

## **Chapter III**

### **RESEARCH METHODOLOGY**

In this chapter the researcher will present the description of the research setting and subject, research design and procedure, instrument of data collection and its technique data of collection and data analysis.

#### **3.1 Research design and procedure**

The research design of this research is classroom action research (CAR). The researcher considers that to created our students to be mastery in reading comprehension in Senior High School level is using reader response approach as proper strategy. It is supported by Frankel and Wallen theory (2009: 589) that action research is conducted by one or more individual or groups for the purpose of solving a problem or obtaining information in order to inform local practice. It is one of the efforts from the teacher to find a strategy to make a brilliant generation and help them to improve their reading skill.

By using this approach, the hopes can repair the quality of education especially for reading. Action research is a form of self-reflective enquiry undertaken by participant including teacher, students or principles, such us in social situation in order to improve the rationally of (1) their own social or educational practice, (2) their understanding of these practices, and (3) the situation and institutions in which the practices are carried out.

The researcher will begin with basic activity, like interviewing the teacher and finding the difficulties in reading that students got. Also, asking about the condition of class, and what the technique used by the teacher to teach in class previously. Not only interview the teacher, but also the researcher should know how the students' backgrounds are or what the dominant family background and their environments are. There are two advantages by doing this basic activities, the first one is the researcher is able to find the proper way to treat students. The second one is when the researcher would like to give them the example or ask them to imagine something, researcher got proper example according to their background.

Commonly, there are two or more cycles in classroom action research. Each cycle consists of planning, action, observing and reflecting. It is supported by Kemmise and Taggart theory in Burn (2010:7-8) that an action research occurs through a dynamic and complementally processes which consist of four steps: planning, acting, observing and

reflecting. In some cases, the researcher just needs to perform one cycle when he or she considers that teaching learning goals have already accomplished.

### **3.1.1 Planning**

As teachers, we have to pay attention about the beginning before starting to teach students. Planning is one of the important parts in the beginning of the class. It can help teacher to construct what the students will do in learning process. Before the researcher applying the reader response approach, he should prepare something that included in construct the planning:

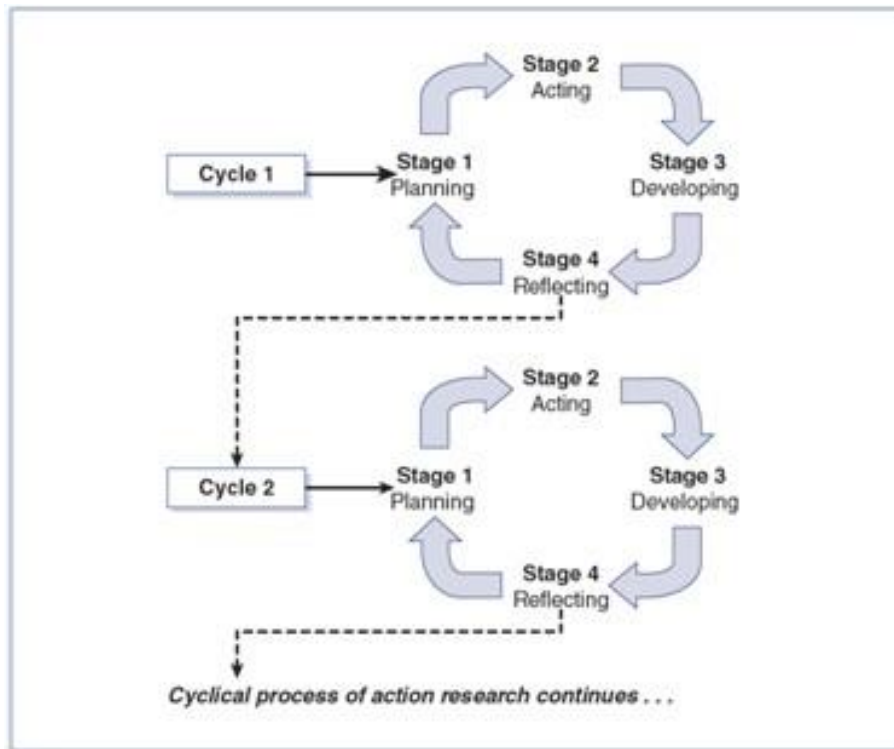
3.1.1.1 Preparing lesson plans that also including the material about kinds of texts that used to analyze by students. The texts are narrative text.

### **3.1.2 Action**

Action is referred to the activity while the teachers use strategy with some goals that teacher and researcher have dealt in SMA Hangtuah 4 at Surabaya. In this case, the strategy is reader response approach in learning reading. According to lesson plan, there are three steps in teaching process. They are pre-activities, main activities and post activities. Each part of lesson plan shows the whole activities in learning process. By using lesson plan, the teacher is able to teach students in classroom well.

### **3.1.3 Reflection**

Reflection means the end of the observation, whether the research is success or not. The data will show that the students became enthusiast when teaching reading by using reader response approach.



**Figure 3.1**

### **Cycles process of action research**

**from Mertler, 2012, p. 38.**

### **3.2 Research setting and subjects**

The subject of this research is the students in tenth grade of SMA HANGTUAH 4 at Surabaya in year of 2015/2016. The students are consisting of 26 girls and 16 boys. This research will begin on February 2016. The schedule will be agreed with English subject schedule. Hopefully, by using reader response approach, the researcher might help the students more capable to master the reading comprehension. As individual, the students might give the response about the text. Students write down in the paper about the kinds of text, new information that students will get from the text or something that surprised you, what the morality value involved and etc. All will be in written as sequentially. After that the students will discuss about what they wrote by completing the reading response map, now is in group. Then, one of the students in each group will tell in front of the class about their reading response map.

### 3.3 Instruments and Technique of Data Collection

The researcher will use several instruments and techniques to collect the data. There are four instruments used in collecting the data; they are interview, observation, post-test and questionnaire.

#### 3.3.1 Interview

It is first instrument that used to collect as many as data. The researcher will interview teacher about the student's condition and classroom condition, what strategy used by the teacher daily, also about the difficulties that student got in learning reading. Then, asking about the equipment that is provided by the school, so that the researcher can use them to support this strategy in learning reading. The researcher has to know what curriculum which SMA HANGTUAH uses, so that the researcher will conduct the proper materials that agree with curriculum school that uses.

There are two kinds of interview, that are structured interview and unstructured interview. Structured interview is where the questions have already arranged before. Unstructured interview is where the questions have not prepared before. In this research, the researcher used unstructured interview. This way is also make the teacher only answer according to her opinion without choices answer. The researcher conducted as face to face interview with English teacher that handle X-4 in daily.

Table 3.1 Teacher's Unstructured Interview Sheet

Teacher's Unstructured Interview Sheet	
Teacher's name:	
Observer :	
Researcher:	How many classes do you teach every day?
Teacher:	I have a partner to be English teacher here, my responsibility are three classes. They are tenth/four, tenth/ two and tenth/ one.
Researcher:	How many students are in one class?
Teacher:	the located of this school is very strategies, here is in centre of city. Many people want to bring their child to be students here, but we are confining only five classes each grade. One class consists of around 35 students.
Researcher:	What the big problem does teacher get during learning process in classroom?
Teacher:	Actually, each student has own problem when they are learning English. That's normally. But their reading is need to be improve because their reading so far just around in the LKS like sangkuriang, snow white, Cinderella or etc. They have to read

### 3.3.2 Observation

The researcher will arrange the observation sheet to support the result in the end of observation. There are two elements that will be observed, that are students activities and teacher activities in classroom. Observation is one of data collection that most commonly involves in many action researches. According to Susanto (2010:40-55) that there are three observation sheets, like unstructured observation sheet, semi structured observation sheet, and structured observation sheet. The big problem when the researcher doing research is how to remember all the parts while learning skill by specific strategy. The researcher will use structured observation sheet data during learning process by using reader response approach. It will be easier when researcher wants to classify every activity in classroom whether for students or teacher.

### 3.3.3 Post- test

This activity is directed to the student work. The researcher has to provide several questions around the material. Post-test will be one of the ways to get result of learning process by using reader response approach.

Post-test will be given after applied the material of the topic by using reader response approach.

In post-test, there are two test that student have to finish. The first is the eight questions that will treat them to be a good reader, then give response about the text that they have read before, the named is writing response. Writing response will be in essay test, so the students will answer in their own perspective. The second is reading response map, the student will work in group.

According to the discussion and observation that the researcher will set three question types in reader response. They are basic facts, explaining why and how and giving opinion. The three of question type will treat them easily because of their ability are not capable to do all the types.

#### 3.3.4 Questionnaire

The last instrument is questionnaire. The questionnaire will be given to the students. The questionnaire is to find out the student opinion and feel about reader response approach when learning reading in classroom. The form of questionnaire is like multiple chooses. It consists A,B,C and D answer.

This questionnaire will use Likert Scale (Sumnated Rating Scales). According to Acu Cahyana and Rukaesih A. Maolani (2015:122) that the basic of Likert Scale is unidemonsial, which is beliefs that all statements have to measure all the things. There are five scales involves and each scale has own number to classify. For positive question, the choices like 5= strongly agree, 4=agree, 3=undecided, 2=disagree, 1=strongly disagree

### 3.4 Data analysis

Data analysis are consisting of analyzing data post-test, data observation and data questionnaire. The way to find the used result is descriptive style. The researcher will explain the real situation in the classroom when students got problem during learning process. In analyzing numerical data, the researcher will analyze in post-test and questionnaire result.

### 3.4.1 Analysis Data Post-Test

The researcher used score in the end of learning process to analyze the result of learning process itself by using reader response approach. The formula that used is:

#### 3.4.1.1 Post test

This formula is to account the student's posttest.

$$\text{Students score} = \frac{\text{Score}}{\text{max score}} \times 100$$

$$\text{Max score} = 100$$

#### 3.4.1.2 Average score

The researcher will find the average to see the students score in cycle one. It is one of the data that know how well their score. It can use formula:

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

$$X = \text{mean}$$

$$\sum x = \text{individual score}$$

$$N = \text{number of students}$$

#### 3.4.1.3 Passing grade

The successful indicator is when students get score  $\geq 75$  with 75% students passed. According to the school that KKM of English subject is 78. The researcher must follow that rule to determine whether the next cycle is necessary. The researcher tries to percentage the student score that pass from student standard score or in Indonesian is KKM. Different school may different KKM, it is depending on the school rules and curriculum, it would use this formula:

$$P = \frac{F}{N} \times 100 \%$$

P = the class percentage

F = total percentage score

N = number of student

#### 3.4.2 Analysis Data Observation

This explanation depends on the student's activities while teacher teaches using reader response in reading comprehension. Not only that, but also the teacher activities while teaching reading. The observation result data will be analyzed with descriptive style.

#### 3.4.3 Analysis Data Questionnaire

In questioner paper, there are eleven indicators where the strategy called successful if 75% students satisfy. In this case, the researcher will explain one by one of the result as clearly of each statement then she also will use Likert scale to classify the answer to make percentage. The questioner can analyze using this formula:

$$\frac{\text{students answer}}{\text{students totaly}} \times 100 \%$$

How to get the percentage of student's questionnaire result is how many students who choose the scale defied by all students then multiply a hundred present.