

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses the description of the method employed in the study. The description covers research design, setting and the subjects of the study and the procedures of the study, which consists of preliminary study, planning, implementing, observing and reflecting stages.

#### **A. Research Design**

The design of this study is Classroom Action Research. The research was design to solve practical problems in the process of English teaching and learning, especially in teaching reading. The method used questioning strategy to help the students to improve their skill in reading comprehension.

Classroom action research is how the teachers can organize the condition in applying teaching and learning form and learn from their experience. The researcher can use an argument in applying their teaching and learning process and know the effect from it. In this study the researcher used the classroom action research, because the researcher worked together with the English teacher as the collaborator at the investigate school to conduct the research to solve the student's problem in the class.

### **B. Setting and subjects of the Study**

The study was conducted at MTS SULTAN AGUNG JABALSARI TULUNGAGUNG of Eight grades, which consists of two classes, and every class consists of 14-17 students. The subjects of this study were VIII A class in academic years 2013/2014 that consist of 14 students they are 8 male and 6 female. The VIII A grade of A class was used as the subject of the study because this class had difficulties in answering questions of reading text and the most of them were passive and irresponsive, most of them still had low achievement in reading comprehension. This assumption was based on the result of preliminary study and interview the English teacher.

### **C. Procedures of the Study**

The step following is taken from Kemmis and Taggart in Hopkins (1985:34) model of action research. This study conducted through. Preliminary observation (Reconnaissance), Planning, Implementing, Observing and Reflecting.

**Figure 3.1 the Procedure of the Classroom Action Research**

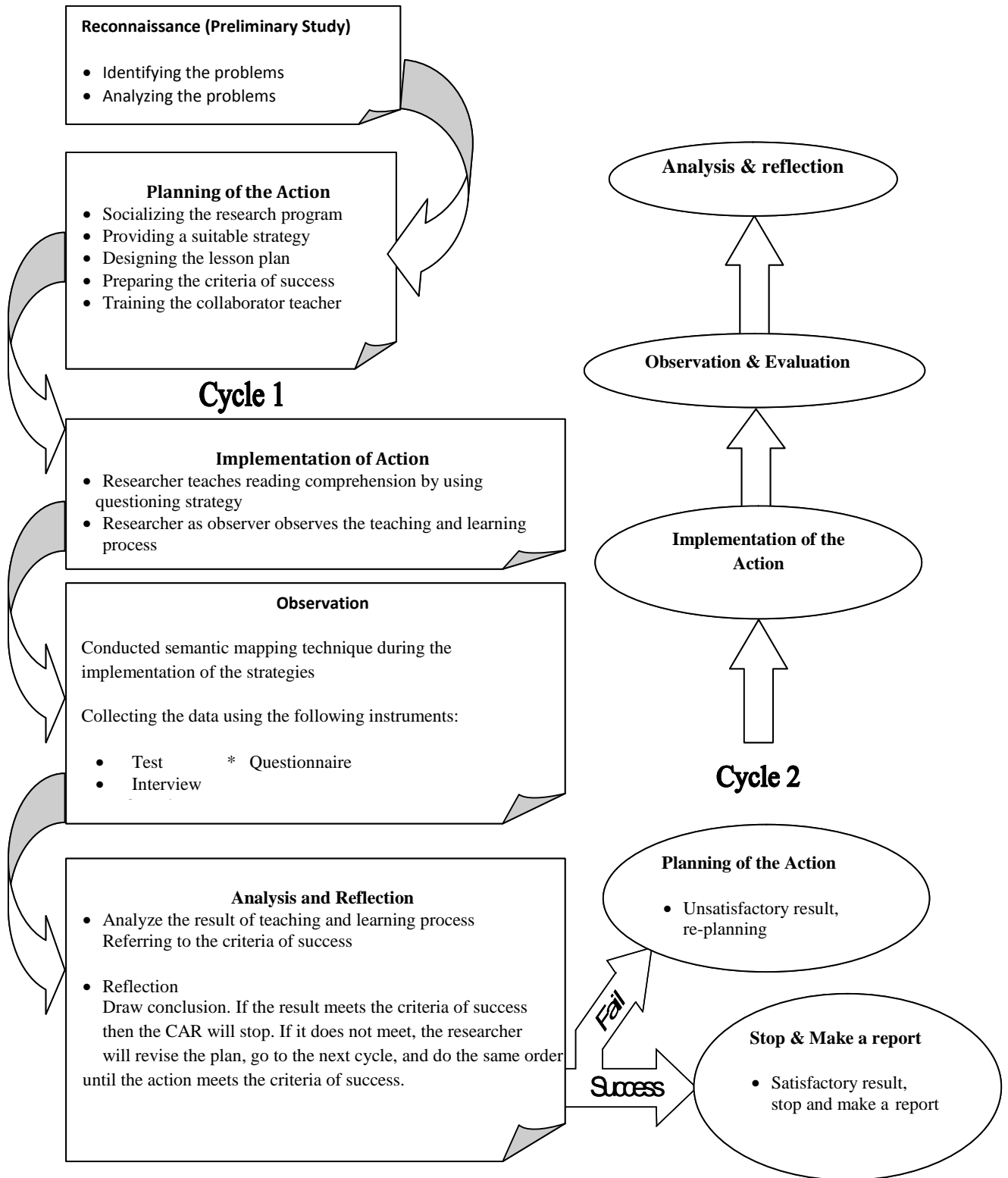


Figure 3.1 The Classroom Action Research Model adapted from Kemmis and Taggart

### **1. Preliminary Observation (Reconnaissance)**

Reconnaissance is a preliminary observation that is important to get any information about the real condition of the class including the teacher technique used in teaching and learning process, the students' problems and their activities in reading class.

It was done before the researcher carry out the action of the research to see what the problems during the teaching learning reading on May 12<sup>nd</sup> 2014. In this research, the researcher did preliminary observation in A class of eight grade at MTS SULTAN AGUNG JABALSARI TULUNGAGUNG. The researcher observed the students while they were learned reading, the students are difficult to understand the text what the teacher given and they had difficulties in answering questions of reading text and the most of them were passive and irresponsive, most of them still had low achievement in reading comprehension. She also interviewed the English teacher about the teaching and learning reading technique used in teaching reading in the class, the material which was being taught in the eighth grades, and the students' achievement on reading comprehension. Moreover, the researcher also interviewed students of VIII A about the technique used in teaching reading that they have learned.

### **2. Planning**

Based on the findings of preliminary observation, the researcher proposed solution for solving the problem occurred during the teaching and learning process. The study was done by employing questioning strategy to improve the

students' ability in reading comprehension. In this step, the researcher made preparation needed in conducting the research. This step covers socializing the research program, providing a suitable strategy, designing a lesson plan, preparing the criteria of success and training the collaborator teacher.

#### **a. Socializing the Research Program**

In May 12<sup>nd</sup>, 2014, socialization was done by researcher and met to the headmaster of MTs SULTAN AGUNG JABALSARI TULUNGAGUNG to get permission, Agus Zainudin, S.Pd.,M.M. He gave permission to researcher to conduct study there to met the English teacher which is handling the eighth grade class in MTs SULTAN AGUNG JABALSARI TULUNGAGUNG.

In the process before doing the research, suggestion and discussion from the English teacher were more needed. The name of English teacher was Mrs. Hajar Rizzawati, S.Pd.I. She would be as a collaborator teacher in this research. The researcher would implement the questioning strategy to give solution for the students in teaching and learning reading.

#### **b. Providing a Suitable Strategy**

Based on the result of preliminary observation was held by the researcher that the students have difficulties about the material in teaching and learning process of reading. So, the researcher tried to use the questioning strategy to solve the problem.

The researcher prepares strategy to solve it, and then discussed the scenario of teaching and learning with the English teacher, after discussing the time of applying the strategy in the class on May 12<sup>nd</sup>, 2014.

### **c. Designing a Lesson Plan**

After presenting the strategy, the next step is developing a lesson plan. Lesson plan is a scenario or plan of teaching in writing form which is arranged by teacher based on time allocation with a few meetings, before teaching is done or applied. During May 17<sup>th</sup> up to May 20<sup>th</sup> 2014, the researcher arranged a lesson was planed and consulted to the English teacher as the collaborator. In the lesson plan covered: (a) course identity: it consist of name of school, subject, level, time allocation, (b) instructional objective: the learning outcomes from the lesson which the students learn, (c) procedures of teaching and learning employing the developing the strategy (the scenario of teaching), (d) instructional material and media: it consists about material, media and source that are use in teaching, (e) evaluation or assessment: consist of description of the assessment to measure the students' comprehending reading skill. (See appendix 3 & 6)

### **d. Preparing the Criteria of Success**

The criteria of success of the research included the criteria of success for the process of the teaching and learning activities using questioning strategy for teaching reading comprehension during the action of the research.

Preparing the action is considered run successfully if 75% of the students get score 75 as the minimum standard of SKM for reading comprehension test. It means that if at least 11 students from the total number of the students in the class (14) pass the test, the action runs well. The standard score is 75. It means that, the students who get 75 or more are classified into passed and less than 75 are classified into failed. This way of scoring was line with the criteria referenced scoring is used by MTs SULTAN AGUNG JABALSARI TULUNGAGUNG.

**e. Training the Collaborator Teacher**

Classroom Action Research (CAR) usually done in collaboration between the researcher and the collaborative teacher if the researcher is a student. But, if the researcher is a teacher she or he can conduct CAR alone. In this research the researcher was a student, so she was done with the collaborative teacher. As a collaborator, the English teacher was involved in the whole process of the activities. In this research the researcher asked the English teacher of MTs SULTAN AGUNG JABALSARI TULUNGAGUNG to be a collaborative teacher to apply the questioning technique. The purpose of collaboration is to create a good condition in the class and handle it. Moreover, in this step, the researcher also discussed together with the collaborator about the technique would be applied in the classroom.

### **3. Implementing**

In this step the researcher and collaborator worked in collaboration to implement the questioning strategy that had been before and observe the activities carried out in the classroom. This study in each cycle would conduct in the three meetings. 2 meetings focused on the introducing reading skill by giving questioning before finding the topic of the text, and 1 meeting for giving assessment. If the first cycle success so this research stops and made a report. But if the first cycle not success, the second cycle would be continued.

### **4. Observing**

Observing is the process of recording and collecting data about many aspects or events which happened during the implementation of the action indicating the success of the strategy in solving the classroom problems. Observing was done after the planning and the acting phase. The observer was English teacher. It was done during the action research in the classroom. That was happening in the teaching and learning activity in conducting an accurate observation, the observation was focused on the activity doing by the students during the teaching and learning process and anything that happens was noted in the field note form. The researcher also observed students activities in learning. Then, she observed the students' respond, students' interest on questioning strategy.



## 5. Reflecting

Reflection is an activity of analyzing the collected data through doing observation. Latief (2011:152) "Reflection is the process of analyzing data to determine how far the data collected have shown the success of the strategy in solving the problem". After doing the observation, the researcher did next step to reflect the strategy. It was the final phase of a cycle. The reflection aimed to reflect and to review the result of the observing phase. In this phase, based on the criteria of success the researcher could find out whether it was solve the problem or not, and whether there were new problem appear during the acting phase the researcher can make a decision, if the criteria of success of the study have not been achieved yet and the study has to be continued to the next cycle(s).

## D. Research Instruments

### 1. Test

Tests are valuable measuring instruments for educational research. The test is needed to know how is the improvement student's achievement in English when applying questioning strategy to teach reading. They were two kinds of test in this study, they are pre-test and post-test. The tests were used to measure the student's achievement in reading. The form of question was essay question. The total of the questions were 10 questions.

The score of each student

$$X = \frac{N}{n} \times 100$$

Notes:

X = the score of each student

N = the number of correct answer

n = the number of the items

## **2. Interview Guide**

Interview used to know the information and the real condition in the teaching and learning process. In this research, the researcher interviewed with the English teacher to know her responses about the teaching and learning using questioning strategy and to know the reading comprehension. From the interviewing with the English teacher the researcher knew that she never uses this strategy and the students low in comprehending reading ability. *(See appendix 9)*

## **3. Questionnaires**

Questionnaires are a survey of the instruments consists of some questions used to collect the data from individuals about themselves. In this study, the questionnaires were distributed to the students after teaching and learning process or in the end of the research. A questionnaire was given to know the students comment on the teaching and learning process by using questioning strategy.

*(See appendix 10)*

### E. Data Analysis

The researcher had to analyze all the data and then reported her finding using descriptive analyzing with quantitative approach. The qualitative method was used to describe the characteristics of the data, while the quantitative method was used to analyze the scores of the data. After all of the data were collected, the data were analyzed by following steps: first the data gained through the teacher and the student's answers of the questionnaire and interview were analyzed using criteria of success. Second, the researcher evaluated the results of the test in using questioning strategy. Third, the researcher found out the students' level of mastery. Thus, the criteria about level of the students' ability based on PAP (*Penilaian Acuan Patokan*) can be seen in the following table:

**Table 3.1. The criteria of the students' level of mastery**

SCORE (%)	LEVEL OF MASTERY
90 % - 100%	Very Good
80% - 89%	Good
65% - 79%	Sufficient
55% - 64%	Insufficient
Less than 55 %	Poor

### F. Data and Source of Data.

Kinds of the data collected in this study were both qualitative and quantitative. McNiff (1996:15) stated that classroom action research could employ both qualitative and quantitative data.

In this study, qualitative data was the result of the observation concerning the researcher's planning, the assessment activity. Quantitative data were related to the students' score in answering the reading text given through the teacher. They could determine the students' reading ability.

The lesson plans are used to control during the teaching and learning process, in order to reach the target of the study. It contains some guidance points, which are used by the teacher in order to manage the classroom situation while the questioning strategy is implemented. Besides, the teacher, as an important key to check whether he had done all the teaching steps, could use it or not.

#### **G. Data Collection Method and Instrument**

This part is concerned with the schedule, data collection method and instrument. The researcher used some instruments to help her. In collecting the data in this researcher, the researcher used test to measure the student's English reading comprehension especially in questioning strategy, questionnaire form to know the students' opinion about the strategy, and the teachers' interview guide to interview.