

CHAPTER III RESEARCH METHOD

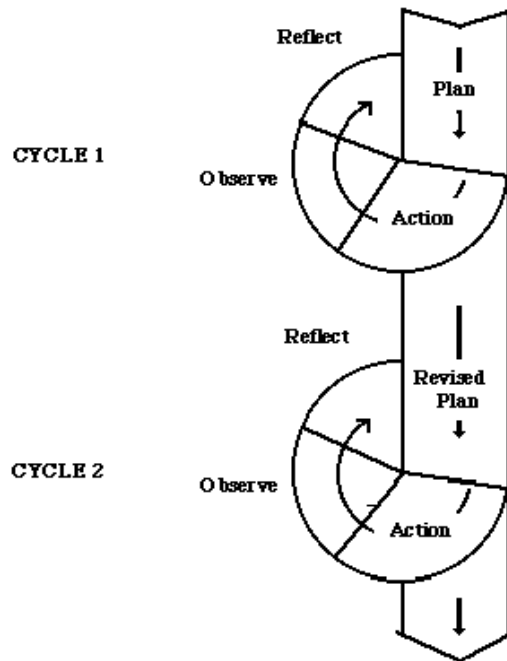
A. Research Design

In research design the researcher has the choice to use the research design that he or she wants. The research design of this study was a collaborative action research (CAR) since it aims at improving an existing condition. In collaborative action research, both qualitative and quantitative data were used to draw the research and collect the data. This research is problem-based research whose goal is to solve problems that appear in the classroom and make improvements in teaching learning activities through a cycle process involving multiple phases: planning, acting, observing, and reflecting. It was designed to enhance the students' reading comprehension by using PQRST (Preview, Question, Read, Summary, and Test) strategy at the eighth grade of the second semester in SMP Islam Kebumen Academic Year 2018/2019.

In every design of the research, steps to apply the research itself, are the same as in this research. In this research, the researcher adopted the steps conducted by Kemmis and McTaggart model as cited in Burns (2010: 8) which consist of four steps: plan, action, observation, and reflection. It can be seen in the following figure:

Figure 3.1

Cyclical AR model based on Kemmis and McTaggart in (Burns 2010: 8)



1. 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 researcher 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.

a. Socializing The Research Program

The first activity the researcher was socialized at SMP Islam Kebumen. In this step, the researcher met the Headmaster of SMP Islam Kebumen to ask a permission to conduct observation in the

school. Then, the researcher asked to met the students at eighth grade to asks some information about teaching and learning in SMP Islam Kebumen especially in reading comprehension.

b. 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 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.

c. Preparing The Criteria of Success

The criteria of success in this study want emphasized on the teaching and learning processes while the research was running. A criterion of success is set to determine whether the learning activities in the research are successful or not. The criterion of success of this study is based on the students' score in reading.

2. Action

During the action stage, the researcher and the collaborator teacher work in collaboration to implement the lesson plan and to observe the activities carry out in the classroom especially the students' participation and how the teaching and learning process. The researcher acts as an observer

during the course of the action and the English teacher acts as a collaborator who will teach English learning to the students.

3. 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. It was also determined if there was any changes on the students' 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 students' competency in reading comprehension. It clearly showed the researcher whether the students' reading comprehension could be improved after the implementation of Preview, Question, Read, Summary, and Test strategy.

4. Reflection

Reflection is done in every meeting. Monitoring result is formed into the reflection after face-to-face meeting. In the reflection, collaborator and observer give the input of research chronology during teaching learning process, either lack or success that is already achieved. There are some stage in reflection, they are:

- 1) Discussing or evaluating the observation result during learning process concerning how the appropriate strategy to increase the students' reading comprehension.
- 2) Discussing the next plan program for the next action that concerns about the strengths and weakness of the strategy that is used. One the program is changing the inappropriate strategy, increasing, and developing the strategy that seems to be success.

B. Setting of The Research

1. Place of The Research

This classroom action research is conducted in SMP Islam Kebumen with the English teacher as a collaborator and the students as a subject of the research. The location of this school is Jl. Raya Kebumen, Tanggamus District, Lampung Province.

2. Collaborator

The collaborator of this classroom action research is Mr. Ade Prastomo Putra, S.Pd. as english teacher.

3. Preparation of Classroom Action Research

Before conducting the classroom action research, the researcher prepare lesson plan, test/evaluation, and interview guidelines.

4. Subject of The Research

Subject of this research is the eighth grade students at SMP Islam Kebumen with the number of students is 30 students. Which consist of 17 male and 13 female.

Table 3.1
The Research Schedule

No	Date/Mont/Year	Time	Activity
1	06 March 2019	08 : 20 Am	Socialization plan the researcher to conducted the research in this class using Preview, Question, Read, Summary, and Test Strategy.
2	13 March 2019	08 : 20 Am	Take the score of reading .
CYCLE I			
3	27 March 2019	08 : 20 Am	The first meeting delivery the topic of reading text “Mousedeer and Crocodile.”
4	03 April 2019	08: 20 Am	Take their score of reading test.
Reflection			
CYCLE II			
5	8 May 2019	08 : 20 Am	Delivery the topic of reading text “A Fox and A Goat”
6	10 May 2019	10: 10 Am	Take their score of reading test.
Reflection			

C. Validity of the research

According to Hatch and Farhady (1982: 250) the test could be said valid if the test measure the object to be measured and it is suitable with the criteria. In order to measure whether the test has a good validity, this research used the content and the construct validity.

1. Content Validity

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the researcher has to see all indicators of the items in test and analyze them thoroughly whether the test is good reflection of what has been taught (Setiyadi, 2006: 22). This study used reading comprehension test that was supposed to be comprehended by the second grade of senior high school students. The test is considered as valid in content validity if the test of reading constitutes a representative sample of the language skill and structure and also the materials used are chosen based on the curriculum that is used in the school. The composition of the try out test items was presented in table 3.2 as follow:

Table 3.2

Blueprint of Reading Test

No	Aspect of Reading Comprehension	Item	Number of Item
1.	Finding main idea	2,8,11,14,22	5
2.	Finding meaning of the word	5,9,18,23,25	5
3.	Finding specific information	4,6,17,20,24	5
4.	Finding inference	1,10,12,16,19	5
5.	Finding reference	3,7,13,15,21	5

	Total		25
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2. Construct Validity

According to Djaali and Pudji (2008:64) construct validity is the validity of finding out how far the test instrument is able to measure what will be measured in accordance with the stipulated condition. Its means that items of test or instrument on the research must valid and can measure what will be measured by the researcher

D. Reliability

A research was need not only valid but also reliable. Reliable means that a research study was trustworthy. It was used to avoid the subjectivity in the research and maintain lack trustworthy to analyze the data. To examine the lack trustworthy of a research, triangulations principle was implemented by (Burns, 2010 : 97). However, this research was applied two of them.

1. Time triangulation

Time triangulation means that the data are collected through different points in time. In this study, the data was collected from the beginning and the end of the research.

2. Researcher triangulation

The data are collected by more than one researcher. The researcher can't stand independently since this principle requires more than one researcher to avoid the bias interpretation.

3. Space triangulation

The data are collected across different subgroups of people, to avoid the limitations of studies conducted within one group.

4. Theatrical triangulation

Data are analyzed from more than one theoretical perspective.

E. Data Collecting Technique

The data of the research in forms of qualitative and quantitative data, the qualitative data was gained by gave description of the situation before and during the teaching and learning process, while the quantitative data is take from the score of students' reading comprehension. It is then to measure the students' improvement in the end of the cycles. The researcher used some data collection techniques as follows:

1. Observation

The teacher and the students' activity are record in every meeting during the implementation of Preview, Question, Read, Summary, and Test strategy in teaching and learning process in this study. The purposes of recording the observations are has a clear description of the existing condition in the classroom and as sources of reflection for the next cycle.

2. Photograph Taking

The camera was used to take pictures and videos during the research in the classroom to saw the situation when the actions perform. Those

pictures are pivotal evidences to show visible data which support the reliability and trust worthiness of the research.

3. Interview

Interview is used to gain information which cannot be gained through observations. The researcher had prepared interview guidelines before conducting it. The interviews involved the teacher and the eighth grade students of the second semester in SMP Islam Kebumen academic year of 2018/2019,

4. Reading test

The reading test was taken in three time from begin until in the end. The giving objective of reading test was to test the students' reading comprehension before and after the implementation of Preview, Question, Read, Summary, and Test strategy.