

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the research design, subject of the study, time and setting of the study, research procedure, technique of data collection and technique of data analysis.

3.1 Research Design

This research describes the implementation of Running Dictation to improve students' reading comprehension in English recount text in the eighth grade students and how the result this method. This research uses Classroom Action Research. Susanto argued that Classroom Action Research is the problem of the research that get from class context (Susanto,2010:2). It is about the background of students' problem. The teacher conducts the research in improving reading comprehension to express a recount text by using running dictation strategy.

A problem is in order to tell local practice. It is a move toward that was used by the teacher and conducted with one researcher to get better the quality of education by first getting estimate from the unsuccessful previous research.

3.2 The Time and Setting of the Study

There are two activities that detailed in the time and setting of the study. The first is on April, 22nd 2017. In that time the researcher and the teacher of the research plan the lesson. It applied of running dictation in the main activity. The last is on April, 27th 2017. At this time the researcher, the teacher of the research and the students doing teaching learning activity. All of the activities can simplify base on the table below.

Table 3.1 Time and Setting of The Study

No	Date	Activity	Participants
1.	April 22 th 2017	Plan the lesson	- The researcher - The teacher of the research
2.	April 27 th 2017	Teaching and learning	- The researcher - The teacher of the research - The students' of MTs Sunan Ampel in the eighth grade

3.3 The Subject of Study

The subjects of this study are students and the teacher of MTS Sunan Ampel Kedamean Gresik. The students' are eighth grade in the 2016/2017 academic year and all of the students' are about 30 students'. The chosen this subject is cause of the researcher as a teacher in there. So, the researcher has to know the characteristic of the students and easier for researcher to do the activity and get the data.

3.4 Research Procedures

In the Classroom Action Research there are four phases within one cycle. Those are planning, acting, observing and reflecting. First cycle just do meeting.

After take out the first cycle, it would be possibly found a new problem or the previous unfinished trouble. Therefore, it is needed to continue to the second cycle in line with the same notion of the first cycle. The writer would make clear in the each phase of research procedure.

But not all of the Classroom Action Researches do in some cycles. If the conclusion that make in the reflection of cycle 1 show well result, the observation must stopped (Susanto, 2010:11).

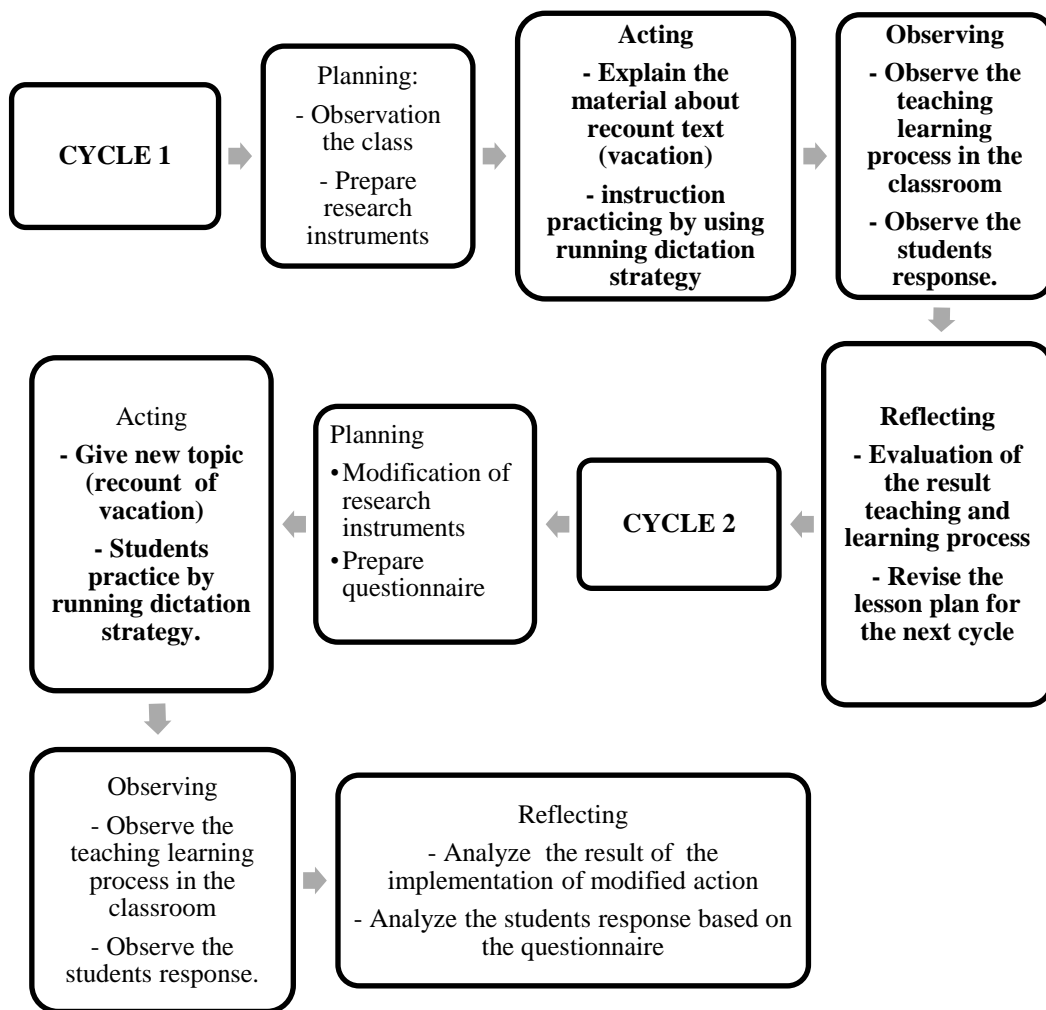


Diagram 3.1 The Phases of CAR by the writer (Modified from Susanto’s CAR design)

3.4.1 Planning Stage

In this stage, the writer does some activities. They are creates a lesson plan with English teacher from the syllabus, creating the topics and write a recount of experience in some paper. The writer prepares field notes, and materials that will be used at the cycle. The writer also makes the evaluation form to know students’ achievement at the end of this cycle.

3.4.2 Acting

In this segment, the writer and the teacher collaborates to do planned action. The researcher is as observer. The teacher is teaching using running dictation strategy. Teacher divides class into four groups. Then each group chooses one as the writer. Other ones are as the runners.

The runner run in front of the class to read a recount text that take by the teacher far enough from students. One runner read one sentence. After that each runner turns back to his/her group to read for the writer. The writer writes it in a piece of paper. This activity held on limited time. In the last activity, then the teacher giving a pointer for students practice.

3.4.3 Observing

In this part, the observer will observes the students' response, participations and achievements which are found during the teaching learning process. The observer asked some the student's judgment about the process of teaching and learning using running dictation strategy. The observer took the field notes to write the real situation when the action was happened.

3.4.4 Reflecting

In this point, the writer and the teacher identified the problems that were found in result of the observation which should be solved. Then, repair some plan for further cycle and its fault.

3.5 Technique of Data Collection

The data were obtains to answer the research questions of study. The data were expected to get information on the whole aspects of the implementation of Running Dictation strategy. The first data were collected from observation and field note. Second data were gathered from the result of questionnaire.

3.5.1 Observation

Observation is an instrument commonly used in classroom action research. Inside this study, many researchers use one of his senses. It sense is sensory vision. The researcher gets information by observing the object and place in directly. Teacher assessments in reading and students' reading comprehension such as; vocabulary, grammar, pronunciation and fluency in the teaching learning activity. Subsequently, the researcher can see the real conditions in the classes and observe the teacher about the material related to reading comprehension.

3.5.2 Field Reminder

Field reminder is a note that is used by researchers to describe the recording of events occurred in the field. The researcher used this mechanism to collect the data. It would be used to note the teaching and learning process in reading class during action step in each cycle.

3.6 Procedure of Data Analysis

The procedure of analysis the data, researcher will be compute the average of students' achieve and percentage of students' response. To make it clear, the writer would like to give details about Technique of Data Analysis as follows:

a. Analyzing of test result

In analyzing the arithmetical data the writer tries to estimate the standard of students' reading comprehension per action in a cycle. The endeavor is to know how fine students' score as a whole on reading comprehension. It uses the rule (Anas, 2014 :43)

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

M_x = mean yang kita cari.

$\sum x$ = Jumlah dari skor – skor (nilai – nilai) yang ada.

n = Number of Cases (Banyaknya skor-skor itu sendiri)

b. Analyzing Students' Response

The result of test and observing the activity during Classroom Action Research, the writer also uses questionnaire to find out students' response toward Running Dictation strategy in reading comprehension. In this questionnaire there are 10 indicators with the maximum score was 4 and the minimum score was 1, where the teaching and learning process was said success if entirely 75% students gave score 3.

In this research, the category that was used: strongly agree, agree, disagree, and disagree, with the score as follows:

1	Strongly agree
2	Agree
3	Disagree
4	Disagree

The formula of percentage students' responses (Anas, 2014:49):

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

P = the class percentage

F = Total percentage score

N = Number of students