

CHAPTER III

METHODOLOGY

This chapter describes the method used in this study with the intention of finding the answers of the questions stated in Chapter I. The chapter includes research design, site and participants of the study, data collection, research procedures, and data analysis.

3.1 Research Design

Design of this research was qualitative approach which used classroom action research design. Qualitative approach is “a kind of research paradigm which emphasizes inductive, interpretive methods applied to the everyday world which is seen as subjective and socially created” (Anderson, 1987, cited in Hatch, 2002:6). Meanwhile, classroom action research is essentially a research that is based from discontented of the situation, later on there are some efforts conducted to improve situation which is being investigated (Scott and Morrison, 2000).

Classroom action research was used in this study as the researcher tried to emphasize on action applied for improving some problems found especially reading comprehension. The classroom action research used was participatory classroom action research (Carr & Kemmis, 1986) as it involved all the participants on the study from the students, the researcher as the teacher, and the observer that accompany during the study. It was expected that the use of

classroom action research can enlighten the way of teaching reading especially in improving students' predicament in reading comprehension.

Qualitative study was used in this study since the study was trying to capture the process that happened from the actors involved in the study. This process includes making sense of actions, intentions, and grasping the meanings from those were being investigated (Bogdan & Biklen, 1992; Hammersley & Atkinson, 1983; Lincoln & Guba, 1985; Spradley, 1979, cited in Hatch, 2002:7). In this study, the process captured were how the learning process by using children short stories helped students' reading comprehension and the students' responses toward the use of children short stories. Those data which were collected by means of the instruments were then generalized as Lincoln & Guba (1985, cited in Hatch, 2002:10) asserted. They explained that the data analysis in qualitative research is inductive that moved from specific into generalizations.

There are many kinds of classroom action research model. However, the model used in this study was Kemmis and Mc. Taggart model (1988, cited in O' Brien, 1998). Kemmis and Mc. Taggart (1988, cited in O' Brien, 1998) proposed that every component in a cycle is viewed as steps and there are 4 steps in a cycle, which are: *Plan, Act, Observe, and Reflect*. After a cycle has been implemented, a reflection will be performed whether the result has reached the expectation or not. If it is still under expectation, a revision will be made. The revision that consists of a set of plan and act that will be conducted in a class for the next cycle.

3.1.1 Site and Participants

Site of this study was in one of junior high schools in Bandung. This school was chosen since it was the place where the researcher did fieldwork before. It was assumed that the researcher and the school staff in that school become acquaintances to each other, so it would be easier to have permission for the study.

Participants of this study were the students of VIII D. The total of the students were 43 students comprising 17 male students and 26 female students. They were between 13 until 15 years old. Most of them come from Sundanese ethnics. It can be assumed that most of the students spoke two languages in their regular interaction which were *Bahasa Indonesia and Bahasa Sunda*; and they treated English as a foreign language which was uncommon to use in the daily life.

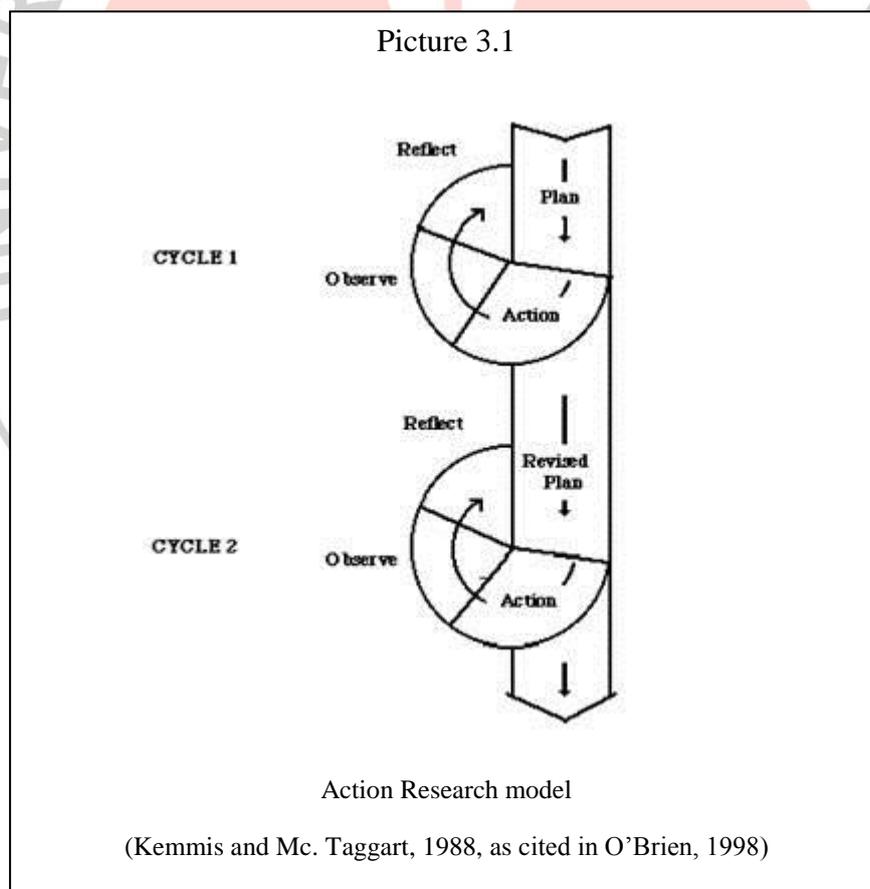
Besides the students, the participants were also the researcher who acted as the teacher when the study was held and the teacher of the class who acted as the observer. The teacher was chosen as the observer since she understood clearly about the situation of her class. It was expected that reliability of the research would be attained by relating the teacher's observation data and the researcher's notes.

Last, this class was chosen because of the recommendation from the teacher of the class. Before the study embarked, the students were informed about

the study. To inform, the study was taken on ongoing and natural class since the researcher entered the class as the schedule assigned by the school.

3.2 Data Collection

In collecting the data, this study used three cycles of treatment which was conducted from October 24th 2012 until November 30th 2012. The three cycles of treatment was adapted from Action Research model of Kemmis and Mc. Taggart (1988, as cited in O'Brien, 1998). Description of the action research model which was proposed by Kemmis and Mc. Taggart can be seen in the subsequent picture:



Then, the three cycles which had been applied in the study can be accessed in the following table

Table 3.1
Three Cycles of Treatment

No	Step	Description
1	Planning	After holding a survey in the class and interviewing the English teacher, the planning was designed so that it can be conducted in the class. The result of planning can be seen in the lesson plan. (see appendix A)
2	Implementing the treatments	Treatments in the class consisted of three cycles of treatment. It was intended to help students in advancing their reading comprehension. Each treatment used children short stories that the students would read during the learning. The details of the treatment can be seen in appendix A.
3	Observing	The students' learning process in the class was observed by an observer which is the English teacher of the class. It was aimed to know the situation in the class so that it can be reflected afterwards. The observation sheet of the learning process can be seen in the appendix B. Besides that, the assessments were held to see students' improvement in reading comprehension. The assessment were shown by asking students some literal questions during the discussion: <ol style="list-style-type: none"> 1) Who are the characters 2) Where does the story take place? 3) When does the story take place? 4) What conflicts happen in the story? 5) How does the conflict end? Besides, the questions were also written in a story-structure analysis worksheet. It was asked in two forms which were in the group work and in the individual work. In the individual work, the students were asked to do an outside reading for their homework and they were asked to answer the questions.
4	Reflection	Reflection was conducted between the observer and the researcher so that it can be used in the next cycle for the better treatments.

In addition, this study used diagnostic test and therapeutic test to know students' improvement in comprehending the reading material. Diagnostic test was held at the beginning of the cycle, while therapeutic test was held at the end of every cycle.

3.3 Research Procedures

In the following section, procedure when the study was conducted would be explained:

1) Identifying the problems by doing pre-observation in the school

A survey was held regarding students' predicament in reading comprehension by asking the English teacher. There were some points that found such as limited vocabulary, difficulty in understanding the meaning of the text as a whole, and lack of motivation to read especially reading in English. Moreover, it was noticed that the class is a little bit exceptional because they were too talkative during the class and some students had loud voice that intruded learning process.

2) Designing a plan for the study

The researcher did some steps as suggested by (Cohen, Manion, Morrison, 2000:74):

- a) Determining the general research aims and purposes
- b) Generating research questions
- c) Studying some literatures related to the study from journals, books, and articles toward reading comprehension and the use of the literature

in the classroom. For the study, it was decided to use children short stories as a reading material for the students. To begin with, the researcher chose some children short stories that will be used during the lesson. The children short stories were fairytale that rather uncommon for the students. The children short stories were explored more for the content and vocabulary so that the activity will be directed to the text from pre-reading activity, while reading, until post-reading activity. By emphasizing the use of the literature in the class, it was expected that the students could be better in terms of reading story and their vocabulary would be increased.

d) Approaching the research design

Read about the information regarding research design that the study used. In this study, classroom action research design was used.

e) Designing the instrument

This study used some instruments such as observation sheets, reading tests, lesson plan, questionnaire, and interview (see Appendix B). The explanation of the research instrument would be explained in the next section.

f) Audiences the research

Administer the research permission by contacting the school. Then, the researcher contacted the teacher of the class regarding the study and the teacher chose the class that would be used during the study.

Before the research began, the researcher informed the students about the research and purposes of the research.

3) Implementing the action.

During the action, the researcher acted as the teacher in the class, while an observer monitored the learning process. In this study, the researcher conducted the learning by using children short stories. For checking their reading comprehension, the teacher administered some reading tests. In the end, the teacher administered questionnaire and interview to the students regarding their responses toward the learning process by using children short stories. The details of implementation of the action can be seen in the following table.

Table 3.2
The Schedule of the Study

No	Date	Material
1	October 24 th 2012	Diagnostic test
2	October 30 th 2012- October 31 st 2012	1 st Cycle Narrative text: Blue Beard Homework reading: Rip Van Winkle
3	November 7 th 2012	Therapeutic test for 1 st cycle
4	November 13 th 2012 - November 14 th 2012	2 nd Cycle Narrative text: The Scatter Brained Fairy Homework reading: The Selfish Giant
5	20 th November 2012	Therapeutic test for 2 nd cycle
6	November 21 th 2012 - November 27 th 2012	3 rd Cycle Narrative text: The Honest Princess Homework reading: The Ant and the Grain
7	November 28 th 2012	Therapeutic test for 3 rd cycle
8	November 30 th 2012	Administering Questionnaire to 8D students

During the action, the observer who was the teacher of the class paid attention to the learning process. When every cycle had been done, the teacher and the researcher reflected regarding the learning process. The reflection includes the result of the observation, students' test result, and students' worksheet of the stories.

4) Data analysis

After the three cycles had been performed, the data that had been collected were analyzed. Then, they were connected to the relevant literature. The data then were connected to each other to see reliability and validity by doing triangulation process.

5) Presenting the result of the study

The result of the study was presented in Chapter 4.

3.3.1 Research Instrument

There were four instruments in this study. They were observation sheet, tests, questionnaire, and interview.

A. Observation sheets

As reflection in teaching process was needed, the teacher was accompanied with an observer to make it objective. The observer filled an observation sheet in every meeting. The observation sheet enriches data analysis since it is designed to understand the context when the situation took place (Cohen, Mannion, Morrison, 2000:305).

The observation sheet used in this study was structured observation (Cohen, Mannion, Morrison, 2000:306) with rating scales in judging the observable behavior (see Appendix B). The observation sheet was created by focusing on students' act in the class and how they responded their teacher. In observation sheet, there was a note column for the observer to conclude overall learning process and a reflection column in which the observer gave comments to the weakness of the learning process.

These comments would be discussed together between the teacher and the observer so that some reflections would be made. The reflection was developed into the form for next cycle so that the next cycle is expected to run better.

B. Tests

There were two kinds of tests given namely diagnostic test and therapeutic test (see Appendix B). Diagnostic test was given only in Cycle 1 before teaching process began. While therapeutic tests were conducted at the end of every cycle from Cycle 1 to Cycle 3. In diagnostic test, there were 25 questions, while therapeutic tests from Cycle 1 until Cycle 3 contain 20 questions for each. It was decided to be 20 questions because the test was done in two sections where each group of students had 30 minutes in doing the test.

To see their improvement in reading comprehension, students' average score from diagnostic test until Cycle 3 therapeutic test were compared. It is expected that by comparing students' results, it can give a clear description

whether the use of children short stories can help them to improve their reading comprehension.

C. Questionnaire

In order to know students' responses to the teaching learning process, questionnaires were administered to the students after finishing Cycle 3 on November 30th 2012. Before administering the questionnaire, the researcher informed the students about the questionnaire (why it was given and how to answer).

Type of the questionnaire used in this study was structured questionnaire (Cohen, Mannion, Morrison, 2000:247) with attitudes scales from strongly agree (*sangat setuju*) until strongly disagree (*sangat tidak setuju*) (see Appendix B). The attitudes scale was used as a measurement for the students for 10 statements given.

The structured questionnaire chosen because it was easier to be coded based on the frequency of the answers that the students gave. Here are the steps in processing the questionnaire:

- 1) Clarifying the general purposes of the questionnaire, then translating it into specific aims
- 2) Creating the questions that covered the purposed of the study
- 3) Administering the questionnaire to the lecture for checking its validity
- 4) Administering the questionnaire to the students
- 5) Processing the questionnaire by coding it

- 6) Analysing the data then generalizing the data.

D. Interview

Besides questionnaire, interview was also employed in this study. Interview is a verbal interaction between two persons which are the interviewer and interviewee with the purpose of gathering relevant information for the research (Cannell and Kahn, 1968, cited in Cohen, Mannion, Morrison, 2000:268). Besides, the interview facilitates the participants to describe their interpretation about the situation from the participants' point of view (Cohen, Mannion, Morrison, 2000:267).

The type of interview used was semi-structured interview with open-ended questions (see Appendix B). Semi-structure interview was chosen because the interviewer could expound the topics by modifying the questions so that the interviewee could catch the meaning easier; moreover, the interviewer could ask the participants to elaborate the answers. The elaboration of the answers would add the richness, depth of the response, comprehensiveness, and honesty (Patton, 1980:238 as cited in Cohen, Mannion, Morrison, 2000:278). In addition, the open-ended questions were selected for giving the interviewee a determination to answer the question in their own way.

In this study, the interview was used to elicit students' responses towards the use of children short stories whether it helped them to enhance their reading comprehension. The interview was given to three students. The two students were

the students that improved significantly during the study, while the other one was the student who did not improve significantly. The interview was done after finishing 3rd cycle on November 30th 2012 when the school time was over. It was performed as one by one interview between the researcher and a student in a classroom. The interview was conducted in *Bahasa Indonesia* so that the students would be at ease in answering the questions.

3.4 Data Analysis

The data that would be analyzed were students' test result, observation sheet, questionnaire, and interview result. These data were processed from the beginning until the end of the cycle.

There are two methods in presenting the data, they are based on research questions and data instruments (Rudestam & Newton, 1992; Thomas, 2000; Paltridge & Stairfield, 2007, cited in Emilia, 2009:245). In this case, the researcher presents the data based on the instruments.

The students' test result and observation sheet were administered to answer first research question, while questionnaire and observation sheet were administered to answer second research question. Later, the data analysis was processed and presented through descriptive study.

Descriptive study is “a study that tries to reveal patterns associated with a specific disease without an emphasis on pre-specified hypothesis” (Simon, 2002).

It can be noted that descriptive study is not emphasized on exploring the

hypothesis, but it tends to explain an informal information about condition that happened during the study.

Below were the procedures in analyzing data:

1. Analyzing students' diagnostic test and therapeutic test

All of students' data were scored. Those score were calculated to know students' average score entirely. Then, in every cycle, there would be a calculation for students who pass KKM score in form of percentage.

Below are the formula for calculating students' average score and students' success percentage who has exceeded KKM score:

In calculating students' average score (Sudjana: 2009):

$$\bar{X} = \frac{\sum X}{N}$$

Description: \bar{X} = Average score

$\sum X$ = Total of the students' score

N = Total of the students

In calculating students' success percentage based on their test score, (Sudjana: 2009):

Description:

$$P = \frac{\sum P}{\sum N} \times 100$$

P = Students' success percentage

$\sum P$ = students who fulfill KKM criteria

$\sum N$ = total of students in the class

After calculating students' average score, the researcher compared students' average scores whether there was an improvement in reading comprehension based on overall result.

2. Analyzing observation sheet

Observation sheet focused on teaching learning process especially on observing whether students could understand the text in the learning process and how they responded their teacher during learning process. The observation sheet consists of 8 statements and it has range from 4 until 1, where 4 is excellent, 3 is above average, 2 is average, and 1 is unsatisfactory. Thus, the maximum score of every cycle is $4 \times 8 = 32$ points. Afterwards, the result of scoring, note column, and reflection column from the observation sheet then were reflected so that the whole process which happened in the class can be portrayed and reported descriptively.

3. Analyzing questionnaire

The questionnaire consists of 10 closed questions and it has range from 4 to 1. The description of those number comprising: 4 for strongly agree, 3 for agree, 2 for disagree, and 1 for strongly disagree. The maximum point of the questionnaire is $4 \times 10 = 40$ point.

The questionnaire was processed by coding the statements into three main categories: 1) students' opinion towards children short stories as an interesting media in learning English 2) students' opinion towards the use of children short stories for increasing their participation in the learning process 3) students' opinion toward the use of children short stories in helping students improve their reading comprehension.

Then, the frequencies of students' total response for each main category would be displayed in percentage form by using chart.

4. Analyzing interview

After conducting the interview, the researcher transcribed the interview result. Then, it was coded into several themes. Those themes would lead into description of few students' opinion related to teaching learning process in the class. Interview enriched the description since it gave more detail information of students' attitude toward the learning process.

3.4.1 Data Validation

Validity and reliability is crucial in developing a study. It is supported by Creswell & Miller (2000 cited in Creswell, 2009: 191) who believed that validity is one of strong points in qualitative research since accuracy of the findings is taken from the researcher and participants of the study.

In this study, triangulation process was used to check the reliability and the validity of the data. Triangulation is a strategy to improve reliability and validity of the study by linking the data that taken from different sources (Golafshani, 2003:7). The triangulation is used because the study used multiple instruments which are observation, reading test, questionnaire and interview.

All of data that had been analyzed would be connected to each other and delivered by using descriptive study with the support of the related literature; Hence, the conclusion of the study can be made in the end of the study.

3.5 Concluding Remark

This chapter portrayed the research design, the site and participants, data collection, research procedures, and data analysis. In the next chapter, findings and discussion of the data analysis will be presented.

