

CHAPTER III

RESEARCH METHOD

This chapter presented the method of the research which describes how the research was carried out. It included the type of research, research setting, research design, the research data collection, and the research data analysis.

A. Research Design

This research was classroom action research (CAR) that adapted by Kemmis and Taggart Model. The aim of action research was trying out an idea in practice with a view to improve or change something, try to have a real effect on the situation (Kemmis in Hopkins, 1993). Classroom action research was research organized by the teacher in the class on the pressing of completing or improvement process and learning practice. Action research might be defined as the study of a social situation with a view to improve the quality of action within it. It purposed to feed practical judgement in concrete situations, and the validity of the theories or hypotheses it generates depends not so much on scientific tests of truth, as on their usefulness in helping people to act more intelligently and skillfully. In action research theories are not validated independently and then applied to practice. They are validated through practice, as quoted by Elliot in Anne Burns (2010). Action research is a reflective process that aims to solve a particular teaching-learning problem that has been identified. One of the aims of action research

was to improve the teaching practice and in the long run the whole curriculum. In order to do action research, it was necessary to carry out a rigorous study in which the problem has to be clearly specified, an action plan has to be described and carried out, and finally an evaluation had to be contemplated in order to show if the decisions taken were the adequate ones, according to Carmen in Anne Burns (2010).

Based on the objectives of the research, it was categorized as action research. It was conducted by following the action research design which is collaborative in nature (Burns: 2007:12). He stated one of the core characteristics of action research as follows,

“It is inquiry where participants and researchers contribute to knowledge through collaborative communication processes in which all participants’ contributions are taken seriously.”

In this research, the researcher should be taking a self-reflective, critical, and systematic approach to exploring the teaching context. The researcher, in this case as the teacher, identified a problematic issue that the participants dealt with into more deeply and systematically. Then, the main point of the research is to bring about changes and even better, improvement in the teaching and learning practice through some phase in a cycle of research.

This research study was implemented in the form of collaborative action research. In conducting the collaborative action research, the researcher invited the English teacher and the students to work collaboratively. The research was done collaboratively both in the pre-eliminatory steps and in the implementation. In this case, the researcher cooperated with the English teacher of class 8. The team works together in planning, implementing and reflecting the action.

The researcher collaborated with the English teacher in taking the decisions of determining the research subject, looking into problems happening in the field

and implementing the research design. Besides being collaborative, the research also focused on improving the teaching and learning of reading. It would be described qualitatively and supported by quantitative data that would be gained from the students' reading test score.

B. Research subject and setting

This research would be conducted at MTs Miftahul Huda Karangsono in the second semester of the 2018/2019 academic year. The research was conducted in class 8 A in the academic year of 2018/2019, in the second semester using the 2013 curriculum. There were twenty nine students in class VIII A.

The grade VIII students were selected because of some considerations. The first one, it was risky to choose the grade VII students because they were still in the process of adaptation toward the school and learning environment. The second one, it was not a wise idea to do research in the grade IX students because they were in the preparation for the national examination, in which the school had already designed a certain schedule and target of learning for them in advance. Therefore, the grade VIII students were taken as the subject of this research.

The grade VIII students were chosen as the English teacher's recommendation. The potential problems were found after the interview and observations were done. The students' low reading comprehension was one of the main problems to solve.

D. Research procedure

In this part, the researcher explicitly stated the procedure of conducted Classroom Action Research. The first phase was conducting preliminary observation in MI Raden Fatah Kediri to know information about real condition of the class, the students' problem in learning and also the teacher's problem in doing activities.

After conducting observation, researcher found the problem and the researcher would conducted MURDER technique. This study consisted four steps: planning,

implementation, observation and reflection. In the procedure and implementation process, the stages were done repeatedly starting from planning up to reflection

1. Determining the thematic concern on the reconnaissance

The first step in conducting this research is determining the thematic concern by observing the teaching and learning process of reading in class 8 A. The existing problems found during the observation were discussed by the researcher and the English teacher. Based on the observation, the discussion and interview the teacher and student, the existing problems is classified into the most potential ones to solve.

2. Planning

Before the researcher conducts the research, they are some preparation stages that should be passed to make the research run well. There are 4 stages as follows:

a. Socializing the Research Program

The first stage, socializing the program is important to make teacher and students and also school understand what this research about and the aims of it.

b. Providing a Suitable Strategy

The second stage is providing a suitable strategy. This stage will be done after the researcher do pre-eliminary study or after the researcher make an observation in the field. However, observation, itself, is not only about

students' score. The researcher may interview the teacher, the students.

The strategy must relate with the problem that happen in the field. The main point of classroom action research is to help and to achieve learners' need.

c. Designing the Lesson Plan

The role of lesson plan is important in teaching learning activity. It contains instructional objectives, procedures of teaching learning process, the instructional materials, etc,. How the resercher handle the class depends too much with the lesson plan.

In this case, the action research is collaborative. It means, all the contains of the lesson plan will be discussed before implemented by teacher and the researcher.

d. Preparing the Criteria of Success

There were three major indicators used as the criteria of success of this research, which are as follows:

- The mean score of the test in each cycle should be greater or equal to 75.
- The students are involved actively in the teaching and learning process.

3. Implementing

Implementing do to solve and repair the problem in the classroom based on technique or strategy that is stated. The procedure of implementing as follows:

a. Mood stage

Before starting the class, the researcher as the teacher will give warming up to change the class atmosphere. Then, the teacher will share a reading material for pairs-work.

b. Understand

The teacher will ask pairs to read the text carefully and give marks to unfamiliar words.

c. Recall

The students should discuss what they have read. Then, one of them as recaller and have a duty to mention or retell every main idea of each paragraph in the text.

d. Detect

Another members of pair as detector and have duty to listen all of recaller said. And making correction in short discussion.

e. Elaborate

Pairs are making discussion and linking the material eith real-life or discuss their arguments about the text. The teacher may give an instruction to analyze the function of the text, generic structure and language features of the text.

f. Review

The last stage to make summarize about the text and the material that the text is contained.

4. Observing

a. Type of Data Collection

The data collected is qualitative in nature. The qualitative data is used as the main data, while the quantitative data is used to support the qualitative one. The qualitative data are presented in the forms of interview transcript. It can be obtained by testing and interviewing the class VIII A students, doing observation on the English teaching and learning process, and holding discussion with the observer and the English teacher.

b. The Instrument of Data

To collect the data of the research, researcher uses some instruments of research. It is used to get some information as quantitatively of characteristic and objective of variable. There are some instruments that the researcher uses on the research:

1. Observation checklist

Observation checklist is used to gain information about the problem and the teaching

learning process in the reading class. The observation is conducted during all sessions of the teaching and learning practice covering the MURDER technique process and the students' responses to it. It focus on documenting how the researcher conducts MURDER technique, the students' responses and comment during the activity observation in the form of observation checklists. The observation checklists is completed by the observer.

2. Interview

Interview is used to gain information which can not be gained through observation. The data is gained personally since the type of interview is depth-interview. Interview is conducted in the end of each meeting to obtain the information about the students' response and impact of the MURDER technique, and the whole process of teaching and learning practice. Interview is conducted in Bahasa Indonesia to make the interviewee (students) became more comfortable to share their thoughts.

3. Reading comprehension test

To see the students' progress in terms of their reading comprehension, a test is used as the instrument of collecting data. The test is divided into cycles. The tests are in the form of multiple-choice questions consisting of 20 items for each test.

5. Reflecting

In this step, the researcher reflects, evaluates and describes the effect of MURDER on the students' reading comprehension. The researcher reads field-note data, and then makes a conclusion of the data. Then the researcher discusses it with the English teacher or observer to make a conclusion and a reflection. The researcher also sees the data to know the students' behavior in the class. It is used to conclude what the students' attitude to the action based on those data. The researcher also makes a conclusion of the students' reflection to see the students' response to the treatment. In this stage, based on the findings of the data in the observation, the researcher, and the English teacher or an observer make a conclusion and an evaluation on how MURDER technique improves the students' reading comprehension. It shows whether the students' reading comprehension improves after having the treatment, what the weaknesses of the action,

and what step that should be improved or changed. This reflection may help researcher and the English teacher or observer to plan the next planning in the next cycle.