

CHAPTER III

RESEARCH METHODOLOGY

The research methodology which used in this research consists of: (1) research setting and subject, (2) research design and procedure and (3) data analysis. The procedure of this research consists of the steps of action research namely: the planning action, implementing of the action, observing the action and reflection.

3.1 Research Setting and Subject

The subject of this research was concentrated on student in eighth grade F (VIII F), which has 36 students of SMP Al Islam Krian in academic year of 2014/2015. By the KWL strategy, the researcher tried to help students become more involved in reading expository material. As a group, students write out and discuss what they know, what questions they want to answer and what they have learned from reading the text.

3.2 Research Design and Procedures

The research design of this research is classroom action research. Classroom action research is a very effective way of improving teaching. According to Fraenkel and Wallen (2009:589), action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice. It is an approach that was used by the teacher and conducted with one researcher to improve the quality of education by first getting evaluation from the unsuccessful previous research. The classroom action design used in this research is Kemmis and Mc Taggart design. According

Kemmis&Taggart in Burn (1999:32), an action research occurs through a dynamic and complements processes which consist of four essential steps; those are planning, acting, observing and reflecting. This research applies Classroom Action Research design that involved two cycles. Each cycle consists of two sessions. However, if in cycle 1 the student could improve their reading comprehension, the researcher did not continue to the next cycle as stated by Susanto (2010:11), *Penelitian Tindakan Kelas tidak harus dilakukan dalam beberapa siklus apabila simpulan yang dibuat dari tahap refleksi pada akhir siklus menunjukkan hasil yang memuaskan, penelitian dihentikan.*

The research was started with the activity of preliminary research, The researcher interview the teacher about the general condition of classes, student's difficulties in reading skill, and the technique used by the teacher in teaching reading. Through this interview the researcher got the preliminary data, then analyzed them to decide the plan, the implementation, the observation and the reflection. The researcher decided that the KWL strategy was the appropriate strategy of improving the students reading comprehension skill. Furthermore, this is the explanation of activities applied in classroom action research:

3.2.1 Planning

Planning would be one of important components in teaching learning process. A good planning will help learning process. In general, planning means an activity of preparing the instruments needed in gathering the data. Before implementing the KWL strategy, the researcher prepared number of activities or requirements that would be described as follow:

3.2.1.1 Designing lesson plans that were also inserted some material about descriptive text with 'animal' as the main topic. The lesson plans were made based on the topics that were adopted from the syllabus of SMP Al Islam Krian.

3.2.1.2 Constructing learning material about descriptive texts with “animal” as the main topic and those were used for cycle I and cycle II

3.2.1.3 Constructing questionnaire to the subject. The questionnaire was in form of multiple choices, it consisted of 8 items.

3.2.1.1 preparing the lesson plan

Activities	Teacher	Student	Time
Pre-Activity	1. Greeting the students	1. Responding the greeting	2'
	2. Checking the students' attendance	2. Paying attention and showing their attendance by saying ' <i>Present</i> ', when the teacher ask student's name	3'
	3. Telling the learning objectives which are going to be achieved and also the importance of learning descriptive text	3. Listening to the teacher about the material.	5'
Whilst-Activity	Exploration 4. Asking the students some questions which related to the topic discussed. 5. Explaining generally about KWL strategy	4. Answering the teacher question based on prior knowledge. 5. Listening to the teacher about the material	10'
	Elaboration 6. Asking students to make a group	6. Finding group consist of 5 students	5'
	7. Proposing some elicited question on what they have known about descriptive text.	7. Answering the question.	5'
	8. Proposing some elicited question on what they have known about descriptive text.	8. Answering the question.	15'
	9. Showing picture animal “Owl” and ask student to describe it in general.	9. Following the instruction and describe the picture	5'

	10. Explaining about descriptive text systematically based on the definition and generic structure	10. Paying attention.	5'
	11. Guiding the students to fill column K with what they have already known about the topic	11. Following the instruction	5'
	12. Asking the students to ask question about what the thing they want to know from the topic.	12. Discussing the exercise.	5'
	13. Guiding students to fill column W with their question.	13. Following the instruction.	5'
	14. Giving the students text about "Owl".	14. Reading the text and try to comprehend the text.	5'
	15. Asking the students to make a conclusion of what they have learned from the topic "Owl" in column L.	15. Making conclusion	5'
	Confirmation 15. Opening question and answer session and asking students difficulty	15. Asking question to the teacher.	10'
Post Activity	16. Asking students to conclude the topic and giving positive feedback	16. Concluding the topic that has already discussed	5'

3.2.1.2 Preparing the material

Based on competence of KTSP curriculum, the materials of reading texts for eighth grade students are procedure, descriptive, recount and narrative text. In this research, the researcher focused on improving teaching reading through KWL strategy with descriptive text as the media.

The title of the texts was given to the students in this research are:

1. Owl
2. Elephant
3. Rabbit

3.2.1.3 Preparing the criteria of success

In determining whether this research successful or not, there were some criteria of success required as follows:

First, the students got more active and enthusiastic in getting involved in the process of teaching reading comprehension using KWL strategy than before this action research was carried out.

Second, the student scores of the test in the end of cycle getting improved. And in the last of cycle test, 75% of the students got the score at least 70. The test measured the students mastery of the elements of reading comprehension, those are: the skill of inferring the meaning of a word by considering its context, scanning, skimming and interpreting.

Table 1.2
Criteria of Success

Data	Instrument of collecting data	Criteria of success
1. Teaching learning process	1. Observation format: The teacher and students activities	1. Most of students active in teaching learning process
2. Students achievement	2. Test	2. $\geq 75\%$ of the student get the minimal standard score (70)
3. Students responses	3. Questionnaire	3. $\geq 80\%$ of the students agree with the application of teaching reading with the KWL strategy

3.2.2 Action

Action referred to the activity that was done by teacher in classroom related to improving reading through KWL strategy at the eighth grade in SMP Al Islam Krian in Academic year 2014/2015. Based on lesson plan during learning activities there were three main activities organized namely pre-activity, whilst-activity, and post-activity. The general of teaching and learning process in the action of this research could be divided in the following terms:

The first stage of teaching and learning process was the pre-activity. The main purpose of pre-activity is to motivate the students, focus and interest to the lesson that was given. In pre-activity, the first thing done by the teacher in class was greeting and checking students' attendance. Then the teacher explained the learning objectives which were going to be achieved and also introduced the topic related to descriptive text. The pre-activity took for about 10 minutes.

In whilst activity, these activities were the main learning process and aimed at achieving the basic competency. There are three parts in whilst activities namely: exploration, elaboration and confirmation. In exploration the teacher introduced the topic by asking students question in order to know students prior knowledge. Furthermore the teacher explained generally about KWL strategy. The second part was elaboration. In this part the teacher gave the subject reading text and asked them to read the text. It will be continued by applying KWL strategy which used KWL chart consisted of three column, the first column is K (know) students write what they already know about the topic, the second column is W (want) students write what they want to know about the topic, and the third column is L (Learn) after read the text students write what they learn about the topic. Moreover the last part is confirmation. In confirmation the students did conclusion by answering some question about the materials that had been discussed and the

teacher gave post-test by giving provide question. These activities were planned about 65 minutes.

In post activity, the teacher asked the subjects if there were any question related to the lesson. Furthermore, discussing what they had learned together. Finally, the teacher gave conclusion of the material. These activities were planned for about 5 minutes.

3.2.2.1 Instrument of Collecting Data

In order to collect the intended data, this research used the following instruments; (1) Observation (2) Interview (3) Questionnaire

3.2.2.1.1 Observation

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 reading comprehension achievement by the researcher. The researcher also used field notes in observing the teaching learning process. It would be used to note the teaching and learning process in reading class during action step in each cycle. In Fraenkael and Wallen (2007:506) opinion field notes implies the notes researcher take in the field. In educational research, this usually means the detailed notes researchers take in the educational setting (classroom or school) as they observe what is going on or as they interview their informants. They are the researchers' written account of what they hear, see, experience, and think in the course of collecting and reflecting on their data.

3.2.2.1.2 Interview

Interview is the second instrument used by the researcher to collect the data. The researcher interview the teacher about the general condition of classes, student's difficulties in reading skill, and the technique used by the teacher in teaching reading. The researcher also interview after accomplishing Classroom Action Research to know the teacher's response toward the ideas of KWL technique.

3.2.2.1.3 Questionnaire

The questionnaire was prepared to find out the changing behavior when the students were taught reading comprehension skill through KWL strategy. The questionnaire was given after the researcher finished cycle I and cycle II. The questionnaire which was constructed in the form of multiple choice consisted of 8 items with options; A, B, C, and D. In order to avoid confusing and misunderstanding to the students, the questionnaire was written in Bahasa Indonesia.

3.2.3 Reflection

The result of this research determined that this research ran well or not. The data obtained showed that the students became more active and enthusiastic in teaching learning of reading comprehension than that before this action research was carried out. Besides, it could also improve the students reading comprehension skills.

3.3 Data Analysis

In this research, data were collected by descriptive qualitative data. This phase described the real situation including the student problems that appeared during the teaching learning

process in reading class. The students reading learning was observed and evaluated by the researcher after applying the KWL strategy in teaching learning process.

The second analysis of the result of the questionnaire assigned. The results were analyzed by using the percentage of student's opinion related to the whole teaching reading comprehension. The result of these analysis, then were reported descriptively.