CHAPTER III

METHOD OF THE STUDY

3.1 Approach of the Study

In this study, the writer used qualitative research approach. The reason is that this research is conducted through an intense context with the real situation. Qualitative methods are ways of collecting data which are concerned with describing meaning, rather than with drawing statistical inferences. What qualitative methods e.g. case studies and interviews, provide a more in depth and rich description (Best & Khan cited in Hughes, 2006).

There were five days done by the writer to do some observations for gathering the data about the use of crossword puzzle as pre-reading activity in teaching reading comprehension in SMAN 2 Sidoarjo. The writer observed the process of English lesson in the meetings. The observation is intended for the classroom lesson which the teacher teaches the students and the writer as the observer. The technique is useful for knowing the situation and condition of English teaching in the classroom activity. Besides observations, the writer also used interview. According to Borg and Gall cited in Bahri (2008), interview produces evidence to confirm earlier findings. Furthermore, he said that interview is a data collection technique that uses oral question to licit respondent's answer. It means that the respondent's answer which is got from interviewing could be used as the data. Therefore, in this study, the writer interviewed the English teacher that teaches in the class and also the students from both classes.

3.2 Population and sample

Apopulation is a group of individuals or items that share one or more characteristic from the data which can be gathered and analyzed. A sample is a subset of data selected from a population (Mackey & Gass cited in Wahyuningsih, 2009). The study took place in SMAN 2 Sidoarjo, as one of the state Senior high school in Sidoarjo. The reason of choosing SMAN 2 Sidoarjo is because the majority of the students in this school still gain low score in English subject.SMAN 2 is included as favorite school in Sidoarjo but based on the teacher's data, the students have an average ability in learning English especially in reading comprehension because the students frequently got test score below the SKM (Standard Kompetensi Minimum). The SKM for English subject in SMAN 2 Sidoarjo is 70. With this condition, the writer would like to know whether crossword puzzle as pre-reading activity can help the students' reading comprehension in SMAN 2 Sidoarjo.

The English subject for the XI grade is conducted in two meetings in a week, every Tuesday and Thursday. Therefore, there was 180 minutes of teaching time for English lesson every week. The writer obtained the data by conducting meetings from 29th March-13th April 2012.

The class was XI grade students of SMAN 2 Sidoarjo which is located on Jl. Lingkar Barat Gading Fajar 2. There were 30 students for XI IPA 1 which are consisting of 17 female students and 13 male students. While for XI IPA 2 there were also 30 students which are consisting of 14 female students and 16 male students. They were 16-17 years old and most of them are Javanese.

The writer did not choose this class by herself. It is based on the principal of SMAN 2 Sidoarjo decision.

3.3 Technique of data collection

In collecting the data, the writer did her observations in SMAN 2 Sidoarjo. The writer did the observations for five times. Two meetings were for the pre-observations where in both classes are taught in a conventional way and the last three meetings were the observation when the teacher used crossword puzzle as the pre-reading activity in the experimental class. The sample was the XI IPA 1 as the experimental group and XI IPA 2 class as the control group. These are some steps in the observations:

Before doing the first observations, the writer did the pre-observation on 29th March 2012. In the pre-observation, the writer met the principal of SMAN 2 Sidoarjo to get permission to do the observations and to decide which class would be the experimental class and the control class and also interviewed the English teacher of the chosen class in order to get some information about the text book being used, about the topics, about the difficulties or problem faced by the English teacher during teaching reading comprehension, about the technique used by the English teacher for teaching reading comprehension, about the teaching English schedule, and also about the students' interest in English lesson. The principal chose eleventh grade because it has been taught many variations of English text and they find many difficulties in comprehending the text. The principal chose XI

IPA 1 as experimental group and XI IPA 2 as control group because these classes got lower score than the other classes especially for the English subject.

On 5th April 2012, the writer observed the classroom situation of both classes in order to know the time allocation for teaching reading, to know how were the students' interest during the English lesson and also to know the difficulties or problem faced by the student during the reading comprehension. For the experimental group (XI IPA 1), the class began at 07.10-07.55 a.m. While for the control group, the class began at 11.00-11.45 a.m. Usually, the English lesson held for 45 minutes for a meeting. In the pre-observations the teacher still used his conventional way of teaching.

The writer began the first observation on 9th April 2012. In this observation, the teacher gave the task which taken from their text book to both classes. The observation began at 08.00-08.45 a.m. for the experimental group and 08.45-09.30 a.m. for the control group. The writer was given 45 minutes to do the observation for each class. The topic of the task was about air pollution. The reading passage was a news item and based on the interview with the English teacher, this type of reading passage is a difficult type for the XI grade students. Therefore, the teacher gave a task with crossword puzzle as pre-reading activity for XI IPA 1 as the experimental group and without crossword puzzle as pre-reading activity for XI IPA 2 as the control group to know whether this reading comprehension technique help the students' reading comprehension or not. For the experimental class, after the reading passage the teacher gave some questions about the reading passage. In order to make the students easily fill the crossword

puzzle, the teacher gave some words as the clue. Then, the students can easily answer the questions. After the students finished the task, then the teacher scored it.

The second observation was on 12th April 2012. The observation began at 11.00-11.45 a.m. for the experimental group and 08.00-08.45 a.m. for the control group. Just like the previous observation, the teacher gave a task which was taken from their text book. The topic was about stopping drug addiction. This is also a news item text. The teacher gave crossword puzzle as the pre-reading activity to XI IPA 1 as experimental group and without crossword puzzle to XI IPA 2 as control group. There were also some questions about the reading passage which has to be answered by the students. After they finished the task, at the end of the class, the teacher scored it.

The last observation was on 13th April 2012. The observation began at 07.10-07.55 a.m. for the experimental group and at 08.00-08.45 a.m. for the control group. In this observation, the teacher did the same action just like the previous observation. The topic of the task was about a miracle. It is a narrative text. This observation was also held for 45 minutes for both classes. At the end of the observation, the teacher scored the task. The writer also interviewed some students from both classes in order to get information about this new technique in reading comprehension. After that, the writer collected the score data from the English teacher.

In short, the procedures to collect the data are:

1. Meeting the principal of SMAN 2 Sidoarjo to get permission to do the observations and to decide which class will be the experimental class and the control class.

2. Interviewing the English teacher of the chosen class in order to get some information about the text book being used, about the topics, about the difficulties or problem faced by the English teacher during teaching reading comprehension, about the technique used by the English teacher for teaching reading comprehension, about the teaching English schedule, and also about the students' interest in English lesson.

3. Doing some observations in order to get information about the classroom situation and to get the time allocation during the lesson.

4. Asking the teacher to give reading comprehension task with crossword puzzle as pre-reading activity for experimental group and without crossword puzzle as pre-reading activity for control group in three observations.

5. Collecting the score from the English teacher in every observation.

6. Interviewing the students in order to get information about their interest in English lesson with crossword puzzle.

3.4 Techniques of data analysis

Bogdan and Bikler cited in Daryanti (2008)noticed that data analysis is the process of systematically searching and arranging accumulated data, gathering

and developing understanding and drawing generalization to present what have been discussed. The research questions are to know whether teaching using crossword puzzle as a pre-reading activity help the students of grade XI at SMAN 2 Sidoarjo comprehend a reading text or not and to find the different between teaching reading with crossword puzzle as pre-reading activity in XI IPA 1 and without crossword puzzle as pre-reading activity in XI IPA 2 at SMAN 2 Sidoarjo.

These are some steps of data analysis:

The first step is describing the classroom situation during the lesson.

The second step is analyzing some findings from the meetings such as about the students' improvement in reading comprehension after using crossword puzzle as the pre-reading activity, about the students' score.

The third step is analyzing the teacher's and students' answers from interview. The data collected in interview are used to clarify and support the data obtained through pre-observations and observations.