

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Form of Research**

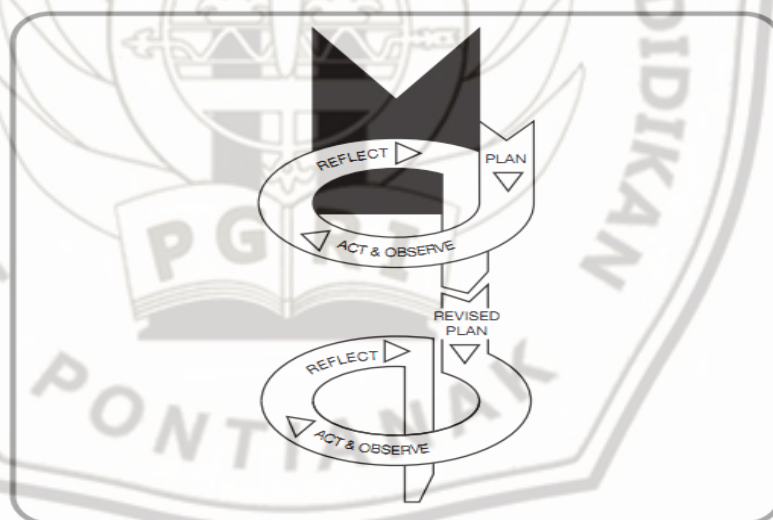
In this research, the researcher chose the classroom action research as an appropriate method for this research. It is usually CAR because this study aims to development certain instructional method to solve the problems in the classroom. It supported by Mettetal (2001:2) classroom action research (CAR) is a method of finding out what work best in your own classroom so that you can improved students learning. Action research usually takes what is often described as a cycle.

The teacher or the researcher could use classroom action research to overcome the problems or difficulties involving in teaching learning processed especially the learning problems and development lesson of teaching material. In implementing classroom action research, it is essential for everyone to know the educational reform. Nugent, et al (2012:4) said, “action research is examining one’s own practices through collaborative, inquiry, reflection, and dialogue”. In the case, the researcher tried to solve the students’ problems in reading comprehension through cooperative integrated reading and composition (CIRC) method. The researcher collaborates with an English teacher at SMA Negeri 3 Sintang.

Based on the definition above, it could be concluded that classroom action research is a research methodology was done by the teacher and the researcher to overcome the problems in teaching learning process which aims to improve classroom practice. Classroom action research is not only objective to the students' difficulties of expressing but more important is to overcome problem in teaching learning process writing recount text.

### 1. Steps of Classroom Action Research

In this Classroom Action Research (CAR), the researcher would describe the cycle through the schema, as follow:



**Figure 3.1** Action Research model based on Kemmis and McTaggart

*(1988) in Burn (2010: 9)*

Kemmis and McTaggart in Burn (2010: 9) could describe the phases of classroom action research that will be explained, as follow:

**a. First Cycle ( 1<sup>st</sup> cycle)**

1. Planning

In this phase, the researcher and the collaborator made a planning for the action. The researcher would prepare observation checklist and field notes used to record activity during teaching learning process. In addition, the researcher prepared test item which had been to measure students' achievement in reading comprehension on narrative text. Then, these meetings were implemented to help students' understand about retell their experience in a reading comprehension on narrative text. They would be get clear explanation of what narrative text. After that, these meetings the students' answer the question.

In the first cycle, the teacher gave the questions in multiple choices. Also, the researcher prepared a method that was needed in teaching learning process through cooperative integrated reading and composition (CIRC) method with aim to improvement the students' in reading comprehension on narrative text.

2. Acting

In this phase was done on February 22<sup>th</sup>, 2016. The researcher implemented teaching process based on the lesson plan had made. In this meting, the researcher gave apperception and motivation to the students. Then, the researcher began convey what materials that would like to be

learned by students. Next, the students and the teacher discussed about generic structure, the social function and types in narrative text. But, the students looked still confused when the teacher asked, “What do you think about narrative text?”

The teacher explained generic structure, the social function and types in narrative text. In this case, several of the students did not pay attention and listen when the teacher explained about narrative text. Then, some of students' made a note about generic structure, the social function and types in narrative text. Some of the students' were enthusiastic and not active who still didn't show they interest toward CIRC method and narrative text in learning process. Although, they respected to the teacher explained about CIRC method and narrative text, but importunately they were still misunderstand about it.

After that, the teacher asked about CIRC method and narrative text to the students. But, they were not active gave question or answered about it. The teacher asked them to stand in the classroom and directed to identify narrative text and made CIRC method based on the draft given by the teacher. In the presentation session, their were active in sharing role with partner. After that, the students answer the question in multiple choices. After that, the students made groups consist of five or six students every group. Next's, the teacher gave example about narrative text. Then every group made CIRC method, answer the multiple choices based on text. After that, the teacher conveyed the material for next meeting and gave greeting.

## 1. Observing

### a) Observation Checklist

Observation had done during teaching process which the collaborator filled observation checklist and field note. Based on the data was got from observation checklist table showed that in the first cycle the lesson conveyed well by the teacher, but the teacher did not monitor and control the class well while students did the reading activities through CIRC method because the teacher could not control all of the students, some of the students still felt bored when teaching learning process, the students think that comprehending the text is a difficult task to do, so they had low motivation and not interested in learning English, because of the most of students could not improve their reading comprehension through CIRC method.

Based on the data was got from observation checklist table, the researcher expected would change to the next cycle which the students more than active and enthusiastic during learning process. In conclusion, the students were not active and some of them were enthusiastic in following learning activity especially implemented CIRC method and reading comprehension on narrative text in the next cycle.

### b) Field Note

There were things observed in field note namely students performance, the class situation and teacher performance. It was based on the observation note which the class situation showed very noise because

more than half of students busy themselves when their answer the reading comprehension.

Furth more, the teacher performance during taught process must be encouraging the students to said in English. Then, the teacher must clearly about the introduction CIRC method. Teacher must be explanation one by one slowly about narrative text so that the students understood about this material. After that, teachers explained more than many stand up in front of the class. Then, the teacher did not give guidelines to the students in explaining CIRC method and narrative text because enough time. The last, teachers' could not manage the class for well before the learning process began.

#### 4) Reflecting

In this phase, the teacher and collaborator reflected what had been done in this cycle, after implementing CIRC method in the class room. The researcher act as the teacher and collaborator discussed that happened that happened during teaching learning process. From the data obtained observation checklist and field note, it showed some of students' were enthusiastic toward CIRC method during learning process. In addition, all of the students were not active to answer and ask the questions about narrative text. Then, there were some students had not finished yet their task. Therefore, the researcher needed to continue the second cycle.

In conclusion, the first cycle did not successfully achieve the teaching learning process. Then, the students score also need to be

improved to the next cycle. The last, the researcher act as the teacher would guide well in order to could help them to improve students' reading comprehension on narrative text.

### **b. Second Cycle ( 2<sup>nd</sup> cycle)**

#### 1) Planning

In this phase, based on the previous cycle, some students were active in following step gave the teacher. In the second cycle, the teacher explained about narrative text again. The researcher gave suggested by collaborator in order to guide the students to more than active in learning process. The researcher also prepared observation checklist and field note to analyze the teaching and learning process through CIRC method.

#### 2) Acting

This phase was done on March 1<sup>th</sup>, 2016. In the last meeting beginning of the class the researcher greeting to the students, pray to the students, pray and checking attendance card. After that, the students made groups consist of five or six students every group. Next's, the teacher gave example about narrative text. Then every group made CIRC method, answer the multiple choices based on text. Then, the teacher gave confirmation about result achievement to the students. The students gave opportunity to ask about CIRC method in reading comprehension on narrative text. Also, the teacher asked the difficulties faced by the students. Lastly, the teacher was done reflection and close learning process with greeting.

### 3) Observing

#### a) Observation Checklist

The result observation checklist in second cycle showed some good changes in teaching learning process. It could conclude that the class condition in learning process was better than the previous cycle. The students were more active during teaching learning process and more enthusiastic in following steps of CIRC method and narrative text.

#### b) Field Note

In students' performance based on the field note result, the first activity which all of student ready to following learning in classroom. Then, the students were excited when the teacher asked about narrative text.

The students were able to focus and paid attention on the teacher explanation about narrative text. They enjoyed in doing the exercises. Then, all of them were enthusiastic made CIRC method based on the test given by the teacher. The class situation showed the students kept silent when the teacher explained the CIRC method and narrative text. In this case, the students to focus listen the teacher explanation. Some of the students were active to ask to the teacher.

Based on the aim that the researcher wanted to achieve, that is improving students' reading comprehension of narrative text. The researcher found that the result of the actions was satisfying. It could be seen from several aspects when the researcher conducted the first cycle.



In result field note for the teacher performance, it showed clear explained the step of CIRC method and easy to be understood by the students. The teacher could manage the class well because the students seriously following during learning process. The last, the students gave concluded CIRC method and narrative text very good.

#### 4) Reflecting

Based on the discussion between the researcher and the collaborator, the students had shown understanding about narrative text and could explorer their idea easily through CIRC method. In this case, the student showed progress of their achievement in answer narrative text used the multiple choices by using CIRC method. Moreover, the students showed more positive attitudes towards the teaching learning process. They seem very enthusiastic because some students took a part in the discussion and asked some questions when they found difficulties. Therefore, the researcher decided to stop the cycle.

## 2. Subject of Research

In this research, there should be population and sample as the subject of the research. All data are gathered from the subject. The subject of the research is the students who faced the problem in reading comprehension on narrative text. The population of this research was at the tenth grade students of SMA Negeri 3 Sintang.

The researcher conducted this research at SMA Negeri 3 Sintang. In this research, the researcher chose XB IPS class. There were 33students

in that class and all of the students in that class were chosen by the researcher as research sample. In this class, students still had problems and weakness in reading comprehension, especially in narrative text. The researcher decided to choose X B IPS as the subject in this research.

### **3. Place**

This research was conducted to the tenth grade students of SMA Negeri 3 Sintang year of 2015/2016 is located jl. Stadion Baning-Phone Number (0565).21655 Sintang.

## **B. Technique and Tools for Collecting Data**

### **1. Technique for Collecting Data**

Technique for collecting data in this research would be qualitative and quantitative data. The researcher used measurement technique as quantitative data and observation technique

- 1) Measurement technique is intended to measure students' result during the implementation in each cycle by using reading test. The researcher used reading test to know the improvement of students' reading comprehension by using cooperative integrated reading and composition (CIRC) in reading material.
- 2) Observation technique is the action that applied by the researcher and the collaborator to watch the subject of research carefully in order to notice things that have connection with the problem. The observation will be done by using observation checklist as

guidance to notice the students in reading comprehension on narrative text in the class.

## 2. Tools for Collecting Data

In these research tools of data collecting used by the researcher those are:

### a. Observation Checklist

The researcher used observation checklist in order to obtained accurate data. The observer would mark the observation checklist based on the students and teacher activities and the observer would give checklist mark (√) in column “yes” if students or teacher did suitable activities with the observation checklist, then the observer would give checklist mark (√) in column “no” if the students or teacher did unsuitable activities with the observation checklist. Observation Checklist is a list which contain aspects or factors that will be observed. The aspects that would be observed are teacher, students and environment. All of those aspects should be made before the researcher doing teaching and learning process. It has been arranged by the researcher systematically.

### b. Field Note

A Field note is used while teaching learning process. Field note was a note that made to record the result of observation such as: students' performance, their situation in classroom and include

how the researcher as English teacher apply cooperative integrated reading and composition (CIRC) method in teaching and learning process. Field note was used by the researcher's peer collaborator. They are called field notes because the researcher collects information by observing phenomena in its natural setting, such as a classroom or school. The researcher asked the collaborator to write the effects of the action and documenting it in field note. The collaborator collected all information about what is happening during teaching and learning process, collaborator could write comments, suggestions and some obstacles or problems that faced by the students and teacher in the class.

c. Reading Test

The researcher used test to measure the student's improvement in reading comprehension. Students asked to read some texts in each cycle was compare in order to know students' ability after the used cooperative integrated reading and composition during their reading practice. After the researcher explained the materials, the students were given the test to measure the students' achievement in reading comprehension. The test was multiple choices. In this test, the students should be answer the questions based on the text in each questions. The test given to the students is based on the aspects or components of reading.

Based on the mentions above that observation checklist, field note, documentation and reading test uses in collecting the data this research. Observation checklist used to observe students during learning process. Whereas, field note prepared to record all activity in teaching learning process. Meanwhile, reading test used to know students' achievement using cooperative integrated reading and composition method.

### **C. Technique of Data Analysis**

In analyzing data of this research, there were two kinds data; qualitative and quantitative technique analysis. The qualitative data were taken from observation checklist and field note. The quantitative data was taken from the test.

#### **1. Qualitative Data Analysis**

Qualitative data in this research will be analyzed by using approach in which the data is treaded through a process of what is know as inductive categorizing that is by scanning and sorting the information, usually several times over to see what categories suggests themselves from the data ( Burn, 2010:107). Here are some steps for working out categories for coding the data according to Burns (2010:108):

1. Gather together all data taken from observation and field notes.
2. Read the data over several times to get a good feel for what is there.
3. Take a section of the data and give a label to the main idea.

4. Keep doing this until the researcher have developed a number different label for the ideas in the data that group together.
5. Make a list of different initial categories on a sheet of paper.
6. Look back over the broad categories and see whether the researcher can group them more into sub' categories that all relate to the main category label.
7. Show the category to the researcher's collaborator to see whether she/he agrees with the way the researcher has group them.

Based on previous research that conducted by Dey(2005:30) said that qualitative data a fashionable term to used for any method other than the survey: participant and non participant observation, unstructured interviewing, group interviews, the collection of documentary materials.

## **2. Quantitative Data Analysis**

In this research, to analyze the score of oral test is quantitative data. Based on previous research that conducted by Creswell (2009:22) said that quantitative data is a means for testing objective theories by examining the relationship among variables. These variables, in turn: can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.

### a. Students' Individual Score

The researcher would find the result of individual score in reading. In analyzing students' individual score, the researcher calculated by using the following formula:

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

Where:

- X = the students individual score
- R = the students total score
- N = the total number of scoring items
- 100 = Maximum score

### b. Students' Mean Score

The students mean score was used to calculate average score all students. The mean formula is below:

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

Where:

- M = Mean
- $\sum x$  = Sum of students' score
- N = The number of students

*Adapted from Singh (2006: 286)*

To know whether success or failure a students in reading comprehension, to inform their achievement, the researcher made students achievement level which on the table, such as: Excellent, Good, Sufficient, Insufficient and Poor.

**Table 3.1 Achievement Level**

Test Score	Achievement Level
90-100	Excellent
80-89	Good
65-79	Sufficient
55-64	Insufficient
<55	Poor

*Adapted from Harris 2005: 135*

