III. RESEARCH METHOD

This chapter discusses the methods of research used in this study, that are: setting of the research, general description of the research, procedures of research, determining indicator of the research, instruments of the research, and data analysis.

3.1 Setting of the Research

In this research, the researcher used classroom action research. This research was done at SMAN 9 Bandar Lampung. It was done based on the problem faced by the researcher in the class when she conducted PPL. Based on the problem found by the researcher, the researcher examined the cause of that problem and then found the solution for it.

The subject was class X.7 of the first year students of SMAN 9 Bandar Lampung which consists of 31 students. Based on the researcher’s pre-observation while she took part in practice program in that school she concluded that the students of that school were unable to identify the main ideas, specific information, vocabulary making reference and inference of each paragraph of the text. As the result their reading comprehension scores were low.
In this classroom action research, the researcher acted as the observer and also the teacher; she taught the students by implementing QAR strategy. The researcher made the lesson plan and then she performed in the class based on the lesson plan. So, during the research, beside taught the students, the researcher also observed everything occurred in the classroom when they were learning reading comprehension. The data was taken from the students’ reading comprehension score.

### 3.2 General Description of The Research

The research was a classroom action research which was conducted based on students’ problems. In doing this research, the researcher acted as an observer, and also as a teacher who taught the students in order to improve the students’ reading comprehension through the implementation of Question Answer Relationship strategy.

Besides acting as a teacher who applied QAR strategy in teaching learning process, the researcher observed the process and makes some necessary points from the process. The teacher also hold a reading comprehension test in the process.

After that, she analyzed the result of the observation and also the reading test. Then, she did a reflection based on the result of the analysis. After that she decided whether the next cycle was needed to be held or not. The next cycle was focused on eradicating the weaknesses in the previous cycle.
3.3 Procedures of the Research

In this classroom action research, the researcher used the procedure of classroom action research designed by Arikunto. In Arikunto (2006: 16), the research procedures in a classroom action research consist of planning, acting/implementing, observing, analyzing, and reflecting. So, the research was designed as follows:

1. Planning

Based on the problem of the research, the researcher prepared the lesson plan and selected the appropriate material based on the school syllabus as the basis of lesson plan. The researcher also prepared classroom observation note, interview and also the reading test for the students.

2. Action/Implementing

The teacher implemented the material by using Question Answer Relationship strategy while she taught reading. The teacher taught the material about how to identify the questions types in order to find the main idea, specific information, inference and reference of the text. The teacher let the students practiced it. As an observer, she observed the situation in the class while the teaching learning process was running.

3. Observing

The researcher observed the activities happened in the classroom in every cycle then wrote the result of the observation in the observation sheets. This step started when teaching learning process was occurring.
4. Analysis and Reflecting

In this step, she analyzed the result of the reading test of the students as the learning product. She also analyzed everything that occurred in the teaching learning process based on the observation notes. It was done in order to find out the improvement after the teacher implemented QAR strategy in the classroom. In analyzing, she did reflection to discover the weakness and strength of the implementation of Question Answer Relationship strategy, and also knew the students’ problems in the implementation of Question Answer Relationship strategy during teaching and learning process. So, she knew what should be improved for the next cycle. The process of the research is represented through the picture below:

**Figure 1. The Cycles in Classroom Action Research Designed by Arikunto**
The activity began by planning, and then the action/implementing. During the action, the researcher observed the teaching learning process. At the end, the researcher analyzed the result of activity.

### 3.4 Indicators of The Research

There were two indicators that used to find out the success of this Classroom Action Research, they were learning product and learning process.

#### 1. Learning Product

The learning product in this research was the students’ result (scores) of reading test given by the teacher, the researcher observed the scores and found out whether the score in every cycle improves or not. The target of learning product determined by the teacher was at least 80% of the students’ scores could reach 75 or more. It based on the standard score of English subject stated by the school. If the scores in every cycle improved, it meant that Question Answer Relationship strategy could improve students’ achievement in reading comprehension.

#### 2. Learning Process

In learning process, the aspect which became the focus of this research was the students’ responses and students’ problems toward the implementation of QAR strategy. The data was collected by the observation during teaching learning process and interview.

### 3.5 Instruments of the Research

In gaining the data, the researcher used triangulation as the instrument to be reliable. Triangulation is a manner of collecting the data by combining two or
more method in order to enrich the data by combining and to have accurate conclusion (Setiyadi, 2006:246). The researcher applied three kinds of instruments. The instruments were the reading test, observation sheet, and interview.

1. **Reading Test**

Reading test was conducted as the product of the teaching learning process. The test was about analyzing the main ideas, specific information, reference, and interference of each paragraph of the text. The result of the test considered as the data of the students’ improvement.

In scoring the results of students’ test, the researcher used Arikunto’s formula. The ideal highest score is 100. The writer calculated the score test by using this formula:

\[
S = \frac{R}{N} \times 100
\]

Where:
- \(S\) : The score of the test
- \(R\) : The right answers
- \(N\) : The total items

2. **Interview**

The interview was conducted to find out the students’ responses and students’ problems towards learning reading through Question Answer Relationship strategy. The researcher interviewed the student in order to know the responses and what problems were faced by the students and in what aspects of reading did they mostly have difficulties. The result of the analysis from the interview was used to improve the teaching learning process in the next cycle.
3. Observation Sheet

Observation was conducted in every cycle during the teaching learning process. When the teaching learning occurred, the researcher observed the process happened in the classroom. The observation was conducted in order to know the weaknesses and the strength of every cycle and to make the next cycle better. In this classroom action research, observation sheet were needed to help the researcher in making the reflection for the next cycle better.

3.6 Data Analysis

In analyzing the data, the researcher classified the data into two categories; the data of the learning product and the learning process. The data analysis was done during and after the data had been collect, then the researcher and the teacher analyzed the data and did reflection based on them. From the analysis and reflection, the researcher knew the weaknesses and strengths from the first cycle. Besides, the researcher knew what should be improved for the next cycle.

1. Learning Product

To know the learning product, the researcher used reading test to collect the data. After giving the test, the researcher checked the result of the students’ test to give the score, and also analyzed the result to know the errors mostly made by the students. This was very useful in making the next cycle better. The researcher observed the scores in every cycle, and then calculated the mean or average score. Mean is the average score which obtained from the summation of all data divided to the number of the available data (Setiyadi, 2006:111). After that, the researcher
compared the average score from every cycle in order to see whether the scores improve or not. The formula to count the *mean* is:

\[
Mean = \frac{x_1 + x_2 + x_3 + \cdots + x_n}{n}
\]

- **Mean**: average score
- **x1**: score of first data
- **x2**: score of second data
- **x3**: score of third data
- **xn**: score of n-data
- **n**: number of data

The researcher then calculated the number and percentage of the students who get 75 or more.

### 2. Learning Process

In learning process, the observer gathered data by interviewing and observing the students’ activities, and making a description from the data that had been analyzed.