

CHAPTER III

RESEARCH METHOD

This chapter consists of seven sections namely research design, research setting and participants, research procedures, research instruments, data collection technique, data analysis technique, and research validity and reliability. The discussion of each part is presented below.

A. Research Design

The design of this study is classroom action research. It is categorized as action research since the study relates to the matter of problem solving and the main purpose is to improve students' learning, students' reading comprehension ability. Furthermore, this research study occurs through a dynamic process which is flexible to the changes with the condition of the field. In this study, the researcher involved four phases in each cycle which are essential as proposed by Kemmis and Mc Taggart (1988) in Burns (1999). Those phases are planning, action and observation, and reflection. The plan was arranged by the researcher with the collaborator to solve the problems in reading comprehension of X.5 students of SMA N 6 Yogyakarta. The plan was more effective and provided greater flexibility of unpredictable situation in the field and obstacles that were not seen before. Then, the researcher implemented the plan to the process of teaching reading comprehension in class X.5. By using triangulation technique, the researcher and the collaborator observed the effects of the critically informed action in the context in which it occurs. After the observations were done, there

was reflection on these effects to overcome the weaknesses as the basis for further planning. The researcher did these kinds of phases until the treatment can be granted as effective. The concept of action research is set out by Kemmis and McTaggart (1988) in Burns (1999) in the Figure 4 as follow.

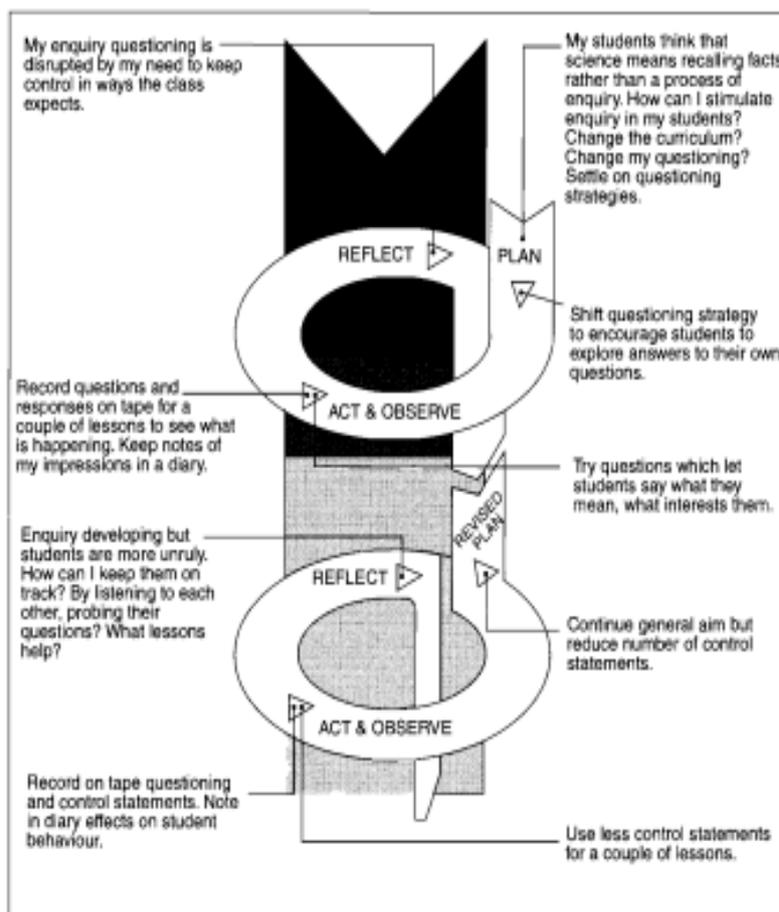


Figure 4. Action Research Cycles (adapted from Kemmis and McTaggart (1988) in Burns (1999))

B. Research Setting and Participants

This research study was conducted at SMA N 6 Yogyakarta, which is located in Jalan C. Simanjuntak No. 2 Yogyakarta. There are some facilities at SMA N 6 Yogyakarta that support teaching-learning process. One of them is a language

laboratory. The language laboratory is located near front office. The number of the classroom is not huge because the students at this school are involved in the moving class. The size of each classroom is medium and adequate, used by 30 students. Each classroom has been provided with a speaker hanging on the wall in front of the class, a viewer, and a white board. This school is also provided with the internet connection that is available for all school participants. The internet connection sometimes is used by the students to find the meaning of difficult words through an online dictionary as they are reluctant to bring a real dictionary.

The participants of this study were 30 students of class X.5. Based on the interview with the teacher conducted in July 2013, the researcher knew that the students of X.5 had good basic of English. They understood when the teacher used little English in discussing the materials. However, they seemed to be reluctant in reading class so that the scores of the quiz or exam were far from satisfactory scores. This opinion then supported the result of the observation conducted by the researcher that the students were getting bored in the reading comprehension session. This session, indeed, was necessary to help with this research study.

The study was conducted for about two months starting from July to August 2013. The researcher applied some cycles consisting of the step of reconnaissance, identifying, planning, pre-testing, implementing, reflecting, and post-testing. In this research, CSR was used as a method for the treatment to improve the students' reading comprehension ability in the class of X.5 of SMA N 6 Yogyakarta.

C. Research Procedures

1) Reconnaissance

The first step of the procedures was reconnaissance. In this step, the researcher collected the information by doing some observations in the teaching and learning process in class X.5 to identify the real problems of the field. After that, the researcher interviewed the English teacher and some students about the teaching and learning process. After all information gathered from the observations and interviews, the researcher found the obstacles in the teaching and learning process and then she made a conclusion by selecting the critical problem.

2) Planning

After doing the observation in the reconnaissance step, the researcher made some plans to choose the actions that were feasible to be implemented in the field. In planning the actions, the researcher worked together with the collaborators. The aim of the actions was to improve the students' reading comprehension ability. The action plan was using Collaborative Strategic Reading (CSR), and the researcher used lesson plans based on the course grid to teach.

3) Acting and observing the action

In this step, the researcher implemented the actions whereas the teacher and a friend at the English Education Department as collaborators took notes in the backside of the class to observe the students' reactions and behaviors during the activities. The collaborators also helped the researcher handle the students' disruptive behaviors. It was done by approaching the students or giving a warning. For example, when there was a student walking around the class, the collaborators

approached him and asked him to go back to his seat. Sometimes, the collaborators warned the researcher if there were some students who did not understand her explanation.

4) Reflection

Based on the observation, the researcher and the collaborators made a reflection on the implementation of the action. The reflection was conducted by interviewing the students and the collaborators about their responses to the action. The collaborators gave their contributions to the reflection on the action taken. The reflection shows whether the action was successful or not to improve the students' reading comprehension ability. The successful action was used and reapplied in the next cycle.

D. Research Instruments

To gather the data, the researcher used some instruments, i.e. an observation guideline and an interview guideline.

1. Observation guideline

The observation guide used by the researcher to gather the information about all the things happening in the process of teaching and learning by observing the whole section of the teaching and learning process in the classroom.

2. Interview guideline

The interview guide helped the researcher to gather the data about the teaching and learning process occurred in the classroom by interviewing the teacher and the students.

3. Reading comprehension tests

Besides the instruments above, the researcher also gave students reading comprehension tests. The reading comprehension tests were in the form of multiple choices and divided into two sections, i.e. pre-test and post-test. The pre-test was given to students before the treatment and the post-test was given after the treatment. The result of the pre-test and the post-test then were compared to know whether or not the treatment improved the students' reading comprehension ability.

E. Data Collection Technique

This research used qualitative and quantitative data collection techniques. In order to attain the data, the researcher used several data collection techniques, namely:

1. Observation

During the teaching and learning process in the classroom, the researcher observed the teaching and learning activity. The researcher observed several aspects in the teaching and learning process. The aspects included how the teacher teaches reading, the students' behaviors, and the learning materials. This technique was to get the information about teaching and learning activity in the classroom. The results were used to identify the problems in the reconnaissance step which determined the planning step, while in the acting and observing stage, the results were used to describe the students' and the teacher's behaviors and the problems

that occurred during the implementation of the action. The results of the observation were in the form of field notes.

2. Interview

The researcher developed some specific questions, but she allowed the flexibility according to the interviewee responded. The teacher and some students were interviewed before and after the teaching and learning process. The purpose of this technique was to know the opinion of the teacher and the students about the teaching and learning process.

3. Reading comprehension tests

There were two kinds of reading comprehension tests in this research, i.e. pre-test (Test A) and post-test (Test B). A pre-test was administered in the reconnaissance step, while a post-test was administered upon the completion of the action. These tests helped the researcher to find out the students' reading comprehension ability before and after the researcher implemented the activities of CSR. The researcher compared the results of these two tests. The results of these two tests could show whether there was an improvement or not in the reading comprehension ability.

F. Data Analysis Technique

There were two forms of the data in this study. The first was qualitative and the second was the quantitative data. The qualitative data were obtained from the interview and the classroom observation. Meanwhile, the quantitative data were obtained from students' reading comprehension tests. In analyzing the qualitative data, the researcher did three steps, namely data reduction, data display, and

conclusion drawing/verification (Miles and Huberman, 1994: 10-12). Firstly, the researcher selected, focused, simplified, abstracted, and transformed the data which were in the form of field notes and the interview transcripts. The researcher, then, sorted, sharpened, focused, and organized the data to get the final conclusion. Afterwards, the researcher organized the data in order to come to the conclusion drawing and action. Finally, she drew conclusion from the data display to know the progress of the implementation and verified it.

Meanwhile, the quantitative data which were taken from the reading tests were analyzed using descriptive statistics. The descriptive statistics aimed to provide answers about the students' learning achievement before and after applying CSR. The statistics which were used in the computation were the mean which was the average score attained by the subjects of the research. From the result of the reading tests, the students' progression level was identified.

G. Research Validity and Reliability

The data of a research study must be valid and reliable. In order to get the validity of the data, as this research study was action research, the researcher applied five criteria of the validity. They were democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity (Burns, 1999: 161). Each of them was in the following part.

1. Democratic validity

The democratic validity is related to the extent in which the research is truly conducted collaboratively and it allows multiple voices. In order to gain the democratic validity, the researcher interviewed the teacher, the students, and

the collaborator about the research conducted. In this research study, the opinions or suggestions were derived from the participants, the English teacher and the collaborator.

2. Outcome validity

Outcome validity relates the notion of the actions leading to the outcome that are successful within the research context. To achieve the outcome validity, the researcher not only focused on the resolutions of the problem, but she also had to reframe the problems in such a way to lead new questions. It would be done in the reflection phase.

3. Process validity

The process validity was fulfilled by conducting observations during the treatment implemented, interviews with the students, and discussions with the teacher and the collaborator. Furthermore, the process validity was determined by the researcher's insight, skill, and knowledge about (1) the essence of communicative competence, (2) communicative language learning including communicative approach and the methodology and the techniques within, and (3) learner characteristics (i.e. intelligence, learning style, personality, motivation, cognitive abilities, and the level of learning) and the effect towards foreign language learning (Madya, 2007: 42). In this criterion, the researcher would easily determine the precise actions to achieve the expected changes with the right indicator and easily decided the actions which could cause obstacles arise when she had a good insight, skill, and knowledge about three things above.

4. Catalytic validity

The catalytic validity relates to the extent in which the research can allow the students to deepen their understanding about the social context and how the students can make changes within the research. To fulfill this criterion, the researcher interviewed the students and the English teacher to know their perception about the changes occurred after the research conducted.

5. Dialogic validity

The researcher conducted peer review to fulfill this criterion. The peer review was done through reflective dialogues with the collaborator and the English teacher about the process of the research study to minimize the subjectivity. Besides having dialogues with the collaborator and the English teacher, the researcher interviewed the students in every meeting about the implementation of the research so that the researcher knew the strength and the weaknesses of the action. The interview was very helpful for the researcher to do better in the next cycle.

In order to obtain the reliability, the researcher used genuine data taken from observations, interviews, questionnaires, and tests. To obtain the trustworthiness the researcher used triangulation techniques as proposed by Burns (1999: 164). The four forms of triangulation were time triangulation, space triangulation, investigator triangulation, and theoretical triangulation. The forms of triangulation used by the researcher are discussed as follows:

1. Time triangulation

In this form of triangulation the data were collected over period of time to get a sense of what factors involved in change processes. In this research study, the action was conducted from July until August 2013.

2. Investigator triangulation

In this case, there were observers involved in the same research setting. They were the researcher herself, the English teacher, and the collaborator. It was done in order to avoid bias observations.

3. Theoretical triangulation

In this form, the data were analyzed from more than one perspective of theoretical reviews. In this research study, the researcher reviewed the theories from some experts.