

CHAPTER III

RESEACH METHOD

This chapter was presented research design, setting and subject of the study, research procedures, and data analysis.

A. Research Design

The writer used Classroom Action Research (CAR). The purpose of this research was to determine QAR (*question-answer-relationship*) strategy can improve the students' reading comprehension on Narrative text at MAN 4 Kediri. This research aims to improve the process and learning outcomes in classes conducted in process and for solving the problem that was happen in that class. The classroom was done collaboratively by the researcher and English teacher in the school.

This research has cycle process which means that if the first cycle fails; the researcher will continue to the next cycle. The research will be stopped when the result of research has reached the criteria of successes achieved by students. But the researcher was selected two cycle. The activities of classroom action research were: planning, an action, implementing, observing and reflecting. This model was proposed by Kemmis and Mc. Taggart. (Arikunto, 2006:97)

B. Setting and Subject of the Study

The subject of this study was all the tenth graders of MAN 4 Kediri academic year 2019/2020. The writer was chosen Language Class,

X-IIB 1 that consists of 36 students in a class. It was chosen because of some considerations. Based on interview to the English teacher at the school, she has never used strategy on teaching English especially on reading and she only uses textbook as media. In addition, the students' interest in reading is still low and the score is under 75.

C. Research procedures

The procedures of research comprise two stages: preliminary study and procedures of the classroom action research. The stages will be described as follows.

1. Preliminary Study

The researcher did preliminary study to the tenth grade students of IBB-1 to establish the base line of their reading comprehension. The preliminary study was on January 2020 to identify the problems in teaching and learning process. The researcher observed the condition in teaching learning process, the students' attitude and another.

2. Procedures of the classroom action research

The procedures were conducted by Kemmis and Taggart: (Arikunto, 2006:97) first, is planning by identifying the problems, then researcher made a plan to do research in the form of lesson plan based on National Curriculum K13 (see Appendix-1 pages 44). The lesson plan consisted of standard competence, indicators, learning materials, teaching and learning activities, sources, media

and assessment. The focus of the lesson plan was to teach the students on how to read and comprehend narrative text using QAR strategy.

The second thing that must be done by researcher was acting. The researcher applied one cycle which was a cycle consists of planning, action, and observing. The reflecting of a cycle focused on the reading cycle of Narrative learning process. Each cycle consists of fifth meetings. The researcher gave pre-test before did cycle, it meat as pre-liminary study. In the first meeting, the researcher explained narrative text, generic structure and gave the example of narrative text for students. In the second meeting, the researcher applied QAR strategy in learning reading on narrative text. The researcher gave assignment to read, answer and discuss the question of narrative text. In third and fourth meeting the researcher gave assignments to students to read, answer and discuss the question of narrative text in a group.

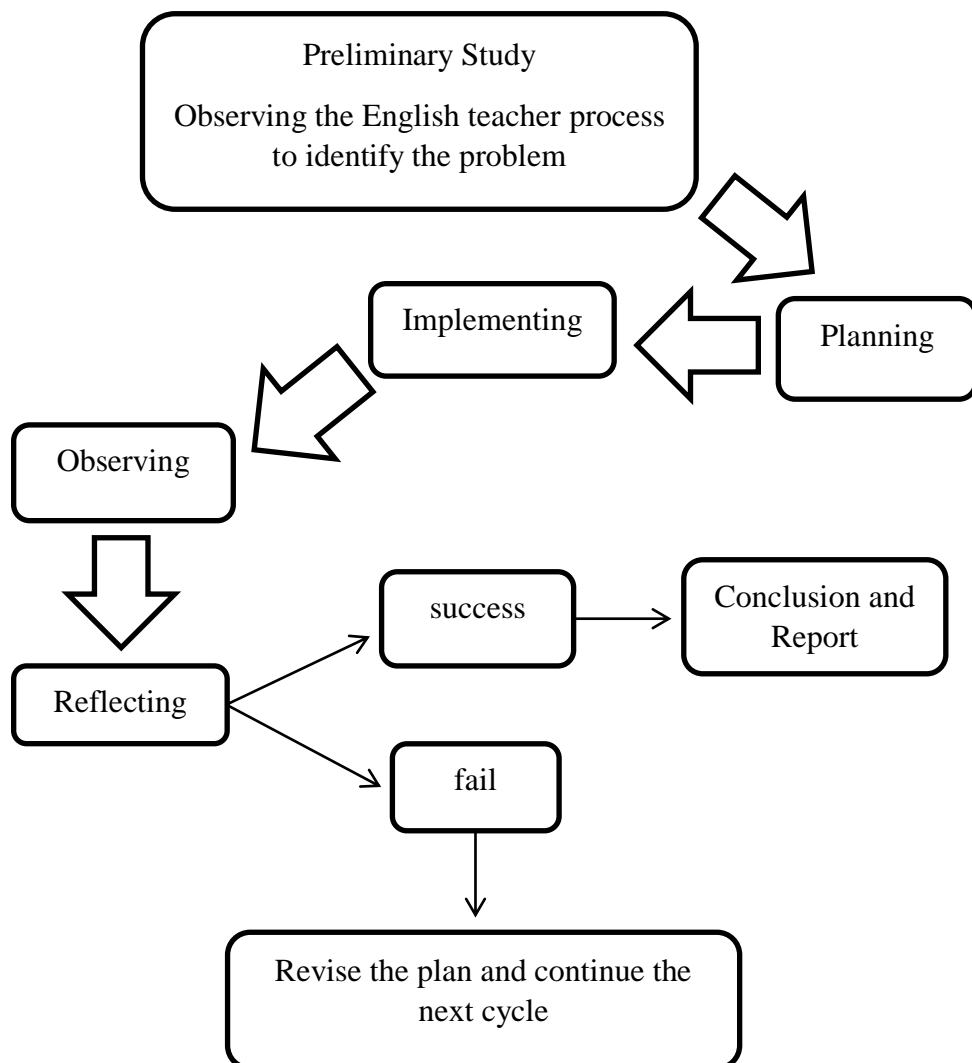
Third was observing. The researcher as the teacher observed the students' activities. Observing is one of the forms to get the primary and supporting data. It was collected by using an instrument that was, a test: pre-test and post-test.

Fourth was reflection. After doing teaching learning process, the researcher cited the result of the activities happened in classroom as the reflection of action. The form reflection was

students' success and failure in doing activities. It was assessed by referring to the criterion issued by the school. The criteria of success was 75 in which if the average score of the students were less than 75 means failed.

The main steps are presented below:

Table 3.2 Research Procedures



D. Data Collection

The researcher collected data through observation and test. First was observation. This was the activities to observe the students behavior and motivation to know the student's problem in reading comprehension. The second was test: pre-test and post-test. Pre-test was for determining the ability of beginning and was given before give treatment to students. Post-test was for determining the ability of students after the action was performed. The tests were administered in the form of multiple choices consist of 20 questions (see Appendix 3 and 6 Page 61 and 74). And the blueprint of that test written in Appendix 2 and 5 (See page 59 and 72.).

E. Data Analysis

The analysis in this research was quantitative. The data was taken from reading comprehension test at the end of the cycle in the form of score number. This data was analyzed by turning them into percentage then creating graphs or charts based on them. This classroom action research used a formulation to analyze the data from the test:

$$\frac{\textit{Total students get score 75 minimally}}{\textit{Total students in class}} \times 100\%$$

The researcher and observer made an agreement that the students' achievements improved when there are more than 80% of them who got the minimum score, 75, on test. The students' score were categorized based on criteria of the successful treatment on table 3.2.

Table 3.2

Percentage Criteria of the Successful Treatment

Percentage of students who getting score about ≥ 75	Qualifications
80%-100%	The student achievement in English improves well and the strategy that is applied can improve students' achievement in reading.
50%-79%	The student achievement in English improves enough and the strategy that is applied has not succeeded yet to improve the students' achievement in reading.
0%-49%	The students' achievement in English does not improve and the strategy that is applied fails in improving the students' achievement in reading.