CHAPTER III

RESEARCH METHODOLOGY

A. RESEARCH DESIGN

Given the research problem, the most suitable approach to be employed is the Classroom Action Research (CAR) method. The selection of Classroom Action Research stems from its ability to give thorough attention to the teaching and learning process. According to Bogdan & Biklen (1992), action research involves the systematic collection of information to bring about social change. Additionally, Cameron-Jones (1983) defines action research as a research approach undertaken by practitioners or teachers to enhance their professional practice and gain better comprehension thereof.

Furthermore, as stated by Khasinah (2013), Classroom Action Research is a method adopted by teachers to enhance student learning by determining the most effective strategies in their classrooms. The practical relevance of the findings takes precedence over their statistical or theoretical significance. Kemmis & McTaggart (1992) also affirm that Classroom Action Research is a research design that encompasses a cyclic process involving planning, action, observation, and reflection within the classroom setting. The CAR model typically consists of multiple cycles of action and reflection, fostering ongoing improvement in instructional practices.

From the above explanation, it can be comprehended that classroom action research is a research method that involves several cyclical processes, namely planning, action, observation, and reflection within the classroom. Its main objectives are to enhance a teacher's professional practice and improve student learning.

B. RESEARCH SETTING

1. Place

This classroom action research was conducted with class XI IPS 2 students of SMAN 2 Sungai Kakap for the 2022/2023 academic year which

is located at Jalan Primer 1, Jeruju Besar, Sungai Kakap District, Kubu Raya Regency.

2. Time

This research was carried out by researchers starting on May 3 2023 and ending on May 9 2023. An explanation of the research implementation schedule in detail will be described in the table below:

Tabel 3.1 Details of the Research Schedule

Cycle	Day/Date	Meeting
Cycle 1	Wednesday,May 3rd2023	Meeting 1
	Thursday,May 4th 2023	Meeting 2 & Test 1
Cycle 2	Monday,May 8th 2023	Meeting 1
	Tuesday,May 9th2023	Meeting 2 & Test 2

C. SUBJECT OF THE RESEARCH

In this classroom action research the research subjects were class XI students of SMAN 2 Sungai Kakap in the 2022/2023 academic year. The researcher took class XI IPS 2 as the subject of this study because most of the students in that class had problems understanding the contents of the reading text. They seem difficult to understand the text well. The subjects of this study were students of class XI IPS 2, totaling 29 students.

D. RESEARCH PROCEDURE

Classroom Action Research is conducted through cycles and designed in four steps. Kemmis and Taggart in Siti Khasinah (2013) state that research begins with planning an action. Then the plan is implemented in the form of classroom action and the action is then observed. Reflection is carried out to analyze the data obtained during action. The following is the Classroom Action Research procedure that will be carried out by researcher in the classroom:

1. Cycle 1

a. Planning

In the planning stage, the researcher and classroom teacher will collaborate closely to define the research topic, establish the study goals,

and create a comprehensive action plan. This could entail choosing the right reading materials to be produced using Canva, creating the instructional exercises, and establishing the research timeline.

b. Acting

The classroom intervention will be put into practice during the action phase. Canva will be introduced as an additional reading resource to help children with their reading skills by the researcher and the classroom teacher. This might entail using Canva to create reading materials, incorporating it into reading classes, and helping students use it for reading activities.

c. Observing

During the observation phase, the researcher and the classroom teacher will methodically compile information on the reading proficiency of the kids. To obtain information on variables like reading comprehension, vocabulary, and fluency, this may entail using exams, observations, and student work samples. To determine whether Canva is beneficial in enhancing kids' reading abilities, data will be gathered both during and after the intervention.

d. Reflecting

The researcher and the teacher will examine the data gathered during the observation phase, think back on the success of the intervention, and pinpoint areas for improvement during the reflection phase. The intervention strategy may need to be modified in light of the results for additional cycles of action and reflection.

e. Data Analyzing

Data gathered during the observation period will be analyzed using descriptive and qualitative methods. Data will be studied to find patterns and trends in students' reading performance as well as to assess how well Canva works as an additional reading resource for enhancing kids' reading abilities.

2. Cycle 2

If the revision is needed in cycle 1, it was revised and continued in cycle 2.

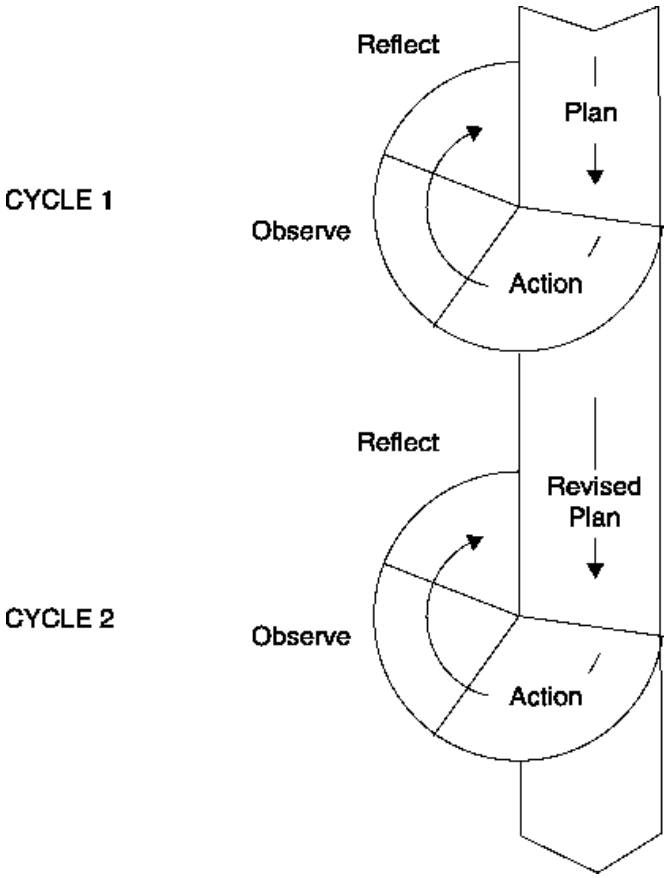

Figure 3.1 Classroom Action Research Model
(Kemmis & McTaggart, 1992)

E. TECHNIQUE AND TOOLS OF DATA COLLECTION

1. Technique of Data Collection

The data collection process includes more than just gathering information. This section discusses how the researcher will collect data from the participants. In collecting data, the researcher will use several techniques such as: observation technique and measurement technique.

a. Observation Technique

As mentioned in Sugiyono (2019), the observational method involves a comprehensive process encompassing various biological and psychological aspects. Additionally, Sidiq & Choiri (2019) define observation as a systematic process of perceiving, examining, and meticulously recording behavior for a specific purpose. Drawing from the insights of these experts, it can be deduced that observation entails the act of closely examining and researching both biological and psychological aspects of an object. Subsequently, the acquired data is accurately and comprehensively recorded.

b. Measurement Technique

According to Arikunto, et al. (2004), measurement refers to the act of comparing something with a specific unit of measurement to assign it a quantitative value. Furthermore, Arikunto, et al. (2004) affirm that measurement involves comparing an object with a designated unit of measurement to convert it into a numerical representation. Building upon the understandings presented by these experts, it can be concluded that measurement is the process of evaluating something by quantifying it with a designated unit of measurement. This measurement method is employed to assess the progress of students' reading skills through the use of the Canva media.

2. Tools of Data Collection

In order to perform research, one needs a tool or equipment. The tools a researcher uses to gather data are called research instruments. Where

precise data is needed, this is crucial. The researcher will gather data for this study using an observation sheet, a field note, and a test.

a. Observation Sheet

In order to ensure that the information gathered is accurate and accountable, observation is a task that is carried out to supervise, review, and research an object like specific occurrences and activities. Sutrisno Hadi, who is cited in Sugiyono (2019), claims that observation is a complex process made up of a number of biological and psychological processes. Widoyoko (2014) furthered this point by stating that observation can be seen as the methodical observation and recording of the components that manifest as a symptom on the research object. These outward manifestations serve as information that must be accurately observed and accurately recorded.

Furthermore, according to the above experts' understanding, it can be said that observation is the activity of watching, reviewing, and researching both biological and psychological processes toward an object, after which the information collected is accurately and completely documented. Results of observations can be used to describe the real world, as well as to explain an occurrence that can be checked for validity and speculation based on reliable and objective principles.

Therefore, an observation sheet will be used by the researcher in this study as a tool to aid in data collection. The researcher will use these observation sheets to help gather data on how the classroom environment when teaching and presenting material to the eleventh-grade students of SMAN 2 Sungai Kakap.

b. Field Notes

The activities of the students in class are documented using field notes throughout the teaching and learning process. Field notes are in-depth notes written down during observations and interviews for qualitative research. Herdiyanto & Tobing (2016) claim that field notes

can be analyzed as data is being gathered for overall analysis or further data gathering.

Furthermore, they make it simpler to record notes on the outcomes of participant-driven observations and interviews. During classroom observations of student activities related to the English teaching and learning process utilizing Canva, the researcher will use field notes to take thorough notes for this study.

c. Test

According to Sudjana (2014), test consist of questions that are provided to students and their responses are recorded orally (oral tests), in writing (composed exams), or through specific actions (activity tests). Additionally, according to Arifin (2016), the test is a method for conducting measuring activities in which students are asked to complete a range of questions or a list of tasks to gauge various facets of their behavior.

From the preceding explanation, it can be inferred that the test is a tool for evaluating student achievement outcomes that takes the shape of questions, either in the form of oral tests, written tests, or tests in a sort of activity where students are required to finish different kinds of questions.

In this study, the researcher use assessments to gauge students' reading proficiency and cognitive learning outcomes as well as to obtain quantitative data. The 20 multiple-choice questions on the tests that will be utilized in this study are all related to the topics that will be covered in the research.

F. TECHNIQUE OF DATA ANALYSIS

Noeng Muhadjir defines data analysis as "an effort to systematically search and organize records of observations, interviews, and others to improve the researcher's understanding of the case under study and present it as findings for others" in Ahmad Rijali (2018). Bogdan's perspective appears to be supported by Sugiono's definition of data analysis, which reads as follows:

"Data analysis is the process of systematically searching and organizing interview transcripts, field notes, and other materials that will be collected to improve understanding of them and enable researchers to present what researchers have found to others" (Sugiono, 2007: 427).

1. **Quantitative Data**

The quantitative data in this study was collected through multiple-choice tests consisting of 20 questions. These tests were administered at the end of Cycle 1 and Cycle 2. In Cycle 2, the final test results were obtained to measure the students' reading abilities after the implementation of Canva media in the English teaching and learning process. The researcher analyzed the data by calculating the individual scores of each student from the tests conducted in each cycle and determining the mean score for each cycle.

a. Students Individual Score

$$\boldsymbol{X = \frac{A}{N} \text{ x } 100}$$

Where:

$\boldsymbol{X}$	:	Individual Score
$\boldsymbol{A}$	:	The students' right answer
$\boldsymbol{N}$	:	The Total Number of Test

b. Mean Calculation

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

Where:

$\boldsymbol{M}$	:	The Mean Score
$\boldsymbol{\sum X}$	:	Total Score of students
$\boldsymbol{N}$	:	The Number of Students

c. The Classification

To find out the improvement in students' reading skills after using Canva as a media to support the English learning process, the researcher

adapted the classification of students' range scores from Ary, et al. (2010) as shown in the table below.

Table 3.2 The Classification of Range Score

Total Score	*Qualification*
80 – 100	Excellent
70 – 79	Good
50 – 69	Average
0 – 49	Poor

Adapted from Ary et.al (2010)

2. **Qualitative Data**

Qualitative data emphasizes aspects of in-depth understanding of a phenomenon with the assumption that every phenomenon must have a pattern that can be revealed. This type of research uses more in-depth analysis techniques, namely examining phenomena on a case-by-case basis because qualitative methodology believes that the nature of one phenomenon will be different from the nature of other phenomena. This form of research adopts an inductive-style research perspective, focuses on individual meaning, and interprets the complexity of the problem (adapted from Creswell, 2012). According to Milles and Huberman (1992) there are 3 steps in collecting qualitative data which are as follows:

a. Data Reduction

The method of selecting, emphasizing simplification, abstracting from, and transforming the crude data that arises from field notes that are written down is known as data reduction. Data for a qualitative research project are being continuously compressed.

b. Data Display

Data display is described as a structured collection of facts from which judgments can be made and actions can be taken by Miles &

Huberman. They contend that a strong qualitative investigation must include more effective visual representations, such as various matrices, graphs, networks, and charts.

c. Conclusion Drawing

Drawing conclusions is a full configuration's activity, claim Miles & Huberman. Additionally, results were validated all throughout the investigation. The researcher's (analyst's) views while he writes, a review of the field notes, or writing, a review of the field notes can all serve as quick and easy forms of verification. At this point, the researcher will draw a conclusion and provide evidence by searching for the meaning symptoms gleaned from the study's object. The previously categorised data will be used by the researcher to conclude.

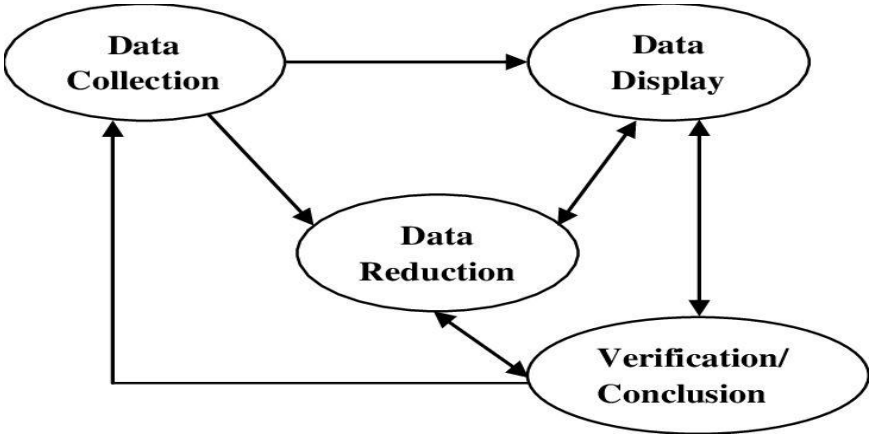

Figure 3.2 Schematic of Interactive Data Analysis Model

(Milles and Huberman Model, 1992:20)