

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methodology of investigating the students' reading comprehension and the Language Experience Approach (LEA). The description consists of five parts: the research problems, the research design, the data collection (site and participants, and instruments), the data analysis and the research procedure.

3.1 Research Questions

This study was designed to answer the following questions.

1. Can the LEA help develop the students' reading comprehension?
2. What are the most effective activities in implementing LEA to improve the students' reading comprehension?

3.2 Research Design

The design in this study is Classroom Action Research (CAR). Classroom action research is the design of research which is specifically arranged to improve the quality of classroom learning activity (Kemmis, 1985). The main objectives of why CAR was implemented in this study were to improve the students' reading comprehension and to help the teacher saw the aspects of her teaching that needed improvement (Lewin, 2010). Burns (2000) also acknowledges action research as an influential tool for school and classroom investigation. He claims that purposes of action research in education fall broadly into categories that reflect action research as (1) a means of remedying problems in a specific situations or somewhat improving a given set of circumstances; (2) a means of injecting additional or innovatory approaches to teaching and learning into an ongoing system which normally inhibits innovation and change; and (3) a means of providing a preferable alternative to the more subjective, impressionistic approach to problem-solving in the classroom. It is in line with what Latief (2008: 2) said. He stated that CAR is to implement the learning strategy in order to solve the

learning problem in the class and to develop the innovative learning strategies for other teachers.

The CAR design in this study is a collaborative classroom action research as Kemmis and Mc.Taggart (1988: 23) state that action research is collaborative. This means that in conducting the research, the researcher cooperates with one of colleagues at the institution as a collaborator. In this research, the researcher also acted as the teacher and cooperated with a collaborator who was involved from the very beginning up to the end of the process of the research activities. The teacher-researcher taught reading comprehension through LEA to the student, while the collaborator acted as the observer observing the implementation of action in the classroom. The target of this study was to develop the teaching strategy in order to find out solution to the classroom's problem in the teaching of reading comprehension. The strategy employed in this study was LEA-based strategy.

3.3 Data Collection

Data collection is the gathering of information to answer the research question. This section discusses the location and participants of the study, and the instruments of collecting data. The detail information about data collection is discussed below.

3.3.1 Site and Participants

This study was conducted in one private university in Bandung. The university currently has six faculties. Each of them has a number of departments that grant both undergraduate and graduate degrees. At the moment the total number of departments is 14. There are two reasons underlying the choosing of the site. Firstly, it is because of its feasibility. The researcher is one of the English instructors who teaches at this university, so she knows the real condition of this university, and she can identify the problems in teaching reading more easily. Secondly, she suggested that an innovation was needed in improving students'

reading comprehension achievement and motivation for the better quality of the students she taught.

The students participating in this study were second semester Accounting students. There were 21 students involved in this study that consisted of 8 male and 13 female students. They were chosen by using convenience sampling. A convenience sample is a group of individuals who (conveniently) are available for study. There were two reasons for choosing the students by using convenience sampling. First, the students involved in this study were available in terms of time and willingness. Second, the participants in this study represented poor reading ability that was the focus in this study. The teacher-researcher taught the students of this class and she observed that they faced some problems in reading comprehension. The students' scores on reading comprehension were still under the criteria of success which was 60.

3.3.2 Time Allocation

This study commenced from the middle of November 2013 through the beginning of February 2014. The more detail description of time allocation of the study can be seen in Table 3.1.

Table 3.1 Research Agenda

N o.	Activity	Nov		Dec				Jan				Feb
		3	4	1	2	3	4	1	2	3	4	1
1.	Preliminary study											
2.	Pre test											
3.	Cycle 1											
4.	Cycle 2											
5.	Cycle 3											

3.3.3 Instruments

As indicated in Chapter One, the data of this study were collected using several instruments; observation, reading test and interview. The use of the three methods was meant to triangulate data that was to collect information using a variety of methods. Maxwell (1996:75-76) points out “Triangulation reduces the risk that your conclusions reflected only the systematic biases or limitations of a specific

method, and it allows you to gain a better assessment of the validity and generality of the explanations that you develop”. The detail information about the instruments is discussed below.

3.3.3.1 Classroom Observation

Observation was done by the researcher and collaborator to observe the students’ behavior in reading. To obtain the accurate data, the observations need supporting tools such as videotape and field-notes (Alwasilah, 2002: 211). Videotaping ensures the validity of the description of the observations, enabling the researcher to analyze whatever happened in the process of teaching and learning.

Videotaping also inspired the researcher to formulate the questions for the interviews with students and their teacher. Field notes were made during the observations to provide information of what was said and done by the participants.

In observing classroom interaction, the researcher and one of her colleagues took role as participant observers since they took part in planning the lesson and in teaching and learning process.

3.3.3.2 Reading Test

To know how far the progress of learning was successful or not, a reading test was prepared to measure this. The reading test comprised pre test and each-cycle tests that were related to business. Pre-test question was employed to find the identity of student in what level (high, middle, or low). It was conducted in the preliminary study. Besides, each-cycle tests were administered to find out the improvement of their reading skill.

The test specification items will be described in the following table.

Table 3.2 Test Item Specification

No.	Reading Skills	Number of items	Test Item
1.	Answering stated detail questions correctly	12	2,9,10,11,13,14,16,17,18,20,21,37
2.	Determining where specific information is found	11	3,14,19,36,28,32,33,36,38,43,45
3.	Recognizing the organization of ideas	8	7,16,22,33,34,35,39,40
4.	Using context to determine meanings of difficult words	8	6,23,24,25,26,27,28,44
5.	Finding unstated details	11	1,4,8,5,12,15,29,30,32,41,42
6.	Determining the tone and purpose	1	31

3.3.3.3 Interview

For the exploration of the students' reading behavior, a semi-structured interview design with open-ended questions was deemed most appropriate. This choice was based on several considerations. First, the semi-structured design gives the participants ample time and scope to express their diverse views and allows the researcher to react to and follow up on emerging ideas and unfolding events (Creswell, 2008). Second, results obtained through semi-structured interviews can be compared among each other since all participants are required to express their views about the same general themes (Creswell, 2008). Third, semi-structured interviews allow not only for assessing the participants' opinions, statements and convictions, they also allow to elicit narratives about their personal experiences (Creswell, 2008). Fourth, open-ended questions allow the participants to freely voice their experiences and minimize the influence of the researcher's attitudes and previous findings (Creswell, 2008).

There were fifteen open-ended questions addressed to six students to capture their attitude towards the teaching and learning of reading comprehension using the Language Experience Approach (LEA). The six students were chosen randomly to be interviewed since it was based on test scores: three students represented the low reading achievement and the rest represented the high reading

achievement. The interviews were then audio-recorded and then transcribed into written form so that they can be studied in detail, linked with analytic notes and coded.

3.3.3.4 Documents

In this study, lesson plans and teaching materials were regarded as the documents. The reading materials given to the students were taken from *Insights into Business* written by Tonya Trappe (2000). The passages included were business and accounting related texts. It is in line with the goals released by the university which stated that students are expected to comprehend business texts.

There were three topics in each cycle. Since no improvement emerged yet in cycle one and two, then the cycle was extended by adding three more sessions with delivering three more different topics to the students. The topics in each session are described in Table 3.3.

Table 3.3 Topics in Each Session

Cycle	Session	Topic
1	1	Company Structure
	2	Retailing
	3	Franchising
2	4	International Business Style
	5	Banking
	6	Recruitment
3	7	Business and Environment
	8	The Stock Market
	9	Import Export

All the reading passages were retyped in a computer. Then hands-on containing the reading texts was distributed to the students.

3.4 Data Analysis

The data in this study was obtained from pre-test, each-cycle tests, audio-tape recordings, field notes, and interviews. The verbal interaction in the audio recording was transcribed with the help of the field notes. Then, the data were organized and categorized.

3.4.1 Analysis of Reading Test

In this study, the average score of each student was counted using the following formula:

$$\text{Mean} = \frac{\text{Total of the right answers}}{\text{Total of test items}} \times 100 \%$$

The students' achievement was calculated into the following criteria:

- Excellent : those students who are able to answer the test items between 80% - 100% correctly
- Good : those students who are able to answer the test items between 70% - 79% correctly
- Fair : those students who are able to answer the test items between 60% - 69% correctly
- Poor : those students who are able to answer the test items between 50% - 59% correctly
- Failure : those students who are able to answer the test items between 0% - 49% correctly

The researcher also used mean formula to know the average of students' score and to check students' improvement in reading.

The formula is as follows:

$$M = \frac{\sum x}{N}$$

Notes:

M = The average of students' score

$\sum x$ = Total score

N = The number of students

The researcher got score from the three cycles conducted in the research. The mean of score from the first cycle was compared to the mean of the next cycle. It was to know how far the progress of students in the research.

The researcher determined success if the students' reading comprehension was improved through gain score. Specifically, the criteria above could determine that the students' reading comprehension succeeded if 100% of the students achieved the gain score of 10. The reason for measuring gain score was to evaluate the effects of instructions or other treatments over time (Sukin, 2010). DeMars (2001) adds that a gain score is computed as the simple difference between two successive test scores.

3.4.2 Analysis of Interview

The data from the interview were analyzed to find out the students' attitude towards the teaching and learning of reading comprehension using the Language Experience Approach (LEA). The interviews were audio-recorded, transcribed into written form, and categorized based on the students' behavior in reading.

Specifically, the analysis of the interview data in this study followed a simplified version of the general steps of qualitative data analysis described by Creswell (2008). This generic procedure is as the following.

1. Transcribing Interviews: all relevant parts of the recorded interview data were transcribed from an audio to a text format (Creswell, 2008).
2. Reading through the Data: in order to get a general sense of the overall meaning of the data, all transcribed interviews were read through. This in-depth lecture provided the cornerstones for the identification of relevant codes and themes (Creswell, 2008).
3. Generating Codes: coding can be defined as "the process of organizing the material into chunks or segments of text before bringing meaning to information" (Rossman & Rallis in Creswell 2008:186). These segments are then labeled with terms that describe the data on different levels of abstraction.
4. Interpreting the meaning of the themes: According to Creswell (2008), "qualitative research is interpretative research". After having structured and presented the interview data, the researcher interprets the meanings of the coded data against the backdrop of "her or his own culture, history and

experiences” and compares these findings “with information gleaned from the literature or theories” (Creswell, 2008).

3.4.3 Analysis of Observation

The data were analyzed based on the theories of LEA (Nessel, 1981). The data from the videos were watched and then transcribed. During the process of reading the transcriptions, coding was employed by matching the data with research questions. Coding the data as the process of segmenting and labeling text to forms of descriptions, which is aimed at narrowing into a few themes (Creswell, 2008) was conducted by the researcher.

After analyzing each type of data, triangulation of the results from three different data sources was employed in which the data were compared and categorized to identify the significant overlap of findings. These findings then were interpreted to see whether they support research questions.

3.5 Research Procedure

Traditionally, Lewin’s (1946) model of action research involves a cyclic sequence including two major phases: diagnostic and therapeutic. Baskerville and Myers (2004) also share the same ideas. They state that the essence of action research is a simple two-stage process involving (1) the diagnostic stage (problem discovering) where a collaborative analysis of the social setting is conducted in order to capture the nature of the problem domain for theorizing further research activities; and (2) the therapeutic stage (problem addressing) involving collaborative change, where interventions are developed and implemented and the effects are studied.

In this study, the diagnostic stage covered the preliminary study which involved naming what the issues were. This stage was the basis of which action would be planned and taken. The therapeutic stage included implementing plans and examining the outcomes of the action with a view to seeing if the original diagnosis was correct, if the action taken was correct, if the action was taken in an

appropriate manner, and what fed into the next cycle of diagnosis, planning and action (Lewin, 1946).

Meanwhile, in this study, the classroom action research design applied was Kemmis and McTaggart's model (1998:2) that consists of four steps: *Planning*, *Acting*, *Observing* and *Reflecting*. *Planning* refers to the proposed instructional strategy to be developed in the research to solve instructional problems. During the *Acting* stage, the practitioner tried out the strategy. The *Observing* stage included collecting data on the result of the strategy. Finally, during the *Reflecting* stage, conclusions were drawn and the original plan was revised based upon the conclusions so that a new cycle could begin again (see Figure 3.1).

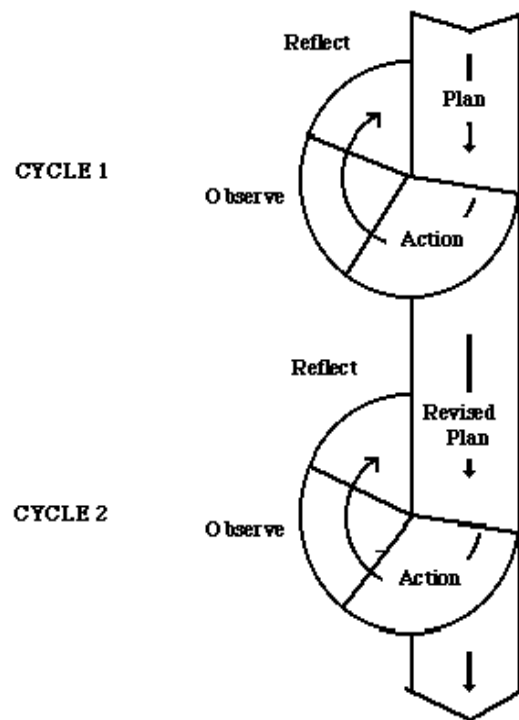


Figure 3.1 The 'Action Research Spiral' adopted from Kemmis and McTaggart (1988: 14) in Hopkins (2008:51).

For the sake of clarity and fuller description about the study, the procedure of the research is displayed in Figure 3.2 (adapted from Santoso, 2000).

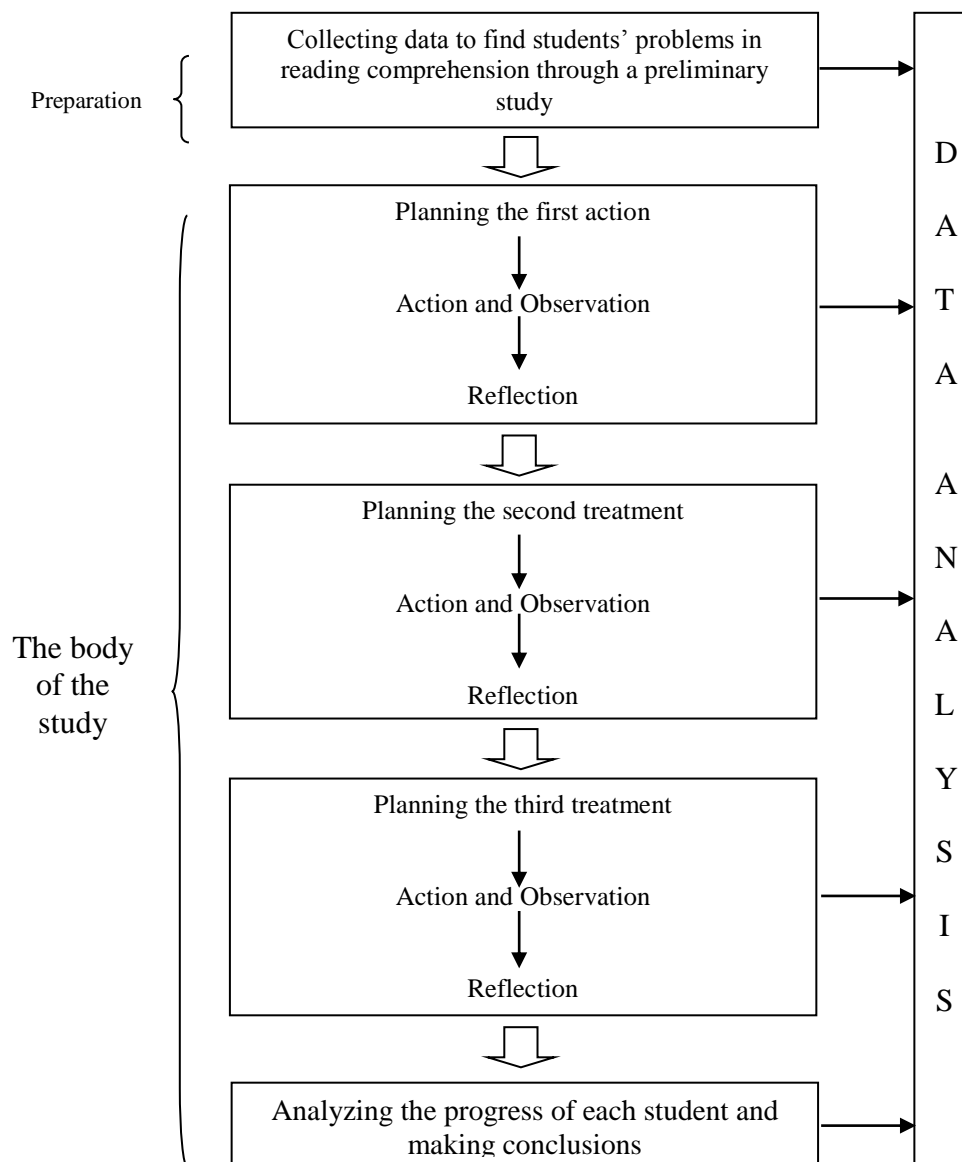


Figure 3.2 Model of the Study

A tentative plan was constructed by collecting data from a preliminary study. The preliminary study was aimed at identifying problems found in classroom practices with respect to students' problems in reading comprehension (Baskerville & Myers, 2004). The data of the preliminary study was gained through reading test, observation and interview. The data from the preliminary study were analyzed. The result then was utilized to plan and design the treatment of Cycle 1.

Before Cycle 1 was conducted, a pre test was administered to see students' reading proficiency. After the first cycle had been conducted, the researcher who also acted as teacher and the collaborator discussed what would be done for the next cycle. The last cycle would be decided if the solution had already been satisfactory. However, it is very possible for the researcher to add or change the treatment if the treatment is considered ineffective. The researcher, therefore, administered a post-test to see, if any, improvement occurred in students' reading proficiency. The results of pre-test and post-test were compared to find out whether the chosen treatment was effective.

The next procedure which comprises four steps will be elaborated as follow.

3.5.1 Cycle 1

Cycle 1 consists of four phases namely planning, action, observation, and reflection. There were three sessions involved in Cycle 1. The description of each phase is presented below.

3.5.1.1 Planning

This section discusses the activities dealing with the action planning that was carried out. Planning was the stage in which a careful preparation was made before doing the action (Kemmis & McTaggart, 1998). Activities covered in this stage are the teaching strategy and the lesson planning. The teaching strategy employed in this study was Language Experience Approach (LEA). It was an approach which was developed by Ashton-Warner (1963, cited in Nessel, 1981). The basic and central principle of the Language Experience Approach (LEA) to reading instruction is to use the student's own vocabulary, language patterns, and background of experiences to create reading texts, making reading an especially meaningful and enjoyable process.

The lesson plans were carefully designed according to the results of the preliminary study. They were developed through collaborative discussions between the teacher-researcher and her collaborator. The teacher-researcher

considered ways of solving the learners' problems and developed more learning opportunities for them.

The lesson plan was designed with the intention of fitting out the teacher with a guideline of teaching and learning activities. It covered general objectives, specific objectives, instructional strategy, instructional material, media, teaching procedure and task given to the students as the evaluation. Cohen et. al. (2004:183) states that an effective lesson plan should have clear learning objectives, use subject-specific language, match provision to students' need, state how resources will be used and use prior evaluation to inform planning.

Reading materials were prepared to teach reading. The topics in the first cycle were *Company Structure, Retailing, and Franchising*. The reason for choosing such title was that it was in line with the curriculum content.

In the lesson plan, the teaching and learning process was divided into five steps which consist of *share and discuss experience, dictation, read and revise, extension, and assessment*. Those activities were designed for one hour and forty minutes. A comprehensive test was also designed to know the students' progress in comprehending texts. The lesson plan was designed per meeting in each cycle.

3.5.1.2 Action

Action refers to trialling the plan, collecting and compiling evidence, and questioning the process and making changes as required (Kemmis & McTaggart, 1998).

The activities of teaching and learning were the focus of the study. In other words, what were happening while the activities took place was observed carefully. In the steps of teaching, the writer had students perform in terms of individual work, pair work, group work, whole class discussion, and writing session. The topics used for the students' reading activities were based on the students' real-life situation and experiences which are the main factors to improve students' motivation to read. The topics taught in the first cycle were *Company Structure, Retailing, and Franchising*. The reason for choosing such title was that it was in line with the curriculum content. The teacher discussed the steps of

teaching. Hands-on related to the topic were made. The topics were taught in each session during Cycle 1.

Learning activities covered were based on the strategy of Language Experience Approach which includes *share and discuss experience, dictation, read and revise, extension, and assessment*.

In the first stage of LEA, that is *share and discuss experience*, the teacher generated a topic to discuss together in the class. The second stage is *dictation*. Students dictated the sentences to the teacher and the teacher wrote the sentences down on the white board. All students are encouraged to contribute to the story. The third stage is *read and revise*. The teacher read the story and the students read the story together. The fourth stage is *extension*. The teacher planned a range of follow-up activities to reinforce and extend what the pupils have learned. The follow-up activity involved in the first cycle was the students practiced reading the story individually. The fifth stage is *assessment*. In this stage students were given written material which consisted of reading texts related to the topics being discussed and several questions accompanying the texts.

3.5.1.3 Observation

In the observation stage, the collaborator acted as an observer who conducted the process of recording and collecting data (Kemmis & McTaggart, 1998). In this stage, the observer observes any aspects and events that happened during the implementation of the strategy.

According to Latief (2009), observation is the process of collecting data indicating the success of the strategy in solving the classroom problems. The focus of the observation is on the data related to the criteria of success that have been decided.

The collaborator observed and provided the steps of teaching including language input. The important aspects observed are students' activities, students' questioning motivation or curiosity, students' cooperation ability, and students' perseverance.

3.5.1.4 Reflection

The most important element in action research is reflection; it lies at the core of action research (Somekh, 1995: p.347). Elliot (1991) suggests that the process of reflection is representative of the action research process. It is a dialectic process (Kemmis, 1985: 141):

It looks inward at our thoughts and thought process and outward at the situation in which we find ourselves; when we consider the interaction of the internal and external, our reflection orients us for further thought and action. Reflection is thus meta-thinking (thinking about thinking) in which we consider the relationship between our thoughts and action in a particular context.

Reflection enables the practitioner to examine changes, which occur during the moment of action. In this research, the teacher-researcher and collaborator worked together to do reflection. Reflection was related to the shortcomings and strengths appeared in Cycle 1. The shortcomings or problems found during action were discussed and solutions towards the problems were decided. Meanwhile, the strengths were remained used for the next cycle.

There were some issues reflected in this study: activities that motivated the students to study, the teacher's instruction and the students' participation while the teaching and learning activities took place, and the problems faced by the students and the teacher.

3.5.2 Cycle 2

Cycle 2 covered three sessions. The sessions were conducted from the end of December 2013 to the middle of January 2014. Observation was done during the session while interview was carried out directly after the sessions.

Cycle 2 consists of four phases as those in Cycle 1. The description of each phase was described as follows.

3.5.2.1 Planning

In line with the problems faced by the students in Cycle 1, the teacher-researcher and the collaborator did revision and improved the plan to apply in Cycle 2. Based

on data from reading comprehension test, observation checklist, and field notes which have been discussed in reflection stage previously, some revisions were made. Then, the teacher started again planning the instruction for the subsequent cycle.

The lesson plans were carefully designed according to the results of the first cycle. They were developed through collaborative discussions between the teacher-researcher and her collaborator.

Activities of planning covered in Cycle 2 were the same as Cycle 1. It involved both the teaching strategy and the lesson planning. The teaching strategy employed in the second cycle was LEA but there were some revision on the strategy.

The teacher prepared the reading material entitled *International Business Style, Banking, and Recruitment*. A comprehensive test was also designed to see the students' improvement in reading comprehension from the previous cycle.

In the lesson plan, the teaching and learning process was similar to the process in Cycle 1. It was divided into five stages which consist of *share and discuss experience, dictation, read and revise, extension, and assessment*. Those activities were designed for one hour and forty minutes. The lesson plan was designed per meeting in each cycle.

3.5.2.2 Action

Action in cycle 2 basically underwent similar procedures to those in cycle 1. What happening while the activities took place were still observed carefully. However, two revisions were made in order to improve the students' reading comprehension. First in *share and discuss experience* stage the students were given picture stimulus to activate their prior knowledge. Second, the teacher corrected students' grammatical errors directly while doing dictation activity. The reasons why those revisions were made will be elaborated in Chapter 4.

3.5.2.3 Observation

Observation was also undergone in Cycle 2. The collaborator still helped the teacher-researcher in observing the teaching and learning process. The collaborator observed any aspects and events that happened during the implementation of the LEA strategy. The same important aspects observed like those in Cycle 1 were students' activities, students' questioning motivation or curiosity, students' cooperation ability, and students' perseverance.

3.5.2.4 Reflection

The process of reflection in Cycle 2 was conducted with the similar procedure as in Cycle 1. The teacher-researcher and the collaborator worked together to do the reflection phase. The shortcomings and problems found in Cycle 2 were discussed and solutions towards the problems were decided. The strengths were remained used for Cycle 3.

The similar issues with those in Cycle 1 were reflected in Cycle 2. The issues covered activities that motivated the students to study, the teacher's instruction and students' participation while the teaching and learning activities took place, and the problems faced by the students and the teacher.

3.5.3 Cycle 3

Cycle 3 covered three sessions. The sessions were conducted from the middle of January 2014 through the beginning of February 2014. Observation was done during the session while interview was carried out directly after the sessions. Cycle 3 consists of four phases of action research as those in Cycle 1. The description of each phase is described as follows.

3.5.3.1 Planning

In this stage, the students were prepared to make revision. The teacher and the collaborator or observer then formulated some revisions which were based on the reflected activities. Then, the teacher started again planning the instruction for the subsequent cycle that is Cycle 3.

This section discusses the activities dealing with the action planning that was carried out. The lesson plans were carefully designed according to the results of the previous cycle in Cycle 2.

The teacher-researcher considered ways of solving the learners' problems and developed revision on learning strategy to implement in the teaching and learning process. The lesson plans were then carefully designed according to the results of the second cycle. They were developed through collaborative discussions between the teacher-researcher and her collaborator.

Activities of planning covered in Cycle 3 were the same as Cycle 2. It involved both the teaching strategy and the lesson planning. The teaching strategy employed in the second cycle was LEA but there were some revision on the strategy.

The teacher prepared the reading material entitled *Business and Environment, The Stock Market, and Import Export*. A comprehensive test was also designed to see the students' improvement in reading comprehension from the previous cycle.

In the lesson plan, the teaching and learning process was similar to the process in Cycle 2. It was divided into five stages which consist of *share and discuss experience, dictation, read and revise, extension, and assessment*. Those activities were designed for one hour and forty minutes. The lesson plan was designed per meeting in each cycle.

3.5.3.2 Action

Action in cycle 3 basically underwent similar procedures to those in cycle 2. What happening while the activities took place were still observed carefully. Two revisions made in Cycle 2 were remained used in Cycle 3.

However there were two more revisions should be formulated in Cycle 3 in order to improve the students' reading comprehension. First in *share and discuss experience* stage the students were given picture stimulus to activate their prior knowledge. Second, the teacher corrected students' grammatical errors directly

while doing dictation activity. The reasons why those revisions were made will be elaborated in Chapter 4.

The activities of teaching and learning were the focus of the study. In other words, what were happening while the activities took place was observed carefully. In the steps of teaching, the writer had students perform in terms of individual work, pair work, group work, whole class discussion, and reading session.

3.5.3.3 Observation

In Cycle 3, an observation was conducted while action stage was implemented. The collaborator still helped the teacher-researcher in observing the teaching and learning process in this cycle. The collaborator observed any aspects and events that happened during the implementation of the LEA strategy. The same important aspects observed like those in Cycle 1 and 2 were students' activities, students' questioning motivation or curiosity, students' cooperation ability, and students' perseverance.

3.5.3.4 Reflection

The reflection stage in Cycle 3 was conducted with the similar procedure as in Cycle 2. The teacher-researcher and the collaborator worked together to do the reflection phase. The shortcomings and problems found in Cycle 2 were discussed and solutions towards the problems were decided.

The similar issues with those in Cycle 1 and 2 were reflected in Cycle 3. The issues covered activities that motivated the students to study, the teacher's instruction and students' participation while the teaching and learning activities took place, and the problems faced by the students and the teacher.

Reflection of Cycle 3 was the end of this classroom action research, since all students have shown improvement on both reading comprehension score and good reader's behavior towards reading comprehension. Finally, the most effective procedure of conducting the Language Experience Approach in teaching reading comprehension will be discussed in Chapter 4.

3.6 The Criteria of Success

In conducting Classroom Action Research, criteria of success were vital to know whether the implementation of a certain teaching strategy was successfully completed or not (Latief, 2008). If the result of the action has not achieved the criteria of success yet, the action still needs revision before continued to the next cycle. In line with the problems found in the preliminary study, the success criteria for reading comprehension were determined and classified into two major points: the improved reading test score and good readers' behavior.

1. Reading test score

This first criterion of success was analyzed from the students' reading score. Students can be perceived as success if the reading test score improved from one cycle to another cycle. The criterion of reading success being composed in this study was all of the students got score at least 60 or categorized as fair. This research decided 60 as the minimum criteria of success since it followed the regulation of the institution.

The score is sum up and then divided by maximum score and multiplied by one hundred. This is meant to convert the score into the standard of scoring used in the institution.

Furthermore, the students' reading comprehension can be considered successful if 100% of the students achieved the gain score of 10. The reason for measuring gain score was to evaluate the effects of instructions or other treatments over time (Sukin, 2010).

2. Good readers' behavior

The second criterion of success can be seen from the students' reading behavior. This second criterion was analyzed from the interview conducted at the end of each cycle. Good readers do the following things while reading (Cook, 1989).

a. Before reading

In the before reading stage, students should be able to do the things below.

1. Students are able to think about what the text may be about.

2. Students are able to predict what might happen.
 3. Students are able to think about what they already know about the topic.
- b. During reading
- In the during reading stage, students should be able to do the things below.
1. Students are able to focus on what the text is telling.
 2. Students are able to figure out particular/tricky words.
 3. Picture in mind what is happening.
- c. After reading
- In the after reading stage, students should be able to do the things below.
1. Students are able to compare predictions to what the text told you.
 2. Students are able to think about new things you've learned.
 3. Students are able to retell the story in their own words.

3.7 Concluding Remarks

This chapter has discussed the research methodology of the present study. The discussion encompasses some parts such as research problems, research design, data collection, data analysis, research procedure. It also provides the criteria of success related to reading comprehension. The next chapter will elaborate the research findings and discussion.