

CHAPTER III

METHODOLOGY OF RESEARCH

A. Methodology of Research

In this part of research, the researcher described the form of this research. The methodology of research covers; form of research, research procedure, subjects of research, technique of collecting data, collecting tool and data analysis.

1. Form of Research

To answer the problem in this research, the researcher conducted Classroom Action Research. Classroom Action research is classroom-based research conducted in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process. Another definition of Action research is a model of professional development that promotes collaborative inquiry, reflection, and dialogue. “Within the action research process, educators study student learning related to their own teaching. It is a process that allows educators to learn about their own instructional practices and to continue to monitor improved student learning” Rawlinson & Little (2004:211). Nunan (1993:229) stated, “Action research is a form of self-reflective inquiry carried out by practitioners aimed at solving problems, improving practice, or enhancing understanding.”

The purpose in using this method was to know whether or not the 3H technique could improve the students' ability in reading news item text. This research was applied in tenth grade of SMA N 1 Kendawangan academic year of 2015/2016. The flow of the Classroom Action research is as follows:

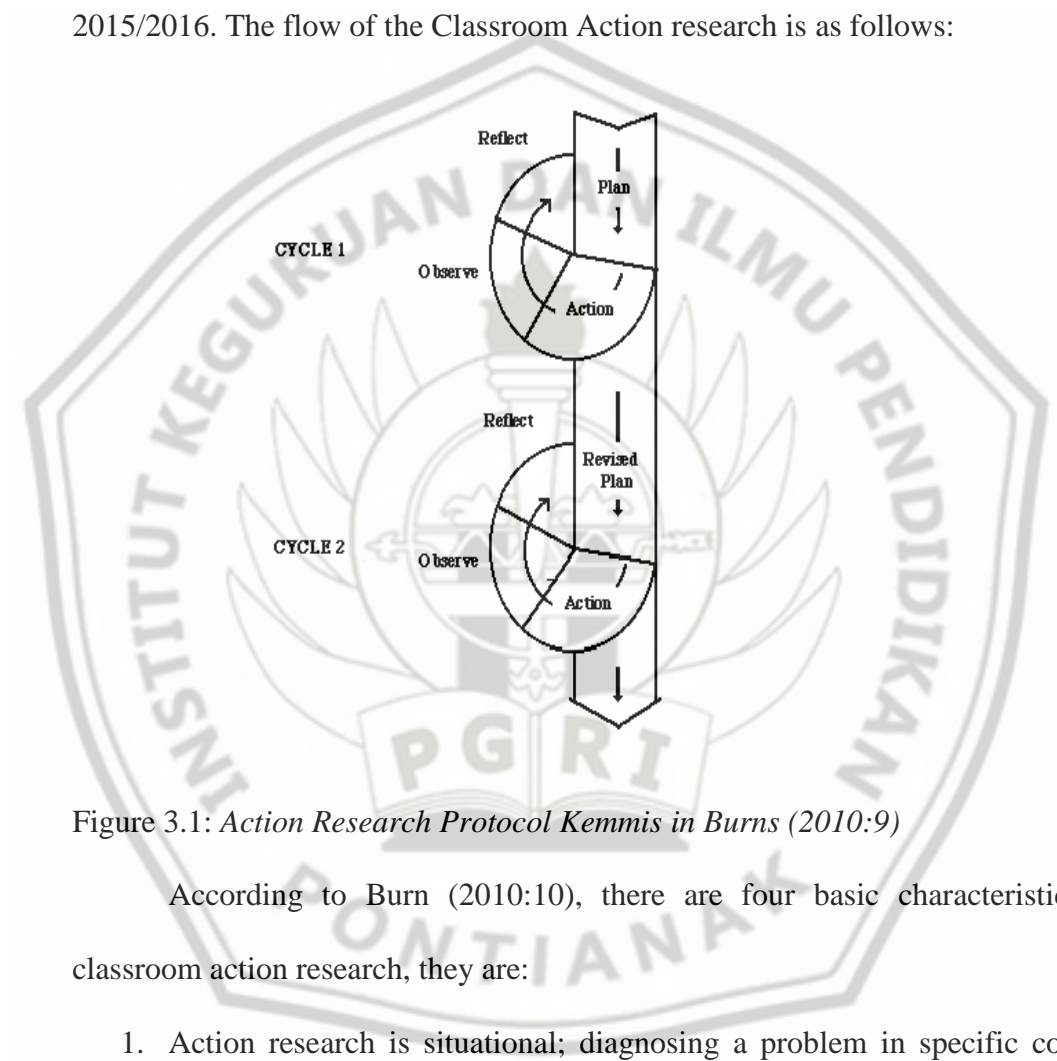


Figure 3.1: *Action Research Protocol Kemmis in Burns (2010:9)*

According to Burn (2010:10), there are four basic characteristics of classroom action research, they are:

1. Action research is situational; diagnosing a problem in specific context and attempting to solve in that context.
2. It is collaborative, meaning that the researcher has to collaborate with the collaborator or the teacher. That is why in this research, the teacher is the collaborating teacher.

3. It is participatory; as the team members take a part directly implementing the research.
4. It is self-evaluative; modifications are continuously evaluated within the ongoing situation to improve practice.

The main goal of CAR or Classroom Action Research is to improve the teaching learning process and to improve the students' achievement. Below are the steps of conducting Classroom Action Research in Step one: identify a question or problem. This question should be something related to students learning in your classroom.

1. Step two: review literature, you need to gather two types of information, background literature, and data.
2. Step three: plan a research strategy. The research design of a CAR study may take many forms, and strategies applied.
3. Step four: gather data. CAR tends to emphasize on the existing data such as test score, teacher evaluations, and final course grade.
4. Step five: makes sense of data. Analyze your data. Looking for findings with special significance.
5. Step six: take action. Use your findings to make decision about your teaching strategies. Sometime you will find that one strategy is clearly more effective, leading to obvious result.
6. Step seven: share your findings. You can share your findings with peers in many ways.

B. The Procedure of Classroom Action Research

Classroom Action Research is research designed to help a teacher or practitioner find out what is happening in his or her classroom, and to use that information to make wise decisions for the future.

First Cycle

a) Planning Stage

In planning stage, the researcher was helped by the English teacher who had prepared important things to support the research. For the first time, the researcher taught the teacher about how to use the 3H technique in the teaching learning process. Then, both the teacher and the researcher divided their own job. The English teacher who acted as the teacher and the researcher who acted as the observer, it means that, there was collaboration between the teacher and the researcher.

The researcher had prepared a lesson plans a guide line for doing the classroom activity. The lesson plan was based on standard competence and basic competence as stated in official curriculum used by the school. The components of the lesson plan were school identity, standard competence, basic competence, indicators, learning objectives, teaching and learning material, technique and method, teaching and learning activity, teaching and learning aids, scoring indicator, scoring rubric, and observation scoring sheet.

The planning of the lesson plan was made based on discussion that had been done with the English teacher before.

Beside that, the researcher had prepared the observation checklist which used by the researcher to observe the expected occasions. It was aimed to observe teacher's performance. It was aimed to observe the teacher's action and performance whether she did her roles as the instructor, the facilitator, and the guide for the teaching learning process run well or not. Besides that, the aim of the observation checklist was also to observe the students' performance. This was aimed to see the students' activeness in involving in the teaching learning process, their activities and their attention during the teaching learning process.

The researcher had also prepared a field note to record the unexpected occasions in the teaching learning process and a camera to take the pictures of the teaching learning process. Those things were prepared by the researcher to support the research.

b) Acting Stage

Acting is a stage of Classroom Action Research in which an English teacher did the teaching learning process using the technique in order to improve the students' ability to comprehend the text and the activity of the teaching learning process. In brief, in this research the English teacher had held

the acting stage by using 3H technique to improve the students' ability in comprehending the news item text especially to find the detail information of news item text, to find the main idea and to find the vocabulary meaning.

The time for English subject was 90 minutes. There were two students were absent in this cycle. The English teacher did the procedures of teaching learning process based on the lesson plan where the teaching learning process was divided into two activities: pre-activity, whilst-activity, and post-activity. Meanwhile the researcher did observation by using observation checklist and also wrote the field note and took some photos of the activities in the classroom. In brief, for this stage the teacher and observer did their roles.

In pre-activity, the teacher did some apperceptions, such as greeting, praying together and checking students' attendance. This was aimed to build students' characteristics and cultures in term of discipline. Then, the teacher related to material in order to build up their motivation and prior knowledge of news item text; because they had already learnt the text. Moreover, the teacher set the classroom to get the students ready to run the teaching learning process.

After pre-activity, the teacher came to whilst activity. Whilst activity was the main phase of the teaching learning process. In this activity, both students and teacher did their own roles in the classroom. There are three parts in this activity: pre-reading, the using of guided question and synthesizing.

These parts are aimed to make the teaching learning process reached the goal of learning. The teacher had followed these parts. When pre-reading activity was being held, the teacher played her roles as the facilitator, the instructor of the technique and the guide for the students to comprehend the vocabulary. Meanwhile, the students, who acted as the objects of teaching learning process, played their roles as participants of the activity.

After pre-reading, the teacher came to the next activity. It was the teacher asking the students to read the text which title 'Government Reduces Freeport's Output' carefully and to find the detail information by using guided question. After that, she asked the students to find the main idea by synthesizing. After finding the main idea, then the teacher gave the students a test to confirm and to measure their comprehension toward the text after using 3H technique. The test consisted of 25 multiple choice items which done by students individually.

After all students' works were collected by the teacher, then, she came to next phase. It was post activity. In the post-activity, the teacher evaluated the activity by asking what they had learnt that day, their difficulties along the activity, and asking their opinion toward 3H sheet. The teacher also motivated them to be more active in the classroom and to study English harder. Finally, the teacher closed the activity in the first cycle.

c) Observing Stage.

Observing stage is one of stages in Classroom Action Research where the researcher helped the teacher for observing the teaching learning process. The researcher as the observer used various kind of tools to observe. The teacher and the researcher decided to use two different tools of data collecting because they considered about the classroom action research that should be more detail. The tools were observation checklist and a field note.

The researcher observed the first cycle by using observation checklist and a field note. It was aimed to make the researcher easier to see the improvement of the teacher and the students. Based on the observation, the overall activity of teacher ran not bad although there were some disturbances and some unexpected thing happened in the class. The explanation as follows;

1. Teacher's performance.

Based on the observation checklist, the teacher did activities based on the planning of the lesson plan. She gave instruction clearly explained the news item text in detail and motivated the students to study English harder. Although the teacher did some activities well, but she forgot to inform learning objective and she did not supervise the students strictly. As a result the students did not know what will they improve on the day and some of them cheated their friend when evaluation test was taking place. Therefore

the teacher performance was only categorized as good. Unexpected things (the data was collected from field note)

Based the field note, many unexpected thing happened. Those things are:

- a. There were two students who were absent.
- b. Teacher forgot to explain the learning objective.
- c. Another class next to observation class made a noisy. As a result the participating students did not pay full attention to the teacher.
- d. There was disturbance from other teacher when the teaching and learning process was running.
- e. The students needed more strategy to help them reaching the goal of learning. The reason to arrange new strategy because there were some students did not pass the evaluation test.
- f. Students needed more explanation about how to find the complication, resolution, and main idea.
- g. Students needed to enlarge the vocabulary.

2. Students' achievement.

To see the improvements of students' comprehension on news item text through the technique, the researcher distributed assignments to them. The assignment was multiple choice questions with 25 items. The mean score of students achievement was 56,34.

d) Reflecting Stage

Reflection is a stage in which both the researcher and the observer reflect what they have been done. In this stage, the researcher and the teacher find the solution of the problems and weaknesses which have been found in the cycle. They, together, make a summary of the problems; then, find the better solution for them in order to correct the mistakes, so that the teaching learning process, as well as students' achievement can be improved.

In this research, the teacher and researcher found some problems which had to be corrected. The problems were related into the process of teaching learning, the teacher, and the students. The 3H sheet helped the student to comprehend the news item text although there were some students did not pass the minimum standard score. Besides, there were problems appearing while teaching learning process was running. The problems were: disturbances from other class and also teacher's and student's performance. Then, the researcher summarized the problems into some points as below:

1. The teacher did not explain learning objective to the student. It made the students was not curious to solve their problems.
2. The students did not ask the teacher when they had not understood yet about the text.
3. The students did not keep learning seriously. The teacher should motivate them.

4. From the students' performance, there were many weaknesses so the mean Score was categorized into a poor performance.
5. 3H was suitable to be conducted in the observation class which had problems in comprehending news item text. Based on the student's score, it was better if they did not use the technique anymore.
6. The students' achievement or their scores was not satisfying. Only 22 students of 32 students passed the standard score (KKM).
7. Disturbances came from the other class that makes a noise next to observation class. As a result, subject of the research could be not focus to pay attention on teacher' explanation.
8. Teacher came late to the class because she also taught English at the other school.
9. Students needed any improvement on finding main idea, vocabulary, and finding the complication and resolution of the story.
10. The researcher should arrange strategy to help the students reaching good achievement in comprehending news item text.

Those problems above led the researcher to conduct another cycle in order to improve everything in the teaching learning process in term of the students' performance, teacher's performance, and condition around observation class well as the score of the students. Therefore, the teacher and

the researcher discussed together to make correction and reflection of the second cycle as described below:

1. Before explaining material, teacher should be explaining and informing learning objectives to the students.
2. The teacher should explain news item text in detail.
3. Teacher had to ask the students more often to give some question about their learning if they did not understand both news item text and the activity of the technique.
4. The students had to improve their achievement in news item text by using the technique seriously, especially on some problems which had not solved yet.
5. The teacher should come to the class early in order to have enough time to do the task.
6. The students were hard to comprehend the text individually they need some help from their friends. Therefore, teacher should ask the students to do the activity in group work in next cycle.

In conclusion, the first cycle was not perfect as expected. It needed to be revised and improved in order to get the better result or improvement from the first cycle. Therefore, the researcher conducted the next cycle or second cycle to revise and improve weaknesses in the first cycle.

Second cycle

a) Planning Stage

Based on the problems in the first cycle, the researcher decided to conduct the second cycle. The planning stage of this cycle was included the reflection of the previous cycle. As same as previous planning, the researcher was helped by the teacher in arranging evaluation test, making a new lesson plane doing the observation checklist, and providing the field note sheet.

b) Acting stage

The teacher was not coming late to the class as the first meeting. She was already at the school about ten minutes before the class started. The preparation when the teacher came to the classroom was good. On that day, the teacher and researcher were happy, because all the students were present; meaning that there were 32 students in the classroom.

The teacher started the class in pre-activity by greeting, leading the students to pray, checking the students' attendance, and asking their readiness. Then the teacher gave the students some questions which were related to the topic that already discussed. It was done in order to build up their motivation and prior knowledge of the text; because they had learnt the text in the last meeting. Then, the teacher explained the learning objective to the students. After that, she came to next activity

It was whilst activity. In this phase, the teacher corrected the students' mistake in the last cycle. Then, she gave a news item text entitled "David, His Wife, and British Tabloid are go to court" and asked them to find the meaning of underlined unfamiliar word. To find it, teacher asked the students to do it in group. A group consisted of four students. Then, she asked the students to look for the similar and the opposite meaning by looking up the words at dictionary or by asking her directly. After that, she asked the students to read the text carefully.

After reading the text, teacher asked the students to find the detail information by using guided question on 3H sheet. To do this activity, the students discuss with group. After doing discussion, students went on to the next activity. The activity was determining the main idea. To determine the main idea, teacher asked students to summarize and synthesize the information from guided question. After that, she guided the students to share their idea in group discussion. She asked all students to do discussion actively.

After finding the main idea, next, teacher wanted to know the students' improvement by giving evaluation test. For this stage, the teacher distributed the test for 32 students. The students did the test individually. They were prohibited to cheat and give the answer to their friends. After finishing the task, next the teacher asked students to submit their work sheet and she asked students to start the next activity.

The next activity was post-activity. In post activity, the teacher evaluated students' performance by asking what they had learnt in that day, asking their difficulties along the activity. Asking their opinion toward technique, and motivating them to study English harder. Finally, the teacher closed the class.

c) Observing Stage

As in the first cycle, the researcher used observation checklist that was divided into two kinds: observation checklist for teacher's performance and a field note. The form of the observation checklists and the field notes were almost the same with the first cycle. However, in the observation checklists of this cycle, there was an addition for the activities to be observed. It depended on the lesson plan. The description of the observation stage was described as these descriptions;

1. Teacher performance

Based on the observation checklist for teacher, almost activities got the higher point; meaning the teacher had done each activity was better than previous cycle. She did not forget to explain the learning objective. She became an instructor, motivator, and guider of the technique successfully, although it was not maximal, but it was better than previous performance. Therefore performance of teacher in the second cycle was categorized as very good.

2. Unexpected things happened in the class observation

Based on the field note, there were some unexpected thing happened.

Those things are:

- a. Group discussion helped the students to comprehend the text but it made some students lazy because they depended on the other students.
- b. Some students did not focus on their learning. They were busy on their own business and they laid their head on the table.
- c. Some students still need more explanation about resolution part of news item text. It because there some students came to teacher's table asked the teacher directly.

3. Students' achievement

Based on the score of evaluation test in the second cycle the students' mean score was 76,19. With 90% students could pass the minimum standard.

Reflecting stage

After doing observation, teacher and the researcher went on to the next step. It was reflection. In this stage, both the teacher and the researcher

concluded that the second cycle was successful, and the students' mean score was improved. More importantly, the weaknesses happened in the first cycle had been able to be minimized in the second cycle. Also, the teaching-learning process was better than the first cycle. The improvements were:

- 1) Teacher's and students' performance were better than the first cycle although students' performance was not very good
- 2) Teacher successfully being a good facilitator, motivator and guider for her students.
- 3) Students' score was improved although not all of them passed the standard score. It meant that 3H technique helped them to reach expected achievement in news item text.

Based on the observation in second cycle, the teacher and researcher did not need to apply one more cycle; it should be done only in two cycles because the improvement was significantly seen in the students' achievement

C. Subjects of Research

Subjects of this research play an important role in the contribution of research finding. Since the researcher decided to conduct the research at SMA N 1 Kendawangan, the researcher considered the subjects of the research are from

SMA N 1 Kendawangan. The researcher took class X B which consists of 32 students as her research subject. The researcher chose this class as the sample because when the researcher conducted the pre-observation and interviewed the English teacher, this class had many difficulties in reading comprehension among the other classes. Therefore, the researcher was really interested to find out the solution by applying 3H technique as her guidance in teaching learning of reading comprehension on news item text.

D. Techniques and Tools of Data Collecting

1. Techniques of the Research

The following are the techniques which were applied in this research:

1) Observation Technique

Observation technique is an investigation of phenomena in which naturally occurring setting. The observation was applied to observe the real situation and condition in the classroom. Moreover, the planning for the next cycle in this research was based on the observation.

2) Measurement

Measurement was aimed to know and to measure the improvement of the students achievement from cycle to cycle. The measurement also helped the researcher to determine the improvement the students have made because the applying of 3H. The measurement resulted from the test that was administered by

the researcher to the students. The test was be given in acting stage as the proof of the improvement and success of the each cycle.

2. Tool of Data Collecting

1) Observation checklist

The observation checklist was applied while the observation checklist. The function of the checklist is to know the improvement of the process of the research. The researcher rated the number in the checklist with scoring 1, 2, 3, and 4 based on the real actions taken by students and teacher. The observation total score was the evidence of the improvement of the improvement in this research. Then, the observation score was compared to the other observation score.

The observation checklist was the score of teacher' attitude and performance during the process of the research. There are 23 items in the observation checklist. Those points are divided into three main parts. They are: pre-actiities, whilst activities, post-activities. After each cycle was done, the reseacher then measure the teacher's performance to determine the category of the performance.

2) Field Note

The researcher also used a field note to record what actually happened in the classroom during the research. The field note in this research was put at

the end of the each lesson plan used in the research. The field note in this research also put the record to determine the steps taken in the next cycle. Besides, this field note was the source to describe the atmosphere in the research discussion in this research.

This tool of research was applied as a formal record of the atmosphere during the research. In this research, field note was in form of record both for the teacher side and the students side.

3) Test

This tool of research was applied in the acting stage, where the teacher and the researcher determined the improvement of the students' ability in reading. The task/question was in form of multiple choices. The student was asked to answer the question, then, the students answer graded. From this result, the researcher was able to know whether or not the students' ability is improved successfully.

Each cycle consists of 25 test items. There are two cycles in this research. So, the total test items in this research are 50. The 50 test items cover five aspects of reading. The aspects are main idea, specific information, vocabulary, reference, and inference. Each reading aspect covers five question in each cycle. So, there are ten questions related to each cycle.

E. Data Analysis

There are two techniques data analysis in this research. The first analysis was the qualitative technique. The second analysis would be quantitative analysis.

1) Observation Checklist

In this qualitative analysis, the researcher analyzed the students' and the teacher's behavior and attitude during the process of the use of 3H in this research. The data of qualitative analysis was taken from the observation checklist that is made during the teaching learning activities. In this analysis, the researcher took the data from the teacher's performance result in each test in acting stage in this research. To analyze this data, the researcher used the data collected in an observation checklist as seen in appendix. From this observation checklist, the researcher was able to give inputs on what the teacher and the students should do in the next cycles to make the teaching learning process during the research better.

Table 3.2. Teacher Performance Score Range

No.	Range Score	Predicate
1.	3.50 – 4.00	VERY GOOD
2.	3.00 – 3.49	GOOD
3.	2.50 – 2.99	POOR
4.	<2.50	VERY POOR

(Adopted from penilaian IPKG)

2) Field Note

Qualitative data of this research also refers to behavior and attitude of the research participants during the conduction of this research. Behavior and attitude then were analyzed to determine the step taken in the next cycles for the sake of betterment of the result.

3) Test

Meanwhile, to see the proof that the 3H technique had improvement on the students' ability in reading news item text in term of score, the researcher was measuring the students' achievement in answering the test given. To measure the students' improvement in term of score, the researcher used and applied these following formulas:

1. To measure the student's individual score, the researcher used this following formula:

$$S: \frac{X}{Y} \times 100\%$$

Where : S = student's individual score

X = the number of right answers

Y = the total number of the questions

2. To get the students' mean score in each cycle, the researcher used this following formula:

$$M: \frac{\sum S}{N}$$

Where : M = student's mean score

$\sum S$ = the sum of total of all students' score

N = the total number of the students

Then, the mean of students' in each cycle can be categorized as the criteria as follows:

Table 3.3. Students Achievement Score Range

Mean Score	The Category of the Mean
80 – 100	Good to excellent
60 – 79	Average to good
50 – 59	Poor to average
0 – 49	Fail

(official criteria of KTSP for SMA)

The research purpose is to improve the students' ability in reading news item text. The ability of the students will be able to be said improved, if the mean score of the students significantly changes. The significant change of the students' mean

score can be seen if there is a significant improvement of the students' score from cycle to cycle.

