

CHAPTER III

RESEARCH METHODOLOGY

A. The Method of Research

The present study employs the Classroom Action Research methodology, which is based on research aimed at identifying the real body of knowledge needed to enhance a restricted classroom environment. Researchers employ this method to raise the standard of instruction. Researchers are interested in learning about the reading comprehension difficulties that students face to develop strategies to help them. Classroom Action Research (CAR) is closely related to the problems of daily learning practices faced by teachers. Classroom Action Research (CAR) is a form of reflective research by taking certain actions to improve or improve learning practice in the classroom more professionally (Suyanto, 1997) in (Mahmud & Priatna, 2008).

According to Riadi (2019) Classroom Action Research (CAR) is a form of research that occurs in the classroom in the form of certain actions carried out to improve the teaching and learning process to improve better learning outcomes than before. As previously mentioned, classroom action research (CAR) is the methodical investigation of diverse actions conducted by teachers in the capacity of researchers. These actions range from preparation to actual evaluation of teaching and learning activities in the classroom to enhance learning environments.

B. Research Setting

1. Place

This CAR was carried out on January 10th, 2024 on class VIII students at SMP Muhammadiyah 2 Pontianak in the academic year 2023/2024. The school is located on JL. Dr. SUTOMO Gg. KARYA 1, SUNGAI BANGKONG, Kec. Pontianak Kota, Kota Pontianak Prov. Kalimantan Barat.

2. Time

This research was conducted by the researcher starting on January 10, 2024 until January 18, 2024. Detailed explanation of the research implementation schedule will be explained in the table below:

Table 3.1 Table Detail of the research schedule

Cycle	Day/Date	Meeting
Cycle I	Wednesday, January 10, 2024	Meeting 1
	Thursday, January 11, 2024	Meeting 2 & Test 1
Cycle II	Wednesday, January 17, 2024	Meeting 3
	Thursday, January 18, 2024	Meeting 4 & Test 2

C. The CAR Procedures

In carrying out CAR, the researcher carries out four steps, namely planning, acting, observing, and reflecting. As Kemmis and McTaggart argue in Burn (2010) "four components in one cycle in carrying out classroom action research. It consists of planning, action, observation, and reflection". Therefore, researcher use Kemmis and McTaggart's research procedure in Burn (2010). CAR can be seen in the illustration below:

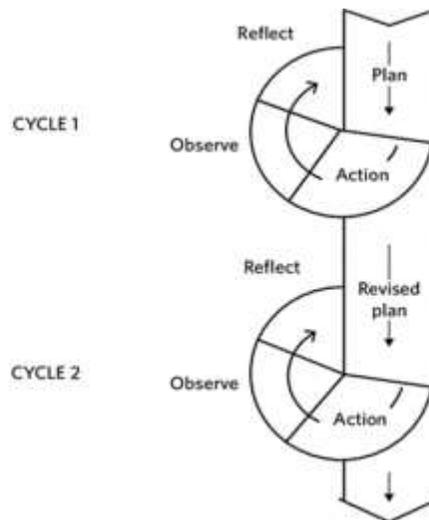


Figure 3.1 Cycling Process of Classroom Action Research (CAR)

Kemmis and Taggart in Burn (2010)

Based on the figure above, the class action research procedure is described below:

1. Plan

Activities in the planning stage, in cycles 1 and 2, did not have significant differences. Here, the researcher prepared a lesson plan to assist the teacher in the teaching and learning process. Based on the lesson plan, the researcher also prepared the materials to be taught related to the topic.

The definition of recount text became the subject matter of the learning materials taught in cycles I and II. Furthermore, the researcher prepared learning resources needed for students to learn reading comprehension skills, including finding the main idea, information, and vocabulary, as well as identifying, referring, and drawing conclusions from the text. One of these resources was the reading material about the text that students had to read.

In addition, researcher also prepared observation checklist as a tool to observe the learning process in the classroom and reading comprehension tests to assess students' reading comprehension at the end of the lesson and cycle.

From the explanation, it can be concluded that in this phase, the researcher prepares everything needed to support teacher and students in the teaching and learning process as long as the SQ3R technique is applied in the classroom to teach reading comprehension in relate texts. Things that will also be prepared by researcher, such as lesson plans, learning media, learning resources and other tools needed in the classroom.

2. Action

1) Cycle 1

a) Meeting 1 (Wednesday, 10 January 2024)

In this first meeting, learning began at 07.00 to 08.20 WIB. There were 20 students present at this meeting and all of them were present. The indicators or aspects developed in students' reading comprehension are finding information, finding the main idea, vocabulary, making conclusions and identifying references. The stages of the procedure for using the SQ3R technique at this meeting began with reviewing the reading to be read by looking at the title, subtitle, and summary at the beginning and end and paying attention to keywords and prominent paragraphs. Followed by making questions based on the information that has been obtained at the survey stage. Then read

systematically and focus on answering the questions posed by identifying the main concepts and important information.

After that, repeat the answers to the questions that have been asked by rereading the material to test understanding. Finally, review the reading and check the answers to the questions. Ensure a thorough understanding of the material and identify areas that may require more attention or in-depth understanding. The focus of the material at this meeting is the definition of Recount Text, Generic Structure, types, and linguistic characteristics of explanatory text. Followed by an exercise that contains the text material that has been presented.

b) Meeting 2 (Thursday, 11 January 2024)

In this second meeting, learning began at 07.00 to 08.20 WIB. There were 19 students present at this meeting and 1 student was absent. The indicators or aspects developed in students' writing skills are finding information, finding the main idea, vocabulary, making conclusions, and identifying references. The stages of the procedure for using the SQ3R technique at this meeting began with a thorough explanation of the recount text material, after which each student individually identified the recount text by applying the SQ3R technique. The focus of the material at this meeting is Recount Text, namely the structure, type, purpose, and linguistic characteristics of explanatory text. Then, students are given a test related to the text material that has been presented.

2) Cycle 2

a) Meeting 1 (Wednesday, 17 January 2024)

In this first meeting, learning began at 07.00 to 08.20 WIB. There were 20 students who attended this meeting and all of them were present. The indicators or aspects developed in reading comprehension are finding information, finding the main idea, vocabulary, making conclusions, and identifying references. The stages of the procedure for using the SQ3R technique at this meeting began with providing stimulation in the form of explaining the material in detail, followed by providing examples of material

and explaining the material containing recount text, after which each student identified the recount text. The focus of the material at this meeting is recount text, namely the structure, type, and linguistic characteristics of recount text. The exercises given contain the text material that has been presented.

b) Meeting 2 (Thursday, 18 January 2024)

In this second meeting, learning began at 07.00 to 08.20 WIB. There were 20 students present at this meeting and all of them were present. The indicators or aspects developed in reading comprehension are finding information, finding the main idea, vocabulary, making conclusions, and identifying references. The stages of the procedure for using the SQ3R technique at this meeting began with providing material in the form of recount text, followed by a thorough explanation of the recount text material, after which each student individually identified the recount text. The focus of the material at this meeting is recount text, namely the structure, type, purpose, and linguistic characteristics of explanatory text. Then students are given a test containing the text material that has been presented

3. Observation

During the teaching and learning activities in both Cycle I and Cycle II, an observation of significant improvement in students' reading comprehension was noted. This improvement can be attributed to the systematic procedure that creates an effective and conducive teaching and learning process, enhancing the efficiency of students' learning. The technique encourages students to be more active in reading activities, directs them directly to the implicit and explicit main ideas in the text, facilitates students in summarizing the content in their own words, enables students to discover implicit and explicit information from the text, and enhances students' reading comprehension and ability to master the content. Therefore, the SQ3R technique proves to be an efficient learning technique, providing a positive impact on students' reading comprehension.

4. Reflect

After analyzing the results of each cycle, data was collected from field notes and reading comprehension tests. Then teacher and researcher discuss and analyze the

data. The results of the two data collection tools, namely the conservation sheet and reading comprehension test in cycle 1 are not satisfactory, namely field notes show that the application of the SQ3R technique cannot be understood by students, students are still confused and difficult to follow the steps in this technique, then from the results of student reading comprehension tests have not shown any improvement, namely some students still get low scores. Based on the results of cycle 1, teacher and researcher continue to plan the next action in cycle 2. Then researcher and teacher stopped the study in cycle 2 because the success indicators had been achieved by students. Data from field notes show that students have understood the steps in the strategy and then from students' reading comprehension has improved, where many students have achieved standard grades.

5. Subject of Research

Based on the preobservations of researcher at SMP Muhammadiyah 2 Pontianak, researcher conducted interviews with English teacher, he explained that eighth grade students had difficulty in reading comprehension.

English subject teacher say that students find it difficult to find information, find main ideas, guess vocabulary, and identify references and conclusions. To confirm the problem, researcher came to the classroom and observed the class during the teaching and learning process. The observations showed that students had difficulty in understanding the text. From the results of pre-observation, researcher try to find the right technique to solve the problems faced by teacher and students. The technique is SQ3RCLASSROOM.

Finally, it was decided that the subject of this study was the eighth-grade students of SMP Muhammadiyah 2 Pontianak, a total of 20 students, consisting of 14 boys and 6 girls.

6. Technique and Tools of Collecting Data

Data was very important to achieve the aim of this research. There are some techniques to collect the data. In this case, the researcher will collect the data through:

a. Technique of collecting data

1) Observation Technique

In this study, the researcher used observation techniques to collect data on student behaviour during the teaching and learning process. This is supported by Mackey & Gass (2015) which states that "The observation technique is a useful way to collect in-depth information about phenomena such as types of language, activities, interactions, instructions, and events that occur in a second or foreign language classroom".

In observation, researcher use observation checklist and field note this tool is used by researcher and collaborator in every meeting to observe the implementation of the SQ3R technique in the classroom.

2) Measurement Technique

According to Blerkom (2009) measurement is the process of assigning numbers (or labels) that are meaningful to a person or thing other than the extent to which they have characteristics.

Here the measurement technique used by the reseacher to know about students reading comprehension in recount text after gave a test. The reading comprehension test constructed based on indicator in lesson plan. The test gave at the end of each cycle to get the cycle's result.

b. Tool of collecting data

In this study there were three types of tools to collect data. For observation, researchers used observation checklists and field notes. For measurement, the researcher used a reading test. The data collection tools will be explained as follows:

1) Observation Checklist

An observation checklist is a list of things an observer will see when observing a class. This list can be made by an observer or a teacher or both. According to Ong, et al., (2017), observation checklists can be used to facilitate useful observations in a number of ways. In addition to providing the observer with a structure and framework for observation, observational checklists can also serve as a contract of understanding with the teacher, which may result in more convenient

observations and specific feedback on aspects of the classroom. In this study, the researchers developed an observation checklist based on the teacher's performance in initiating and carrying out the teaching and learning process, the students' performance during the teaching and learning process, and the classroom conditions.

2) Field Note

In research when making observations, field notes are also very useful for researchers as an intermediary tool that researchers see, hear, and feel in the context of data collection. Kawulich cited in Deggs & Hernandez (2018) explains that field notes serve as a record of observed activities or ceremonies and informal discussions from the field. This is to facilitate the writing of reports, as the data obtained is easily forgotten by the researcher. Field notes should be descriptive, date and time, and record basic information such as where the information was obtained, who was present, the physical setting of the environment, social interactions, activities that took place, etc.

3) Reading Test

A test in simple terms is a technique of measuring a person's ability, knowledge, or performance in a given domain (Brown & Abeywickrama, 2004).

The reading comprehension test conducted to measure the students' reading comprehension. For students' exercise in the end of the lesson the teacher gave 5 questions in form of multiple choice, the students asked to find the correct answer based on 5 indicators of reading comprehension by marking the correct answer.

The test given aims to determine students' understanding of the material that has been learned. While the cycle tests given at the end of cycle 1 and cycle 2 tests given in the form of multiple-choice tests consisting of 20 questions per test. The test was conducted by finding the correct answer based on 5 reading comprehension indicators, namely finding information, main idea, guessing vocabulary in

context, identifying references, and identifying conclusions. The cycle test was conducted to measure students' achievement in reading comprehension in each cycle whether it had improved or not.

7. Technique of Data Analysis

In data analysis, researcher analyze data from both qualitative data and quantitative data. In analyzing the data researcher uses observation checklists, field notes, and reading exercises. Observation checklists and field notes are used as qualitative data. Reading exercises are quantitative data. Determined as follows:

a. Qualitative Data

Qualitative data is a type of data used to explain or describe information in a narrative rather than a numerical manner. Goodrick & Rogers (2015) explain that qualitative data analysis often involves sorting data into categories and labeling categories. Qualitative data is a type of non-numerical data that cannot be processed in the form of numbers. In this study, there are three steps for qualitative data analysis according to Miles & Huberman (1994) "data reduction, data presentation and conclusion drawing and verification are processes that are commonly used and very important in analyzing qualitative data".

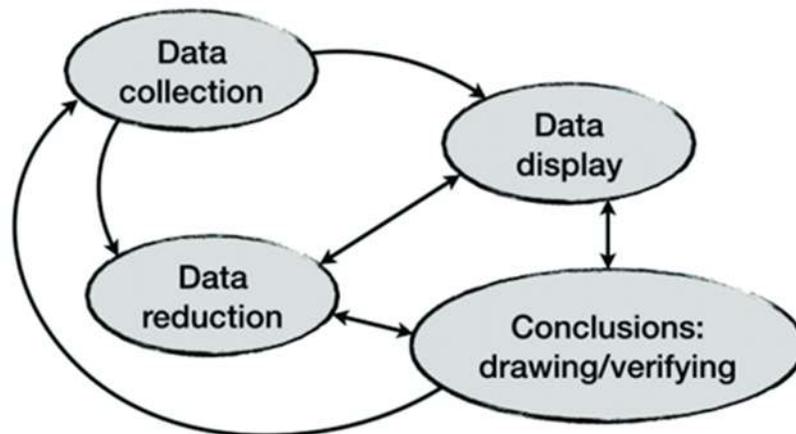


Figure 3.2 The Components of Qualitative Data Analysis
Miles and Huberman (1994)

- a. Data Reduction: is the process of selecting, focusing, simplifying, separating, and changing the form of data on field notes to conclude.

- b. Data Display: is the process of organizing information into available, accessible, and integrated forms, so that readers can more easily see something that is happening based on the exposure of the data.
- c. Conclusion drawing or verification: a process of combining information for decision-making and verification to ensure that the hypothesis is correct or has a rational justification.

In addition, to analyze the results of field notes, the researcher describes each incident during the teaching process including the results of field notes that record each event that is not listed on the observation checklist. The description of these results is outlined in the explanation of the results at each research meeting. In other words, each section of CAR is broken down based on the results of observation checklists and field notes. With this data analysis, the researcher can describe the actual situation during the implementation of SQ3R in the classroom.

b. Quantitative Data

According to Sitoyo & Sodik (2015), quantitative research is defined as research that uses a lot of numbers, starting from the process of data collection, data analysis, and data appearance. In quantitative data, researcher use two types of assessments, namely individual scores and average scores that will be use to measure students' reading ability through reading tests. The researcher will analyze the data using the following formula:

1) Individual Score

To analyze students' individual scores, the researcher uses the following formula:

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

Notes:

X : The student's individual score

A : The student's total score
N : The total number of scoring items

Adapted from Cohen (2007: 423)

2) Mean

After the researcher calculates the student's individual grade, the researcher calculates the student's average score using the following formula:

$$M = \frac{\Sigma X}{N}$$

Notes:

M : The students mean score of students

ΣX : Sum of students score

N : Number of score student

Adapted from Singh (2006: 286)

3) Classification

To assess the improvement of students' writing skills after using the diary as a supporting medium in the English learning process, the researcher adapted the classification of students' score range from Ary, Jacobs, & Sorensen, (2010) as seen 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)