Chapter III

RESEARCH METHODOLOGY

This chapter is focused on a description of the research design, research setting and subject, population and sample, research procedure, data analysis, data conclusion and data validation. All those elements are discussed as follows:

A. Research Design

In this research writer use qualitative-descriptive method. Qualitative research is also name scientific paradigm. ⁴⁸ The research is classified as classroom action research. A classroom action research is a kind of research that begins with a question or questions about classroom experience, issues, or challenges. It is a reflective process, which helps teachers to explore and examine aspects of teaching and learning and to take action to change and improve. ⁴⁹ In this study, the researcher is the observer who has observes the real teacher and students' activities when the teaching and learning takes place. Meanwhile, the real teacher acts as the practitioner who applies the STAD method during the teaching and learning process.

The design of classroom action research used in this study is a cyclical process, which consists of four steps adapted from Kurt Lewin as mentioned below.⁵⁰

- 1. Planning the action
- 2. Implementing the action
- 3. Observing the action

Moleong. Lexy J. Metodologi Penelitian Kualitatif PT Remaja Rosdakarya, Bandung: 1994 Page: 15
 Suharsimi Arikunto, dkk, Peneltian Tindakan Kelas, (Jakarta: PT Bumi Aksara, 2008), cet VII, h. 56

⁵⁰ Iskandar, Penelitian Tindakan Kelas, (Ciputat: Gaung Persada, 2009), h. 28

4. Reflection

Considering the purpose of this study, this research design employed in this study will belong to a descriptive methodology. The using STAD method in the classroom will be described in the form of words rather than in numbers. Bellow is the model of classroom action research⁵¹.

⁵¹ *Ibid.*, page. 70

Scheme 2: Model of Classroom Action Research

1 st	1. Planning the action/strategy of	Preparing lesson plan, instructional material
Cycle	study	and media, some instruments and the criteria
		of success.
	2. Implementing the action	Applying the first implementation based on
		the lesson plan
	3. Observing the action	Conducting the observation and assessing to
		the result of the implementation
	4. Reflection and Evaluation	Evaluating the first implementation and the
		learning result and revising the first
		implementation of plan based on the
		evaluation result
2 nd	1. Planning the action/strategy of	Identifying the problem, determining
Cycle	study	problem solving and developing the second
		implementation
	2. Implementing the action	Applying the second implementation
	3. Observing the action	Data Collection of second implementation
	4. Reflection and Evaluation	Evaluation the second implementation
The next cycles		
Conclusion, suggestion, recommendation / revision		

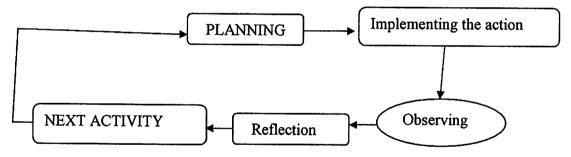
B. Research Setting and Subject

The setting of this study will be conducted at MA Al-Ichsan Brangkal Mojokerto. The subject of this study is first grade students of MA Al-Ichsan Brangkal Mojokerto.

C. Research Procedure

This research based on Classroom Action Research. According to Suwarsih there are (1) Planning the research action, (2) observing individual or groups, (3) reflection the research action. According to Suharsimi Arikunto There are model Classroom Action Research will be conducted under the following procedures: planning, implementing the action, observing, and reflection.

Scheme 3: model of Research procedure



1. Planning

In relation to the application of action research, the researcher will make a prior preparation to be implementation of the action based on preliminary study. In this case, the researcher will prepare a suitable model of STAD method in reading comprehension, design a lesson plan, prepare instructional material and media, criteria of success and test.

a. Preparing Model of STAD method

In conducting the research, the researcher will develop a model of STAD method in teaching and learning of reading comprehension. There are three

- a) The Researcher analysis the curriculum to determine the competency standard and basic competency that will to use the STAD method to the students
- b) Making Planning STAD method study and observation.
- c) Making Instruments that using in research cycle class/ media used
- d) Making evaluation instruments
- e) Next activities

b. Lesson Plan

The lesson plan is designed by considering the following items: (a) course identity, (b) time allotment, (c) learning objectives, (d) procedure of teaching and learning activities, (e) instructional material, (f) assessment and evaluation (see appendix 10 and 12)

c. Instructional Material and Media

In conducting the research, the researcher will prepared the instructional materials and media, which are relevant to the topic for the reading comprehension. Both materials and media taken from textbooks or other available sources and selected by researcher. The instructional materials will be appropriate with the theme that should be given and the students' level. The media used are interesting,

varied, appropriate with the theme, and supporting the teaching and learning activity (see appendix 11, 13, 16)

d. The Criteria of success

The criteria of success are set up in order to judge whether the implementation of the action effective or not. The quality of learning can be measured with result and process. Therefore, the criteria of success are used to see whether the application of the using STAD method in teaching of reading comprehension succeeded or failed.

There are three criteria used in the research to measure the success of the action, they are as follows;

- 1. The teacher has good performance in implementing the using STAD method.
- 2. The students are enthusiastic and approximately 70% of them participate during the teaching and learning process.
- 3. More than equal to 60 percent of the students' score of reading comprehension test

2. Implementing the Action

After the planning is finished, the researcher implements the STAD method to the first grade students of MA Al-Ichsan Brangkal Mojokerto. In implementing this study, the real teacher as the practitioner will carry out the lesson plan while the researcher plays as observer during the instructional process. This action is carried out in two cycles. It is conducted based on the schedule that has been arranged before. The

implementation of the plan for each cycle is delivered in two meeting in which each meeting takes about 2 x 40 minutes.

Implementing the STAD method to improve students understanding of reading comprehension.

The Steps STAD method study implementation:

1). Planning

This step, planning the material and modification study to STAD method and make the criteria meddling student. (status: male/female, knowledge, religion) and making observation instrument and scoring.

2). Instructional Material

The teacher can exploration the purpose and motivation study, giving reward, feedback, explanation, and continue the material if the student have understood the material.

3). Making Group

Next, Every group discussion about material from the teacher given, and exploration the material one of them, If there is student not understand the material the team of group can be help.

- 4). Feedback from the other group
- 5). And the teacher give the feedback about material
- 6). Test and study evaluation, To do 1x test after studied, students to do the test by themselves about 1x40 minutes: And the researcher using the result of test to know how far students understanding of reading comprehension in material.

3. Observing the Action

Observation is conducted to identify the classroom activities occurring during the teaching and learning process. The observation is conducted when the action is being implemented in the classroom. Observation checklist and field note are used to facilitate the observer conducting the observation. The result of the observation and the field notes will become input for the improvement of the teacher performance in the following meeting.

a. Data and Source of data

Data obtained in the study are in the form of transcripts of observation and field-notes and student's score. The first data is concerning with the process of the implementation of the action in the context of teaching and learning process. They are gained from the results of observation and field-notes. The second data is obtained after the students have a test conducted at the end of each cycle.

b. Instruments and Data Collection technique

There are kind of instruments prepared in order to be easier in monitoring the implementation of teaching and learning activities. All of those instruments are described as follows:

1) Observation Checklist

Observation allows the researcher to study the students in their "natural setting" without their behavior being influenced by the presence of a researcher. This kind of data can "fill out" and provide a deeper, richer,

understanding than survey work, which tends to produce less detailed information about a large number of students.⁵²

This observation is addressed both to the teacher and to the students. There are two observation checklists employed. The observation checklists for the teacher are used to observe the teacher's activities when the real teacher teachers in the classroom (See appendix 3 and 4), while the observation checklists for the students are used to observe the students' activities during the teaching and learning process in the classroom (see appendix 1 and 2).

The observation checklist contains some indicators that facilitate the researcher to collect the data. The Indicators are teacher's activity and the student's activity. There are 14 items in the teacher's activity. Those items describe the activity from the beginning until the ending of teaching and learning process that should be applied by the researcher.

Then, in the observation checklist of students' activity, there are 15 items, which describe the students' activity in the class during the teaching and learning process.

Finally, the researcher gives the explanation from the each items above based on the result of observation checklists in order to make the data clearly and understandable.

2) Questionnaire

Questionnaire is an instrument that contains some written questions including attitudes, opinion, preference, and information.⁵³ The questionnaires

Sanapiah Faisal, Format-Format Penelitian Sosial, (Jakarta: PT. Raja Grafindo Persada, 2007), h. 135
 Sanapiah Faisal., Opcit., h. 122

are used to know the students' opinion on the strategy of STAD method in reading comprehension. Before the students answer the questionnaire is done after the students finish doing the teaching and learning activities.

Before the students answer the questionnaire, the researcher will explain each question in the questionnaire (see appendix 5).

3) Set of Tests

A test can be defined as a method of measuring an individual's ability, skill, or knowledge in some area. ⁵⁴ This last instrument is used to see the students' achievement after the implementation of action. In this case, the tests are conducted at the end of each cycle. The type of test is chosen under the objective that the students can express their ideas flexibly in line with their understanding.

The question of the test consists of identifying of text Announcement, information, sponsor. The texts of the test are adapted from some newspaper.

The data obtained from the above instruments are used to provide information of what aspects of the target, which have been achieved.

4. Reflection

Reflection is concerned with analysis, feedback, and adaptation as a recursive cycle in the classroom. ⁵⁵ The results of reflection will become input in improvement of teaching and learning activities.

There are two kinds of reflection employed in the study. The first reflection deals with thinking back on what the teacher has done in implementing the action and on the

Renzo Titone and Marcel Danesi, Applied Psycholinguistics: An Introduction the Psychology of Language Learning and Teaching, (Toronto: University of Toronto Press, 1985), p. 154

55 Iskandar, Penelitian Tindakan Kelas, (Ciputat: Gaung Persada, 2009), h. 120

students' behaviors in joining the reading class. It is conducted after the teaching and learning process on each meeting. It is based on the results of the observation and field-notes. The researcher and the real teacher will crosscheck re result of the observation and field-notes. The crosscheck is to share perception about the strength and the weakness of the teacher in implementing the STAD method. Moreover, it is also used to check the students' behaviors in doing the task.

The second reflection is a reflection as a total process conducted at the end of each cycle. It is made to judge to what degree the students' competence in each cycle that has been improved. In addition, the strengths and weaknesses in implementing STAD method are also evaluated. It is conducted after analyzing the data obtained from observation, field-notes, and test.

c. Data Analysis

Gay states that analysis of data can be investigated by comparing responses on one data with responses on other data. There are five kinds of data gathered in this study. The first data are those concerning with result of students' active involvement during the class. The second data are those concerning with the teachers' activities during the teaching and learning process. The third data are those concerning with result of students' category in using STAD method. The fourth data are those concerning with result of students response toward the learning process. The fifth data are those concerning with result of students' score of the reading comprehension text in each cycle. The result of data analysis will be reported if this analysis is allowed.

⁵⁶ *Ibid.*, p. 74

In the process of analyzing the result of the students' active involvement during the class, the students are considered students' actively involved in teaching and learning process if the observation checklists for each activity shows "good or very good active involvement". It means that more than or equal to 75% of the students do the activities in classroom (see appendix 1).

In the process of analyzing the result of teachers' activities during the teaching and learning process, the teacher is considered to have a good performance if observation checklist for each activity shows score "good or very good performance". It means that the researcher can develop the STAD method and do appropriate steps based on the good lesson plan (see appendix 2). Meanwhile, in the process of analyzing the students' response toward the process of teaching and learning using STAD method, the questionnaire can be done. If most of the students feel happy and give positive response toward the use of STAD method in improving the students' reading comprehension, it means that they are interested in this method.

The last in the process of analyzing the improvement of student understanding of reading comprehension after implementing the STAD method, the reading comprehension test is conducted at the end of each cycles. This last data used in second reflection because it is conducted at the end of each cycle.

d. Data Conclusion and Data Validation

The data conclusion is divided into two parts; the conclusion of each cycle and the final conclusion. In the conclusion of each cycle, it is determined whether

the following action cycle is needed. In this case, an action is considered completed when the implementation of action is appropriate with the planned action as mentioned in the observation checklist for teaching. In addition, the consideration of succeed in implementing the action is also based on the result of students' understanding of reading comprehension. Meanwhile, the final conclusion is described briefly the most effective model that has been found.

The last step is data validation applying method triangulation. Triangulation is qualitative cross – validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures.⁵⁷ In this study, kind of triangulation will be conducted by employing four methods of collecting data namely observation, questionnaire, and set of test.

⁵⁷ Iskandar, Opcit., h. 85