

CHAPTER III

RESEARCH METHODOLOGY

A. Form of Research

The form of research is very important when a researcher wants to do a research, because it may reflect on the entire research process, from conceptualizing a problem to the literature review, research questions, methods, and conclusions. The other reason is an appropriate research design will determine the result of the research. So, the researcher has to choose an appropriate research design to be applied in their research in order to make the research objective can be achieved well.

To conduct the data in this research, which the research is about improving students' reading comprehension in recount through One Stay/Three Stray Method, the researcher used the form of Classroom Action Research (CAR). According to Hopkins (2008: 1), classroom action research is an act undertaken by teachers, to enhance their own or a colleague's teaching, to test the assumptions of educational theory in practice, or as a means of evaluating and implementing whole school priorities. Then, according to Mettetal (2001: 2), "classroom action research is a method of finding out what works best in your own classroom so that you can improve student learning". From those explanations, it can be concluded that the classroom action research is a research which is done by the teacher in the class to improve practice and students' learning.

B. Procedures of Action Research

CAR has the procedure in implementation. To make it simple and easy in implementation, there is procedure of action research that applied in CAR. According to Kemmis and McTaggart in Burns (2009:8), there has four phases in a cycle of action research that apply in CAR, such as:

1. Planning

In this phase, the researcher prepared the lesson plan to help the researcher as a teacher in teaching learning process. The lesson plan made the teacher easier to determine the learning media and source of learning and manage the time efficiently to achieve the learning objective in the learning process through One Stay / Three Stray Method which the aims or learning objective is to improve the students' reading comprehension in recount text.

Based on the lesson plan as well, the researcher needed to prepare the materials that would be taught related to the topic. The topic of the learning material which was taught in the first cycle was understanding text in the form of recount text in daily life. Then, the researcher also prepared the learning media that was needed in the learning process such as story that was needed to identify main idea, vocabulary, factual information, inference and reference. In addition, the researcher also prepared the observation checklist and field note as the tools to observe the learning process in the class.

From those explanations, it can be concluded that in this phase, the researcher prepared everything that was needed in teaching and learning process during One Stay / Three Stray Method applied in the class to teach reading comprehension which the aim is to improve the students' reading comprehension in recount text.

2. Acting

The action in the classroom was greeting the students, asking students to pray and checking the students' attendance. After that, the researcher gave explanation about recount text, aspects of reading comprehension, One Stay / Three Stray Method . After explaining them, the researcher asked students to ask about teacher's explanation that they didn't understand yet. Then asked them to make the group of four members and they chose the member by them self. The researcher gave the same reading test to each group and asked students to discuss about the questions given. After discussing, the researcher asked one of group to stay and the rest of them to stray in other group. The students that strayed in other group asked the information in other group and the student that stayed in group shared the information. After that, all students back to their home group to report the information and answer the questions given based on the last discussion. While the learning process was ongoing, the collaborator filled the observation checklist and field note to know what was happening in the class during teaching learning process.

3. Observing

In this phase, the researcher observed field note, observation checklist and students' test. In qualitative data, the researcher observed field note and observation checklist that had been filled by the collaborator during teaching learning process. Based on the data, in students' performance, most of students paid attention about teacher' explanation, no one asked question about teacher's explanation, a little students talked with their class mate when the teacher explained the material, a student was sleep in the class, there were 4 group not active in discussing, a little students were active in home group, most of students could be cooperative with other group, students looked confuse in implementing the method. In teacher performance, the teacher did not control the group well, the teacher explained material quickly, the teacher looked confuse in dividing group, the teacher looked confuse in setting students to move to other group, In class situation, the class was very noisy.

In collecting the quantitative data, it was taken from the result of students' test

4. Reflecting

The researcher made a reflection to evaluate and analyze all the process that happened during do the research. However, researcher and collaborator had tried to find the weaknesses and discuss what should the

researcher do to improve students' reading comprehension. In short, reflection useful to fix the next process that would be done in the next cycle.

C. Subject of Research

The subjects of this research were the students in the class VIII A , the numbers of students were 38 students of class VIII a in MTs Darul Khairat Pontianak in which all of them were male. The students have problems with their reading comprehension, and also the students were not active in the class, so the researcher had used One Stay/Three Stray Method to improve their reading comprehension in recount text.

D. Techniques and Tools of Collecting Data

1. Techniques of Collecting Data

In order to get the data, the researcher used observation and measurement techniques. Observation technique was used to observe and analyze about what was happening in the class, the condition in the teaching and learning process. Meanwhile the use of measurement technique in this research was to measure the students' achievement in reading English text. They will be explained more based on the follows:

a. Observation Technique

Observation can be served as a technique for verifying information provided in face to face encounters. Khotari (1990: 96) states that under the observation method, the information is sought by way of investigator's own direct observation without asking from the respondents. Furthermore, according to Cohen et al (2007: 396), the distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather 'live' data from naturally occurring social situations.

b. Measurement Technique

According to Bell (1999: 1), a measurement tells us about a property of something. It might tell us how heavy an object is, how long it is, and measurement gives a number to that property and measurements are always made using an instrument of some kind. By this measurement technique, the researcher used it to know about the students' reading comprehension in recount text through One Stay/Three Stray Method.

2. Tools of Collecting Data

The appropriate tools in collecting data are very important to gain the objective results. In this research, the researcher had used observation check list, field note and Reading test as the tools of data collecting.

Those are will be explained more as follows :

a. Observation Checklist

The researcher used the observation guiding to observe the students' learning and behavior in the class. The data that had been be gotten through this observation were not be processed statistically, but had been analyzed qualitatively.

b. Field Note

In this research, this tool will be the perception of the researcher towards applying of one stay three stray in the classroom. The perception can be about the lack of students' interest, activeness, and unusual something happen in the class and mistake that will be done by the teacher during the learning process and others.

c. Reading Test

In tests, researchers have at their disposal a powerful method of data collection, an impressive array of tests for gathering data of a numerical rather than verbal kind." Based on the statement above, the researcher concludes that measurement in a test is a tool to measure someone's intelligence after the action had given. The test form that had been used here is reading test in form of multiple choice consisting 25 questions for each cycle. As Mehrensand Lehmann (1991:132) assume, "Multiple-choice questions can not only measure factual recall, but they can also measure the student's

ability to reason, to exercise judgment, and to express himself correctly and effectively.” That is the reason of the researcher conducted test in form of multiple choice in this research.

E. Techniques of Data Analysis

In this research, the researcher analyzed the record from observation check list table and field note for qualitative data and focused on the computation of mean score as it is the best indicator of the combined performance of an entire group of participants for quantitative data.

1. Qualitative Data Analysis

a. Observation Checklist

to analyze the data which had been conducted from observation checklist, the researcher used the observation checklist based on the rules below on each statement:

1 = no one 3 = a half 5 = all of them
2 = a little 4 = most of them

b. Field Note

In this research, to analyze the data which had been conducted from field note, the researcher used descriptive qualitative analysis technique. By using this technique, the researcher described and explained what was happen with reading comprehension learning process of the students during One Stay/Three Stray is applying in the class. The researcher

adopted technique of analyzing the qualitative data from Miles and Huberman in Hopkins(2008: 138) as follow:

a. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the 'raw' data that appear in written up field notes. As data collection proceeds, there are further episodes of data reduction (doing summaries, coding, teasing out themes, making clusters, making partitions, writing memos). And the data reduction/transforming process continues after fieldwork, until a final report is complete.

b. Data display

The second major flow of analysis activity is data display. We define a 'display' as an organized assembly of information that permits conclusion drawing and action taking. Looking at displays helps us to understand what is happening and to do something – further analysis or action – based on that understanding.

c. Conclusion drawing/verification

The third stream of analytic activity is conclusion drawing and verification. From the beginning of data collection, the [classroom researcher] is beginning to decide what things mean, is nothing regularities, patterns, explanations, possible configurations, causal flows and propositions. The competent researcher holds these conclusions lightly, maintaining openness and skepticism, but the conclusions are still there, inchoate and vague at first, then increasingly explicit and grounded.

2. Quantitative Data Analysis

Quantitative analysis is how to analyze the data in numeric.

The data got from the test. To analyze the data, the researcher used simple statistic bellow:

a. Determine individual score of the students from the test.

$$S = \frac{R}{N} \times 100$$

In which:

S = The individual's score

R = Number of Correct Answer

N = Number of Question

Adopted from Rosalia (2015)

b. Determine mean score of all students.

$$m = \frac{\sum S}{N}$$

In which:

m = The mean score

$\sum S$ = Total of individual score

N = The number of student

The result of mean score could be seen at page 39-40 in research finding

Adopted from Heaton (1988: 176)

c. After got the mean score , then it was matched with the criteria of result as follow:

Table 3.1

The Level of Students' Reading Ability

Score	Classification
90-100	Excellent
80-89	Good
65-79	Average
55-64	Poor
less than 55	Very Poor

Adopted from Harris (1986) in Juita (2013)