

CHAPTER III

RESEARCH METHOD

This chapter describes the research method which is implemented in the present study. This chapter consist of method of the research, procedure of the study, the setting of research, subject of the research,

A. Research Design

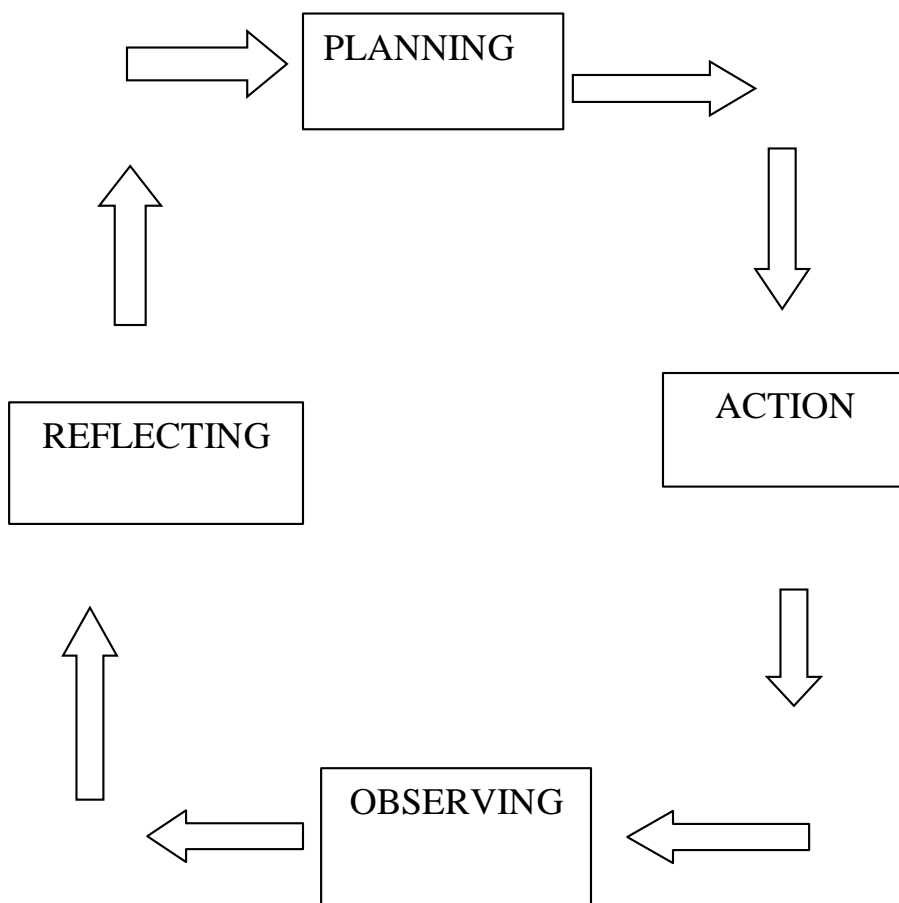
This research is Classroom Action Research (CAR) that used data observation towards teaching learning process in reading. Action research is trying out an idea in practice with a view to improve or change something, try to have a real effect on the situation (Kemmis in Hopkins, 1993). Classroom Action Research is research organized by the teacher in the class on te pressing of completing or improvement process and learning practice. Action research may be defined as the study of a social situation with a view to improve the quality of action with it. It aims to feed practical judgment 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 intelegently and skillfully. In action research theories are not validated through practice, as quoted by Elliot in Anne Burns (2010).

Classroom Action Research is coming from three words they are: research, action, class. Research is an activity to find out accuracy some subject using methodology which interest and important for the writer. Action is some activities deliberately done by having several aims. Class is a group of students in the same time, have same lesson from teacher.

This research study is implemented in the form of collaborative action research. It means that the English teacher as the observer and the researcher as the practitioner. In this case, the researcher and teacher become a team work who worked together for solving the problem. In

conducting the collaborative action research, the researcher invited the English teacher and the students to work collaboratively. The research will be done collaboratively both in the pre-liminary steps and in the implementation, as quotes by Arikunto (2006).

According to Kemmis and McTaggart in Burns 2010: 8 action researchers typically involve four broad phases in a cycle of research, as follows:



a. Planning

In this phase the writer identifies a problem or issue and develops a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking

b. Action

In this phase, the plan is a carefully considered one which involves some deliberate interventions into the teaching situation that the writer puts into action over an agreed period of time. It means that the writer will use *Lectora* as a media in teaching learning process as long as this research is running.

c. Observation

This phase involves the writer in observing systematically the effects of the action and documenting the context, actions, and opinions of those involved. It is a data collection phase where the writer uses open-eyed and open-minded tools to collect information about what is happening. The writer will also be helped by his collaborator to observe the teaching learning process. The function of collaborator here is to observe, evaluate, and give suggestion about the implementation of *Lectora* in the classroom.

d. Reflection

At this point, the writer reflect on, evaluate, and describe the effects of the action in order to make sense of what has happened and to understand the issue the writer has explored more clearly. The writer may decide to do further cycles of action research to improve the situation even more.

From the explanation above, the four fundamental steps in running action research are planning, observation, action and reflection. The cycles in action research consist of them that

should be done until the problem can be solved. In order to make it clear, classroom action research can be illustrated based on the Kemmis and Mc Taggart Model (Arikunto, 2007:16). It consists of 4 components; they were planning, acting, observing and reflecting.

B. The setting and subject of research

This classroom action research was carried out at MTs Darul Hikmah Tawang Sari Tulungagung. There is an explanation about this school described as follows:

1) Research Setting

The research will be conducted at MTs Darul Tawang Sari Kedungwaru Tulungagung in academic 2019/2020. The school is located in Hikmah located at Jl. Abdul Fatah RT 01 RW 01 Tawang Sari Tulungagung. The research is conducted at this school because there were some problems spotted in the school.

The research is conducted in class VIII A in the academic year of 2019/2020. In MTs Darul Hikmah Tawang Sari Tulungagung using 2013 curriculum. It is indicated that the teaching and learning process should apply the scientific approach. There were one meeting in a week. It will be spent 90 minutes for meeting. The class will be held on Saturday.

2) The Subject of the research

There are forty-one students in class VII A at MTs Darul Hikmah Tawang Sari Tulungagung in academic 2019/2020. The grade VIII Students are chosen as the English teacher recommendation. The potential problems are found after the interview and observations were done. The students' not interest in reading lesson is one of the main problems to solve.

C. Procedures of the Study

This stage discusses the procedure of the study conveying preliminary observation (reconnaissance), planning, implementing, observing, and reflecting.

1) Preliminary Observation (Reconnaissance)

Before the procedure of study, the researcher with the headmaster of MTs Darul Hikmah. Then the researcher met with English teacher class VIII on October 12 2019, to know some information of the student situation in the class by an interview and share about research program and research activity. After interview, the researcher found some a fact that on the students lesson about reading comprehension, the student lack interest in learning English, especially in English reading comprehension and the students low score in reading. Because they thought that reading is very difficult, so the students did not pay attention and some of them were lack of road in the class.

In this study, reseacher uses Lectora Inspire as the new media to teaching reading comprehension because this media is not based on the book. The researcher makes some preparation for action, making lesson plan, constructing the Lectora Inspire and preparing the test. The researcher uses the test to know the students reading achievement in reading comprehension at MTs Darul Hikmah Tawangasari Tulungagung in pre-action.

2) Planning

a. Socializing the Researcher Program

The researcher socializing the program of study to English teacher about the target of teaching and learning process during research. Then the researcher told the main point of research problem about solving the practical problem in the class by

media Lectora. In the activity of socializing, the researcher also share about the planning of research (making Lesson Plan) with the English teacher as collaborator.

b. Providing a suitable strategy

The researcher provides of teaching reading comprehension by using cooperative learning strategy, students are divided to be some group that consist by 2 persons. The students doing the project as a team. The student can talk about their work in students group for all off students to active in the class with students group. Every students can get motivation from other students to do their work. The researcher chosen the strategy is based on the problems occurred in the classroom through interviewing with the English teacher related to the phenomena in the class, and analyzing any documents of students file scores.

c. Designing a Lesson Plan

The researcher designing a lesson plan as a guidance in the process of teaching and learning. The lesson may cover course identity, standard competence, basic competence, indicators, objective, material, procedure of teaching and learning employing the developed strategy, and instructional material.

Table 3.2 The scenario of teaching and learning process by Lectora Inspire

Teacher	Student
a. Give stimulation by giving some questions related the material	Pay attention and listen carefully what the teacher explains
b. Explain the material about narrative text by Lectora Inspie	Study in the group
c. Divided the students into	

the difficulties in their reading comprehension and make the improvement of their achievement in reading comprehension by using Lectora Inspire.

3) Implementing

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

a. Present goals and set

The teacher explain about the purpose of lesson and prepare the students participation

b. Present information

The teacher present about material on the day to the students

c. Organize students into learning group

The teacher give explanation to the students about to make one group study and help the students to learn on their group.

d. Assist team work and study

The teacher help every group study when the process of learning.

e. Test on the materials

The teacher gives a test and evaluation after the students finish presentation with their group study.

f. Provide recognition

The teacher gives statement or award for the students good group study.

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 used some instrument of research. It is used to get some information as quantitatively of characteristic and objective of variable. There are some instruments that the researcher used :

a) 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 session of the teaching and learning. It focus on documenting how the researcher conduct Lectora media in teaching learning process, the students responses and comment during the activity observation in the form of observation checklists. The observation checklists is completed by the observer.

b) 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.

c) Reading Comprehension Test

To see the students' progress in term of their reading comprehension, test is used as the instrument of collecting data.. The test is multiple choices.

5) Reflecting

The researcher proposes once again what has done. Explained what happened in observation and that evaluated, whether the method can be problem solving to improve reading comprehension.

After doing the observation, the researcher do for the next step that is reflecting the strategy. The aim of this phase is to reflect the result of the observing phase. Through this phase the researcher can find out whether the research problem is solved or not and also whether there are new problems appear during the acting phase. Besides, the researcher can make a decision whether continue or stopped it. While, the decision can be clarified whether continue or not, it is based on the criteria of success. The criteria of success is based on the interview with English teacher that the students criteria of success score is 75. If the students score is 75 or more than 75, it means that the research program is well done and it was success.