**CHAPTER III**

**RESEARCH METHODOLOGY**

This chapter covers the description of research methodology including research design, setting and research subject, and research procedure that consists of preliminary action and four steps used in action research namely: planning, implementing the action, observing ( data and source and technique collecting data) and reflecting.

**A. Research Design**

The research designs of this study is collaborative classroom action research (CAR). The researcher directly works together with one of the English teachers to help conducting the research as well as to cope with the students' problems, investigate and note the class happens, the students' actions at t,Rhe teaching reading skill during school hours. It was done for the sake of finding out an elaborated teaching strategy of reading comprehension that is more applicable mainly for the students of MTsN aryojeding, Rejotangan, Tulungagung, so that is improved their reading achievement.

The data in the study are from the actions in pre-test, cycle 1 and cycle 2 given to the students in class. each actions is conducted in the form of cyclical process referred to Keemmis’ and Mc Tanggart’s model ( McNiff, 2002:45), which comprises four main steps namely: planning, acting, observation the action, and reflecting on the action.

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**Figure 3.1 stage of Classrom Action Research**

Planning is the first step of the cycle concerned with teaching preparations designed by the researcher. It includes the lesson plan containing the instructional objectives to be achieved, the material to be taught, the teaching media used, and the task given to the students as the evaluation of the applied technique. It deals with making observation sheets and field note use to collect the data during the learning teaching process as well as designing the criteria of success used in this study.

As the second step of conducted cycle, implementing is the plan deals with the application of CSR technique. During the implementation of the strategy, observation is also conducted simultaneously to gather the data needed in the study and make sure that the learning-teaching activities being conducted in line with the prepared lesson plan.

The third step is observation. Observation is the process of recording and collecting data about many aspect or event which happened during the implementation of the action. In this stage, the observer observed the teaching learning process of the activities done by the teacher and the students.

In Reflecting of an action, the activity focuses to analyzing the collected data from each cycle is to determine whether or not a following cycle is necessary to be conducted.

**B. Research Setting and Subject**

The study was carried out at MTsN Aryojeding, located in jl.Raya Blitar, Aryojeding, Rejotangan, Tulungagung, 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 40 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 G consisting of 42 students had low ability in reading comprehension texts given to them. with the condition, the researcher decided to hold that class. This study was implemented in the second semester in January until may of the academic year of 2011-2012.

**THE CLASSROOM ACTION RESEARCH PROCEDURES**

**PRELIMINARY STUDY**

* identifying problem in teaching reading by:
* Interviewingthe English teacher.
* Analyzing the fact data.
* Observing the teaching and learning activities.

IMPLEMENTING THE PLAN

* Implementing the collaborative strategic reading for reading comprehension in the narrative text.

PLANNING

* Preparing instruments such as teaching collaborative strategy reading, lesson plan, reading test, observation sheets, field-notes, and the criteria of success.

**Unseccessfull**

OBSERVING THE ACTION

* Observing the application of the collaborative strategic reading in teaching reading comprehension on the narrative text.
* Having post lesson discussion after teaching between the researcher and the collaborator.

REFLECTING ON THE ACTION

* Analyzing the collected data.
* Determining whether the action is successful or unsuccessful.

**Seccessfull**

THE CAR IS STOPPED

**Figure 3.2 : Procedure of the Action Research**

**C. RESEARCH PROCEDURE**

**1) Preliminary Action**

 The preliminary action is an introduction activity in which the researchers applied the learning-teaching process using conventional strategy, at the same time, observed the student’s participation in teaching-learning process.

**2)** **Realizing the Action**

The realization of the action consists of : (a) planning, (b) implementing of action, (c) observing, and (d) reflecting

**a. Planning**

The planning is as the first step to learning with teaching preparation designing by the researcher. The preparation made by the researcher before actions of the cycles were given to the students in class. They were some instruments concerning with (1) designing suitable teaching, (2) making the lesson plan or RPP, (3) determining the using media, (4) designing observation sheets for both the teacher and the students and interview (5) setting. criteria. of success, and (6) designing tests given to the students

**b. implementing of The Action**

The acting is as the second step deals with the implementation of the Strategic Reading Collaborative in reading comprehension covered the three phases of reading activities: Pre-activities, main activities, and post activities. During the application of the strategy, observing the action was also done whether the learning-teaching activities in class were in accordance with the prepared lesson plan. The observation was conducted the teacher's collaborator, as the collaborative research, who acted as the observer of the study.

**c. Observing**

**1. Data and Source**

The data collection in this study consists of :

* The result of the teacher's and students' observation are obtained during the implementation of the learning teaching process
* The result of interview of the application of the research
* The ,students' pre-test achievements administered in the preliminary study and their pos-test achievement conducted at the end of each cycle

**3) Technique of Collecting Data**

To collect the data in the study (qualitative and quantitative data), three kinds research instrument are used. :

1. **Observation sheet**

 The observation activity is carried out to observe the teacher’s and the student’s activities during the learning-teaching process. It is expected to know the suitability between the planning and the implementation of the action and to collect data of the student’s activities. The practitioners of these activities are teacher as a researcher, and teacher collaborator by using the observation sheets. The formula is used to know successful or not as follows:

The percentage of main score (MS) =

4 = Very good 2 = Fair

3 = Good 1 = Poor

The criteria of success were determined as follows:

75% < MS ≤ 100% = Very good 25% < MS ≤ 50% = Fair

50% < MS ≤ 75% = Good 0% < MS ≤ 25% = Poor

1. **Field Notes**

 Actually, field notes intended to write down important events concerning with the teacher’s and student’s activities uncovered in the observation sheet. Field notes is the description of what was being heard, seen, experienced and thought in the course of collecting and reflecting on the data. They are such as time allocation, classroom atmosphere, task organization, and teacher’s feedback.

1. **Interview Guide**

 This technique is done in the end of the research to know the student’s view of the teaching–learning process, especially the using collaborative strategy reading in teaching reading comprehension of descriptive text, for instance, the team-assigning, learning material, the learning success, instructional process and student’s interest. The interview is recorded in private either inside or outside the class.

1. **Test**

 The researcher gives test of reading comprehension. There are two kinds of the test. The first test is the test given to students in preliminary study. The second test is the test administered to the students at the end of the cycle to investigate the improvement of the students reading comprehension in descriptive text after applying the collaborative strategic reading. The formula is used to know successful or not as follows:

* Student’s score

% x = x 100%

% x = the percentage of individual success

X1 = the total of the student’s score reached

N = the maximum score

 The student’s achievements are considered success, if their score of the test at least 75 based on the passing grade (SKBM) of English in the school.

* Class mean score

% x x 100%

% x = the percentage of classical success

X1 = the total of the individual success

N = the total all of students

 The student’s achievements is considered satisfactory if their mean score of test is at least 75.

* Classical mastery learning

% x = x 100%

% x = classical mastery learning

X1 = total of all students

The improvement of the student’s achievement is considered satisfactory if the numbers of the students who achieve at least the passing grade (75) of their score is at least 85% of all students.

1. **Reflecting**

 In reflecting on the action, the activity focuses **on analyzing the collected data**  from each cycle to determine whether or not a following cycle was necessary to conduct. The cycle will be stoped, if the criteria of success are not reached. It is necessary for the researcher to revise the plan and to have another cycle for applying the next actions. The following is the procedure of analyzing data used in study ( Miles and Huberman, 1998 : 18 ):

1. **Reducing/Classifying Data**

The collect data are classified in two types. The first data is qualitative data in which concerns on the teacher’s and student’s activities in class during learning-teaching reading comprehension in narrative text process by using collaborative strategic reading (CSR). The second data is quantitative data in which is obtained from the result of the student’s post test at the end of each cycle to evaluate the student’s improvement in reading comprehension in descriptive text by using CSR.

1. **Presenting Data**

The presentation of the collecting data is arranged in organized statements. The data concerning with the learning teaching process as qualitative data is explained in the form of descriptive statement. On the other hand, the data dealing with the improvement or the students post test at qualitative data is explained in the form of the student’s mean score and increasing the numbers of the students who reach the passing grade (KKM) based on the result of the post test in reading comprehension in descriptive text at the end of each cycle.

1. **Drawing Conclusion**

The conclusion is made at the end of every cycle to see whether or not the action conducted in one cycle is satisfactory. If the action research is unsatisfactory, it is necessary for the researcher to revise the plan for implementing the following cycle. On the other hand, the researcher does not continue to the following cycles, if the action conducts in the cycle is satisfactory.

 The steps of analyzing the data can be described as follows.

1. Analyzing the data on the teacher’s activity
	* Calculating the total activities done
	* Calculating the percentage of the total activities done
	* Decide the score classification on the teacher’s performance
	* Make conclusion by explaining the data obtained in descriptive statement
2. Analyzing the data on the student’s activity
	* Calculating the numbers of student’s doing the activity
	* Calculating the percentage of students doing the activity
	* Calculating the total point of all activities
	* Calculating the percentage of the total point
	* Decide the score classification on the students activeness as follows:

Percentage interval Explanation

76% - 100% Very good

51% - 75% Good

26% - 50% Fair

1% - 25% Poor

* Make conclusion by explaining the data obtained in descriptive statement
1. Analyzing the data on the result of the student’s sheet
* Calculating each student’s score
* Calculating class mean score
* Calculating the numbers of the students which have achieved mastery learning
* Calculating the numbers of the students which have achieved mastery learning
* Calculating the percentage of the numbers of the students have achieved mastery learning
* Making conclusion based on the criteria of mastery learning, that is, the numbers of the students who have achieve the passing grade (75) are 85% of the total numbers of the students.