CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology

1. Form of Research

In conducting this research, the researcher used classroom action research. Classroom action research applied in the classroom. Mattetal (2001:7) state that Classroom Action Research is a method of finding out what works best in classroom so that could improve student learning. Additionally Cohen (2005: 297) states that classroom action research may be used in any setting where a problem involving people, tasks, and procedure carries out of solution, or where some change of result in a more desirable outcome. It means that, classroom action research focused on seeking solution to problems of classroom management, instructional strategies, and use of material or students learning. CAR is more systematic and data-based than personal reflection, but it is more informal and personal than formal educational research. In CAR, a teacher focused attention on a problem or question about his or her own classroom.

The goal of CAR is to improve their own teaching in their own classroom. While there is no requirement that the CAR findings be generalized to other situations, as in traditional research, the results of classroom action research can add to the knowledge base. According

Burns (2010:2) action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'. Action research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts. One of the main purpose of action research is to identify a problem situation or issue that the participants for example students or teachers consider worth looking into more deeply and systematically.

From the definition above, the researcher concludes that classroom action research is the research that be done by the teacher in teaching learning process to know the situation of students in the class when they are in learning process. The researcher used classroom action research because by used this method, the researcher can identify the real problem faced by the students, and achieve the considerations to determined the best method to solve them in order to improve their reading skill.

2. Research Procedure

In conducting the research, the researcher provided the procedures of research. Here the researcher used classroom action research that provided, as follow :
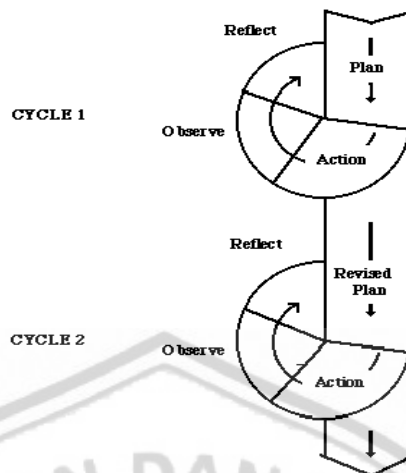
Figure 1
Procedure of CAR
Adopted from : Kemmis & McTaggart in Burns (2010)

According Kemmis & McTaggart in Burns (2010:8) Action research typically involves four phases in cycle of research, as follows:

a. Planning

In this phase researcher identified a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. The researcher prepared before the teaching learning activity such as lesson plan, teaching material (reading comprehension text), observation checklist, field notes, and test.

b. Action

The plan is a carefully considered one which involves some deliberate interventions into teaching situation that put into action over an agreed period of time. The researcher acted as the teacher in

the classroom and taught the students based on the procedures in lesson plan and the researcher also invited a collaborator to observe the students improvement by using observation checklist and field note.

c. Observation

This phase involves the researcher in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where the researcher use open eyes and open mind tools to collect information about what is happening. The researcher as a teacher and the English teacher as collaborator observe the result of planning and acting stage. Both researcher and collaborator observe about the whole process and tried to identify its strength and weaknesses of students.

d. Reflection

At this point, researcher reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue, the researcher have explored more clearly. the researcher decide to do further cycles of classroom action research to improve the situation even more, or to share the story of research with others as part of the researcher ongoing professional development.

B. Subject of Research

The subject in this research is the eighth grade students of SMP Negeri 2 Jawai. The researcher choses the eight grade of SMP N 2 Jawai in class VIII C which consist of 33 students. The researcher choosed this class as a sample because when the researcher did pre observation and from teacher explanation about the problem of the students in SMP N 2 Jawai. This class had the most problem in reading comprehension among the other class.

C. Technique and Tool of Data Collecting

1. Technique of Data Collecting

In this research the researcher used observation and measurement technique. In measurement technique the researcher used to collect the data of students achievements in reading comprehension. Whereas observing the data, the researcher used observe what is happening during the teaching learning process.

2. Tool of Data Collecting

In this research, researcher used tool of data collecting to support the researcher to get the data in the research. The tools of data collecting that applied in this research are:

1) Observation Checklist

Observation checklist is one of the tools that will be used by researcher in classroom action research. According to Schmuck in Kawulich (2005) Observation methods are useful

to researchers in a variety of ways. They provide researchers with ways to check for nonverbal expression of feelings, determine who interacts with whom, grasp how participants communicate with each other, and check for how much time is spent on various activities. Observation checklist is used to observe the students and teachers behaviors during the implementation Classwide Peer Tutoring in teaching reading comprehension. It records any impact of Classwide Peer Tutoring in teaching reading comprehension.

2) Field Note

Field note is used by the researcher's peer collaborator. According to Wolfinger (2002: 85) Field notes is decisions made at this juncture of the research process may have a profound impact on the final ethnographic report. The researcher wrote the effects of the action and record in the field note. The collaborator collects all information about what is happening during teaching and learning process, collaborator can writing comments, suggestion and some obstacles or problems that faced by the students and teacher in the class.

3) Recording

Recording is the tool to support other forms assessment. In this research, the researcher used photo and video recording to record student's during learning process. In order, to know

which part should be increased to make the teaching learning process more enjoyable for both students and teacher. According to Dufon (2002: 44) video recording of interviews are now commonly used in research and widely accepted by respondents, Video (as well as audio) recording also provides denser linguistic information than does field note taking, for ideally it allows to record every word.

4) Test

The written test is used to measure students' improvement from cycle to cycle. It means that researcher knows the students ability. Roediger and Karpicke in Roediger (2011: 3) test is provided a thorough review of the early testing work as well as research conducted since that time. The test will be set as objective test. The researcher gives test to know the improvement of the students reading comprehension. The form is multiple choices and the number of question is 20 questions for each cycle.

D. **Technique of Data Analysis**

In this part, the researcher analyzed the data by using qualitative and quantitative analysis. Both of data analysis explained as follow :

a. Qualitative Analysis

Furthermore, after class average has found, the researcher determined how many students who get low and high score. In

qualitative analysis, researcher classified the average score into three concurrent flows of action.

According to Huberman& Miles in Burg (2001:35) as follow:

1) Data Reduction, data reduction acknowledges the voluminous nature of qualitative data in the raw. It directs attention to the need for focusing, simplifying, and transforming raw data into a more manageable.

2) Data Display, the notion of data display is intended to convey the idea that data are presented as an organized, compressed assembly of information that permits conclusions to be analytically drawn. Displays may involve tables of data, tally sheets of themes, summaries or proportions of various statements, phrases or terms and similarly reduced and transformed groupings of data.

3) Conclusions and Verification, throughout the research process the investigator has been making various informed evaluations and decisions about the study and the data.

b. Quantitative Data

In analysis the data by using quantitative analysis, the researcher used two type of scoring those are individual and group/mean score. To get the result the researcher used Individual score before getting Mean score.

1. Individual Score

Here is the formula of to measure of individual score:

$$\sum x = \frac{x}{n} \text{x } 100$$

Where :
$\sum x$: Standard Score
X : Obtained Score
n   : Maximum Score
100   : Constant Number

Adapted from Cohen at al (2007)

2. Mean Score

After the researcher had been calculated the individual students'

score the next step that the researcher is calculated the mean score.

To analysis the mean score the researcher used this formula, as follow:

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

Where:
M   = the mean score
$\sum x$ = total score of students
N   = the number of students

(Adapted from Cohen, 2007: 517)