CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

Research methodology is an important thing used by researcher to achieve the desired goals. By using a research methodology the researcher used conducted this research appropriately, accurately, and quickly. In this study, the researcher used classroom action research. Classroom action research is research conducted in a class to find out the consequences of actions applied to research subjects in that class. This study uses the Kemmis and McTaggart cited in Burn (2009:8) model which consists of planning, action, observation, and reflection. This study aims to improve the quality of the teaching and learning process. This method often collects qualitative and quantitative data.

It can be said that Classroom Action Research is needed as an action study methodology that is carried out systematically by teachers or researchers in a teaching and learning environment to solve problems through new techniques to improve learning processes and outcomes for the better.

B. Procedure of Classroom Action Research (CAR)

The procedure in doing classroom action research is very important, because it guided the researcher about what is going to conduct. There are procedures of action research that should be followed by research to conduct and Kemmis and McTaggart in Burns (2009: 8). Classroom Action research can be seen in the illustration below :
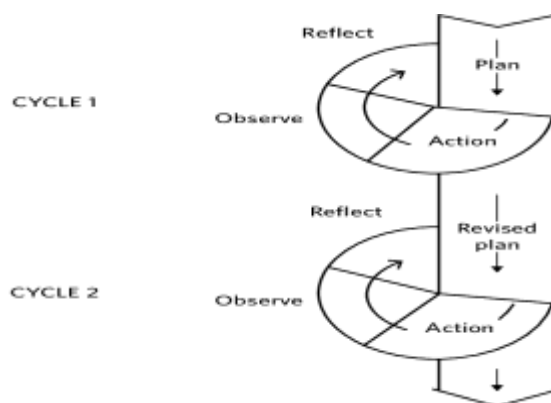
Figure 3.1 Cycling process of Classroom Action Research (CAR)

Source: Kemmis and McTaggart in Burns (2009:9)

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

1. First Cycle

a.) Plan

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 used to prepare the test that have been validated by the validator in order to measure students' reading achievement for the first cycle. The test contains 25 items which every single item contains the main idea, specific information, vocabulary, reference, and inference.

From this explanation, it can be concluded that in this phase, the researcher prepares everything that used to be needed in the teaching and learning process using powerpoint which is applied in the classroom to improve students' reading skills.

b.) Action

This stage is to carry out the planned learning activities. For example, researchers do what activities in pre-activities, initial activities, core activities, and final learning activities. Actions taken must be in accordance with what has been determined in the planning stage to improve reading skill for the student. This phase, the collaborator observed the class activities, including teacher's performance and students' performance.

In the teaching and learning process, researcher as teachers began to open classes and check student attendance. Before the researcher started the material, the researcher will motivate the students and ask the students to review their knowledge. Then, the teacher tells the students what they used to learn and explains the material using powerpoint media.

Afterward, the researcher used to continue the steps by giving the students instruction to make a small group consist of 5 for each group. the researcher displays descriptive text using powerpoint. The teacher used to ask the students to read together and after that are asked to find the main idea, specific information, inference, reference, and vocabulary in the context according to the group that has been formed. Then, the researcher used to give questions with several possible answers to the students. The researcher used to give time for students to think about answers and share ideas for each question. In the group, if the members have answered the question, the members tell the answer to the recorder. After members tell the answer, they discuss the correct answer. When students agree that one of their answers is correct, the recorder writes down the answer. Then, the recorder reports the answers to the teacher. The last step is the teacher asking the recorder to read the report in front of the class.

Then, the teacher and the students were discussed together about the answer which had been reported by the recorder in order to make

students understand to find main idea, supporting detail, inference and vocabulary in context.

Finally, for the next meeting the teacher gave the reading test. It consisted of 25 questions in multiple choice. After giving them test, the teacher made correction of the test and the researcher closed the first cycle.

c.) Observation

Observation was the third phase in classroom action research. This phase, where the researcher monitoring and evaluation the teaching learning process and collect the data from the result in action stage. As Skirrett (2005: 79) states that observation activity including monitoring and evaluation. The researcher used the field note and observation checklist to know the condition of class when teaching learning process.

During the implementation of this technique, the researcher was helped by the collaborator in order to observe every single problems faced by the students and the teacher in teaching learning process. Here the researcher acted as a teacher and used powerpoint media in learning process. In this phase to collect the data the researcher used observation checklist and field note as a tool of collecting data the researcher was helped by the English teacher as the collaborator to fill the observation checklist and the observer to fill the field note to get the data which was needed for this research.

This phase aimed to observe the whole teaching learning process in the classroom. The data was collected that would be the evidences in this research such as the students' score, the result of observation checklist and field note consist of the teacher performance, students' respond and the classroom atmosphere. It would be analyzed by the researcher and English teacher as the collaborator on the next step wheter the result of both tools were satisfied or not.

d.) Reflection

The researcher reflected all of activities that had been done in action phase, and to know the result of each cycle. As Skirrett (2005: 79) states that reflection on the results of the evaluation, which usually leads to a revised or totally new plan and the continuation of the action research process in a second cycle, then a third and so on. If the data shown that there was no improvement. The researcher revised the plan such as lesson plan, steps, and media that were used until the students improve their attitude and reading score.

In reflecting phase, the researcher and the teacher collaborated to evaluate and describe the result based on the students' score, observation checklist and field note during teaching learning process using powerpoint. It was used to notice whether the implementation was success or not.

Based on the data was taken from students' score, observation checklist and also field note showed that the first cycle was not satisfying, because the first cycle did not get significant improvement. It showed that many students still confused during teaching learning process using powerpoint. Then there was also some students who did not work together in group. In addition the class environment also noisy, caused the teacher lose the class controlled and the teacher explain to fast.

From the explanation, the researcher must continue by doing some improvement and revising the planning. In this cycle the students were still looked confuse in the learning process, and the quality of teaching process was not still satisfied yet. For the next cycle, the teacher had to explain more about the strategy in order to make students pay attention to the teacher and should make the students much more active in learning class.

2. Second cycle

The researcher and teacher decided to continue to second cycle because the first cycle there was no improvement after learning using powerpoint.

a.) Plan

In the second cycle, the researcher and the teacher revised the lesson plan, teaching style, media, and instrument. The researcher also prepared everything that would be needed in the teaching and learning process using powerpoint. The researcher prepare the tools of collecting data such as observation checklist, field note, test second cycle and material in order to get the result in this cycle.

b.) Action

After the researcher prepared and made the plan, the researcher taught the students using powerpoint media that was prepared by the researcher in lesson plan, the researcher as the teacher and the collaborator observed the process of class activity.

This cycle, the researcher made some modified in teaching style. The researcher began the class by greeting the students, and check attendance. Before the researcher began the material, the researcher gave motivation to the students and the researcher gave the students brainstorming. After that, the researcher told the students what they learnt and explained the material. Then, the researcher discussed students' problem on the first cycle. The researcher gave the time for asking and discussing about material that had be done explained by the researcher before. Afterward, the researcher asked them to be in group which each group consist of 4-5 students. One of the students in their group was designated as the recorder. Most of students understood directly when the researcher gave the instruction.

In this cycle the researcher gave much more time for them to analyze the text and answer the questions. Students were given a text of descriptive and asked the students to find main idea, specific information,

vocabulary, inference, and reference. After all the members of group already answer the question, the members told the answer to the recorder . While the students discussed, the researcher kept handle the class by walking to every group. Most of students were active in convey the opinion for each of them to discussed the right answer.

Then, the recorder wrote down the answer which had been discussed together in group. The recorder reported the answer to the teacher. The last step was the teacher asked the recorder read the report in front of the class.

Last, the researcher and the students were discussed together about the answer which had been reported by the recorder in order to make students understand to find main idea, specific information, vocabulary, inference, and reference in context.

c.) Observation

In this phase, to observe the whole teaching learning process in the classroom in order to collect the data and information in acting phase the researcher used observation checklist, field note as the tools of collecting data and reading test. The researcher was helped by the English teacher as the collaborator to fill the observation checklist and the observer to fill field note in order to get the data which was needed for this research.

d.) Reflection

In reflecting steps, the researcher and the collaborator reflected what had been implemented and done in the second cycle. Based on data was taken from students' score, observation checklist, and field note in this cycle the data shown satisfying progress, because the second cycle showed significant improvement after using powerpoint.

Then, it can be concluded using powerpoint media can help the students to improve the students' reading skill in this cycle. The researcher and the teacher decided to stop the treatment in this cycle. Because most of students had shown improvement in their result and behavior in learning process. The students can comprehend the text well.

This research was done in two cycle. At the first cycle, it showed that there was no improvement in reading comprehension so the researcher decided to continue to the next cycle. In the second cycle the data showed the improvement of students' reading comprehension which is taken from observation checklist, field note, and also reading test. It show good progress in their test and their behavior during learning process. It was be pride for the researcher who can help the students problems in VII, hopefully this research used to be useful for the students and become a good experiences in learning reading skill.

C. Research Subject

The subject in this research was seventh grade students of SMPN 03 Sungai Kakap. This class consists of 25 students. Researcher conducted this research based on pre-observation. The researcher choose this class as the subject because the researcher found problems related to reading skills. The students in the process of reading skills have difficulty identifying learning main ideas, specific information from texts, references and inferences from texts. The students lack of vocabulary, so that they were difficult to translate the words in the sentence. When the teacher asked the students about what lesson they had learned from the text, they did not answer it well. They have difficulty in reading skill so the researcher interested to find out the solution with applying powerpoint.

D. Technique of Data Collection

In collecting data in this research, the researcher used measurement technique to collect quantitative data and observation technique to collect qualitative data.

1. Observation

The researcher used observation technique in order to get the data. According to Burn (1999: 80), observation technique is a technique that enables researcher to documents and reflect systematically upon classroom

interaction and event. The qualitative data of the research would be taken from the information in terms of what happen when using powerpoint in learning process. This activity was the process of recording and collecting data, hence the collaborator observed the activities in the classroom. The collaborator did the observation during the implementation of using powerpoint media. Observation is a data collection technique that has specific characteristics when compared to other techniques (Sugiyono, 2018:229). Observation is also not limited to people, but also other natural objects. The main points which would be observed in this step were students' and teacher's activities.

2. Measurement

In this research, the researcher used measurement technique to collect quantitative data. As Koshy (2005: 86) said that quantitative data can be measured and represent by numbers. By this measurement technique the researcher used it to know about the students' reading skill by giving the test to determine how well the improvement of students' reading comprehension. The quantitative data was the achievement of 25 students as subjects of the research in improving their reading skill. The achievement is stated in scores, ranging from 0 to 100. The achievement of the students in their English reading skill was collected by giving them test.

E. Tools of Data Collection

The researcher used reading test, observation checklist and field note as the tools of collecting data in this research. Each item would be explained as follow :

1. Observation checklist

This tool is a list of things that an observer is going to look at when observing a class. A checklist is an observation guide that contains a list of all aspects to be observed, so the researcher only needs to put a tick (√) about the observed aspects and is an effective and efficient assessment tool because the observation checklist helps teachers to focus more on making

observations and help in understanding the behaviors that make learning successful (Sanjaya, 2009: 93).

2. Fieldnotes

This tool contains the record of fact related to using powerpoint media during the teaching and learning reading skill. According to Creswell (2012: 216) fieldnotes are text (words) recorded by the researcher during an observation in qualitative study. This tool used as a means of recording facts which can not be put in the observation forms.

3. Reading test

In this research reading test was the tool to get data of students' result study. The test is a technique used in order to carry out measurement activities, in which there are various questions, or a series of tasks that must be done or answered by students. The reading test gave after the powerpoint media applied in the class. The test gave in multiple choice form that consists of 25 test items. Next step, the researcher gave score to the students.

F. Technique of Data Analysis

In technique of data analysis, the data would be analyzed based on each tools. It might be helpful to the researcher to observe every single problems faced by students and moments during the implementation the technique. The description of them is as follows:

1. Observation checklist

In this research, to analyze observation checklist the researcher would focus on making an analysis based on the data from observation checklist from each meetings. The data that have been collected by observation checklist would help the researcher to save the data. In observation checklist, there are 10 items which are divided into 2 parts, first namely teacher's side to observe the teacher's activity in teaching and the second namely students' side to observe the students' activity. The data would be explained in descriptive analysis. It means that the observation checklist

would be analyzed by describing the fact which happening during the observation. It would represent a list of the behaviors that are observed. The researcher explained descriptively.

2. **Field note**

The researcher used interactive model to analyze the data that have been collected in field note that suggest by Miles and Huberman (1994: 11) as follows:

a. Data Reduction

In this stage the researcher reduced the data. It refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field note. Then, the data was summarized, sorted, and organized. Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that final conclusion can be drawn and verified.

b. Data Display

After reducing the data, the second major flow of analysis activity will be data display. A display is an organized, compressed assembly of information that permits conclusion drawing this step. The researcher showed data simply in the form of a table or a chart.in order to make it easier for making a conclusion or to make understandable. Generally, a display is an organized, compressed assembly of information that permits conclusion drawing and action (Miles and Huberman, 1994: 11).

c. Conclusion Drawing and Verification

This is the last step in analyzing qualitative data. In this activity the researcher made a drawing/verification conclusion based on data reduction and data display. Miles and Huberman (1994:11) state that conclusion is also verified as the analysis.

3. **Reading Test**

In this research, the researcher used reading test in order to measure students' achievement. As Koshy (2005: 86) said that quantitative data can be measured and represented by numbers.

a. The students' individual score

   To analyze the quantitative data the researcher calculated the student's individual score and students' mean score in reading test by using the following formula:

$$X = \frac{A}{N} \; x \; 100$$

Note

X = Student's individual score

A = The right answer

N = The total number of the questions

Taken from Cohen (2007:423)

b. Mean score

   After the researcher calculates the individual score of students, then the researcher calculate the students' mean score using the following formula :

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

M = (∑X)/N

Note :

M = The mean score

∑X = Total score of students

N = The number of students

Cited in : Arikunto (2009:287)

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

Table 3.2

The Classification of Range Score

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

Source: Ary et al., (2010: 108-109)

The mean score would be used to calculate the students' average score after they were taught by using powerpoint media and the researcher would use mean score to know the improvement of the students in reading generally.