

III. RESEARCH METHODS

3.1 Concept of Classroom Action Research

Classroom action research (CAR) is systematic inquiry with the goal of informing practice in particular situation (Angelo and Cross, 1993: 1). It means that classroom action research is a way for instructors or teacher to discover what works best in their own classroom situation, thus allowing informed decision about teaching.

CAR will help the teacher discover what works best in his/her own classroom situation. It is a powerful integration of teaching and scholarship that provides a solid basis for instructional decisions. CAR's easily mastered techniques provide insights into teaching that result in continual improvement.

Moreover, action research provides teachers with the opportunity to gain knowledge and skill in research methods and applications and to become more aware of the options and possibilities for change (Oja & Pine, 1989: 96). It means that the teachers participating in action research become more critical and reflective about their own practice. The teachers engaging in action research attend more carefully to their methods, their perceptions and understandings, and their whole approach to the teaching process.

Kemmis' model follows the cycle of: Planning, Action, Observation and Reflecting. "Planning " involves the determination of the question that needs answering and the strategy to be used in answering it. During the "Action" stage, the practitioner tries out the strategy. The "Observation" stage includes recording data on the result of the strategy and also keeping a journal on the practitioner's thoughts and reactions to the entire experience. Finally, during the "Reflection" stage, conclude the lesson so that a new cycle can begin (Kemmis, 1982: 5).

3.2 Setting of the Research

In this research, the researcher used classroom action research. This first research was done on Friday, 6th January 2012 at SMP Amal Bhakti Jati Agung. It was done based on the problem faced by the students and the teacher when students did reading test in the class. Based on the problem found, the research examined the causes of the problem and then found the solution for the problem. The second research was done on Wednesday, 8th February 2012.

The subject of this research was the second year students at SMP Amal Bhakti Jati Agung. There were 40 students in the class which consist of 20 male students and 20 female students. Based on the writer's experience in teaching that class for two months, it was identified that most of the students have low ability in reading comprehension.

Therefore, in this classroom action research, the researcher acted as a teacher, meanwhile the teacher of English at SMP Amal Bhakti Jati Agung acted as

collaborator. The researcher made the lesson plan based on the procedures of the technique that was implemented and taught to the students based on the lesson plan.

3.3 Description of the Research

Based on the problem identified by the researcher, she examined the cause of the problems and tried to find the solution. The solution which was conducted was teaching reading through *self-questioning strategy*. Researcher made lesson plan and taught the students based on the lesson plan. Then, the collaborator observed students' activities in teaching and learning process.

Furthermore, the researcher and collaborator analyzed and discussed the observation result during teaching and learning process (the strength and weakness which were done by the teacher and students using *self-questioning strategy*) and learning result (the reading test).

This research was done by researcher with the English teacher of the second year students at SMP Amal Bhakti Jati Agung. The researcher acted as the teacher and also an observer, who made the lesson plan, taught the students using *self-questioning strategy*, observed the students' activity and conducted the evaluation. While the teacher acted as the collaborator who observed the process of teaching and learning in the classroom including students' activity to be the input for better process in the following cycle. While the researcher was applying *self-questioning strategy* in the classroom, the collaborator observed the students' activities.

Besides, she observed on the weakness of the first cycle in order to make improvement on the next cycle. During the teaching and learning process, the teacher administered a reading test. The test, therefore, scored by both teacher and researcher. The result of the test and the observation data were discussed together to decide whether or not the next cycle needs to be done.

3.4 Research Procedure

In conducting the research, the researcher used the procedure of classroom action research designed by Arikunto(2006: 16). According to him, the research procedure in a classroom action research consisted of planning, implementing, observing and reflecting. Therefore, this research was designed as follows:

1. Planning

The research was done until the minimum score of the reading text, that is 60, is reached by 70% of the students. The researcher prepared lesson plan in each cycle, selected materials from text book, and prepared reading test for the students and also observation sheet that was filled out by collaborator when the researcher was teaching. In order to get the data, the researcher taught the students, and asked students do reading task.

2. Implementing

In this step, the researcher taught the material by using *self-questioning strategy* with the lesson plan and the materials prepared.

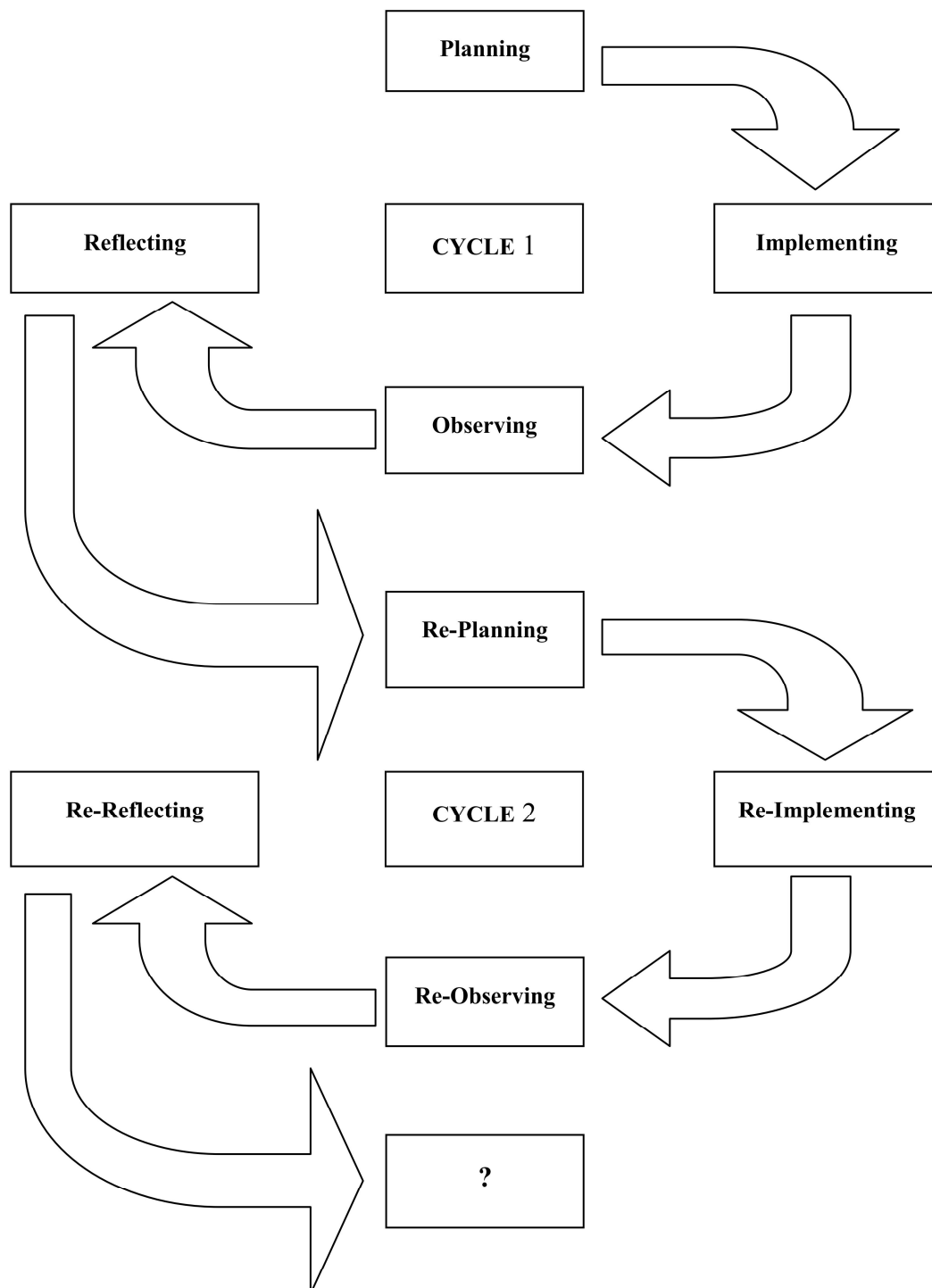
3. Observing

Observation was done by collaborator and the researcher during the teaching and learning process. The collaborator and the researcher observed students' activities and then the result of the observation was filled out in the observation sheet.

4. Reflecting

Here, the collaborator and the researcher discussed about the strength and the weakness of a cycle to determine what to do in the next cycle and to determine whether or not the result of the cycle is satisfactory.

The description of the Cycle of Classroom Action Research (Arikunto, 2006: 16), can be seen as follows:



The Cycle of Classroom Action Research (Arikunto, 2006: 16)

3.5 Indicators of the Research

There were two indicators in this research: learning product and learning process.

Learning product is in form of students' reading test score while learning process

is in form of the observation report of collaborator. Then, the detail indicators are explained as follows:

a. Learning product

Self-Questioning Strategy can be used to improve students' reading comprehension if 70% of the students reach the target score of the reading test, 60. So it means that students, at least, should answer 60% of the reading test correctly.

b. Learning Process

The observation of the process of teaching was based on the lesson plan made by teacher and the real process in the classroom. It covered pre-activity, while-activity and post-activity. The target is that 80% of students are active during the process. The students involved in each activity and response teacher's instruction appropriately. Students' activity was measured through written report of the collaborator and researcher in observation sheet.

While the researcher was teaching, collaborator and the researcher herself observed the teaching and learning process in the classroom and focused on the participation and the involvement of students in the activity.

3.6 Instrument of the Research

There were two instruments of the research going to be employed in this classroom action research. They are as follows:

1. Reading test

Reading test is the product of the teaching and learning process. The result of this test is considered as the data of students' reading comprehension's improvement. The test was valid and reliable. It has been tried out and it was a good reflection of what had been taught and of the knowledge which the teacher wants the students to know, the writer compared it with a table of specification. If the table represented the materials that the writer wanted to test, then it was considered to be a valid test. To measure the coefficient of the reliability between odd and even group, this research will use Pearson Product Moment Formula (Arikunto, 1997: 69). To find out the reliability of the test is very high, that is 0.8 according to the standard of reliability from Arikunto (1998: 260).

2. Observation sheet

The observation sheet would be filled out by collaborator and researcher during the process of teaching and learning. The collaborator and researcher took a note on students' activities and the process of the teaching and learning in the classroom reflected on pre-activity, while-activity, and post-activity. The making of the observation sheet was based on the procedure in *self-questioning strategy* as written in lesson plan so that it fulfilled the requirement of content validity. The observation sheet was used to determine whether or not students are active in class and whether or not the next cycle is needed to be done.

Table1. Table of Specification of the Observation Sheet

No.	Activities	Objectives
1.	Pre-Activities <ul style="list-style-type: none"> • Interested in the opening of the class. • Responding to the teacher's questions about the topic enthusiastically. 	<ul style="list-style-type: none"> • To make students interested in the lesson. • To build clarity of what is going to be learnt.
2.	While-Activities <ul style="list-style-type: none"> • Following teacher's instruction to work in group. • Following teacher's modeling enthusiastically. • Actively involved in the discussion of the tasks in group. • Recording the presented difficult words in worksheet actively. • Answering questions of reading test in group. • Checking together the answers of the questions with teacher. 	<ul style="list-style-type: none"> • To make students work freer and enable fast learner help slow learners. • To give clarity of the stages going to do in the lesson. • To build students' understanding to the vocabulary. • To build long term acquisition of the vocabulary learnt. • To test whether students' vocabulary mastery relate to reading comprehension. • To check students' mastery in the lesson.

Adapted from Haggard (1982) and Ruddell, M.R., & Shearer, B.A. (2002)

3.7 Data Analysis

In analyzing the data, the researcher classified the data into two categories: the data of the learning product and the data of the learning process. The data of the learning product is the result of the reading test and the data of learning process is the result of the observation.

The data analysis was done after the data are collected from every cycle (1st, 2nd, ...). After getting the data the researcher together with the teacher analysed the data and did reflection based on them. From the analysis and reflection, the researcher would know what should be improved on the next cycle.

Data analysis is the process of organizing the data in order to gain regularly of the pattern and form of the research. The term interpretation can be defined as a procedure of giving meaning on the result of analytic process. Data analysis is done to create understanding of the data and after following the certain procedure result of the study that can be presented by the researcher to readers (Setiyadi, 2006).

In analyzing and interpreting the data, the first step that was done by the researcher is making abstraction of all collected data. After conducting the research, the researcher made an abstraction of all data collected. Then, the researcher selected the data related to the research problem. Then, the researcher arranged all data collected by classifying the data. In this case, the researcher classified the data into two categories: the data in learning product and the data in learning process, they are observation and writing task. When the researcher got the data, the researcher tried to interpret all collected data from each cycle. And based on the analysis and reflection of each cycle, the researcher would decide whether there would be the next cycle or not.

1. Learning Product

To know the learning product, the researcher used writing test by asking the students to comprehend narrative text made by the group of students to collect the data. There is the indicator used to analyze the data gained from the test: at least 70% of students' scores can reach 60 or more for the test, it is assumed that *self-questioning strategy* improving Students' Reading Skill is

applicable. To know the percentage of students' who get ≥ 60 , the following formula is used:

$$\frac{\text{Number of students who get } \geq 60}{\text{Total number of students}} \times 100$$

2. Learning Process

In this learning process, observation was done both to the teacher and the students by the observer during the teaching learning process by observing the whole activities in the class and by filling the observation sheets. The observation was done to know the students' activity and the teacher's activity during the teaching learning process based on the problems faced by the teacher.

The indicator that was used to analyze the learning process of the students and the teacher is: 80% or more of students were actively involved in teaching and learning activities when *self-questioning strategy* used in Improving Students' Reading Skill is being implemented, it means the target is fulfilled. If more than 80% of students were actively involved in teaching and learning activities, it can be categorized as a good level. If the teacher got score 80 in his teaching performance, it means she can teach the students writing very well by *self-questioning strategy*. So, if the teacher can reach the target, it means that the teacher's teaching performance is good.

And one of the indicators above was not achieved in the first cycle, the researcher applied the next cycle. According to result of this research in cycle 1 there were 17 students (42.5%) who gained score ≥ 60 , thus, she conducted

cycle 2, and there were 33 students (82.50%) who gained score ≥ 60 it means the indicator is achieved. To get data from the learning process, the researcher used observation sheets. The results of the observation sheets were analysed after every cycle have already been conducted.