

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents about the research design, setting and subject of the study and Action procedure.

A. The Research Design

Research design is a system or technique used to do research. The purpose of this research is to improve the students' reading comprehension Narrative text using Herringbone technique at eighth grade students of MTs AL-FATAH Badas.

Based on the aim of research, the design of this study is Classroom Action Research (CAR). This classroom action research aims to improve the process and learning outcomes in classes conducted in process. In this study, the problem faced by the students is they get difficulties in reading narrative text because of the teacher used uninterested technique in teaching learning process.

The classroom action research will be done collaboratively by researcher and English teacher. In this case, the researcher acts as the teacher who conduct the activities of teaching and learning in the classroom, while English teacher as collaborator who acts an observer. The design of classroom action research is adapted the model proposed by Kemmis & Mc Taggart³¹.

³¹ S. Kemmis & R. McTaggart, *The Action Research Planner 3 ed* (Victoria: Deakin University Press, 1992), p.18.

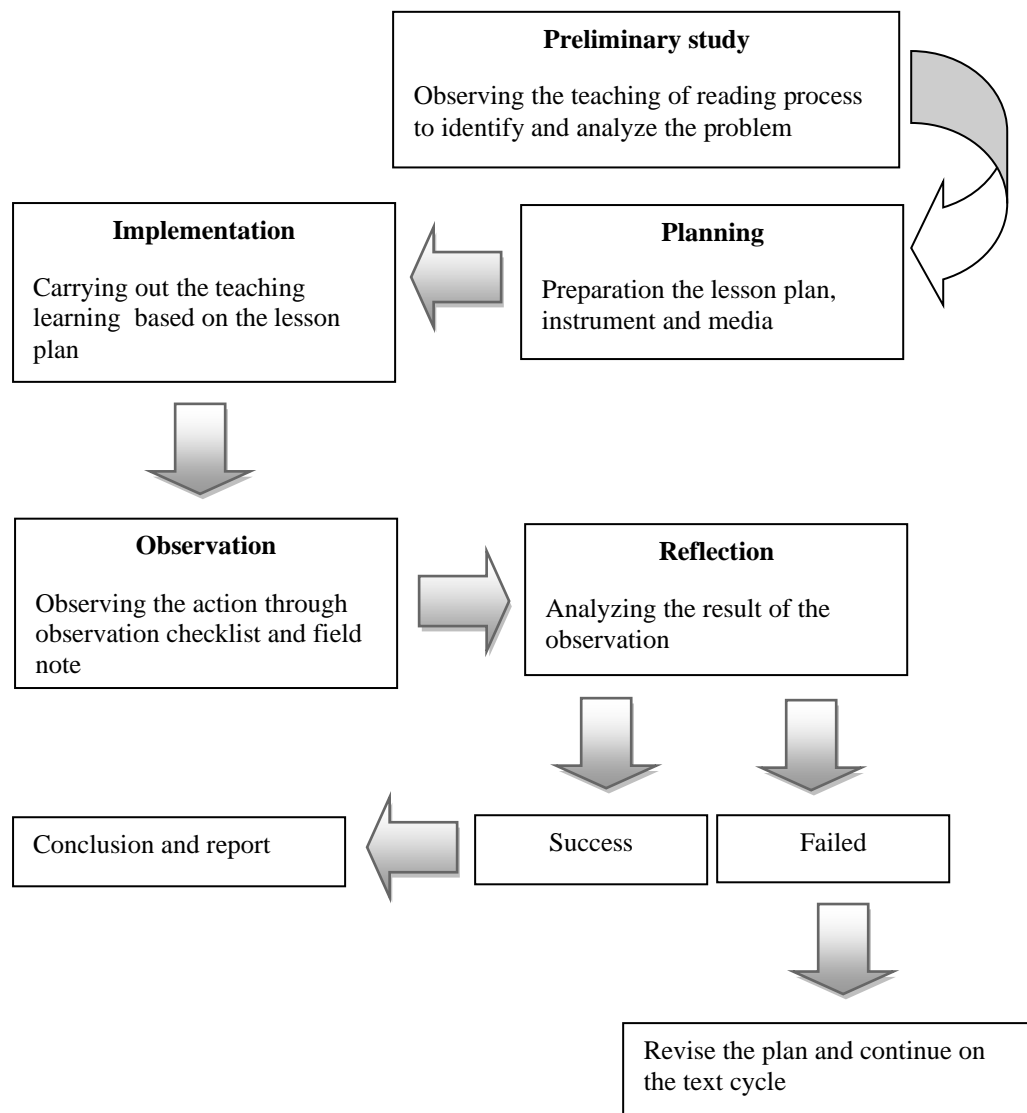


Figure 3.1

The diagram of the four main steps of this research³².

³² Wina Sanjaya, *Penelitian Tindakan Kelas (Edisi pertama cetakan ke-2)* (Jakarta:Kencana, 2010), p.58.

B. Setting and Subject of the Study

This research was conducted at MTs AL-FATAH Badas. It is located on Kunjang Street No.148 Badas, desa badas, kecamatan badas, kabupaten Kediri. The subject of the study was the eighth grade students class A of MTs AL-FATAH Badas in the academic year 2013/2014. It consists of 24 students.

C. Procedure of the Research

The classroom action research conducted in cycles, namely planning, implementing, observing and reflecting. If in cycle 1 the improvement has been reached, the researcher can make conclusion directly. But if this cycle does not succeed, it will be revised than this study will go to the next cycle. There are the actions planning of this research:

1. Preliminary Study

The goal of conducting preliminary is to get the real data from the condition about the problem during learning process. On this pre-cycle, the researcher interviews the English teacher and asks permission to apply preliminary study to her students. After getting the teacher's permission, researcher met the students while meeting the students and asking some questions related to the teaching of English, the researcher asks the students which was intended to know the students' problem in reading.

2. Action research procedure

In doing the research, the researcher conducts Classroom Action Research, which consists of four steps: (a) planning the action, (b) implementing the action, (c) observing the action, and (d) Reflecting the action based on the data obtains during the action.

a. Preparing the Lesson Plan

In planning step, the researcher will do the following activities such as: (1) preparing the strategy, (2) designing the lesson plan, (3) preparing the research instrument, and (4) determining criteria of success. They are:

1) Preparing the strategy

In conducting in research study, the researcher will employ Herringbone Technique to improve students' reading comprehension in narrative text.

2) Designing the lesson plan

Before implementing Herringbone technique in the teaching learning process, the researcher and the teacher designed a lesson plan. It is important to make the implementation of the technique run well. The stages of the teaching learning activities in the class are written in the lesson plan. A lesson plan was developed by considering the syllabus was provided by the school teachers' term.

Lesson plan consist of three topics. The first topic is competencies that consist of standard competency, basic competency, indicators and learning objectives. The second topic is

learning material; it is about what material that will be given to the students in learning process. The third topic is method and learning activities that consist of method, learning activities, media and evaluation or assessment. (Lesson plans see Appendix 5 and 7) and (Students' worksheets see Appendix 6 and 8)

3) Preparing the research instrument

An instrument is needed to collect the data collection. Instruments can be designed to collect qualitative data, quantitative data or a mixture of both³³. The instrument are used to achieve the accuracy the data and can indicate that the writer is successful or not in her research. There are many instruments which are used.

On this research, the researcher will use observation checklist, post-test and field-note.

a) Observation checklist

Sukardi said that "The instrument of observation will be effective if the information that will be take the condition of the natural fact, behavior, and the result working of correspondence in the natural situation"³⁴.

Observation checklist of teaching learning is made by the researcher. It describes what teacher and students are doing the process of teaching learning in the class. The researcher can

³³ Ralph Hall, *Aplied Social Research:Planning, Designing, and Conducting Real-World Research* (South Yarra:Palgrave Macmillan, 2008), p.147

³⁴ Sukardi, *Metodeologi Penelitian Pendidikan* (Jakarta: Bumi Aksara, 2007), p.78

use the instrument of observation that is easy to the process of observation for the observer. It will help the researcher to get the valid data. The researcher just writes the number of aspect of teachers' performance and students' activity and put thick (√) in the checklist sheet. (See Appendix 9 and 10)

b) Post-test

The post-test is asking each student doing the exercise given by the teacher. It was multiplechoice tests. The test items were 20. (See appendix 11 and 12)

Post-test is made by the researcher to know the students' achievement after the students are given treatment to improve their reading comprehension using herringbone technique. It used to know that the herringbone technique used to improve the students' reading comprehension in narrative text is success or not.

c) Field-note

This instrument use to describe what is their hearing, seeing, feeling, and thinking during learning processes. Thus, these field-notes used to write the result of reflection from the researcher. (See Appendix 13, 14, 16 and 16)

4) Determining the Criteria of success.

To determine whether the program is successful or not, there must be an evaluation because vary programs need an evaluation. According to Sukidin, et al. (2002: 103), determination at the success of the action based on the consideration made by the collaboration teacher and the researcher³⁵. In this research, the criteria of the action success were determined by the collaborative teacher and the writer. To know the action run well or not is based on the students' reading test and the questionnaire result. The action is success and will be stopped if the students' reading scores reach improvement 80% or more, students get score 75 minimally. But it will be continued to the next cycle if the students' reading scores less than 80%.

The classroom action researcher uses a formulation below to analyze the data from the test:

$$\left(\frac{\text{Total students get score 75 minimally}}{\text{Total students in class}} \right) \times 100 \%$$

³⁵ Sukidin et al, *Manajemen Penelitian Tindakan kelas* (surabaya:Insan Cendikia, 2002), P.103

In other hand, the students' tests score can be categorized based on criteria on the table:

Table 3.1. Percentage Criteria of the Successful Treatment

Percentage of the students' getting score 75 sminimally	Qualification
80% - 100%	The students' achievement in English improves well and the method that is applied can improve the students' achievement in English successfully.
50% - 79%	The students' achievement in English improves enough and the method that is applied is not successfully yet in improving the students' achievement in English.
0% - 49%	The students' achievement in English do not improves and the method that is applied is not successfully yet in improving the students' achievement in English.

b. Implementing

The implementing of action is the thing which is done in the learning process. In this study, the researcher implemented the herringbone technique.

In implementing the action, the researcher acts as the teacher conducting the teaching in the class, while the collaborator acts as an observer observing the activities and performance during the implementing of the action.

c. Observing

In the observation stages, the researcher observes and collects the data about any aspect or even that had happened during the

implementation of the action in relation to the objective of the study.

This observation focuses on students' and teachers' activity that is based on the lesson plan.

d. Reflecting

The last step is reflecting, in this step the researcher takes all data from which those are observing and the result test of the students. Then the data are analyzed and compared criteria of success to get the valid data in the process of teaching and learning activity. The researcher analyzed the result of the observation, it was success or not.