

CHAPTER III

METHODOLOGY OF RESEARCH

A. Form of Research

The design in this research was a classroom action research (CAR), the design was chosen by the researcher considering the aimed of the research was to improve the students' reading comprehension. According to Zuber-Skerritt in Cohen, Manion and Morrison (2007: 298) that "The aims of any action research project or programmed are to bring about practical improvement, innovation, change or development of social practice, and the practitioners' better understanding of their practices." The researcher believed that this design would facilitate the research purpose, because the design was a systematic study that combines action and reflection with the intention of improving practice, (Ebbutt cited in Cohen, Manion and Morrison, 2007: 296).

There were four steps that researcher had to do when applying this design. Zuber-Skerritt cited in Cohen, Manion and Morrison (2007: 303) mentioned that those four steps are planning, action, observation and reflection. Each step would be explained as follows:

1. First Cycle

❖ Planning Stage

In planning phase, the researcher and the teacher made a planning for the action based on the problem faced by students toward reading comprehension. In this case, the researcher arranged a lesson plan,

learning material and reading test. Besides that, the researcher also prepared observation checklist and field note that would be filled and discussed with the teacher as the collaborator.

❖ Action Stage

In this step, the researcher acted as the teacher and implemented story pyramid strategy in teaching reading. The researcher taught in three meetings, each meeting was explained as follow:

➤ First Meeting (January, 14th 2016)

In the first meeting, the researcher started opening the class by praying and checked the students' attendance. Then, the researcher explained about the material that had been chosen and explained about the strategy that would be used and the procedure of Story Pyramid.

Before the researcher told the students what was the strategy and its procedure, the researcher explained what narrative was first. It was not the first time for the students to discuss about the topic; the students had learnt narrative text in tenth grade. The researcher did not spend much time explaining the material. At that time, the students were confused about the strategy and the researcher explained more about the strategy to the students.

➤ Second Meeting (January, 15th 2016)

In the process of implementing Story Pyramid strategy, the researcher began to re-explain about the procedure of Story Pyramid strategy. In second meeting of the first cycle, the researcher also re-explained the material of the previous meeting, and then to make the students understand more about Story Pyramid strategy, the researcher gave a text related to the topic. The researcher asked the students to read the text carefully, and also asked the students to answer the questions used Story Pyramid strategy.

The students had difficulties answering the questions, but some of the students tried to answer the questions. Then, eight students came to the front and wrote the answer based on the line in Story Pyramid strategy. Before the class was over, the researcher and the students talked over the task.

➤ Third Meeting (January, 21st 2016)

The last meeting in first cycle, the researcher gave test to measure students' reading comprehension. The test was in multiple choices form, as many twenty items. The result of the test in first cycle is unsatisfied. Just several students got good grade, most of students got bad grade.

❖ Observation Stage

In the step of observation, the researcher and collaborator had already taken note about the process of classroom action research which was already done in the acting step of the first cycle. Moreover, this phase was considered as the important factors to get the expected research findings. All the information had been noted by the collaborator during the teaching learning process. Those data had been collected by using tools of collecting data in observation checklist and field note. The result of the first cycle in observation checklist and field note can be seen as follows:

a. Observation Checklist

Based on the observation checklist which has been done by the collaborator, the researcher explained the material about narrative text well then the teacher asked the question related to the material explained. But, in this cycle the students did not listen to the teacher's explanation carefully, many students just kept silent and only some students could answer the teacher's questions, the students were also confuse about the strategy. The students made noisy during teaching and learning process. Additionally, the students could not learn and do the task seriously in the classroom.

From the observation checklist data, the researcher concluded that in the first cycle, from the aspects that had been observed by the collaborator which consist of students' side and

teacher's side had not shown a good result in implementing Story Pyramid strategy in teaching reading comprehension.

b. Field Note

Field note was functioned to describe all activities during the teaching learning process and to find the information during the process of research. From the field note, researcher could fix the problems in the classroom and also could revise the teaching steps which were not effective for the students.

In the first cycle, collaborator had noted the students' problems in learning process. Some of students were confused about what the text was about. The students were even confused who is the main character in the text and the setting of the story. Most of students did not understand well the way to use the strategy. This condition made the students could not follow the lesson well. So, students did not follow the learning process enthusiastically.

❖ Reflecting Stage

In this phase, the researcher and the collaborator discussed about another phases which had been implemented, there were planning acting and observing. Here, the researcher and the collaborator discussed about the activities happened during teaching and learning process. It was used to make the preparation in the next cycle be better. The observation checklist has shown that the process of

implementing Story Pyramid strategy to improve students' reading comprehension, as observed by the collaborator that the process did not run as effective as what had been expected where the students as the subjects could not get the significant improvement yet. It also can be seen from the field note where there were so many notes which reflected that most of the students did not comprehend the text and they were confuse how to use the strategy. The class situation was noisy, only some students were enthusiastic in the learning process. By these conditions for the next meeting in next cycle, the researcher has to manage the class. Hopefully the students can follow the class well and can show the improvement during teaching and learning process.

The researcher concluded that in conducting the next meeting, the researcher used the same topic, but the text was shorter. The researcher also should control the students to have their attention when the researcher explain the material. The researcher gave more attention such as help the students when they could not find the meaning of words in the text and reminded them the way to use the strategy in order to make the students active in teaching and learning process. In this cycle, the students were difficult concluding what the text was about and the students were confused to identify the correct referent such as whom or what was within the text.

2. Second Cycle

❖ Planning

In planning phase, the researcher arranged lesson plan and provided some tools that would be used to collect the data during teaching and learning process such as observation checklist and field note. The researcher also provides some learning material that would be implemented in classroom.

❖ Acting

➤ First Meeting (January, 22nd 2016)

The first meeting in second cycle, the researcher reminded the students about what is the Story Pyramid strategy; the researcher also retold what is the narrative text. The researcher asked the participants about the material that had been discussed in previous meeting. After doing the review with the students, the researcher gave a text to the students and gave the same instructions to the students. The students had to read the carefully and answer the questions by using Story Pyramid strategy. When the class was over, the students had not finished yet, and the students had to continue the task in the next meeting.

➤ Second Meeting (January, 28th 2016)

To finish the task, the students had to use Story Pyramid strategy. In this time, the students showed good improvement in learning process. If in the first cycle, the students were still confused of the way to use the strategy, it is different in this cycle. The students could do the task seriously without asking many questions and the class was more conducive than before. When the students finished the task, the researcher chose some students to write down the answer in the white board. Before closing the class, the researcher and students discussed about the task.

➤ Third Meeting (January, 29th 2016)

In the third meeting of second cycle, the researcher gave test to the students. The test was intended to know students' improvement. In this test students' grade has improved.

❖ Observing

In this step of observation, the researcher and collaborator had already took note about the process of classroom action research which has already been done in the acting step of the second cycles. However, this phase was considered as the important factors to get the expected research findings. The information had been recorded by the collaborator during the teaching and learning process. Those data had been collecting by using tools of collecting data in

observation checklist and field note. The result of the second cycle in observation checklist and field note can be seen as follows:

a. Observation Checklist

Based on the observation checklist which has been done by the collaborator, in the second cycle the researcher re-explained the material about narrative then the teacher asked the question related to the material explained. In this cycle, the students listened to the teacher's explanation carefully. The class condition was better than in first cycle. The students learnt and did the task seriously in the classroom.

From the observation checklist above, the researcher concluded that in the second cycle, from the aspects that had been observed by the collaborator which consist of students' side and teacher's side showed a good result in implementing Story Pyramid strategy in teaching reading comprehension.

b. Field Note

In the second cycle, in field note the collaborator noted the students started to follow the class seriously. Most of the students had understood the ways how to use the strategy well. The students were active and focus in learning process, also looked enthusiastic in this study. Then, the researcher was able to control the class by walking and coming to the students. The situation of the class was more conducive, tidy, and fun. Also,

all of the students enjoyed in the learning process. By implemented the strategy, the result was good and had the significance improvement and the students had better in reading comprehension, particularly on narrative text.

❖ Reflecting

As observed by the collaborator that the process was better than in the first cycle. It ran as effective as what has been expected. This cycle showed that students had the significance improvement. It also can be seen from the field note where there were only some note which reflected that some of the students had already better in reading comprehension. The researcher concluded that by using Story Pyramid strategy in teaching reading comprehension can improve the students' achievement in reading comprehension on narrative text. From the observation checklist, the researcher concluded that in the second cycle from the aspects that had been observed by the collaborator which consists of students' side and teacher's side had shown a good result in implementing Story Pyramid strategy in teaching reading comprehension.

B. Subject of Research

This research was conducted in Nanga Merakai. The subject of this research was the eleventh grade (IPA I) in SMA N 1 Ketungau Tengah, Nanga Merakai, Sintang regency. This class was chosen because the students had difficulties in reading comprehension, particularly in narrative text.

C. Technique and Tools for Collecting Data

The researcher used observation and measurement technique in this study. The observation was done by using observation checklist and field note, each items will be filled by the collaborator. In this research, the researcher acted as the teacher and the main teacher act as the collaborator. Then, the measurement technique was done to measure students' individual score by giving reading assesment. The researcher gave the test for the student in terms of multiple choice and the text was narrative.

The researcher used observation checklist, field note, and reading test as the tools to collect the data. The followings are the explanation of each items:

1. Observation Cheklist

Observation checklist contain of aspects that were observed during teaching and learning process. The researcher arranged the list before the teaching and learning process was began. The researcher was done observation checklist to get the information during implementing story pyramid strategy.

2. Field Note

During the teaching and learning process, the researcher filled the field note in order to get the data from the students. Kawulich (2005: 27) mentioned that "Field notes is the primary way of capturing the data that is collected from participant observations."

3. Test

After the researcher explained the material, researcher gave the reading test for the students. The test is in written form (multiple choice), the researcher provide twenty questions. This test was used to measure the students' achievement in reading comprehension. As states by Brown (2003: 3), "Test in simple terms, is a method of measuring a person's ability knowledge, or performance in a given domain." The test was given in order to get better understanding about the students' reading skill to further identify how far their improvement.

D. Technique of Data Analysis

The data was analyzed by employing qualitative and quantitative technique. In analyzing the qualitative data, the researcher utilized the interactive model analysis from Huberman and Miles in Punch (1994: 173). It is important to note that the observation checklist and field note were also utilized as the tools to collect the data.

1. Qualitative Data

In qualitative data analysis, the researcher had done some processes or steps to get the valid data. According to Huberman and Miles in Punch (1994: 173) there are four steps how to analyzing the data:

- a. Data Collection was taken from classroom action research design that consists of two cycles. The qualitative data was obtained from observation checklist, field notes, and test was the tools were used during teaching and learning process.

b. Data Reduction

Data reduction refers to the process of selecting and simplifying the data that appear in written up field notes or transcriptions. The researcher will reduce the data as needed without significant lost of information.

c. Data Display

Data display is the third element or level in Miles and Huberman's (1994) model of qualitative data analysis. To make the data easier to understand the researcher can display it by using an extended piece of text or a diagram, chart, or matrix that provides a new way of arranging and thinking about the more textually embedded data.

d. Drawing and Verifying Conclusion

Drawing and verifying is the last stage in analyzing qualitative data. In this step, the researcher will conclude the data that been got during the researcher conduct the research.

2. Quantitative Data

In regard with the qualitative data analysis, the researcher used the individual and mean score to interpret the data. The following are the elaboration and formula of individual and mean score:

a. Individual Score

To calculate the individual score from the subject of research, the researcher used the following formula:

$$X = \frac{\Sigma}{Max} \times 100$$

Where:

X = Students' individual score

Σ = Sum of students' right answer

Max = Total of test items

b. Mean Score

After calculating each individual score from the subject of research, the researcher calculated the mean score from the individual scores in order to find out the average value as a way to measure the subject level of achievement. Thus, finding the mean score is essential for this research. According to Singh (2006: 286) "Mean score is the total values of the items in a series divided by the number of items, usually mark by the symbol of M ." The formula of mean score is as below:

$$M = \frac{\Sigma X}{N}$$

Taken from Singh (2006: 286)

Where:

ΣX = the sum of the score

N = total samples

After the score of each student had been calculated into mean score, the researcher categorized it into some categories such as; poor, poor to average, average to good and good to excellent.

Table 3.1 the Score of Qualification

Test Score	Classification
80 – 100	Good to Excellent
60 – 79	Average to Good
50 – 59	Poor to Average
0 – 49	Poor

Taken from Brown (2004: 287)

The process of analyzing both of the data; quantitative and qualitative data is depicted in the following table:

Table 3.2 Quantitative and Qualitative Data Analyze

Problem	Source	Technique
Implementation of story pyramid strategy	- Teacher - Students	Interview
Students improvement	- Students	Test