

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

1. Classroom Action Research (CAR)

This research used the Classroom Action Research method, which is research conducted to find a practical knowledge base to improve the situation which is carried out on a limited basis in the classroom. The researcher wants to know what are the students' weaknesses in reading English, so they can find ways to improve students' reading comprehension.

Classroom Action Research is research conducted by teachers in the classroom that focuses on the learning process as well as a tool to solve problems that arise in the classroom. According to Purohman (2018:2) CAR is how teachers organized their learning practice condition, and learn from their own experiences. Classroom Action Research is research conducted by the teacher in observing learning activities in the form of actions that appear in the classroom which aims to improve classroom learning practices by taking several actions such as investigation or reflection.

2. Procedure of Classroom Action Research

The procedures in research are needed because they function to find out the steps in conducting research. In this research, the researcher used classroom action research. Implementation of classroom action research includes several steps. This research used the model development by Kemmis and McTaggart cited in Burns (2009:8). Classroom action research can be seen in the illustration below:

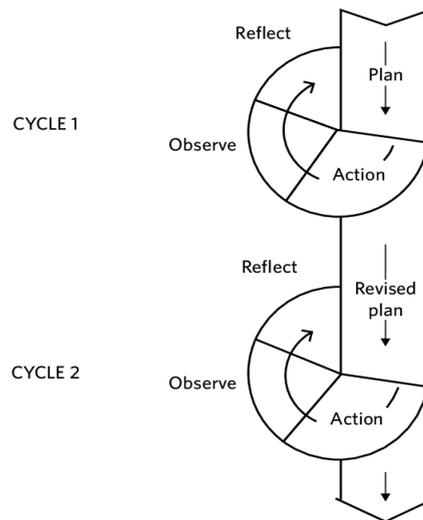


Figure 3.1. Cycling process of Classroom Action Research (CAR) according to Kemmis and McTaggart in Burns (2009:9)

Based on the figure above, the procedures of classroom action research are explained below:

1. First Cycle

a. Plan

The plan is the first step of action research. This stage is the activity of researchers in planning all the resources needed to conduct research, especially the object under study. Learning Implementation Plan (RPP). Learning facilities (media and learning resources), including data collection instruments and measures of success.

In addition, the researcher will prepare a test that has been validated by the validator to measure students' reading achievement in first cycle. The test contains 25 items, each item containing the main idea, specific information, vocabulary, references, and conclusions.

From this explanation, it can be concluded that in this phase the researcher prepares everything that will be needed in the teaching and learning process by using the Snowball Throwing Technique which is applying in the classroom to improve students' reading comprehension.

b. Action

Action is the implementation of a plan that has been prepared by the previous researcher. This stage is to carry out the planned learning activities. For example, researcher carry out activities in pre-activities, initial activities, core activities, and final learning activities. The actions taken must be in accordance with what has been determined at the planning stage to improve students' reading comprehension. In this stage, the collaborator observe class activities, including teacher and student performance.

In the process of teaching and learning researcher as teacher began to open classes and check student attendance. Before the researcher starts the material, the researcher will motivate students and ask students to review their knowledge. Then the researcher told the students what they would learn and explained the material using the Snowball Throwing Technique.

After that the researcher will continue the steps by giving instructions to students to make 4 groups consisting of 5 people in each group. Researcher provide descriptive text. The researcher will ask students to read together and after that ask each group to make 1 random question regarding main ideas, specific information, conclusions, references, and vocabulary in context.

Then, the researcher will give time to students to discuss with their respective groups. If the group has discussed and made 1 question, then the question will be notified to the group leader and submitted to the researcher. After that the researcher asked the group leader to come forward and apply the Snowball Throwing Technique and the groups that had received questions from other groups immediately returned to their respective groups. After that the researcher asked them to discuss again to answer the questions that had been obtained. The last step is the researcher asks the group leader to

read the answers from the results of each group discussion in front of the class.

The last step is the researcher and students discussed together about the answers that had been submitted by the group leader so that students understood to find main ideas, specific information, vocabulary, conclusions, and references in the context of the material for tourist attractions.

Then, the researcher and students discussed together about the answers that had been reported by each group leader so that the students understood to find main ideas, specific information, inferences, references and vocabulary in the context of historical building materials.

Finally, for the next meeting the researcher gave a reading test which consisted of 25 multiple choice questions. After giving the test, the researcher made a correction to the test and the researcher closed the first cycle.

c. Observation

Observation is the third phase in classroom action research, in this phase the activities carried out are collecting data from various incidents encountered during the learning process. For example observing student behavior in learning in terms of affective, cognitive, psychomotor aspects, as well as observing teacher behavior during class learning, and so on. In this research, researcher used observation sheets and field notes to determine class conditions during the teaching and learning process. Each observation result will be recorded by the researcher to be used as data that can be analyzed at the next reflection stage.

In addition, in this phase, the researcher was helped by a collaborator to observe any problems faced by students and teachers in the teaching and learning process. Here the researcher acts as a teacher and uses the Snowball Throwing Technique in the learning process and

the researcher was helped by collaborator, namely the English teacher, to fill out the observation checklist sheet and fill out field notes to obtain the data needed in this research.

This observation stage aimed to observe the entire teaching and learning process in the classroom. The data that has been collected during the lesson would become evidence in this research in the form of student scores, results of observation sheets, and field notes consisting of teacher performance, student responses, and class atmosphere. This would be analyzed by the researcher and English teacher as collaborator in the next step, whether the results of the tool are satisfactory or not.

d. Reflection

Reflection is an action in conducting data analysis, such as analyzing the results of observations or the results of other data collection processes used by researcher. In this phase, the researcher will reflect, evaluate, and describe the effect of the action to understand what has happened and to understand the problem that has been explored more clearly.

In the first cycle the researcher and collaborator discussed the activities that occurred when the researcher applied the Snowball Throwing Technique during the learning process. This is to prepare for the next cycle. Researcher and teachers collaborated to evaluate and describe results based on student scores, observation checklists and field notes during the teaching and learning process using the Snowball Throwing Technique. It is used to see whether the implementation was successful or not.

Based on data taken from student scores, checklist observations and field notes, it was shown that the first cycle was unsatisfactory, because the first cycle did not experience a significant increase. This shows that there are still many students who are confused in the teaching and learning process using the Snowball Throwing

Technique. Then there were also some students who could not work together in groups, were busy alone, and disturbed friends in other groups. In addition, the class atmosphere was also noisy, causing the teacher to lose control of the class.

From this explanation, the researcher must proceed by making some improvements and revising the plan. In this cycle students still look confused in the learning process, and the quality of the learning process is still not satisfactory. For the next cycle, the teacher must explain more about strategies so that students pay attention to the teacher and make students more active in learning in class.

2. Second Cycle

a. Revised Plan

In the second cycle, researcher and teacher revised the lesson plans, teaching styles, and instruments. The researcher also prepared everything that would be needed in the teaching and learning process using the Snowball Throwing Technique and prepared data collection tools such as observation checklist sheets, field notes, and the second cycle of tests to get results in this cycle.

b. Action

In this second cycle, the researcher made several modifications in the teaching and learning process, namely the researcher as a teacher began to open the class and check student attendance, and before the researcher started learning, the researcher motivated students, gave them time to ask questions, and discussed the material that had been explained, and reviewing student knowledge based on learning in the previous cycle. Then the researcher explained the material and discussed students' problems in the first cycle.

After that the researcher gave instructions to students to make 4 groups consisting of 5 people in each group. Then the researcher gave a descriptive text and the researcher asked the students to read

together. Afterward the researcher asked each group of students to make 1 random question related to the main idea, specific information, conclusions, references, and vocabulary in the context of the tourist spot material.

In this cycle the researcher gives more time for them to analyze descriptive text and answer questions.

Then, the researcher gave time to the students to discuss with their respective groups. Groups that have discussed and made questions, then the questions are notified to the group leader and submitted to the researcher. Then the researcher asked the group leader to come forward and apply the Snowball Throwing Technique and the groups that had received questions from other groups immediately returned to their respective groups.

Afterward the researcher asked them to discuss again to answer the questions that had been obtained.

While students were discussing, the researcher continued to handle the class by walking to each group. Most of the students were active in expressing their opinions to discuss the correct answers. The final step is the researcher asks the group leader to read the report or answer in front of the class.

Last, the researcher and students discussed together about the answers that had been reported by the group leader so that students understood to find main ideas, specific information, vocabulary, conclusions, and references in the context of the material for tourist attractions.

Finally, for the next meeting the researcher gave a reading test which consisted of 25 multiple choice questions. After giving the test, the researcher made a correction to the test and the researcher closed the second cycle.

c. Observation

In this phase the researcher observed the entire teaching and learning process in class to collect data and information. In the action phase, the researcher used a checklist observation sheet, field notes as a data collection tool and a reading test. In this phase the researcher was also assisted by an English teacher as a collaborator to fill out the observation checklist sheet and fill out field notes to obtain the data needed for this research.

d. Reflection

In the reflection phase, researcher and collaborator reflected on what had been implemented and carried out in the second cycle. Based on data taken from student scores, observation sheets, and field notes in this cycle the data showed satisfactory progress, because in the second cycle it showed a significant increase after using the Snowball Throwing Technique. So it can be concluded that using the Snowball Throwing Technique can help students to improve students' reading comprehension in this cycle. The researcher and the English teacher as collaborator decided to stop the treatment in this cycle.

Because most of the students have shown improvement in their results and behavior in the learning process. Students can understand the text well.

This research was conducted in two cycles. In the first cycle there was no increase in reading comprehension so the researcher decided to continue to the next cycle. In the second cycle, data showed an increase in students' reading comprehension taken from observation sheets, field notes, and also reading tests. It shows good progress in their exams and behavior during the learning process. It was be pride for researcher to be able to help with problems in the tenth grade of SMA PGRI 3 Tayan Hulu, I hope this research will be useful for students and become a good experience in learning to read.

B. Research Subject

The subjects in this study were students of class X SMA PGRI 3 Tayan Hulu. This class consists of 20 students. Researcher conducted this research based on pre-observation. At the time of pre-observation, the researcher had taught in the classroom and saw that students had difficulty in reading comprehension, especially in identifying the main ideas of learning, specific information from the text, references, and conclusions from the text, therefore it needed an effective and efficient method to improve understanding. Student reading. Therefore, researcher are interested in finding solutions to improve reading comprehension by using the Snowball Throwing Technique.

C. Technique of Data Collection

In completing the data, the researcher used qualitative and quantitative data. Qualitative data consist of observation, while quantitative data consist of measurement.

a. Observation Technique

The researcher used the observation technique to get data. Mania, (2008:221) stated that observation is a method that is carried out by conducting systematic observations and recordings of the phenomena that are the object of observation. Observation is an activity of a process or object with the intention of feeling and then understanding knowledge about a phenomenon based on previously known knowledge and ideas, to obtain the information needed to continue a research. Observation can serve as a technique to verify information provided face-to-face. In this research, the observation technique will be used to investigate and observe classroom conditions.

b. Measurement technique

In this research, the researcher used measurement techniques to collect quantitative data. Papadimitriou et al (2012:63) stated that measurements are used in procedures that have “measurements” (quantity to be measured) as inputs, control variables, and outputs that represent

“measurement results”. Measurement is the process of assigning a number or an attempt to obtain a numerical description of a level at which a student has achieved certain characteristics. The measurement technique in this research is a reading test which is used to measure the mean score and to determine the improvement in students’ reading comprehension in English.

D. Tools of Data Collection

Tools are needed in research because they are complementary to collecting data, besides that the tool is also an instrument used to collect during observations and measurements. For the observation technique, the tool used is an observation checklist and field notes. While measurement technique used is the reading test.

a. Observation Checklist

An observation checklist is a list of things an observer will see when observing a class. The observation checklist not only provides the observer with a structure and framework for observation but also serves as a contract of understanding with the teacher, as well as for obtaining specific feedback on aspects of the classroom. In this research, the researcher made an observation checklist based on the teacher’s performance when carrying out the teaching process, class conditions, and student performance during the learning process.

b. Field Note

Field notes are records of field activities during the research period. Field notes are also very useful in research, namely as an intermediary tool in collecting data seen, heard, and felt by the researcher during the research period. Field notes used by the researcher to make it easier to make short research notes based on what they see or observe in the field.

c. Reading Test

The reading test is a series of questions based on the content of the reading text that aims to assess how well the coverage of reading

comprehension in English is. The test is also an assessment method designed and carried out to students at a certain time and place and under conditions that meet certain clear requirements. The test used to assess the improvement of students' reading comprehension during the study. The reading test given after the Snowball Throwing Technique is applied in class and the test given In the form of multiple choice consisting of 25 test items. Then the next step, the researcher will give a score to the students.

E. Technique of Data Analysis

After the data is collected, the researcher analyze the data using qualitative and quantitative data. Qualitative data would obtain from the observation checklist and field notes. Next, the researcher would obtain quantitative data from the reading test.

a. Qualitative Data

Qualitative data is data that cannot be presented in the form of numbers or numerals. According to Graue (2015:8), qualitative data is a process of the description, classification, and interconnection of phenomena with the researcher concepts. Qualitative data is a type of non-numeric data that cannot be processed in the form of numbers. This data generally can only be observed and recorded to produce information. In this research, there are three steps for qualitative data analysis according to Miles et al (2014:31) as follows:

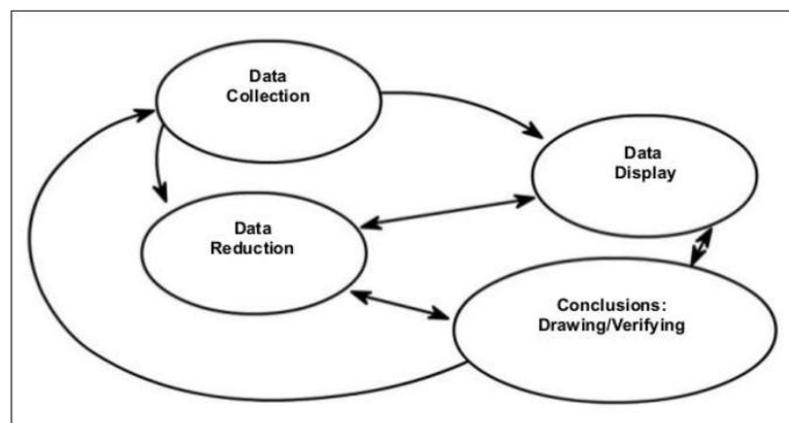


Figure 3.2: The Components of Qualitative Data Analysis Miles et al
(2014:31)

a) Data Reduction

Data reduction is the first step in analyzing data in qualitative analysis. Data reduction is the selection of the main things, focusing on the important things, looking for patterns and themes, and discarding what is not needed. So that the data that has been reduced will provide a clear picture and make it easier for researcher to carry out further data collection. In this case, the researcher would reduce the data find in observation checklist and field note based on what the researcher' need to answer the research problem to make it easier for the researcher to draw a conclusion.

b) Data Display

After reducing the data, the next step is data display. Data display is an organized and compressed collection of information that allows drawing conclusions and actions. In addition, data presentation is also a process of displaying data simply in the form of words, sentences, narratives, tables, matrices, and graphs with the intention that the data collected by the researcher becomes the basis for making appropriate conclusions. In this research, the researcher presented the data by compiling a short description or narrative text based on the results of data reduction.

c) Conclusion Drawing/Verification

Verification conclusion drawing is the last part that comes from data reduction and data presentation which contains temporary conclusions but will change if no strong evidence is found to support the next stage of data collection. In this step, the researcher would conclude and describe the research after reducing and displaying the data based on the data that will be find.

b. Quantitative Data

Quantitative data is defined as data values in the form of counts or numbers where each data set has a numeric value. This data is measurable information that can be used for mathematical calculations and statistical analysis. Quantitative data is also used to answer questions such as “How much?” and “How often?”, which means this data can be verified and evaluated easily using mathematical techniques. Quantitative data analysis is a systematic process of both collecting and evaluating measurable and verifiable data Ali (2021:3). In quantitative data, the researcher uses two types of scoring, which are individual scores and mean scores used to measure the students’ reading comprehension by using snowball throwing technique. The researcher analyze the data by using the following formula:

a) Individual Score

Individual score is used by the researcher to find out the individual score of the students’ reading skills by using Snowball Throwing Technique. The formula for individual score is as follow:

$$X = \frac{A}{N} \times 100$$

Note :

X : The individual’s score

A : The number of correct items

N : The total number of test items

100 : Maximun score

Taken from Cohen et al (2009: 423)

b) Mean Score

After calculating the students' individual scores, the next step is the researcher calculates the students' average scores using the following formula:

$$X = \frac{\sum X}{\sum N}$$

Note:

X = average value (average)

$\sum X$ = number of grades of all students

$\sum N$ = total number of students

Taken from Arikunto (2009:287)

To classify the students' scores, the researcher provided the criteria of students' reading skill as follows:

Table 3.1
The Classification of Range Score

Range Score	Classification
80-100	Excellent
70-79	Good
50-69	Average
0-49	Poor

Taken from Ary et al (2010:108-109)

