

CHAPTER III

RESEARCH METEDEOLOGY

A. Forms and Types of Research

This type of research is classroom action research that seeks to improve students' ability to understand very simple descriptive texts using media images. According to Subyantoro (2009:8-9), this type of research is CAR (Class Action Research). CAR as a form of reflective research of action implementers. things done to improve The reasons for their actions in the course of their mission deepen Understand the actions taken and correct them Under practical learning conditions. Classroom Action Research is carried out in four stages, namely planning, implementing action, observing, reflecting. Collective Action Research (CAR) is a part of teacher and lecturer action research in class (action research) (School and University), where he teaches aims to improve and improve the quality and quantity of the learning process in the classroom.

Classroom action research is a scientific activity that includes action research in the classroom:

1. Research is an activity using observed objects rules for methods of obtaining useful data or information improving the quality of things that are interesting and important to society researcher.
2. Action is a movement of activities that are carried out consciously has a specific research objective in the form of a series of cycles activity.
3. Class is a group of students who receive the same education Suharsimi, Arikunto (2006:2-3) states that Action Research Class (CAR) is an examination of learning activities in the form of an action, which is deliberately raised and occurs in a scene class simultaneously.

B. Research Subject

This research was carried out in class X of SMAN 1 Sukadana, Sukadana District, North Kayong Regency, 2023/2024 academic year. The subjects of this research were class XD, totaling 23 people. Based on initial observations and teaching practices, researchers found that students had problems in reading comprehension. The understanding faced by students in understanding reading texts is especially in identifying the main idea, supporting details, conclusions and vocabulary in context well.

C. Research Settings

This research setting includes:

1. Research Place

Actions This research was conducted at SMA Negeri 1 Sukadana, Sukadana District, North Kayong Regency specifically for class X students. Especially class X D, which consisted of 35 people. The location was chosen because the place where the author had done an internship there made it easy to do research.

2. Research Time

This research was conducted to improve learning in the even semester of the 2022/2023 academic year. The research plan is to be carried out in two cycles, namely on May 29 until completion. However, if in cycle 1 the student has reached the target that the researcher intends, then the researcher would use only one cycle, and vice versa.

D. Procedures And Action Plans

This research was carried out in accordance with a model research design that began with preliminary actions and then continued with planning, action, observation, and reflection. The research was conducted in 2 cycles. If the results of the evaluation in cycle I are still incomplete, improvements would be made in cycle II. The stages of the research are as follows.

1. Introduction

Preliminary actions carried out before the implementation of the cycle, include:

- 1) requesting permission from the school principal to conduct research at SMA N 1 Sukadana, Sukadana District, Kayong Utara Regency,

- 2) conducting interviews with the homeroom teacher of class X regarding his experience when giving material to read descriptive texts to students of class X,
- 3) make observations,
- 4) determine the research schedule,

After making observations, data was obtained in the form of student test results to measure students' ability to read and the constraints faced by the teacher during the learning process. All data obtained from the preliminary action is used to prepare for the next cycle.

b. Cycle implementation

First Cycle (1)

1. Planning lessons that would be applied
2. Determine the subject matter
3. Prepare learning resources
4. Prepare the observation format
5. Implement actions that refer to the learning module
6. Make observations using the observation format
7. Evaluate the actions that have been taken
8. Evaluation of actions 1
9. Reflection

Second Cycle (2)

The procedure for the second cycle and so on is basically the same as the first cycle, except that in the second cycle, improvements are made to the deficiencies in the first cycle in terms of planning and implementation of actions, which are known from the results of observing the activities that have been analyzed, as well as for the next cycle.

c. Implementation

Activities for this phase are in preparation. All you need to do collective action research is the preparation of teachers as researchers and preparation of students as researchers of research topics, learning materials and media. More details of these activities are as follows:

- a. Prepare a mature learning device.
- b. Create a pleasant classroom atmosphere.

- c. Motivating students to study seriously but not forced for the purpose of interpretation study.
 - d. Provide blank paper for writing instruments.
 - e. Manage classes so that students do not feel discriminated against.
 - f. Students follow the instructions to complete the task give.
 - g. All activities take place in face-to-face learning conventional.
- d. Observations

The implementation of the observation involves many parties, including teachers, researchers, and colleagues. Observations during the implementation of the learning process based on researchers. What the observer must observe is what students do during the activity. The learning process takes place and the learning process can take place according to the teaching plan. for further analysis observations were made to determine the activities of students, teachers and the learning process.

- e. Reflection

All observations, student evaluations and interview are analyzed, explained, and conclusions drawn during the reflection phase. The purpose of reflection is to determine the success or failure of the process of learning to write poetry using image media. The researchers and observers analyzed the results of the actions during cycles I and II to consider whether further cycles were needed.

E. Data Collection Techniques and Tools

1. Data Collection Techniques

The data collection techniques that researchers would use include qualitative and quantitative data. Qualitative data was collected based on the teaching and learning process situation. Meanwhile, quantitative data is collected based on student scores after being given a test. In obtaining data, data collection techniques used observation techniques and field notes as qualitative data and reading ability tests as quantitative data.

a. Observation Technique

Observation techniques are the main technique for collecting data in classroom action research. According to Burns (1999: 80), observation is the mainstay of action

research. Observation techniques are investigations of phenomena that occur naturally. Observation is where researchers record behavior, interactions or events that are occurring. The researcher's qualitative data would be taken from information about what happens with the application of image guidance media. This activity is a process of recording and collecting data. The researcher made observations during the application of the image instruction media. The main point that would be observed in this step is student activity.

b. Measurement Techniques

In this research, researchers used measurement techniques to collect quantitative data. As Koshey (2005:86) said, quantitative data can be measured and represented by numbers. With this measurement technique, researchers use knowledge about students' reading comprehension by giving tests to determine how well students' reading comprehension has improved. Quantitative data is the achievement of 23 students as research subjects in improving their reading comprehension. The achievement is expressed in a score, ranging from 0 to 100. Students' achievement in English reading comprehension is collected by giving them a test.

2. Tools of Data Collection

a. Observation checklist

Observation technique is a data collection technique by observing the research object. In this study involved 2 observers, including teachers and researchers. The observation process is carried out by referring to the observation guidelines that have been prepared. Students' activities and attention were observed to obtain qualitative data, namely about how much the learning process of writing poetry using media images can affect student activities and whether the activities carried out by the teacher are in accordance with the lesson plan.

b. Field notes

Field notes are writing field notes (when conducting observations/interviews) in detail from qualitative research. The benefits of fieldnotes are that it makes it easier to write notes on participatory observation results, write interview results quickly, can

be used for analysis during data collection for the benefit of further data collection or overall analysis (Herdiyanto & Tobing, 2016).

Field notes contain notes on activities, how people behave and analyze, what is said in conversation, where people position themselves with other people, their comings and goings, physical gestures, subjective responses to what is observed, and all the details and observations important for make a thorough informant observation report (Mack, 2005).

In this study the researcher used field notes for the data collection technique, this was used by the researcher to make it easier to make short research notes based on what was seen or observed in the field.

c. Reading Test

The test technique is used to determine students' reading ability after learning to read using media images. The form of the test used is a multiple choice test, this test would be carried out twice where a pre-test and post-test are carried out where students are asked to understand descriptive text based on pictures on the evaluation sheet.

To measure reading comprehension, according to Abidin (2010, p. 27) the process of measuring one's reading comprehension can be used the following formula:

$$\text{Value} = \frac{\Sigma \text{ Score Obtained}}{\text{Maximun Score}} \times 100$$

Whereas "quantitative data analysis uses percentage descriptive statistics to analyze data relating to students' reading comprehension skills using a graded scale with the criteria always, often, rarely, and never or very well, good, enough, not enough" (Sugiyono, 2014, p. 93).

Based on the students score the percentage range and qualifications were used to see whether the students has fail poor,fail,good and very good .

No	Range	Criteria
1	86 - 100	Very Good
2	76 - 85	Good
3	56 - 65	Fair
4	10 - 55	Poor

Source: Nurgiyantoro 2010,p. 253

F. Performance Indicator

This research is said to be successful if it fulfills several criteria indicators of success, including:

1. The CIRC and PBL model steps have been implemented
2. There is an increase in reading comprehension skills seen from student learning outcomes from cycle I to cycle II.
3. The ability to read comprehension individually has exceeded the KKM that has been determined by the school is 75, and class is said to have completed his study (classical completeness) if in the class there are $\geq 85\%$ of students who have completed their studies. Depdikbud (in Trianto, 2010: 241).