

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design.

The researcher took a collaborative classroom-action research to design this study, which main procedures follow certain cycles. The use of brochure was applied as a media to teach reading descriptive texts for students. Then, in order to identify the improvement of student's reading ability, this way of teaching learning process was done with different topic of brochure. In this study, the researcher did collaboration with English teacher of class VIII- A in discussing the problems were faced by the students about reading skill, creating a teaching aid, acting the teaching-learning process, and reflecting the teaching-learning process. The collaboration that discusses put the English teacher as classroom teacher of class VIII-A, meanwhile the researcher plays her role as the observer.

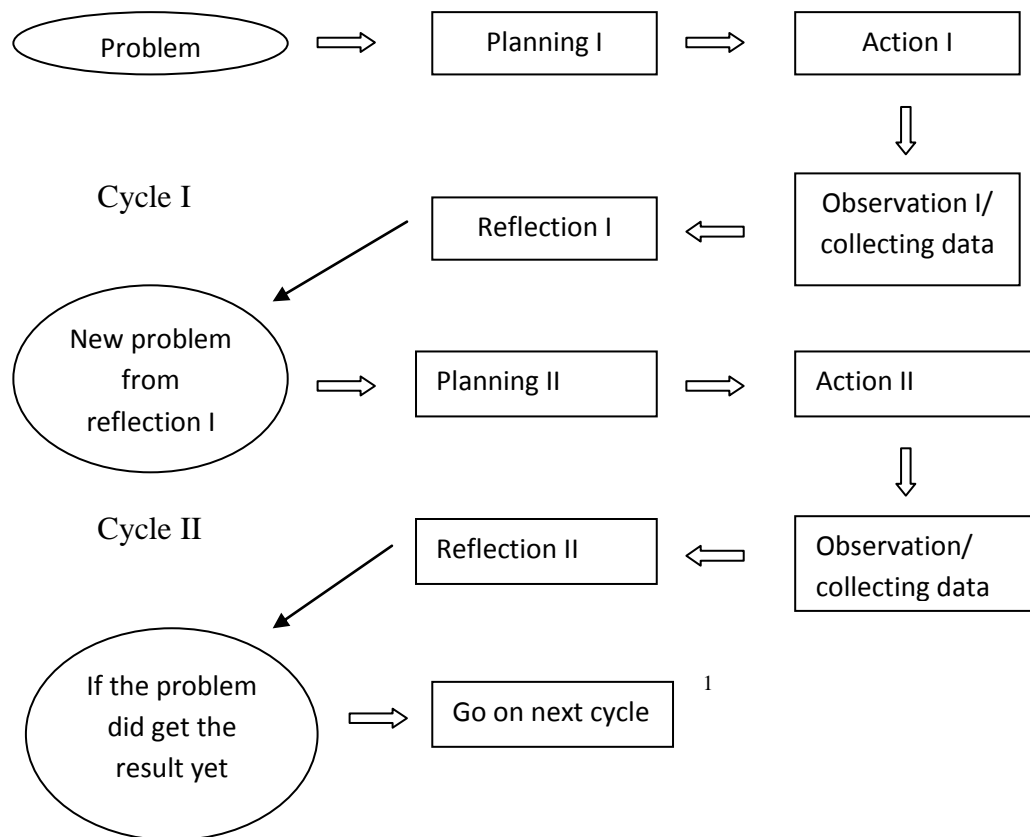
The action in this research used action research spiral model that covered planning, action and observation, and reflection stage in each cycle. It was data from the students.

In **Planning Stage**, the teacher explained the students' problem, especially in reading during teaching-learning process. The researcher also collected the problems from teaching-learning process, the detail lesson plan for teaching reading was created to gain a better result and achieve the teacher's objectives.

In **Action and Observation Stage**, the real teacher who played her role as the classroom teacher, conducts the activities as what had been planned in the planning stage by using brochure as a media. While the researcher as the observer, took notes on the phenomena which appeared during the process by using an observation checklist. Besides, the students' descriptive reading tasks were also assembled.

In **Reflection Stage**, both the teacher and the researcher evaluated the activities in teaching learning process which had been practiced. Then, the reading tasks that were assigned to the students were examined and given the scores to notice the students' reading ability after learning by using brochure. The reflection

and evaluation in this stage were used as an orientation to arrange the next lesson plan for teacher. The activities of those stages were repeated several times to the minimum standard of reading were achieved.



Furthermore, this study was carried out to apply the process of teaching-learning process in reading skill by using brochure and the students' tasks. Firstly, to execute this process, the researcher tried to describe the process of teaching reading of descriptive text by using brochure. Then, the researcher tried to analyze the students' tasks to know how the brochure could assist students in reading descriptive text. The last was serving the result of the data analysis on a paragraph form.

B. Subjects.

¹ Prof Suhardjono, Penelitian Tindakan Kelas, page 74

The subject of this study was the eighth grade students of **SMP Bilingual Terpadu**. The researcher selected class VIII-A as the subject of the study. This class consists of 37 students: 14 boys and 23 girls. According to the English teacher information, they had different abilities in English and their reading ability was low.

In choosing the subject in this research, the researcher had some considerations. First, this school was located in Islamic Boarding School, and the students gotten little information from various sources, except newspaper in their wall magazine, and brochure would be new information for them, besides that brochure was colorful, it could attract them. Second, the students of eight grade had basic knowledge of English, moreover in the latest curriculum, the students of eight graders expected to be able to understand simple text which were in form of procedure and descriptive.

C. Setting

The setting of the research was SMP Bilingual Terpadu is on Jl Junwangi Krian 43 B, Krian Sidoarjo. This school was located in the Islamic boarding house and the students who study in this school must stay in there, then, the students did not get much information about outside, except from newspaper in their wall magazine.

D. Research Instrument

In this study, the researcher was the key instrument. She took a big role in doing the research to gain the purpose of the study. The use of another instrument was required to complete the research. The first instrument of the students' tasks which were done in every cycle. The students had to read descriptive text based on the brochure given. The tasks were analyzed and assessed by the teacher. If stated score in indicator had been reached by the students, the research could be stopped.

Then, the second instrument was observation checklist. The researcher made cooperation with English teacher to observe the phenomenon during

teaching-learning process by taking notes on observation sheet. This observation checklist was acquired as signs were given in the appropriate columns to control whether the determined target could be reached or not. The observation checklist consists of five indicators, those were:

1. Media

The first indicator included three items which are related to the teaching equipments which are used during the activities. Those are a computer, LCD and brochure.

2. Content

There are three items in this indicator which are related to the brochure that is used as a medium in teaching learning process. Those are; the topic, the design of the brochure and the vocabularies use on the brochure.

3. Teaching-Learning process

In the observation checklist, this indicator is divided into three main steps which are related to the activities during the teaching learning process.

4. Students

The indicators have four items which are related to the students' activity during the teaching learning process.

5. Teacher

The last indicator stipulates five items related to the teacher's role during teaching-learning activity.

Besides taking notes from the observation, there was another instrument needed in this research. It was the score result of reading descriptive text. The researcher used two types of reading test; those were objective test and summary reading. The objectives test was used by the researcher to identify how the brochure could assist students in reading descriptive text. Summary reading was used to analyze the students reading ability. Then, in order to notice the students' progress, a text analysis on the students' reading was used in order to make the researcher aware whether the students' summary suitable with the criteria of good reading or not.

The next instrument is questionnaire; questionnaire was used to know about the students' responses about brochure as a media in the learning process.

E. Data and Source of data.

The data in this study are taken in the form of an observation checklist. The notes were obtained during teaching-learning process. Other data were scores of students' reading tasks. The data which was in the form of scores also took from a direct observation during the teaching-learning process.

The notes in observation checklist include: the media, topics, teacher's teaching media, and teaching learning process. The teaching learning process in the observation checklist covers previewing, viewing, and post-viewing activities related to media. It also involves the teacher and students' activities during the process. The data in the form of score was used to find out the progress of students' reading achievement in each cycle.

F. Data Collection Technique

The data was collected by the researcher during teaching-learning process, through a direct observation. The notes were taken from an observation checklist during the teaching learning process; the notes identify the detailed application of the brochure.

Besides the notes were taken during direct observation in teaching-learning process, the students' reading tasks were also collected. The teacher asked students to make a summary reading descriptive text according to the brochure in every meeting. By the end of each meeting, they had to submit them to the teacher.

G. Data Analysis

In this study, the data were categorized into the process of teaching-learning process and the students' tasks. Next, obtained data were analyzed by applying the qualitative description. The data of teaching-learning process were obtained from the observation checklist. Then, the students' tasks were collected from the students' tasks in each meeting. Furthermore, the students' tasks would

be analyzed to acknowledge the students' reading progress. The researcher chosen all reading components to be analyzed; those were vocabulary, sentence structure and contents. The final scores were used as the reflection of reached indicator. The researcher determined two indicators of the achievement in term of result of the students' tasks; they were individual mastery and class mastery. In individual mastery, each student had to reach average scores ≥ 70 . In the class mastery, 80 % all of the students had to reach the individual mastery.

It meant that the research could be finished and used of the brochure as teaching aid were effective and enable the students to read descriptive text if 80% all of the students are reached the individual mastery, (the average scores ≥ 70).² The class mastery could be calculated by using formula as follows:

$$T = \frac{X}{N} \times 100\%$$

T= class mastery

X= the sum of students who reach the average scores ≥ 70

N= the number of the students.³

² Prof Suhardjono, Penelitian Tindakan Kelas, page 74

³ ibid