy and material of teaching, the explanation of pre activity, main activity, and closing activity. There were materials, instruments and technique inside of main activity.

3.3.1.3 Preparing Instructional Materials

The researcher prepares the materials based on the syllabus that is made by the researcher before. it was determined of some topics, they are The Golden

Cucumber, Bawang Merah and Bawang Putih and Malin Kundang . The researcher prepares all the material related to CTL strategy. It consists of some exercises related to the topic by applying that materials, the researcher expects the students' reading comprehension will be improving.

3.3.1.4 Preparing the criteria of success

The study goal is improving student's reading achievement by teaching folktales using Contextual Teaching and Learning. The criteria of success are:

- a. The score of pre test and post test. The researcher will compare the result of pre test and post test, if the post test is better than pre test, it means that the first criterion of success is achieved.
- b. The second criterion of success is the score of students in each meeting. If the score of students from 1st meeting until the fourth meeting show that the students scores are increasing, and at least 75% of students are getting score 75, they mean that the second criterion of success is achieved.

3.3.2 Acting

The researcher conducts a classroom action research in one cycle and consists of five meetings, three meetings to teach reading by using CTL strategy and folktales material and two meetings to pre and post test. Acting must be appropriated with lesson plan. Acting will be done in one cycle and will be

continued in the next cycle if the first cycle does not fulfill the success criteria of researcher. The first act of learning to do is implementing the reading comprehension by using components of CTL strategy and folktales as the material, for the details of that activities, the researcher describes in the following explanations:

3.3.2.1 Constructivism

Constructivism in the basic thinking of CTL that is focused on learning not only memorizing and remembering knowledge but it is the teaching learning process where is the student be active mentally to build their knowledge. The student is the active organism who has potency to build their own knowledge. The teacher gives information to students, and the teacher must give opportunity to improve that information to be meaningful for their life. Constructivism is the process to build or arrange new knowledge in student cognitive structural based on their experiences. The teacher asks the students to solving problem, finding something that are useful for themselves and improving ideas inside them.

3.3.2.2 Inquiry

Inquiry is the main content of CTL. The knowledge and skills that are gotten by students expect are not the output of remembering facts but inquiring by themselves. Inquiry steps consist of students are formulating problem, doing observation, presenting the teaching learning result into written, picture, report, tabel and other work creation, and communicating that result to another students.

3.3.2.3 Questioning

The knowledge that is had by person is starting from questioning.

Questioning is getting information more effective. The teacher confirms the information by catechizing between teacher and students.

The questioning activities are improving information, improving students understanding, stimulate student's response, knowing the student's curiosity, knowing many things that are known by students, focusing attention to the teacher needs, and improving the more questions of students.

3.3.2.4 Learning Community

Study in group or community group that serves as a vehicle of communication for sharing experiences and ideas. In concept of learning community, the result of learning is gotten by cooperating and sharing with another person or community.

3.3.2.5 Modelling

Modelling in CTL is giving model or sample, as like the way to operate thing, present the creation, showing a performance. The teaching concept like that can be understanding by students quickly.

3.3.2.6 Reflection

Reflection is the way to thinking about the past activity, and the teacher asks the students to reflecting the material on that day directly. In reflecting section the students will realize that the new knowledge is the revision of knowledge that is had before. It's important for students to be open minded to new knowledge.

3.3.2.7 Authentic Assessment

Authentic assessment is special component in CTL strategy. Authentic assessment is a process data gathering that is can give information and contribution about student's experience progress. Authentic assessment is directed to observing and analyzing data. It gives opportunity to improve self assessment and peer assessment in teaching learning process.

3.3.3 Observing

The observation is an activity to get the data. The researcher observes the classroom situation before and during the research is conducted by the researcher. In this step the researcher collects the data then she interprets the data which is collected. She is helped by local English teacher to observe about everything that happened in the class during teaching learning process. So the researcher finds the difficulties of teaching reading.

3.3.3.1 Interview

In this research, the researcher interviews the local English teacher at the first meeting use interview script. Then the researcher arranges the script based on the interview result (see appendix 6).

3.3.3.2 Observation

In this point, the researcher use field notes and observation sheet (see appendix 7). There are two use of observation sheet. The first observation sheet is used to observe the teachers' teaching at the first of meeting and the researcher as the observer, and then the second observation sheet is used by the teacher as the observer to observe the teaching of researcher. It observes everything that will happen in learning process. In this case, for the addition the teacher creates field notes in each meeting about the activities which is happened in the class during teaching of folktales implementation (see appendix 8).

3.3.3.3 Pre Test

Pre test is carried out to find out the initial problem and difficulties of students in Reading comprehension ability based on the students score. Pre test is applied before conducting research and the test is in form of written test or in the other hand the students must finish the tests which is consisted of 15-20 items

before the student submitted their work to the teacher. Then their work is assessed by the teacher based on the criteria given.

The reason why the researcher gave 20 items in pretest is the researcher will be easier to score the test and the second reason is the item must be appropriate with time allocation.

3.3.3.4 Post Test

Post test is distributed to both groups to find out whether or not the students make progress in their Reading Comprehension ability. Post test is carried out to find out the initial difference between experimental before and after conducting research. It is shown by the students' score in reading progress. The post test has the same procedure with the pre test. It was administered in the last program of this research after giving some treatment and exercises. The number of post test items is consisted of 20 items, it is 15 multiple choice and 5 essays.

3.3.3.5 Reading Test

Test is an instrument or systematic procedure for measuring behavior, which is designed and implemented to students at a certain time and place and under the conditions meets certain conditions are clear. Test in this study used to know the improvement of students' achievement in reading after implementing folktales. The tests are used in each meeting when the researcher conducts the

research. There are student worksheets as the test form to evaluate the scores of students. And the scores show the improvement of students.

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3.3.3.6 The Validity of Test

After conducting post test and pretest as instrument of the research, the researcher used the validity of pre test to know the items of pre test and post tests' exercise which are accepted or discarded and to know the frequency of students' score.

3.3.4 Reflecting

Reflection phase is the final stage of an action research class. Reflection is reviewing the change that happened to the students, situation of the class, and teacher critically (Supardi in Masruroh 2011:34). In the reflection stage researcher are to do analysis, interpretation and critics result of acting implementation. In this stage the researcher make conclusion which is valid from the data. The reflection which happened in twice. The first is the reflection of action based on the first criteria of success and the second is reflection of action based on the first criteria of success.

For the first reflection, the researcher will get the authentic data from conducting pre test, post test and validity test. Pre test conducts to know the students reading achievement before implementing the strategy. The pre test

conducts in the classroom and the time allotment is 45 minutes. The pre test is adopted by the researcher from some resources. The test consists of 20 items of multiple choices. And the teacher will take scores of pre test.

Post test conducts in the classroom and the time allotment is 60 minutes. The post test is conducted by the researcher to know the students' reading achievement after implementing the strategy and material. As the pre test, post test will be evaluated by researcher to get the scores of students. The test consists of 25 items, 15 items for multiple choice and 10 items for essay. If the post test score of students is better than pre test score, it means that the first criterion of success is achieved.

The last of first reflection, the researcher will get the addition of authentic data from the validity test. The validity test to know the question items of pre test are accepted or discarded. Based on the frequency distribution of students score on each test the researcher will know the raw scores of students

The second reflection the researcher uses the score of students in each meeting. Every meeting has student worksheets and there are rubric of assessment. That will be explained in the lesson plan of each meeting. From the students scores in each meeting will show the students' improvement in reading achievement. If the percentage score of students in the first meeting until fourth meeting are increasing, it means that the second criterion of success is achieved.

And if both of first criterion and second criterion of success are achieved, it means that the research is successful in one cycle. And the researcher don't

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need conduct the second cycle because the problem of statement in Chapter I is

answered by the result of data.

