

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research requires that a particular approach or method be used to obtain needed data and information. This method will be used to answer the information collected by researcher. Classroom action research method is as used. The method used in this study is Classroom Action Research (CAR). Classroom action research is an activity to improve the practice of learning on the learning activities from the problems that arise in the learning situation.

Bogdan & Biklen (1992:223) explain that action research is a systematic collection of information designed to bring about social change. Moreover, (Cameron-Jones: 1983) defines action research as research conducted by practitioners with the intention of enhancing their professional practice and understanding it better. In line with that Allwright and Bailey (1991: 2) stated that the research center is in the classroom, and only tries to investigate what actually happens in the classroom. It treats class interaction as the only object worthy of investigation.

Hadley (2003: iii) explains that classroom action research is a systematic teacher inquiry process. All contributors to this collection follow the same action research cycle. In the introduction to each chapter, there is a description of the teaching environment in which the action research takes place. The project-specific focus, where the observation of a problem or the realization of a need for greater insight, is broadened.

It can be summarized that classroom action research is a study systematically conducted by teacher or researcher in teaching and learning environment to solve educational problems or to change things related to educational implementation to be better. Classroom action research is designed to give opportunities to the every participants, it is intended to improving the practicing on experience of education. The participants are student, teacher,

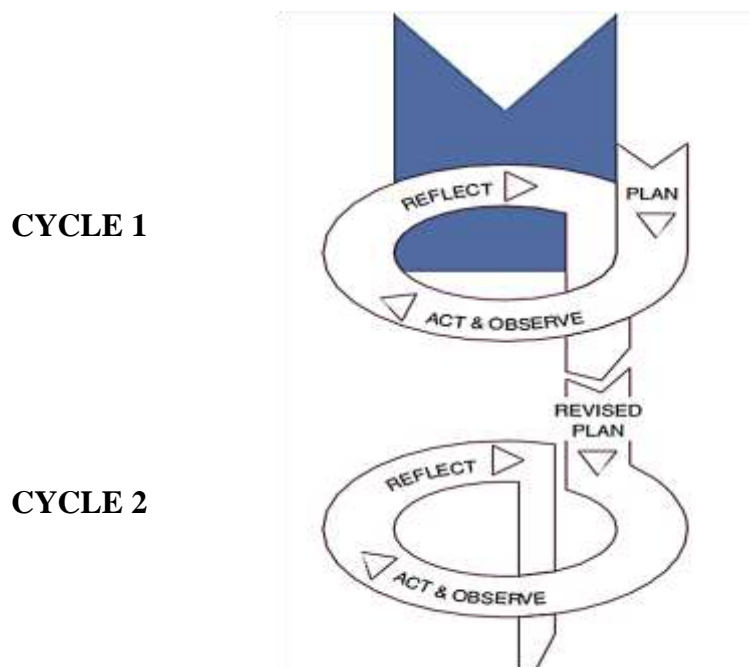
and the researcher. The student is the participant who will be object toward the teaching strategy. The researcher conducts the research.

B. The Procedure of Classroom Action Research

Classroom Action Research can be defined as a research that find the answer the solve the problem found and make improvement on any plousible settings. It can replace superficial coverage with depth of knowledge. And it can generate data to measure the effects of various programs and methods on student and staff learning. According to Kemmis and McTaggart 1988 in Burns (1999: 33), action research accours throught a dynamic and complementary process, which consists of four essential ‘moment’ : of planning, action, observation and reflection.

Classroom action research in four stages including plan, action, observe, and reflect describe as follows:

The cycle form Classroom Action Research:



(Adapted from Kemmis & McTaggart, 1988, in Burns, 2010:9)

Fig. 3.1: cyclical Action Research model

The procedure of doing classroom action research was describes as follow:

1. First cycle (Thursday, 17 november 2022)

a. Plann

At this phase the researcher full with the some preparation. The first, researcher had to give the students a point of the study, before implemented cooperative script method. In made a plan, the researcher prepared the lesson plan which was as the steps for doing acting in the classroom. The teaching materials chosen by the researcher was about Descriptive text. The researcher prepared the teaching and the instruments that needed to implement teaching reading comprehension by using cooperative script. The researcher also prepared the observation sheet for the collaborator, it were the observation sheet table and field note.

From those explanations, it can be concluded that in this phase, the researcher prepared everything that would be needed in the teaching and learning process during the Cooperative Script Method applied in the class to teach reading comprehension of descriptive text and which the aim to improved students reading comprehension.

b. Action

In this step the teacher and researcher, collaborated to conduct Classroom Action Research in the acting phase. The researcher teaches the student by implementing the teaching strategy was prepared in planning and lesson plan, the collaborator observes the process of class activities, including teacher performance and students' performance.

In first, the teacher greet the students, gave motivation asked the students to prepared the classroom for the learning process, checked attendce list, and order the students with the neat or polite seat position. The teacher explained the material as well as possible, such as the teacher explained what does reading comprehension, explained the five aspect of reading comprehension, introduced the Cooperative Script Method and explained how to make summary from the text.

In the first cycle the teacher explained the step in Cooperative Script used the descriptive text "Candi Borobudur" story. The teacher also gave the time for asked something about what did explained, after that go on by giving practiced into a group pair. But, the researcher as observer found some students who did not pay attention to the teacher instruction. Then, after giving the instruction, the teacher directed to follow step in Cooperative Script method, the teacher gave the text asked the students made summary, and then after students finished made a summary the students divided as a speaker and as a listener. This was the first time for the students known this method, they looked a few confused about what that had do. Then, however there were some students/group who actively did their task, but there were also some students/groups who still did not actively, and the teacher keep giving the explanation for the group were still has the problem. In the last, the researcher gave a reading comprehension test in multiple choices form, the test consists of 20 items.

c. Observe

In these steps, the researcher worked with collaborator to observe the research by using observation sheet and field note also make a certain note it covered the teacher performance, student's response, and classroom atmosphere. And also researcher collected the observation checklist and fiels note as the result of the study. Observe together what was happened in the teaching learning process when the teacher taught students' reading comprehension by using cooperative script method at VIII A class students' of SMP N 10 SUNGAI KAKAP.

The observed time stated in the beginning until the ending of the learning process, and it was not known by the students if they actions were observed by the observer, when the teacher gave the treatment, the observer seat beside the teacher to filled the observation checklist and field note.

d. Reflect phase

So then, it can be concluded that in this cycle, the Cooperative Script method still could not improve the students' reading comprehension. The students were still looked confuse in the learning process, and the quality of teaching process still satisfied yet.

At this reflective stage, researchers are discussing with colleagues to evaluate the flaws and advantages of the action already taken whether the cycle is successful, what is less than expected, will thus be the model to design and improve in preparing for action in the next cycle.

2. Second cycle (Thursday, 1 december 2022)

a. Planning

The researcher had gotten some information from the first cycle. The activity in this phase of this second was revised the lesson plan, teaching style and prepared the material for the students which the aim was still to improved their good achievement of attitude and score in reading comprehension.

In second cycle, the researcher started by revised the lesson plan, choose a popular story, designed the material in the power point from as well as possible, prepared the new sheet of the researcher. The researcher also prepared an observation checklist and field note used by collaborator to observe students' activity in the teaching learning process.

b. Acting

At this stage the researcher writes the purpose of learning to motivate students in the learning process. Next, the researcher implements the installation of reading and explains the material to students, next involve the students to be more active in the learning process by reading a descriptive text. During learning the process, the researcher explains how to make a summary of the text and teach students how to identify main idea, text structure, vocabulary, summarizing. After students read and make summaries of the text, students more understand make a summary and answer questions from

the text. The researcher then and the students discuss the results together. At the end of activity researchers are dropping the lesson.

c. Observing

At this stage the observation must be carried out by the researcher and the teaching and learning process of the teacher in this study. Researchers observe every activity that occurs in class and monitor students. Observation results will be discussed in the observation checklist and field notes.

d. Reflecting

In the learning process after taught by the Cooperative Script Method, and it was no need to continue to the next cycle. In this reflection the researcher can get the description for conclusion if the Cooperative Script Method was the effective method in teaching reading comprehension of descriptive text. It was not only improved in students' score only, but also in students' behaviours in teaching learning process.

This research is done in two cycles. In the first cycle, look that no significant improvement students still have a lot problems, and teachers also have little problems in classes and students controlled. But finally on the second cycle they demonstrate a significant improvement taken from the observation review list, field notes and understanding reading test, as in their attitude, their personal scores in the test and their average scores have satisfied improvement, then in the previous cycle. It's a pride for researchers who can help students on the problem at VIII e, hoping it will be of use to them and always remember by them.

C. Subject of Research

To help researcher easily in conducted this researcher, selected students should be taken as the subject of this research, the researcher chooses and selected on class of SMP N 10 Sungai Kakap in academic year 2022/2023, namely VIII A. The subject taken the eighth grade students of SMP N 10 Sungai Kakap, and students the class consisted of 24 students.

The reason, why the researcher chose this class as the subject of this research it caused based on the researcher pre-observation in the classroom and interview some students and the teacher showed that the students of this class had some problem in reading comprehension of descriptive text especially in identified the main idea, text structure, vocabulary, and summarizing of the text. In addition from the observation of class climate, the class VIII A was not really active, lack of students' understanding of the method or learning of English that has been taught by the teacher.

D. Techniques & Tools for Collecting Data

1. Technique of data collecting

The appropriate method of data collecting is very important to gain the objective of this research. The researcher observation and measurement method. In this research, the researcher observation class condition or climate such as activities, the researcher pays attention to the students' performance carefully in order to notice things that have a connection with the research focus. The observation is done by using the observation sheet and field note as guidance to notice the classroom's activities by using Cooperative Script. Meanwhile, the measurement method will be done by the conducted test that is reading test, to know the students' progress of students reading comprehension achievement in every cycle.

2. Tools for collecting data

A tool for gathering data in this study is observation checklist, field notes, and reading tests. An explanation tool for data collecting is tool of data collecting used in this research are:

a. Observation Checklist

The observation checklist is often useful to ask some organizing questions in order to clarify the purpose of the observation. According to Ary et al (2010:217) checklist presents a list of the behaviour that are to be observed and the observer then checklist whether each behaviour is presented or absent. With this tool, the collaborator is going to observe

the teacher's and the student's activity and behavior during the teaching-learning in the classroom, the observation started from the beginning to the end of the teaching-learning process. The observation checklist itself consisted of the students' activity in every step of teaching-learning process by using Cooperative Script. The researcher observed the student's attention, interest, and enthusiasm while the teaching-learning happen, the student's activity while doing their discussion, and work in individual and groups was also observed by the researcher. Based on the criteria in the observation checklist, when the students do or do not do the criteria on the lists of observation sheet, the collaborator marked it with check.

b. Field Note

Field notes refer to qualitative notes recorded by scientists or researchers in the course of field research, during or after their observation of a specific phenomenon they are studying. Hopkins (2008: 105) says that field notes can be insofar as observations focus on a particular aspect of one's teaching or classroom behavior and are ongoing. On the other hand, they can reflect the general impression of the class, its climate or incidental events.

Field note refers to transcribe notes of written account derived from data collected during observations. It is used to describe about the real condition in classroom when teaching learning process is running. The description includes describing the setting and situation of classroom during teaching learning process.

c. Reading Test

Its main purpose is to provide students with the opportunity to develop an understanding of their own level of skill or knowledge, (Sweeny & Brown), in Burns (2010: 170). Assessment is meant here is a test given to students to measure their abilities and understanding of the material. In assessing students' reading comprehension, the researcher used the multiple choices questions which consist of A, B, C, and D

answer choices There are of 20 questions. The questions will be given at the end of each cycle. This test will use to investigate how far the students understand the material being taught.

E. Technique Of Data Analysis

In this research, to analyze the data which is conducted from the observation sheet, field note, and reading test. For the observation, sheet and field note the researcher as qualitative data. Reading test is quantitative data.

The method of analysis will be explained as follows:

1. Qualitative Data

The qualitative data was obtained from the observation sheet and Field Note for the qualitative data analysis. Miles and Huber man (1994: 174) suggest that qualitative data analysis consists of three procedures:

a. Data reduction.

It refers to the process by which you can get a lot of qualitative data, field notes, and checklists of observations. Reduced and regulated, for example coding, writing summaries, removing relevant data and so on.

b. Display data.

To draw conclusions from masses of data, Miles and Huber man suggest that good presentation of data, in the form of tables, charts, networks, and other graphic formats is essential. This is an ongoing process, not just one that has to be done at the end of data collection.

c. Drawing conclusions/verification.

Your analysis should enable you to begin to develop conclusions regarding your study. These initial conclusions can then be verified, i.e. their validity is checked through reference to existing field notes or further data collection

2. Quantitative Data

The researcher will use the quantitative data in the form of reading test that will be classified based on reading test that gave by researcher to

students. In analyzing students score in reading test. The researcher calculated students' individual score by using the following formula.

$$X = \frac{\sum s}{Max} \times 100$$

Note :

X = individual score

$\sum s$ = sum of student' score

Max = maximum

To compute the class performance, the researcher used the formula of the mean score. All individual scores sum and divided by the number of students in the class.

$$M = \frac{EX}{N}$$

Note:

M = mean score

EX = The total of students score

N =The number of students

(Adopted from Heaton. 1998: 176)

Table 3.1: The Table of Students' Score Specification

Criteria	Level of Mastery
90-100	Excellent
80-90	Good
70-79	Adequate
60-69	Inadequate
<60	Unacceptable

Adapted from Brown (2004:287)