

CHAPTER III

RESEARCH METHOD

A. Classroom Action Research Design

The design of this research was classroom action research. It focused to develop students' reading skill. The students' has many problems that influence students' reading skill especially at eighth grade students of Mts. Miftahul Ulum Balong Ponorogo.

The classroom action research was carried out in the second semester of eight grade students in academic year 2016/2017. The research chooses class VIII A which consist 26 students.

Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. Although there are many types of research that may be undertaken, action research specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future. This research is carried out within the context of the teacher's environment—that is, with the students and at the school in which the teacher works—on questions that deal with educational matters at hand. That teachers should be constantly researching and

educating themselves about their area of expertise, this is different from the study of more educational questions that arise from the practice of teaching.¹

Classroom action research activities involve repeated cycles, each consisting of planning, acting, observing and reflecting. The result of one cycle is used to determine the need for the following cycle, until the problems get solved by the strategy.

B. Setting and Subject of the Research

1. Setting of classroom action research

The characteristic of research was practice based on real problems in teaching reading at Mts. Miftahul Ulum. The material is narrative text on second semester of eight grade students in academic year 2016/2017.

The research selected that school as the field of the study for the following reasons:

- a. The researcher found out that students' mastery in reading skill need
Improved
- b. The students' still had problems in English reading skill
- c. The teacher rarely applied various techniques in teaching English skill

¹ Eileen Ferrance, Action Research.(The Education Alliance at Brown University 2002).1-2

2. Subject of classroom action research

The researcher applied three-phase technique. The performer of classroom action research and the participant and the receiver of classroom action research were 26 students 8th A class of second semester in academic year 2016/2017.

C. Research Variable

The variable measured in the students' achievement was studying English especially in reading skill.

D. Classroom Action Research Procedure

Classroom action research is one of the researchers that apply in the education today. Action research creates new knowledge based on enquiries conducted within specific and often practical contexts. As articulated earlier, the purpose of action research is to learn through action leading to personal or professional development.²

² Valsa Koshy, Action Research for Improving Practice.(London: First published 2005).2

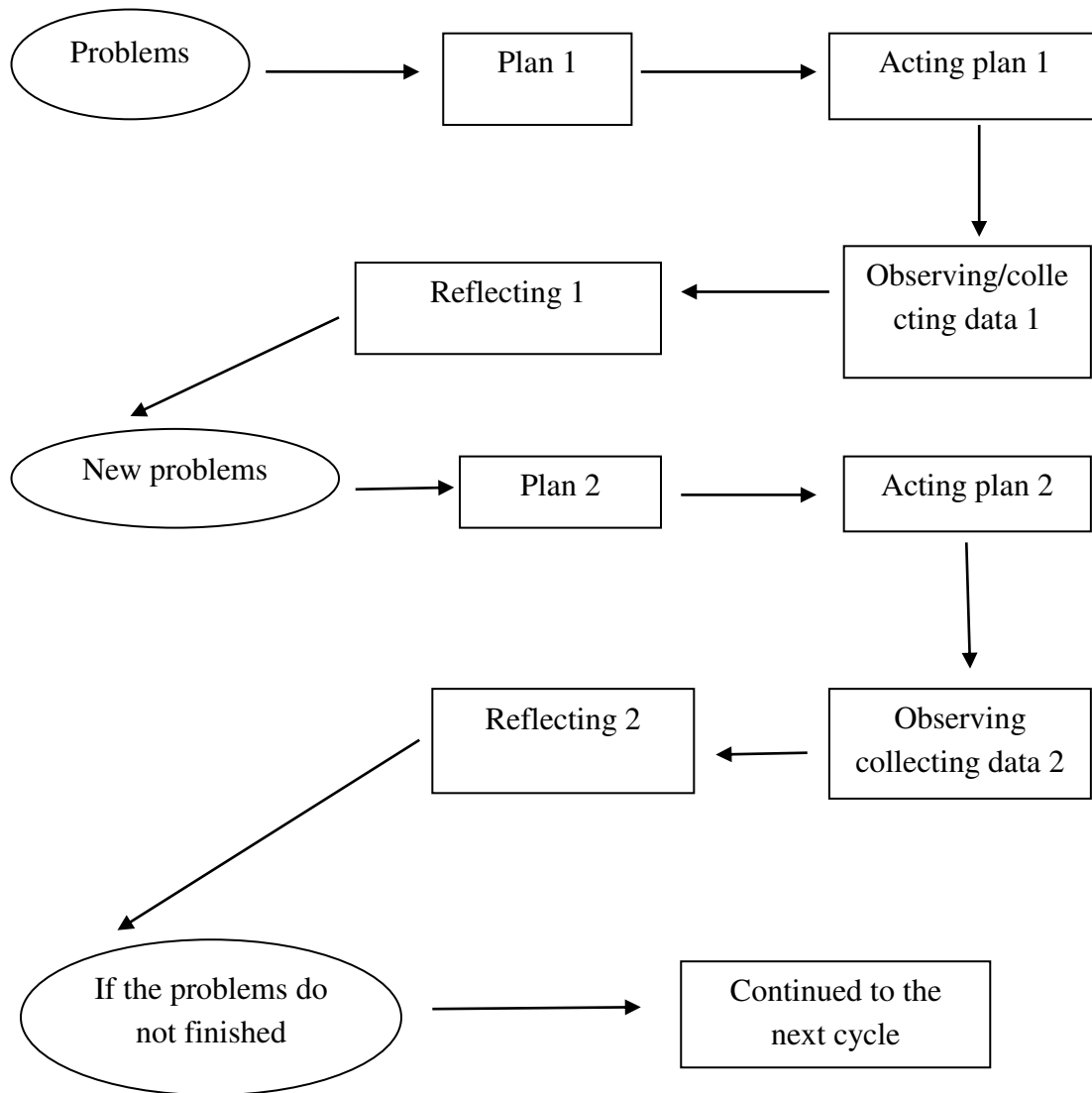


Figure 1

The Action Research Spiral

Classroom action research is done by teachers in their own classrooms. As English teachers, they have to solve their classroom practice to result in better

English achievement of their students. As researcher, they have to produce an innovative classroom strategy that contributes to the some level.

The researcher starts with observing and identifying classroom problems. A classroom problem refers to a classroom practice that can still be improved to result in better learning achievement of the students. A professional teacher can always see which classroom can still be improved. Then the teacher searches for alternative in structional strategies for references, by discussing with their colleagues, or by joining seminars or workshops. One best alternative strategy is then selected, and translated into an instructional scenario. All necessary instructional media and assessment instrument are developed to the implement the instructional scenario. The teacher-researcher has to learn well how to implement the scenario in the classroom before the action stated. And this stage, there should no question anymore about how well the teacher can implement the scenario; otherwise the action cannot be started.

The researcher is commended to choose a collaborator to help in observing the implementation of the scenario in the classroom before the action is stated. The researcher is recommended to choose a collaborator to help in observing the implementation of the scenario. Then the action is stated with the collaborator to help in observing the process of in struction to record any information indicating the success or the failure of the strategy in solving the classroom problems. The result of the observation is analyzed to reflect how successfully the implemented strategy has solved the problems. When the strategy has not completely solved the

problems, then the strategy has to be revised in the best possible way to make sure that when implemented again in the following cycle the problems can completely be solved.

1) Planning

Activities will be done in this step are:

- a) Making lesson plan
- b) Preparing teaching material
- c) Preparing instrument of observing
- d) Preparing instrument of documentation
- e) Preparing instrument of evaluation

2) Criteria Of success in classroom action research

Classroom action research is able to be called successful if it can exceed the criterion that has been determined. In this study, the research will success when there is 75% numbers of students could achieve some improvement scores from the pre-test until the second post-test in cycle two and they could pass the target score of the minimal mastery level criterion (KKM). The KKM that must fulfill considering reading subject is 75 (seventy-five) which is adapted from the school agreement (MTs. Miftahul Ulum). If the criterion of the action success reached, it means that the next action of the Classroom Action Research would be stopped, but if the criteria have not been achieved yet, the alternative action would be done in the next cycle.

3) Acting

This step is doing activities that has been planned in lesson plan

4) Observing

Activities will be done in this step are:

- a) Observing students' activeness during teaching learning process
- b) Observing students' discussion and cooperation in a study group and team competition
- c) Observing students' reading comprehension

5) Reflecting

Activities will be done in this step are:

- a) Write the result of observation
- b) Evaluate the result of observation
- c) Analyzed the result of teaching learning process

E. Technique of Collecting Data

1) Observation

Observation is used as a technical term in research with its specific meaning. In research, observation also refers to one of the technique in gathering data.³ In the case, the writer uses the unstructured or opened observation directly in the classroom and gets the description about students' activity and participation in learning process and the teacher performance. This process is when the

³Muhammad Adnan Latif, Research Methods On Language Learning An Introduction,(UM PRESS: 2014),pg.77

implementation of CAR, reading activity and students' participant in applying reciprocal teaching technique.

2) Documentation

The Documentation comes from document. Documents means that a written. Written doing the method documentation, the research observes data trough notes, transcript, books, newspaper, agenda, etc.⁴ Documentation is a technique to collect data from several data source such as note, transcript, book, and etc. researcher uses it get list of students of eighth grade A (VIII D) of Mts.Miftahul Ulum Balong Ponorogo and some pictures during teaching learning process.

F. Technique of Data Analysis

The technique of data analysis, the researcher used some procedures which are replied such as, classifying data and presenting. The analysis also focuses to the students' reading skill scorer. It will be based on the documents of the score of English reading skill taken from test. Based on curriculum, the standard of minimum mastery English subject is 75.

To interpret students' score, researcher used ordinal scale as the measurement tool to determine students' skill. There levels to group of students' score are as follows:

90 – 100	= Very Good
80 – 89	= Good
70 – 79	= Fair

⁴ Suharsimin Arikunto, Procedure Penelitian Suatu Pendekatan Praktek, pg.148

60 – 69 = Low/remedial

50 – 59 = remedial

Formula of Mastery Learning:

$$\text{Mastery learning} = \frac{\text{number of students who achievement KKM}}{\text{Number of students}} \times 100$$

The criteria of students' reading comprehension at the Eight grade of Mts. Mifathul Ulum is said improve if the mean score of students in the second cycle is higher than the mean score of students in the first cycle and so on.

G. Research Schedule

The research will be implementing on April until May month. It will form, the table below shows the schedule of research is as follows:

Activity	Date/Month/Year
1. Planning	31 March-5 April 2017
2. Observing	8 April-2 May 2017
3. Action	22 April-2 May 2017
4. Make a research report	3May- 15 May 2017