

CHAPTER III

RESEARCH METHOD

In this chapter the researcher present of research design, setting and subject of study, the procedure of the study, observation (reconnaissance), planning, implementing, observing, and reflecting.

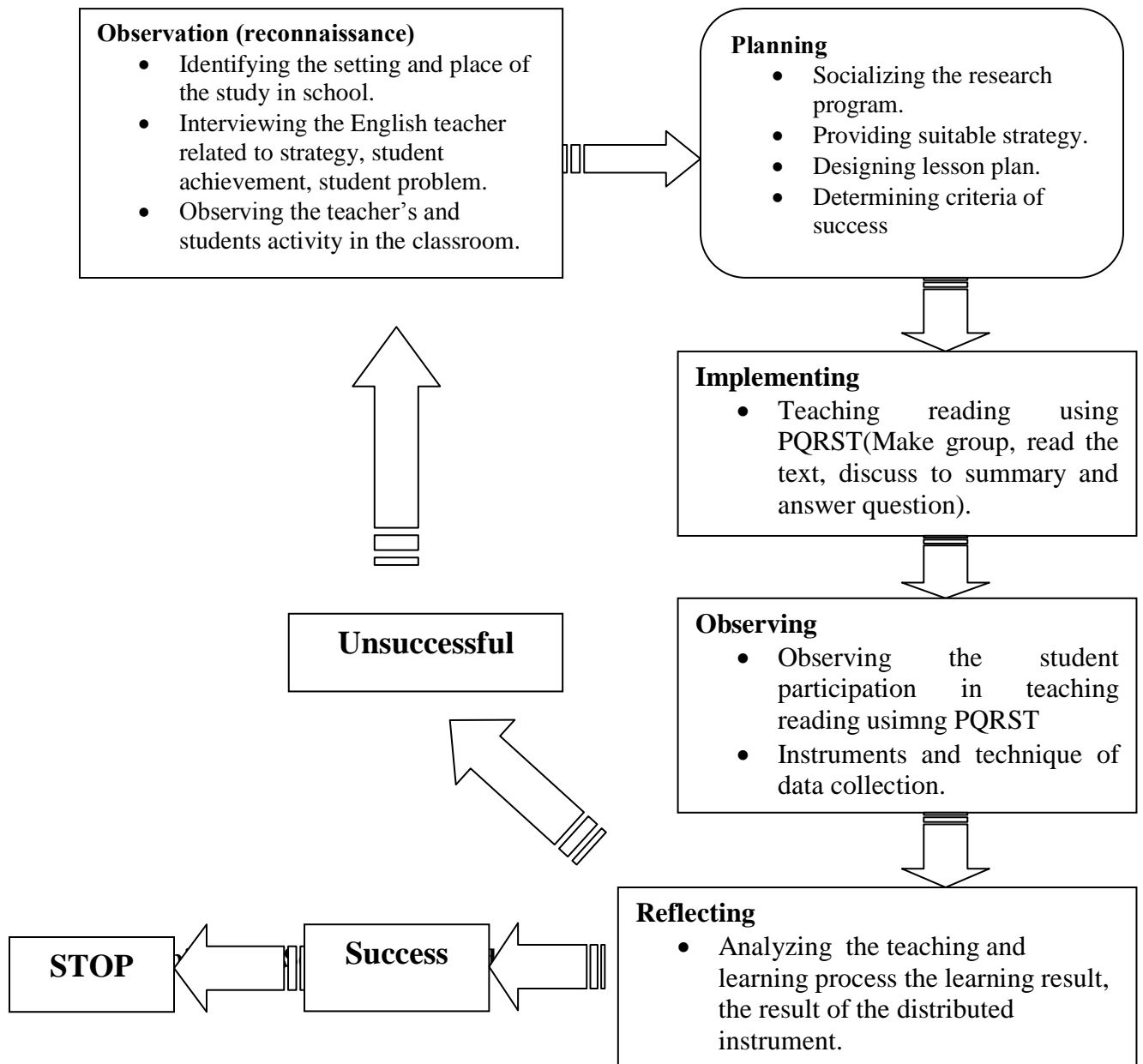
1.1 Research Design

This research uses the classroom action research (CAR), Ary et al (2010: 513) states that in education action research can be applied to such areas as curriculum development, teaching strategies, and school reform. Action research in schools is also called practitioner research, teacher inquiry, or teacher research, although the process can certainly be used by other school personnel besides teachers, including coaches, counselors, principals, superintendents, librarians, technology specialists, and other education professionals. The goal of action research in education is to create an inquiry stance toward teaching where questioning one own practice becomes part of the work and of the teaching culture. In this action research study the teaching and learning process were divided into two cycles where each cycle consisted of two sessions. Each session had four interconnected activities, namely: Planning (P), Implementing (I), Observing (O), and Reflecting (R).

In this case post test which was administered at the end of each session in meant to reveal the expected increase in the student reading comprehension through *PQRST* reading technique. The result of initial reflection or pre-test was compared to the corresponding mean score of the

reflection which was administered at the end of each session for the sake of establishing the degree of increasing reading comprehension ability of the subject.

Figure 3.1 CAR design by Kemmis and Mc. Taggart (in Arikunto, 2010:129)



The subject of the study was carried out at MTsN Jambewangi located in Jl. Raya Jambewangi, Selopuro, Blitar, East Java. The school has 24 classes; eight classes for the seventh grade students, also eight classes for the eighth-grade students, and eight classes for the ninth-grade student. The average number of the students for each class was about 39 students.

The setting was chosen because based on the preliminary study by observing the English's KKM or the minimum criteria of success, the researcher found out that class VIII consisting of 36 students had low ability in reading comprehension texts specifically in narrative text. With the condition, the researcher decided the student study in the class. This study was implemented in the second semester.

3.3 Procedure of the Study

The study was conducted through the following stages: preliminary observation (reconnaissance), planning, acting, observing and reflecting.

3.3.1 Preliminary of the study

Before doing this research, the researcher observed at MTs Negeri Jambewangi Academic Year 2015/2016 and interviewed the teacher. From the interview with Mrs Ranti as an English teacher, the researcher found some problems in comprehending the text. That in teaching and learning reading comprehension the teacher and student got some problems as follows:

1. The students have difficulties in reading. There are many mistakes in reading, especially in comprehending reading narrative text.
2. This class had low motivation for students in teaching reading comprehension.

3. This class had low score especially in narrative text. Actually the the KKM in this school is 75. To know the score in preliminary test see the table 3.1:

Table 3.1 The Result of Preliminary Test

NO	NAME	SEX	SCORE
1	A B	M	76
2	A R R	M	68
3	A M R	M	36
4	A S A	F	52
5	A F F	M	56
6	A K N	F	52
7	A H L	F	52
8	A K	F	68
9	A R	F	52
10	B V U	F	52
11	E D S	F	64
12	F A P	M	64
13	K K	F	64
14	L H H	M	56
15	L R	F	64
16	M I F F	M	56
17	M Z	M	64
18	M R A H	M	76
19	M F R	M	60
20	M N D P	M	72
21	M A N Q	M	56
22	M I M	M	56
23	M I Z M	M	44
24	N D F	F	48
25	N H W	M	56
26	P R	F	48
27	P A S	M	56
28	R M T	M	72
29	S R N	F	-
30	S H P	F	60
31	S	F	56
32	T R	M	68
33	V F W	F	68
34	Y N	F	56
35	Z S P	F	68
36	Z S R	F	56

3.3.2 Planning

In the planning stage the researcher prepared to do the action. In the first step the researcher prepared the teaching strategy and the procedure that will be implemented in the research. The research set the proposed solution and the criteria of success, and then the researcher prepared the learning instrument, such as lesson plan, syllabus, teaching media etc. The researcher prepared lesson plans about Narrative text. Researcher also prepared worksheets, story of Narrative etc.

a. Socializing the research program

Socializing the research program to the head master about the method and technique that would be used. On 01 April 2016, the research shared with the English teacher about the teaching and learning process and determined the time allocation needed to do the research.

b. Providing the strategy

Method is one of strategy can be used by the teacher in teaching learning especially in reading comprehension. *PQRST technique* is to help students to advance their reading comprehension especially in read narrative text. *PQRST technique* consists of these 5 steps below:

1. P (Preview)

In this first step, the reader determine what the entire text is about by skimming through it all so they know they are going to be

covering. One way to do this is to read the title, and then notice the graphs, pictures, diagrams in the text. Next, read the introduction and summary or the first paragraph, also notice the organizational structure text. The point is to get an idea of the main topics and sections of the text.

One of the best things about previewing is that it takes very little time to do. Once they had some practice, they usually be able to preview a text quickly. If they have a general idea about what a reading assignment covers, they will be able to determine how it relates to the course for which they're reading, and what they want to learn from it.

2. Q (Question)

After previewing the text, the students as the readers determine what they are exactly looking for while reading. The students should make questions based on what they have read before. The questions can lead them to find further information of text. They should avoid adding questions that might distract or change the subject. With specific questions in mind about a reading assignment, they will know exactly what information to look for, and they will be motivated to find it. This will help them to learn as much as they can from reading.

3. R (Read)

The third step is R or Read. In this step, the readers read the whole text. And while reading it, they also try to find the answers of the questions they made before. Here, they should remember the features that they notice during the last two steps: \ heading, special term, pictures, and summaries. Those can be used to guide them toward the main ideas. Remember also that each paragraph contains a main idea, and supporting ideas that elaborate on this. Look for them, and underline or highlight them. The reader should read for ideas rather than single words: train their eyes to look at cluster of related words rather than at each individual word.

4. S (Summary)

After reading the text, the readers should know how much they can recall the information they get from the text and state it by their own words. High light,only the most important words. Without looking at the book, ask the students to recite the main idea of the text generally and the main idea of each paragraph. Then tell themselves in a sentence or two what they have read. Finally, scan over the section quickly to pick up any essential points they may have missed. It is possible to recite in our head or aloud, but many students find it most effective if they jot down what they recite. This is of course, also make it much easier to review later. Many students also find Summarizing or Self- Reciting helpful because it requires monitoring their attention carefully. If they are having difficulty

Self- Reciting, this may mean they are not concentrating fully on the reading but can also provide incentive for improving their concentration.

5. T (Test)

The last step is T or Test. At the end of the reading activity, the reader checks their knowledge by testing themselves to know how far their understanding of the text they read is. It can be done by reviewing all the material and storing it into their long-term memory. Starting by recalling as much as they can without looking at the book or their recitation notes. If they have any difficulties, they look at the questions they wrote to jog their memory, but they should not look at their answers or other notes until they have given their memory a chance to work. Then, look back over their recitation notes to make sure they remember all the important points and main ideas. If they still think they miss something, look over the reading assignment, too. The more they Test themselves, the more firmly the information will be planted in their long-term memory.

c. **Designing the lesson plan**

The researcher designing lesson plan with discussed with the English teacher. The lesson plan was arranged and develops based on the syllabus in the second semester of first year student of junior high school. The lesson plan was conducted as long as second meeting. The lesson plan consists of course identity, instructional objectives,

indicators, teaching scenario, material, and instructional material.

The details description of lesson plan can see in appendices.

d. **Preparing the criteria of success**

The criteria of success for teaching and for the students indicated in the form the writing post-test given. Accordingly, the criteria of success used in this study are 2 aspects:

1. 70% of the students score of reading test was at least upper 75 SKM.
2. The students were active during the teaching learning process.

e. **Training The Collaborator Teacher**

In this research the researcher is student university, so the researcher must show the successful of this strategy to apply the teacher in English class especially to improve reading comprehension by using *PQRST Technique*. The researcher also show the advantage if this strategy successful.

3.2.Implementing

In this step the researcher and the collaborator will work in collaboration to implement the *PQRST technique* that had been planned before and observe the activities carried out in the classroom. This study in each cycle will conduct in the two meetings. For the more explanation of the activity in each meeting can be seen in Table 3.2 If the first cycle success, so this research will be stop and make a report. But if not success in the first cycle, the second cycle will be continuing.

Table 3.2 Schedule of implementing the Classroom Action Research

NO	ACTION	TIME			ACTIVITY
		DAY DATE	OR	HOUR	
C Y C L E <u>1</u>	Meeting 1	Friday, April, 2016	29,	8.35 – 9.55	<ul style="list-style-type: none"> ▪ The researcher explain about the technique ▪ Than the researcher give some question (pre test) for student
	Meeting 2	Saturday , 30 April, 2016		8.35 – 9.55	<ul style="list-style-type: none"> ▪ The researcher explain about narrative text ▪ The researcher introduces the PQRSST technique and explains how to apply the technique. ▪ Discussions the text 1 and shared all informations that every group than implement the technique
	Meeting 3	Wednesday. 04,May 2016		07 – 7. 55	<ul style="list-style-type: none"> ▪ Post test for individual work cycle 1.
C Y C L E <u>2</u>	Meeting 1	Saturday , 7 May, 2016		8.35 – 9.55	<ul style="list-style-type: none"> ▪ The researcher review about the previous meeting that the have learn ▪ By group work the students doing for implementation the text 2 by using <i>PQRSST Technique</i>.
	Meeting 2	Friday , 13 May, 2016		8.35 – 9.55	<ul style="list-style-type: none"> ▪ Post test for individual work cycle 2.

3.2.4 Observing

During the action phase, the classroom activities should be observed in order to know the result of the implementing of the chosen strategy observation also used in order to know the effectiveness of teaching learning process whether or not the strategy could improve the students achievement by the researcher . It was also determined if there was any changes on the subjects' behavior and activity in reading class and how far the action reached the target. In this phase, the post-test was administered to measure the subject competency in reading comprehension. It clearly showed the researcher whether the subjects reading comprehension could be improved after the implementation of *PQRST technique*. The achievement of the subject in learning process, in this case, could be seen from the result of post- test while the action and treatment give could be seen from the result of the Observation Checklist, Test , Questionare.

3.3.5 Reflecting

This reflection activity is another thing to do after the planning, action and observation, for considering the result of observation. In this phase, the researcher attempted to analyze the implementation of the strategy including both the strengths and weaknesses. The result of reflection showed whether the suggested strategy in the teaching reading was satisfying or not in improving the achievement of the subjects in reading comprehension especially in eighth grade students. The finding in each meeting and the result of each test were

considered as the input in order to improve the result of the next cycle. The reflection was administered at the end of each session

3.3 Research Instrument

The research instruments were needed to collect the data for the present study. The researcher believes that without instruments, it is impossible for the researcher to collect the data. In collecting the data, there were several instrument had been used, such as observation checklist, Reading Test and Questionnaire. First observation checklist. The observation will check by the collaborator which is always joining to the class while the teaching and learning process happening. Second Questionnaire, questionnaire was given to the students in order to know the response, the progress and the positive chanced of the students in reading comprehension through PQRSST reading technique. The questionnaires were written in Indonesia, it was done to avoid the misunderstanding when answered the questionnaire. The questionnaire consisted of 10 items. The researcher constructed the questionnaire in the form of multiple choices in the form of multiple choices in which consisted of four options (A, B, C, and D) and the basis of rating scale 0 – 3. Third Tests. The Tests were used to measure the student's achievement on comprehending reading a narrative text.

3.4 Data Collection

In measuring the students comprehension on reading the researcher used multiple choice tests, essay tests and questioner. The tests were in the form of

comprehension multiple choice tests. The process of collecting data was a follow: firstly, the researcher gave pretest to the students in order to know their ability. This test was used as initial reflection to find the problem that faced by students. In addition, at the end of every unit lesson presentation the presentation the researcher concert with improving the students achievement by *PQRST technique*. The researcher administered post-test at the end of the each cycle to find out the result of the students achievement after the action phase. Finally, the researcher gave questionnaire to the students at the end o each session in cycle I and cycle II.

3.5 Data Analysis

The obtain data from the test given to the students are analyzed descriptively. The analysis, show the students'' progress in reading comprehension. The score that are obtained through the test application are used as the data o this study. This analysis involved three stages:

1. Correcting the students'' answer of the test of each meeting.
2. Computing the data with the following formula:

$$M = \frac{\sum X}{n}$$

Note:

M = the average score of the students'' achievement on reading test.

$\sum X$ = the sum of the total score

N = the number of the students

3. Determining the students' achievement in reading comprehension could be significantly improved by using PQRST reading strategy or not.
4. Determining the qualification of the students' achievement from the mean score.

From the mean score, the researcher could evaluate whether or not PQRST reading technique is effective to improve the students' comprehension in reading.