

CHAPTER III

RESEARCH METHOD

The research methodology employed by the researcher to carry out this study is described in this chapter. This chapter includes sections that outline the research strategy, subject of study, data of study, data collection method, research instrument, and data analysis.

A. Research Design

The research design was Classroom Action Research (CAR) because action research is essentially the *scientific method* of teaching. Teachers use action research to figure out exactly what works in the classroom and what does not. Action Research is a process in which educators examine their own practice systematically and carefully using the techniques of research. Participants design a research question, collect data throughout the year, analyze what they have learned, and write about their findings. Observations, interview, surveys and journals are typical data methods that participants use to investigate their questions.

Classroom action research is a type of study that is reflective of the actions taken by those who carried them out, expanding their awareness of the actions made to improve the environment in which the practices of the learning are done, and done cooperatively¹. Planning, taking action, monitoring the results, and reflecting were the four processes in this design for conducting action research. Classroom Action Research is a method of finding out what works best in an own classroom so that teacher can improve student learning. The goal of classroom action research is to improve teacher's own teaching in his own classroom, department, or school.

B. Setting the Research

¹ Cameron, J. A Searching profession? The Growth of Classroom Action Research. (1983)

The classroom action research is started by *planning* for an action². Then the plan is *implemented* as an action in classroom and the action is then *observed*. The *reflection* is done to analyze the data obtained during the action. Most models present action research as a cycle, starting with a question and ending with more questions. The image above is intended to capture the cyclic nature of classroom action research.

1. **First, planning** always refers to what actions are taken, taking into account the objective and subjective circumstances and conditions. Regarding what, who does, how to do, and what are the expected results. Then ideas are compiled, refined, removed, and focused on the things that are most important and useful for the improvement. It is recommended that the plan be discussed with other teachers to get input. The researcher prepared the lesson plan. It was discussed with the English teacher. Then, the researcher prepared the media used to conduct Quiz alliance teaching strategy. After that, the researcher arranged the instruments, for examples, the observation checklist, questionnaire and the reading test instruments. Finally, the researcher set the success criteria of this research.
2. **Second, the implementing** of the action may be changed or modified according to the needs in the field. If the plans that have been formulated are not implemented, the teacher should reformulate the plans according to the new facts obtained. The researcher implemented the activities based on the lesson plan. The researcher acted as the teacher, and the teacher acted as the observer. The teaching strategy used was Quiz alliance for teaching reading in News item material.
3. **Third, observing** plays a role in describing the results of actions that have been optimistically formulated through action goals. Observation serves to identify the quality of the action process. During this observation, the researcher took some notes according to the prepared form, ideas and

² Kemmis, Mc Taggart. *The Action Research Planner*. (1988)

impressions that arise, and everything that actually happened in the learning process. After finishing each activity, the researcher did an evaluation of the things that have been planned.

4. **Fourth, reflecting** is an attempt to examine what has happened, what has been produced, or what has not been produced, or what has not been completed from the steps or efforts that have been made. In other words, reflection is an assessment of the success or failure of achieving goals. For this purpose, the teacher should first determine the criteria for success on planning session. Reflection consists of 5 components. They are: analyze, synthesize, interpret, explain, and conclude. The researcher gave a reading test to check the students' reading skill.

A classroom action research method means the researcher goes to the classroom, find some data, states the research asks the right questions, gathers the information, processes it, and then reports it following the actual situation³. Because it easily illustrates phenomena in the teaching and learning process, the researcher chose this study. The researcher observed and described it. The study's goal was to determine whether Quiz alliances were effective at raising students' reading skill.

The criteria of success of the students' reading skill improvement was the increasing of students' score. Moreover, the researcher decided the success criteria of this research were 85% of the students got the excellent score, or the score range of 90-100. As stated on the background of the study, the students got the average score 80.2, on the midterm test and it is under the passing grade, 83. The researcher would like to increase the students reading skill not only to pass the passing grade, but also to get the excellent score. The students were expected to work harder to reach this high score criteria.

C. Subjects and Object of the Study

³ Freeman, D. Doing teacher research: From inquiry to understanding. (1998)

Private senior high school of Darul Ulum Jombang students in Rejoso, Peterongan, who are in the twelfth grade, are the focus of this study. It is specified into XII IPA 2. There were 34 boys in classroom. They were studying the News item text in their first semester after having the midterm test. This class had the midterm test average score, 80 and it was under the passing grade, 83. Moreover, there are 5.8% of the students got the excellence score, or the score range of 90-100. They have a high laziness in reading and a lack of vocabularies. Their English teacher described the class as unpredictable class. Sometimes, they could be active but the others were passive.

D. Research Instrument

The student test, observation field notes and questionnaires were used by the researcher in this research. The data aided the researchers in understanding how students felt about the teaching and learning process. The researcher learned from the observation how Quiz alliance was used to teach News item text to students in the twelfth grade. The researcher recorded what were observed, heard, and experienced in field notes. Field notes served the purpose of providing context during the teaching and learning process. Finally, the students' score data supported the information on whether their reading skill was increased or not.

1. Reading Test

The students were given a reading test on every cycle of this research. It aimed to get the students' reading skill score in other to measure the criteria of success.

Table 1: The Blueprint of Reading Test

ASPECT	QUESTIONS	INDICATOR	FORM
TOPIC	Number 1	<i>Siswa mampu menyebutkan topic bacaan</i>	ESSAY
PURPOSE	Number 4	<i>Siswa mampu menjelaskan tujuan bacaan</i>	ESSAY

MAIN IDEA	Number 2	<i>Siswa mampu menyebutkan ide pokok paragraph</i>	ESSAY
STATED DETAILS	Number 3, 6 and 10	<i>Siswa mampu mengidentifikasi informasi tersurat bacaan</i>	ESSAY
IMPLIED DETAIL	Number 5 and 7	<i>Siswa mampu mengidentifikasi informasi tersirat bacaan</i>	ESSAY
REFERENCE	Number 9	<i>Siswa mampu menunjukkan rujukan kata</i>	SHORT ANSWER
VOCABULARY	Number 8	<i>Siswa mampu menyebutkan persamaan / lawan kata</i>	SHORT ANSWER

Scoring Rubric

NO	CRITERIA	ESSAY	SHORT ANSWER
1	<i>Jawaban benar secara lengkap dan menambahkan informasi</i>	10	10
2	<i>Jawaban benar secara lengkap, tanpa tambahan informasi</i>	8	10
3	<i>Jawaban benar, namun kurang lengkap</i>	6	10
4	<i>Jawaban kurang benar</i>	4	4
5	<i>Jawaban tidak benar</i>	2	2

2. Observation

Observation was used to know the implementation of Quiz alliance to increase the students' reading skill. It was taken based on the condition of the activities in the classroom.

Table 2: Observation Check List
Teacher's Activities

NO	INDICATOR	YES	NO	NOTE
1	The teacher greets and asks to pray together			
2	The teacher checks the attendance list			
3	The teacher states the objective of learning process			
4	The teacher tells the assessment process			
5	The teacher relates to the previous materials			
6	The teacher explains the News item and gives the vocabularies for them to use			
7	The teacher gives example of News item text			
8	The teacher uses a teaching strategy; Quiz alliance teaching strategy			
9	The teacher prepares media; audio, visual, video to support the Quiz alliance teaching strategy			
10	The teacher gives the instructions clearly before conducting Quiz alliance activity			
11	The teacher asks students to work in a group (Discussion) while doing the Quiz alliance activity			
12	The teacher encourages the students understanding			
13	The teacher summarizes the lesson today and gives reinforcement for their work.			

14	The teacher starts the class on time
15	The teacher finishes the class on time
16	The teacher assess the students' work
17	The teacher gives stimulations to the students

Students' Activities

NO	INDICATOR	YES	NO	NOTE
1	The students respond the greeting, praying and checking attendance			
2	The students answer the teacher's question about the previous material			
3	The students pay attention to the teacher explanation about News item			
4	The students observe the example of News item give by the teacher			
5	The students discuss the News item content in a group discussion; doing Quiz alliance activity			
6	The students ask some questions to the teacher; vocabularies, difficult words			
7	The students are active and enthusiast in doing the Quiz alliance			
8	The students thank to the teacher after teaching and learning process			
9	The students summarize the lesson that day independently			

3. Questionnaire

Questionnaire was used to know the students' response to the use of Quiz alliance in reading.

Table 3: Blueprint of Questionnaire

INDICATOR	QUESTIONS
Beneficial / Needs	1. <i>Apakah belajar B. Inggris penting untuk anda?</i>
	2. <i>Apakah berkemampuan membaca dalam B. Inggris adalah kebutuhan?</i>
	3. <i>Apakah pelajaran News item text itu penting dalam B. Inggris?</i>

Increasing Activeness	<p>4. Apakah pelajaran News item itu mudah?</p> <p>5. Apakah pemakaian media dan strategi pembelajaran sangat diperlukan dalam pembelajaran membaca dalam B. Inggris?</p>
Enriching vocabulary	<p>6. Apakah penerapan Quiz Alliance membantu untuk memahami isi News item text dalam KBM B. Inggris?</p> <p>7. Apakah penerapan Quiz Alliance membantu untuk menambah kosa kata?</p>
Improving Communication	<p>8. Apakah penerapan Quiz Alliance sesuai untuk pembelajaran membaca pada News item text?</p> <p>9. Apakah penerapan Quiz Alliance mebuat semakin percaya diri dan kompetitif?</p> <p>10. Apakah penerapan Quiz Alliance meberikan banyak kesempatan untuk berkomunikasi (kolaboratif)?</p>

E. Data Collection Technique

The term "data collecting technique" refers to the method the researcher will use to gather data through questionnaires, observations, and documentation; pictures, videos, and students' test score.

The observation came first. The researcher observed the situation or what was in the classroom. The researcher then made a list of each crucial step in the teaching and learning process. It was utilized to determine how the reading by using Quiz alliance strategy was implemented. The author employed observation in the actual teaching-learning environment to provide precise information. The author drew on observational notes to describe the environment in the classroom during the teaching and learning process, the teacher's performance and the involvement of the students in the learning process.

The second was questionnaire. The researcher gave the questions and asked the students to complete the questionnaires. This method was employed to ascertain the student's reaction to the reading using Quiz alliance. The students of twelfth graders of private senior high school in Darul Ulum, Jombang got a questionnaire to show their responses to the teaching process and the implementation of the Quiz alliance method in the learning process.

The third was documentation. The researcher took the documentation from the observation. The documentations were in the form of pictures, videos, written forms and the students' scores. The picture and videos showed the process of teaching and learning process. Meanwhile, the students test score showed the result of students' reading skill improvements. Both of them could support the data to show the evidence of this study.

F. Data Analysis Technique

Using the findings from observation, the researcher assessed the research data. The data was analyzed by the researcher as words that are related to the problem statements. The questionnaire was used by the researcher to learn how the students feel about the use of Quiz alliance in reading. Additionally, the researcher used field notes and an observation to understand how the Quiz alliance is being implemented in reading. The field notes are also utilized to determine the students' reactions.

After the study, the data were analyzed to see whether changes had occurred or not. The analysis was presented as a description, outlining the circumstances around the teaching-learning of English. Both qualitative and quantitative data were used by the author in this study. The numeric data was derived from the results of the questionnaire and the students' score, whilst the qualitative data was derived by the observation. The observation result was analyzed and compared with the lesson plan, the questionnaire, and other data during data analysis.