

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of The Research

The researcher conducts a field research at the first Class of MA Daarul Falah Serang, Jl. Pusri Kemang KM 1,5 Link. Ciloang, Kel. Sumur Pecung, Kec. Serang, Kota Serang. And I choosed this class because I teach in this class, make me more efficient to control the class. And I get the recomendetion from the English teacher in this class.

B. Subject of the Research

The subjects of this study the students in the first grade students of Ma Daarul Falah Kota Serang which consists of 35 students. The researcher took the class for researching, the class consists of 25 female students and 10 male students.

C. The Methods of the Research

In this research, the writer used classroom action research, according to Kumar that” Action research is method for improving and

modifying the working system of classroom in school”.³¹ In other definition David Nunan said “Action research is carried out by a teacher in his or her own classroom, without the involvement of others, which is aimed at increasing our understanding rather than changing the phenomenon under investigation”.³²

It can be defined that it is an action that is done to solve the problem in the classroom. Jean McNiff, and Jack white head said that, action research is about improving practice rather than producing knowledge.³³

Based on the definition above, the writer assumed that classroom action research is the research that used by the teacher or person who concern about the condition of students of a class in a school, and wanted to develop the students ability in learning some subject, by analyzing the process, the material, or the technique in teaching learning process.

³¹ Yoges Kumar Singh, *fundamental of Research Methodology of Statistics*,(New Delhi : New Age International Limited Publisher, 2006), p.261.

³² David Nunan, *Research Method in Language Learning*, (Melbourne: Cambridge University Press, 1992), p.17.

³³ Jean McNiff, Pamela Lomax and Jack Whithead, *You and Your Action Research Project*, (New York: Hyde Publication, 2002), p.10.

Therefore , this research purposed to solve the problems in teaching learning reading comprehension. Therefore the writer used classroom action research. In order to increase the situation of learning.

There are four procedures to conduct the action research. They are as follows : plan, collect data, analyze and reflect.³⁴

1) Plan

A plan is made by researcher before their doing him research. A plan is a good for our activity in the research. It is cause the plan can help out forward looking in research. The planning must be flexible so that be able to adopt unforeseen and unrecognized effet.

Planning in action research is contructive and arises during discussion amongg ther participants and includes evaluation of the change

2) Action

In this case, action happen when the plan is put into place and the hoped for improvement to the social situation occurs. This action will be deliberate and strategic. It is here ation research differs from other research methods in that the action or change is happening in

³⁴ John E. Henning, Jody M. Stone, and James L. Kelly, *Using Action Research To Improve Instruction : An Interactive Guide For Teacher*, (New York : Routledge, 2009), p.8-10.

reality and not as an experiment “just to see if it works” action is guided by planning in the sense it looks back to plan for its rational. As the result, plan for action requires instant decision about what to be done and the exercises of practical judgment.

3) Observation

Observation in action research is the research portion of action research where the changes as outlined in the plan are observed for its effects and the context of the situation in this moment. Research tools, such as questionnaires, can be utilized to ensure proper scientific methods are followed and results have meaning. Observation and action often occur simultaneously.

4) Reflection

Reflection recalls action as it has been recorded in observation, but it also involves active reflection to make sense of the process, problems, issues, and constraints made manifest in strategic action. Reflection in action research is that moment where the research participants examine and construct, then evaluate and reconstruct their concerns. Reflection includes the preemptive discussion of participants when they identify a shared concern or problem.

Figure 3.1 sequences of action cycles of planning, acting, observing and reflecting.³⁵

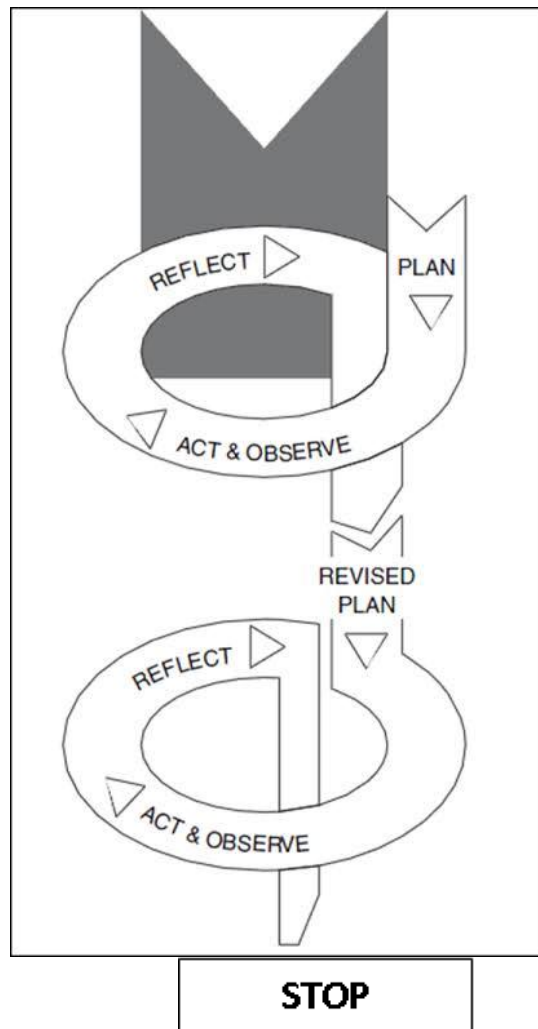


Figure 3.1 Sequences of action-reflection cycles

³⁵ Jean McNiff and Jack Whitehead, *Action Research Principle and Practice*, (New York: 2002), p.41.

In this class room action research, the writer conducts two cycles. In the first cycle, the writer implement the lesson plan that has been designed, it purposes to make students reach the objective of learning. When the writer has finished conducting the firs cycle, and the result of learning process has not been improved yet, or the students still not reach the objective of learning. So the writer make the next plan to conduct the second cycle, in this cycle the writer implemented the new material, and the revised lesson plan, in second cycle students expected can reach the purpose of learning. If in this cycle, the result of the learning process has not been improve yet, so the writer make a plan to conduct third cycle if it necessary.

This study goes through two cycles. The second cycle executed only if the first cycle has not been achieved thus repeating the first activity and if it is not successfully proceed with the next cycle. In this study, researchers plan of action has been set in accordance with the study design. In this study, every 1 cycle will be executed with the flow as follows:

Cycle I:

1. Planning; include the establishment of learning materials English class X and determining the allocation of the implementation period in 2017.
2. Action: includes the learning process with the application of the method of discussion in X class the second semester.
3. Observation: implemented during the learning process takes place.

Intends to determine the extent of the application of the method of discussion to increase motivation and learning outcomes of students in the subjects of English class X second semester.
4. Reflection: includes the analysis of learning outcomes and simultaneously draw up an improvement plan in the next cycle.

Silrus II:

1. Planning

The planning stage in the research include:

- a. Determining the subject.
- b. Determining the right media with the subject.
- c. Develop learning scenarios.
- d. Setting up the test instrument (observation sheet and test).

- e. Forming groups of students.
- f. Summing material.

2. Measures

Actions to be taken in this research is the application of methods of discussion using AIR technique, which refers to the RPP and learning scenario on the material to be taught.

3. Observations

Observations or observation of the application of the method of discussion conducted during the learning process takes place.

4. Reflection

- a. To evaluate the measures that have been implemented.
- b. Discussing the results of the evaluation of the RPP, scenarios, etc.
- c. Correcting the deficiencies that exist on the evaluation results, and used for the next stage.

D. Research Instruments

To get the data that the writer needs in this research, the writer uses several techniques of data collecting in this research as follows:

1. Observation

Observation is the way and technique data collecting in which the researcher does experiment systematically, to the subject of the research. Also the observation is needed to get the primary information from the school. This research observed the students of MA Daarul Falah kota- Serang. And the research conducted to teach students' reading comprehension through AIR technique.

2. Test

Test is measurement tool that will be given to individual to get expected score, are formed in test. The students will perform the AIR technique by using their own topic or the topic which has been chosen by the teacher.

E. Technique of Data Analysis

To analyze the data, the researcher will apply the following technique:

1. Preparing the key.
2. Correcting and scoring the students answer sheet.
3. Computing the students' correct answer on the test.
4. Computing the percentage of the correct answers on the test.
5. The students' score is used to determine the level of their ability in speaking English. To score their answer of the students the writer used this formula :

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

S = Student's score

R = The sum of the right answer

N = The sum of the item

6. To interpret the students' score, according to W.S Winkle the researcher should firstly determine whether he will use either ratio scale, interval scale.³⁶ For firstly students, according to hi, it will be better if we use ordinal scale, for this reason the

³⁶ W. S. Winkle. *Psikologi Pengajaran*, (Jakarta : Gransindo, 1999), p. 353-357

researcher used it as the measurement tool to determine the students ability. The level to group the student's score as follows :

90 – 100 (A / extremely good)

75 – 85 (B / good)

60 – 74 (C / fair)

45 – 59 (D / low)

0 – 44 (E / extremely low / fair)

To find the mean score, the writer used the formula as follows :

$$X = \frac{\sum fx}{N}$$

M = Mean score

Σ = The sum of

X = The students' score

N = The number of student