



CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher uses classroom action research (CAR). Because, this material has not used. And also, the researcher wants to know the result of using English Islamic material in teaching English reading. Carr and Kemmis, as quoted by Suyadi stated:

“Action research is a form of self-reflection enquiry undertaken by participant (teachers, students or principals, for example) in social (including educational) situation in order to improve the rationality and justice of their own social or educational practice, their understanding of these practices, and the situation (and institution) in which the practice are carried out.”⁴⁴

On the other hand, Marguarite G Lodico states that as its name implies, within education is a type of research that aims to enact immediate changes in an educational setting. It has the potential to produce change quickly because the research is carried out by educators in their own work settings.⁴⁵

Action research that researcher uses is collaborative action research. Researcher chooses collaborative action research because it is potentially more empowering than action research conducted individually. As Anne Burns said that collaborative action research is potentially more empowering than action

⁴⁴ Suyadi, *Panduan Penelitian Tindakan Kelas* (Jogjakarta: DIVA Press, 2012), 21.

⁴⁵ Marguarite G Lodico, Dean T. Spaulding and Katherine H. Voegtler, *Method in Educational Research from Theory to Practice Second Edition* (United State of America: Jossey-Bass, 2010), 313.



research conducted individually as it offers a strong framework for whole-school change.⁴⁶

B. Setting and Subject of The Study

This research is done in MTs. Raudhatul Ulum Klampis, Bangkalan and chose students at second grade as the subject. The researcher chooses the school because of some reasons:

1. This school builds on *Pesantren* environment. The students study Islamic material every day. The student has mastered basics Islamic material. It is suitable with the material which researcher choosing.
2. Researcher takes the students of second grade because the students will have good focus or concentration. Students at the first grade usually get cultural shock so they are not suitable as the subject of this research. While the students of third grade will focus on final and national examination.

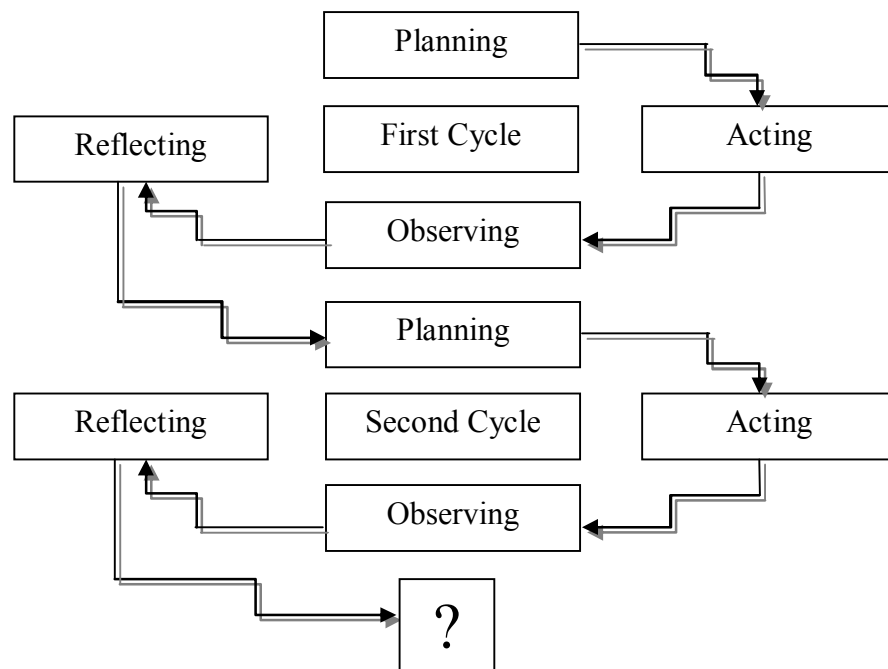
C. Research Procedure

To implement the research procedure, the research uses the model which is illustrated by Suharsemi Arikunto. Arikunto said that there are four steps in research design, namely planning, acting, observing, and reflecting. For the

⁴⁶ Anne Burns, *Collaborative Action Research for English Language Teaching* (New York : Cambridge University Press, 1999), 13.

detailed explanation about the model of classroom action research that is drawn by Arikunto, it can be seen in the picture 3.1 below.⁴⁷

Picture 3.1
Model of classroom action research



This study is conducted under the following procedures: planning, implementing the action, observing, and reflecting.

⁴⁷ Arikunto, *Penelitian Tindakan Kelas*, 56.



1. Planning

In this step, the researcher prepares thing that is needed in the study, such as lesson plan, the material, pretest and posttest, the criteria of success, and the possibility which may happens in the class.

a. Lesson plan;

The researcher disscusses with thr real teacher how to make suitable lesson plan. The lesson plan is designed by considering the course identity, time allocation, learning objectives, activity of teaching and learning process, instructional material, assessment and evaluation.

b. Preparing the material

The researcher prepares the instructional material and media which are relevant with the topic for three meetings related with syllabus. It is because too short time which given by real teacher.

c. Preparing the test

In this research, there are two kinds of test for the students. They are pretest and post-test. This test is made after consulting with the English teacher about the material.

d. Preparing the criteria of the success

This criteria is set up to understand whether the implementation of the action is effective or not, and measure the successfulness of the action.



2. Implementing the action

After making some planning about all the things that is related with learning process, the researcher implements the material based on the planning. The implementation of the plan for every cycle takes about 30x2 minutes.

3. Observing

During the lesson, the real teacher acts as observer who observes the class research to know the difficulties and the situation in implementing the material. Observation is conducted at the same time when the action is being implemented. In this step, the researcher make observation checklist and note based on the situation in the class.

4. Reflecting

This is the last step which is done after the researcher implement the material. Reflection is done at the end of each cycle in classroom research. It is to reflect the teachers' experience from the researcher, to know the strength and the weakness of this research. From this step, the researcher and the teacher discuss about the successfulness about this technique. Also, the reflection is evaluated to modify the first action and the test material to the next cycles until the objective research can be achieved.

In the second and third cycles, the plans are done based on the problems in the previous cycles, and then the action, observation, and reflection are conducted. Each cycle consist of four meetings; pre-test, first action, second



action, and post-test. The pre-test is aimed to see students' prior reading ability before the actions. The actions is conducted to apply the Islamic material in the classroom. The post-test is aimed to see the improvement of students' reading ability after learning reading by using Islamic material.

D. Criteria of Success

To know the successfulness of this method, the researcher decides the criteria of the success. The criteria of success in this research are 75% of the total number of the students which is categorized as good in their reading comprehension and on the participation of discussion. This consideration is taken from the interview with the English teacher who stated that less than 50% of the total number of the students who are good in reading English.

E. Data And Source Of Data

1. The data that writer needs are:
 - a. English lesson plan.
 - b. Student's English score.
 - c. The student's response toward to the use of Islamic material in improving reading skill.
2. Source of Data
 - a. English teachers and students of MTs. Raudhatul Ulum Klampis, Bangkalan.



- b. Report of student's score in English subject.
- c. The condition of teaching and learning process which are gotten from the observation checklist.

F. Data Collection Technique

In this study, researcher is hold three techniques in collecting the data that are explained as below:

1. Observation

Observation is an evaluation by observing to the objects directly, accurately, and systematically⁴⁸. It can be about the situation of teaching and learning process when the observer uses Islamic materials in improving reading skill. The situation that is observed are about the use of Islamic material in improving reading skill, how the students' response during the activity, and how about the material which is used in the classroom activity. The activity must be followed by giving thick (√) to the observation checklist and making note to the object which is observed. It means that in this research the researcher must make form of observation then give checklist to every item.

⁴⁸ Burhan Nurgiantoro, *Pengajaran dalam Pengajaran Bahasa dan Sastra*, Third Edition, (Jogjakarta: BPFE Anggota IKAPI), 57.



2. Test

Test is used to answer the second research question. It is also used to measure and assess the students' reading skill before and after using Islamic material to improve their reading skill. Test consists of pre-test, test 1, test 2, test 3, and post-test.

a. Pre-Test and Post-Test

Pre-test and post-test are conducted before and after cycles indicated the score whereas test carried out in each cycle pointed out the improvement.

Pre-test and post-test comprise ten questions. They are performed to see whether classroom action research give an improvement in students' reading ability based on the cognitive score or not and to what extent the score is improved after comparing between pre and post test score. Students can get 100 if they can answer the entire question correctly.

The following indicator is made to measure students' score improvement by the researcher and the teacher. The standard of success is taken from school's standard score. It is described in table 3.1 below:



Table 3.2 Score Standard

No	Scale	Description
1	86 – 100	A (Excellent)
2	71 – 85	B (Above Average)
3	61 – 70	C (Average)
4	50 – 60	D (Unsatisfactory)

3. Questionnaire

Questionnaire is also used by researcher to gain students' information about students' responses. According to Arikunto questionnaire is written questions used to gain information and responses from respondents in a one-way communication.⁴⁹

In this research, closed questionnaire is chosen. Arikunto said that closed questionnaire is a questionnaire in which the investigator has provided possible answers so that the respondents only choose the options.⁵⁰ Sudjana adds that a closed questionnaire provides respondents with alternative answers.⁵¹ A closed questionnaire gives limitation for the respondents. The questionnaire is intended to find out the students' responses towards the use of Islamic Material in improving their reading skill. It consists of fifteen questions covering students' comprehension,

⁴⁹ Suharsimi Arikunto, *Prosedur Penelitian Sebuah Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006), 151.

⁵⁰ Ibid., 152.

⁵¹ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Jakarta: Alfabeta, 2008), 68.

students' motivation, students' participation, students' difficulty, and teacher's performance.

G. Research Instrument

To collect the data that is needed in this study, the researcher uses three forms of instrument. They are observation checklist, question test, and questionnaire. The detailed explanation of each instrument can be seen bellow:

1. Observation Checklist

This instrument is used by the researcher to describe the activity of the student and teacher in learning process. It contains the materials and the activities of the students in the learning process. It is intended to anticipate the possibility of losing the relevant data during the implementation the action. In addition, the real teacher of this class observes the classroom research to understand the strength or weakness of using this technique. This activity is used to answer the first research question about the implementation of Islamic material to improve the students' reading skill.

2. Test

Test is method to get data by giving several questions for the student. This is the most important instrument in this research. The researcher uses this instrument to measure the students' reading skill improvement after getting this material.



The tests are about materials which has been given to students. It consists of pretest and posttest. The researcher gives pretest at the first meeting before this technique is applied, and gives post test three times at the end of class meeting. This technique is used to answer the second question of the research problem.

3. Questionnaire

The other technique to collect the data is using questionnaire. A questionnaire is a form which is prepared and distributed for the purpose of securing responses.⁵² This activity is used to know the students' responses about the technique. It is list of questions about the problem that will be analyzed.⁵³ In order to know the students' response about this technique, the researcher gives this instrument in the last meeting. The students are questioned with four alternative answers which have to be chosen by students. The answers are recorded on 4-point likert scale.

H. Data Analysis Technique

After collecting all of the data, the researcher analyzes the result of the research activity from three meetings. In this research, the writer uses quantitative method. Data analysis method which is used in this study is statistical method. The data that is collected by observation checklist then is analyzed in the form of

⁵²Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Age International (P) Limited, 2006), 191.

⁵³ Moh. Nazir, *Metode Penelitian* (Ghalia Indonesia, 1983), 246.



description to know the process of the implementation of Islamic Materials in improving reading skill.

The result of reading test are proceeded through statistical analysis to get the conclusion of students' improvement in reading. The first thing to do is scoring. To get the students score, the researcher uses the formula below:

$$\text{Mean} = \frac{\sum fx}{N} = \frac{\text{the total of percentage}}{\text{the number of the students}}$$

Note: Mean : students' average score
 $\sum fx$: total of the score
 N : the number of the students in the class

In addition, to know the successfulness of this media from the test activity, the researcher administs a criteria of sucess based on Arikunto.

Table 3.3
The criteria of the success of Arikuntos' book

Percentage	Criteria
81-100%	Very good
61-80%	Good
41-60%	Fair
21-40%	Poor
0-20%	Very poor

The last data is the result of questionnaire; the researcher used the questionnaire in 4-point likert scale. The result of questionnaire then is analyzed in percentage using formula as follow:

$$\frac{\text{the number of students who answer those options}}{\text{the number of all students}} \times 100\%$$