

CHAPTER III

RESEARCH DESIGN

A. Research Method

This research is classroom action research, which was conducted in the classroom. In this research, the researcher attempts to use an action methodology in teaching English reading comprehension to tenth grade students of SMA Negeri 1 Sompak. Either the teacher or the students have to take part in this research. This research focused on the improvement in teaching and learning process.

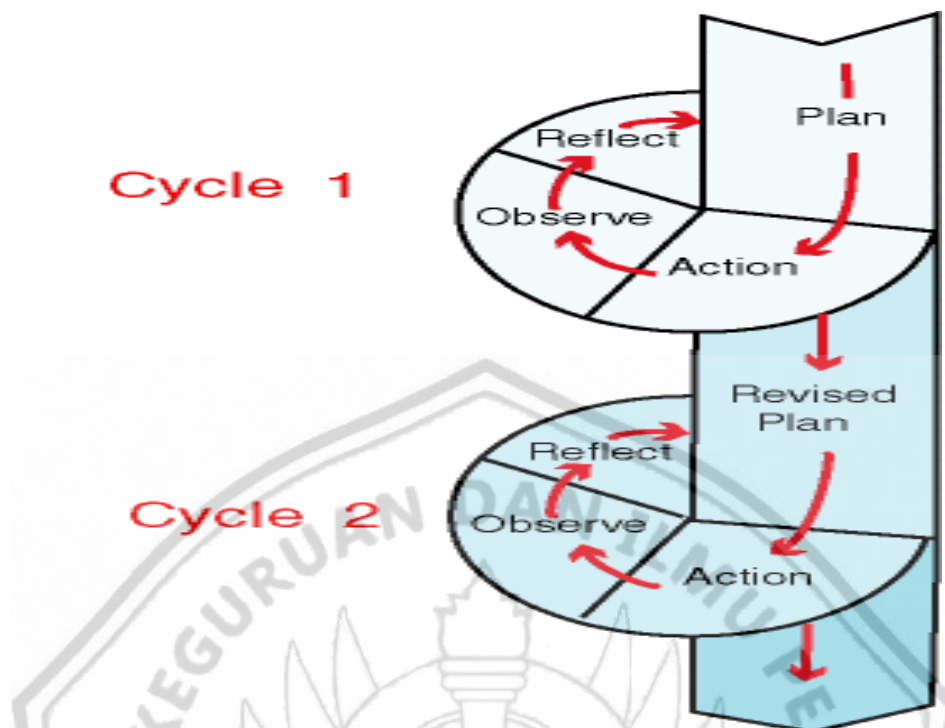
According to Hopkins (2008: 6) states that classroom research is an act undertaken by teachers, to enhance their own or a colleague's teaching, to test the assumptions of educational theory in practice, or as a means of evaluating and implementing whole school priorities. Action research combines a substantive act with a research procedure; it is action disciplined by enquiry, personal attempt at understanding while engaged in a process of improvement and reform. Furthermore, according to Kemmis (1983) in Hopkin (2008: 47) defines action research that is a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practice, (b) their understanding of these practice, and (c) the situations in which the practices are carried out. Furthermore, there are principles and characteristic of action research according to Kemmis and Mc

Taggart (1992: 22) those are; action research is improving education by changing, participatory, collaborative, systematic learning process, self-critical communities, etc. The definition above suggested that action research is the study which is aimed to resolve problems arise in a particular social context. In short, action research is a research which aims to resolve problems around educational situation especially for the students to improve their learning achievement.

This research would begin from the reconnaissance process. The Reconnaissance process is an activity to check on the condition and situation of the research object before the action is carrying out. According to Kemmis (1988) in Hopkins (2008: 50), the action research cycle is started by reconnaissance (fact-finding), planning, implementation (action and observation), reflection (further facts and analysis), general idea revision and plans for subsequent action steps. So, after the researcher did reconnaissance process, researcher implemented some steps. Implementation consists of:

1. Cycle

Cycle is an action which includes planning, acting, observing and reflecting. According to Kemmis (1988) in Hopkins (2008:50) there are several model action researches and one of them is Cycle, which each cycle consist of four steps, (a) Planning, (b) Acting, (c) Observing, and (d) Reflecting.



Cyclical Action Research Model Based on Hopkins (2008)

From the spiral picture above, researcher can give explanation as follows:

a. Plan

Before using the media, a researcher needed prepare the lesson plan in order that researcher could design the materials what was used be as learning process as possible. After making sure about the problem of the research, researcher needed to make a preparation before doing an action researcher. The kind of preparation could be seen as follows:

- a) The steps and the activities during the research.
- b) Preparation for teaching facilities and media.
- c) Preparation for data analysis during the research process.

d) Preparation for all research in order not to make a mistake during the research such as alternative actions to solve the problem of the research.

Plan was the first step in this research. This activity included the problem identification. This was the important step in conducting the research as by knowing the problems, the researcher could find a good solution to solve the problem in English reading by Fun Board.

Here, the researcher made a lesson plan to be implemented. , the researcher planed several strategies to teach the students. The researcher prepared lesson plan and what the materials were needed in teaching. Besides that, researcher prepared instrument or media. Here, the researcher used power point presentation. It was hoped by using media, the media can attracted the students' attention and interest and the students could have focus to the materials taught in the teaching and learning process. It also could stimulate the students` imagination, the learning source, and developed evaluation process. The lesson plan based on the curriculum is used in SMA Negeri 1 Sompak Here, the researcher also implemented Fun Board as media used in the class in teaching and learning process in order to improve students' reading skill. The students needed to discuss a certain topic and pictures given by the researcher and shared the opinion to others.

b. Action

In this step, the researcher taught the students based on the lesson plan. The material taught was reading. Here, the researcher taught reading using Fun Board and the topic discussed was set in the lesson plan made by the researcher. Researcher gives explanation about the materials and gives treatment with Fun Board in the end of activity to improve the students' reading comprehension. These are followed by observation, interpretation and also the reflective activities. A researcher needed to be very careful in practicing the classroom research. Researcher had to follow the procedure or action planning during the research. It was aimed to focus the material so that the students could have more understanding. Doing an action research was the main cycle of action research. In short, action meant the process of implementing the plan made before by the researcher in conducting the teaching and learning process in the class.

c. Observation

Observation was done to monitor the actions and collect the data. In this activity, the researcher observes the teacher and collects the objective data. Then, the researcher and teacher shared the information about the information gathered during the observation to decide appropriate action. Researcher prepared two tests after collecting the data about the student's need analysis. In this step, a researcher had to observe all events or activities during the research. First was pre-

observation, it was used to know about the comprehension of students' reading ability. After the pre-observation, researcher used the Fun Board to teach the students. In the last, researcher gave measurement in every cycles to know about the development of students. Observation was a usual step when a researcher was observing or assessing the decision of research during teaching learning process as the result of learning interaction among the learners.

d. Reflection

A reflection was an effort to inspect what has or has not been done, what has or not has not yet resulted after having an alternative action. Reflection was done to evaluate the occurred actions comprehensively about the progress or change of the students and class based on the collecting data. In this step the researcher observed and evaluated about the implementation result any progress, what progress happened, and whether it gave positive or negative effect, and so forth. The result of reflection was used to establish the next steps of the research. In other words, a reflection is the inspection effort on the success or the failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to get the final Here, the researcher and the teacher had discussion whether the result of the teaching and learning process needed to be continued or not. If the teaching and learning process got satisfying

result, the teaching and learning process could be stopped and it could be concluded that the result had been obtained well.

Here, it can be stated that the research to improve students' reading comprehension in SMA Negeri 1 Sompak could be stated in this research design, as following:

Table 3.1
Research Design

Reconnaissance	Observing the English class when the teaching learning process of .reading. Interviewing English teacher and the students. Determining students' strength and weakness in reading.
Cycle	
General planning	Selecting the set of strategies. Implementing the Fun Board in teaching learning process. Making lesson plan. Preparing the learning sources. Developing evaluation process.
Acting	Applying the planning based on lesson plan and students activity.
Observing	Monitoring the action. Collecting the data.
Reflecting	Evaluating the action which covers the quality and the time of action. Discussing and evaluating.
<i>Notes:</i> The cycles will be repeated until the learning goal of teaching reading achieved and/ or the students have passed the passing grade in reading.	

B. Research Subjects

In this action research, the researcher took the subjects at tenth grade students of SMA Negeri 1 Sompak. Arikunto (2002: 96) states that research subject is anything that becomes the attention of a research. Subject of this research were taken from population in SMA Negeri 1 Sompak. Thus, the

researcher took X A in SMA Negeri 1 Sompak as research subjects on this research and it is consist of 35 students (19 male and 16 female). The researcher chase the subjects because the students learnt reading comprehension in many ways. The students got the average score in reading as stated by the English teacher. As suggested by English teacher, the X A claas is chosen as research subjects.

C. Techniques of Collecting Data

Harris (1969:127) stated that there are many kinds of instruments such as tests, questioner, interview guide, observation guide, field note and document. Research instrument related of the activities of collecting and processing data, because the research instrument was a tool of collecting and processing data on variable studied. As the meaning to collect the data, an instrument was closely associated with the data collecting techniques that were influenced by the type of research methods. The researcher used the following instruments to collect the data needed. In this research the researcher used observation, test, and field note. Those were explained more as following:

1. Observation

The observation was done during the action in order to know the reading comprehension. Researcher saw the teaching learning process in classroom directly. The manual of observation consisted of the statements related to the teaching reading by using Fun Board.

2. Filed Note

The researcher wrote out what will happen during teaching learning process activity which was not included in observation checklist. The result of researcher's writing was formed a description of events, activities and conversation in the teaching of reading. It was aimed to monitor the students' activity in the teaching and learning process.

3. Measurement

The measurement was important to measure the students' reading comprehension. By a measurement, the researcher analyzed whether there was improvement or not. The measurement was held in each cycle. It meant that researcher got students' score in reading comprehension. The measurement was set as a multiple choice test of 20 items. Here, the researcher was helped by the English teacher of SMA Negeri 1 Sompak to check and observe the test.

D. Technique of Data Analysis

In this research, the researcher needed to analyze the data to show that Fun Board influenced students' reading comprehension. It was important to describe the analysis based on the data gained during the research. Data analysis is a process of organizing and summarizing the data into pattern or categories in such a way in order to arrive at the result and conclusions of the research (Silegar and Shohamy, 1989:211).

There were two kinds of data in this research, they were as following:

1. Qualitative Data

Qualitative data used naturalistic inquiry. Qualitative data produced descriptive data in form of words (written, spoken) from the people or behavior being investigated. Qualitative data was showed by words condition or adjective. Qualitative data was used to describe the situation and condition of students and teacher in the classroom. The data was get from the field note and observation. In qualitative data, researcher knew the data must be complete, such as the primary data and secondary data. Primary data was verbal data or oral data, or attitude which was researched variable. Secondary data was data which could be strengthen the primary data.

Here, the qualitative data was analyzed using descriptive. The data was wrote, sorted and listed both of the researcher and the teacher. The data explained about what happened to the research in cycles. It cwas the good and the bad ones which happened to the research. The data was used as a source to replanning the cycles and/ or to know whether the cycles success or not. In short, the data gained in the research described carefully.

2. Quantitative Data

Quantitative data dealt with calculation, or numbers, or quantity. The researcher, in this case calculated the mean, and then she found out the degree of students' ability in reading based on the mean. The data could be got from the test result which was done by the researcher in measurement

in every cycles. For measuring that data, the researcher used mean. Mean was one of statistical techniques which describes the group based on the average score and it was used to find out the average score. It was the most efficient measurement of central tendency in the test statistic.

The mean formula is:
$$m = \frac{\sum x}{n}$$

In which:

m : Student's Mean Score

$\sum x$: Number of score

n : Number of items

The passing grade for English lesson in this research is score 70. In range of 80%, students needed pass the passing grade. The researcher decided the passing grade by giving point in every criteria namely very good, good, average, low, and very low. In this research the researcher made percentage based on these criteria.

Table 3.2

The Characterization of Students' Achievement Score Based on the Passing Grade

Score	Category
> 85	Very good
76- 85	Good
66- 75	Average
55- 65	Low
<55	Very low

Inspired from Hopkins (2008: 82)