

CHAPTER III

METHOD OF THE STUDY

3.1 Research Approach

There are many action research that has been developed. The writer in this study uses Kurt Lewin and Kemmis & McTaggart's design (1986). Kurt's design contains of four phases; planning, acting, observing and reflecting.

1. Planning : in this phase, there are two different types of planning that have to be done by the writer. First deals with the general planning to organize the aspect of action research such as; the what, why, when, where, by whom, and how the research will be conducted. Second deals with the specific planning to organize the aspect of what to do in acting phase such as; the lesson plan, the material, and the media that would be used in teaching process.
2. Acting : in this phase, the observer implements the plan that has been made. In this case, the observer must obey the plan that has been set.
3. Observing : in this phase, the observer observes everything that happen in the classroom during the teaching learning activity. The observer notices what is being observed in the observation sheet which has been prepared
4. Reflecting : this is the last phase of the action research. In this phase, the researcher reflect all activities with the aim to evaluate and know the final result.

On the other hand, Kemmis & McTaggart's design is the basic development of Kurt's design. Both designs are commonly used as they are easy to be

conducted. The writer here uses both Kurt and Kemmis' design collaboratively. Both designs are basically the same in purpose; that is about improvement.

A classroom action research (CAR) is used by the writer as the method. According to Weitman (2007), CAR is a substantial type of classroom inquiry that is focused on teachers' practice to increase students' learning. The purpose of this study is about improvement and it is in line with McNiff (1992) who stated that the main purpose of action research is improvement. Dealing with the improvement, the writer first has to recognize the problems happen with the students' reading skill and figure out the way out for the problem.

As has been mentioned before that there are four different phases in doing CAR, the writer does the research within four different cycles. The aim is to figure out the problem statements mentioned.

3.2 Population and Sample

1. Population

There are 358 students of the eleventh grade of SMAN 1 PURI Mojokerto which is located in Mojokerto. As the numbers of the students are quite many, the writer decides to choose only two classes in conducting the research.

The subjects of this study are the eleventh grade students of SMAN 1 PURI Mojokerto. Concerning the students' first language which is Indonesian that shows difficulties in comprehending English passages, the writer chooses the subjects for this study.

2. Sample

The writer takes the sample within two classes of the eleventh grade students of SMAN 1 PURI Mojokerto. The class being observed is XI IPS 1 and XI IPS 2 of SMAN 1 PURI Mojokerto. There are 35 students in each class so there are total 70 students being observed.

3.3 Technique of Data Collection

In conducting the research, the writer uses both Kurt and Kemmis' (1986) design. Both of the designs consist of four different phases. The following are the phases of the data collection:

1. Planning

In this very first phase, the writer plans what action that will be done during the teaching learning activity. The writer plans how the collaborative strategic reading will be implemented during the process. First, the writer chooses the topics of the passages. Next, the writer chooses the passages that will be used during the process. Having done with the passages, the writer makes a lesson plan that will be used as the guidelines in implementing the strategy applied.

2. Acting

Having made the lesson plan, teaching instruments and the research instruments, the writer applies collaborative strategic reading in the teaching learning process. The writer here becomes the teacher who teaches reading with and without collaborative strategic reading. Three different phases are done in this acting phase; opening, core and closing phase. Opening here includes greeting and triggering questions. Core here includes the distribution of the materials and

application of the strategy. In addition, the writer gives two different tests; pre-test and post-test. The last is closing which is the ending of the session.

3. Observing

In this phase, students' participation is included. The writer uses observation sheet that has been prepared before. All of the information will be included in the observing phase.

4. Reflecting

In this last phase, the writer collects all the data and information within the teaching learning activity. The writer later analyzes the data to figure out whether the strategy applied has improved the students' reading skill or not. Students' tests are going to be analyzed to know how well the implementation of the strategy has helped the students. There are two different tests used here; pre-test and post-test. Those tests are used as the instruments of this research. The teacher designed the instruments with the help from the writer. The one who validate the tests are the teacher and the writer.

There are some steps in conducting this research. At first the writer goes to SMAN 1 PURI Mojokerto. The writer asks for a permission to conduct the study in this school. Having got the permission, the writer discusses about the research with the teacher. Second, the writer starts collecting the data. The writer here collects the data with the help from the teacher. The writer collects the data by observing, teaching and giving tests. Third, the writer analyses the data after having finished collecting them.

3.4 Technique of Data Analysis

Both quantitative and qualitative are used in this undergraduate study. There are some procedures in analyzing the data.

1. The qualitative data which is derived from the teaching learning activity process is in the form of scoring sheet. As the students have done with their pre and post-test, the writer collects the data in the form of scoring sheet. In this case, the data will be easily analyzed yet understandable.
2. The students' tests are classified based on their score in each meeting. This is done in order to make the writer knows the improvement made. The tests are in the form of multiple choices. The score taken is the quantitative data and it will be graded later.
3. The grading will be as follows :
 - to score multiple choice test item

Final score = $\frac{\text{the total of the correct answer} \times 100}{\text{The total question}}$