

CHAPTER III

RESEARCH METHOD

This chapter presents the discussion of the research methodology which is presented in six sub-chapter namely, the research design, data and data source, technique of collecting the data, technique of data analysis, and technique of establishing the trustworthiness.

A. Research Design

In this study, the researcher would use Classroom Action Research (CAR) design, which emphasizes the involvement of teacher's problems in their own class and has primary goal the in-service training and development of the teacher rather than the acquisition of general knowledge in the field of education.¹ According to Kemmis and Mc Taggart, action research is the way groups of people can organize the condition under which they can learn from their own experience and make their experience accessible to others.²³¹

From this explanation, it can be conclude that a classroom action research is a study conducted by the teacher in the classroom or the place where it is focuses on improving the learning process and function as a tool to solve problem that are always present in the classroom during learning process. The researcher will use this method because the researcher believes that CAR is an appropriate design to achieve the objectives of this study due to the similar.

¹Borg, W. R. (1965). Educational Research: An Introduction. New York: David McKay Co. Inc. p. 313

²Sukardi. (2013). Metode Penelitian Tindakan Kelas. Jakarta: Bumi Aksara, p.3

purpose in doing the research, which is in the research is purpose to improve students' reading comprehension skill in narrativetext.

Furthermore, the model design of this study will use the Kurt Lewin model. Kurt Lewis is a social psychologist who first developed classroom action research in 1946.³ This model uses four research components, namely planning, action, observation, and reflection. These four components will be implemented in a continuous cycle. These are used to collect qualitative and quantitative data. The relationship between these components is seen as a research cycle which can be seen as follows:



Picture3.1. Cycles model of Kurt Lewin

B. Research Participants

Population is all the objects which went to observe. Population also can be called as “universe”.⁴ The population chosen by the researcher is from the ninth grade of SMP Muhammadiyah 56 Binjai. The researcher would choose the ninth grade as the population of the research because based on the syllabus, reading comprehension is taught at the ninth grade only. It consists of IX-1, IX-2, IX-3 which has 17 students in each class.

³Sukardi.(2015).*Metode Penelitian Pendidikan Tindakan Kelas: Implementasi dan Pengembangannya*. Jakarta: Bumi Aksara. p. 4.

⁴Syahrum and Salim, (2012), *Metodologi Penelitian Kuantitatif*. Bandung: Citapustaka Media. p.113

Sample is a part of population of object which wants to be researched.⁵ Based on that definition, the sample must be taken from selected population. Therefore, to select a sample in this school the researcher will use nonprobability sampling technique. According to Sugiyono, "nonprobability sampling is a sampling technique that does not provide the same opportunities for everyone who is not or a member of population to be selected as a sample."⁶ One sampling technique that will be used by the researcher of nonprobability sampling is purposive sampling. The reason for the researcher uses this purposive sampling because the technique of taking the sample is selected based on the purpose and the problem of study that want to be researched.

By using purposive sampling, the sample is determined intentionally by researcher in accordance with certain criteria or considerations that are not carried out through the selection process carried out by random techniques.⁷ Thus the researcher would choose class IX-1 from population as a sample because the students have a problem in the reading comprehension skill at the preliminary research conducted on February 2020. The number of the students IX-1 are consisted of 17 students. There are 10 female and 7 male students.

C. Place of the Study

This researcher would be conducted in SMP Muhammadiyah 56 Binjai.

⁵Sugiyono, (2011), *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, Bandung : Alfabeta. p.81

⁶*Ibid.*, p. 122

⁷Abdullah Faisal. (2008), *Dasar-Dasar Manajemen Keuangan*. Malang: UMM. P.67

This school was located at Jl. Danau Tempe No.40, Kec. Binjai Timur, Binjai. The researcher would choose SMP Muhammadiyah 56 Binjai as the research site because the researcher found problems in reading comprehension skill from the students in this school based on the preliminary research. In addition, the English teachers had never been used PQRST technique in ELT process. Thus, the researcher is interested in doing research in this school in order to know the improvement of students' reading comprehension by using PQRST technique. Further, this study would be conducted in six meetings at the school and would be started on February 2021.

D. Procedure of Research

By using the model of Kurt Lewin, the procedure of this research which began with preliminary research was carrying out with planning, acting, observing, and reflecting. The researcher has been conducted preliminary studies to find problems with observation and interview in class. The researcher finds a problem when observing that the students have difficulty during reading comprehension lesson. Afterwards, the researcher continued to conduct the research by implementing the first cycle. In carrying out the first cycle, the results of the student's score did not reach the KKM (minimum completeness criteria) which was 75. Therefore, the researcher continued to take steps in the second cycle.

Before the first cycle was carried out, the students would distribute a test to identify the basic knowledge of the students before applying the application. The steps of the action procedure in class action research are as followed:

1. Cycle 1

After doing the preliminary study, the researcher did the cycle I. In this cycle I, the researcher would conduct six phases, there were prepared the lesson plan, prepared the materials for collecting data, gave the treatment, prepared the assignment (test), did the assessment of students' assignment. In detail, the step are explained below:

a. Planning

Planning was the process activities to plan an action based on observation's results. In this phase, the researcher who is assisted by the English teacher prepared everything needed during the study, while the things that will be prepared by the researcher are:

- 1) Firstly, the researcher prepared the lesson plan and prepared all teaching materials and facilities needed with direction from English teacher, the topic about lesson plan is narrative text entitled "The Legend of Pari Temple"
- 2) Secondly, the researcher prepared the tools for collecting data such as diary note, observation sheet and interview sheet.
- 3) Thirdly, the researcher prepared the assignment needed for students. The assignment that will be given to the student namely pre-test and post-test that would be designed by the researcher. Then researcher prepared student test results sheets Pre-test and post-test would have the same level of difficulty. This test aimed to know the improvement of student's reading comprehension skill especially in narrative text.

b. **Acting**

The action was a planned practical activity. Such action was assisted and refers to a rational and measurable plan. In this section the researcher took action on this research. All activities below would be guided directly by the researcher:

There were 3 steps in learning activities, namely: Opening, Core activity and Closing. In the opening activities would be carried out the same in every meeting, as follows: 1) The researcher entered the class and greeting the teacher and the students 2) The researcher invited students to pray together. 3) The researcher checked the attendant list.

Next, there are core activity that would divided into six phases, as explained as follow: 1) In the first meeting, the researcher would only give a pretest to the students in order to find out their basic abilities. 2) During the second meeting, the researcher presented the material by using PQRST Technique and also provided 15 new vocabularies related to material. 3) In the third meeting, the researcher still present the material about narrative text especially to find the idea with PQRST technique 4) Next, the researcher explained the material about text entitled “ The Legend of Pari Temple” and discussed the text by using PQRST technique. 5) At the next meeting the researcher gave a post-test to the students in order to find out the students comprehension after implementation PQRST Technique. 6). Last, the teacher did the assessment of student’s works.

And the last activity was closing that also would be carried out the same

in every meeting, as follows: 1).The researcher concluded the material together with the students. 2).The researcher will motivate the students. All the activities mentioned above would be guided directly by the researcher and helped by an English teacher.

c. Observing

Observation aimed at find out the information that would be used to theevaluation and would be the basic reflection. Therefore, doing observation must be carefully. In observation, feeling and certain behavior during learning reading comprehension with their teacher : the attitude of the students while doing their workactive or passive, the contribution of every student, and their attitudes during learningreading comprehension in narrative text.

d. Reflecting

At the end of each cycle, the researcher would be helped by the teacher to evaluate all of the actions. In this process, all the data would be obtained from the results of the post-test and observation results would be evaluated by the researcher and the teacher. The results of the reflection showed that there were still many students who had not reached the KKM score which was 75, it was evidenced by the results of the total number of successful students that was only 58% and 41% were not successful. Besides based on the qualitative analysis, it was only a few students who were enthusiastic with the teaching learning process. It was evidenced from the results of the observation sheet. It is proven by the students' attitude that were less of them gave full of attention to the learning process.Thus, it can be concluded that this cycle failed and the researcher decided

to continue to cycle 2.

2. Cycle 2

This cycle was a continuous cycle from the first cycle. The purpose of this cycle was to tackle the weaknesses in the previous cycle and to improve the students' ability in reading comprehension of narrative text. In this cycle, the researcher repeated all the stages (re-planning, re-action, re-observation, and re-reflection). The difference with cycle 1 is more extra action, which focuses on the practice of students reading comprehension based on PQRS technique. In this section the researcher keep doing the same thing.

After conducting cycle 2, the researcher and the English teacher reflected the observation phase results. It was found that the students' test results from 71 in the cycle I increases to 81 in the cycle II and has reached the minimum completeness criteria (KKM) score which is 75. Furthermore, it was found that there were more students who enthusiast with the teaching learning process shown by the results of the research while the results of the quantity 18 students reached the minimum score criteria (KKM) with an average score of 81 while the percentage was 88.2%. Therefore, the researcher decided to stop the research in this cycle because the objectives of this study have been achieved.

E. Technique of Collecting Data

Data in this study will be collected in the form of qualitative data and quantitative data. The qualitative data is in the form of interviews, documentation, diary notes, and observation. The quantitative data is in the form of tests to be given by researcher. In detail, the techniques of collecting

data can be seen as follow:

1. **Test**

In this study, the researcher will use instrument test as quantitative research tool. Tests are a series of questions or exercises or tools used to measure the skills, knowledge, intelligence, abilities, or talents of an individual or group. In this study, the researcher will use the achievement test that is a test used to measure a person's achievement after learning something. On this occasion, the researcher will use an objective test in a multiple-choices test form.

The multiple-choices test was a form of objective test which consist of statement that are not yet finished, and to complete it, one or more of the possible answers that have been provide must be selected for each of the following items in question, in this study, the researcher would give the multiple choices test consist of 40 questions which focuses on the topic of narrative text and reading comprehension. The test will be taken from book entitle "*Seri Pendalaman Materi Bahasa Inggris*"³⁹. According to Hasbi in his research says based on the result of the validity test, it showed that printed teaching materials include handout modules, and books (textbook and test book) are valid to use. The tests were from book have never been learned and seen by the student in ninth grade of SMP Muhammadiyah 56 Binjai because this book has never been used. In carrying out the test, the researcher will give 60 minutes for students to answer the test by choosing words one of the right answer. The researcher will give pre-test at the beginning before getting the

action and post-test after giving the action. The pre-test and post-test in this study will be the same. In assessing the test, researchers will be assisted by the teacher in finding scores from the test results given.

2. Observation

Observation is an activity of observing the object of research during the teaching and learning process. In this study, the observation conducted on 20th October to 12th November 2021. Observation was conducted during the teaching learning process. The researcher helped by the English teacher observed how the students' behavior and action during the lesson, for instance, the students took attention. The purpose of this instrument was to collect a variety of information and to evaluate how attitudes were shown by the students in classroom conditions through the observation checklist. The observation results shows that the students were enthusiast with the teaching learning process and, they were actively involved in the classroom as well as willing to, listen to the teachers' explanation.

3. Interview

Merriam stated that interviewing is necessary when we cannot observe behavior, feelings, or how people interpret the world around them. In this study, the interview was conducted on 3rd November 2021 after the implementation of PQRST technique of reading comprehension in narrative text. In this case, the amount of questions to be asked were three questions for each interview (before and after the cycle). The researcher interviewed five students to get the data on how they felt after PQRST technique was implemented in the teaching learning narrative text. Moreover, the researcher interviewed the English teacher to know the teacher's responses toward the implementation of the PQRST

technique. Based on the interview result, the researcher found that the students PQRST technique and the teacher agrees with the implementation of PQRST technique could improve students' reading comprehension of narrative text.

4. Diary notes

Diary notes are the personal notes of researcher during the class action research process. Diary notes is one of crucial of research that use to record everything that happens during the research and observation, which is going on. It is personal note about observation, feeling, response, interpretation, reflection and explanation. The researcher will record what they have observed such as responses, behavior, and how students can respond to things that researcher ask. All of these things will be written in the diary notes.

5. Documentation

Documentation was used to show how the teaching and learning process was happened in the class. The documentation strategy means collecting data by recording the data that is already occurred by smartphone. The documentations were collected by taking photos and collection students' test results. The photo was conducted on 21st October and 10th November 2021. Documentation has shown by using the photos and attached by the researcher to support data.

F. Technique of Data Analysis

In this study, qualitative and quantitative data would be collected to answered research question. After all the data qualitative and data quantitative had obtained, the data will be analyzed. The qualitative data will be analyzed by using Miles and Huberman technique and the quantitative data will

analyzed by using the mean formula.

1. Analyzing Qualitative Data

The qualitative were descriptive data described to through researcher's interpretation. There are several technique in analyzing qualitative data. Based on Miles on Huberman technique for analyzing the qualitative data, the process of the analysis is starting from data reduction, data display and conclusion drawing/verification.⁸

2. Data Reduction

The data reduction is the process of reviewing the records of the results of data collection and separating data that is considered important and not important. The aim is to check for possible errors in the data.⁹ In this section, the researcher will summarize all the data and choose the relevant data appropriate to the research. Next, the researcher will encode the data. The researcher will make detailed information from data that has been summarized previously, then record data objectively and make reflections of data that will provide ideas or thoughts related to data information.

3. Data Display

According to Verdinelli and Scagnoli, data display in a graphic format is a way of portraying information succinctly and efficiently, illustrating details provided in longer textual information. After reducing the data, the researcher will display the data. The researcher will make a presentation or appearance of

⁸Masganti Sitorus. (2011), *Metodologi Penelitian Pendidikan Islam*, Medan: IAIN Press. P.218

⁹Ilyas. (2016). Pendidikan Karakter melalui Homeschooling. *Journal of Nonformal Education*. 2(1). p.94

the data. The researcher will compile and organize all the data that has been reduced, with the aim that these data are easily understood and analyzed. In this study, researcher will present data that has been reduced in the form of essays.

4. Conclusion and verification

The final process is the conclusion. After the whole process is carried out, the researcher will draw conclusions from the results of the data presentation process. The researcher will confirm the trustworthiness the data analysis by using peer debrief, member check and inter-rater reliability.

As for the definition peer debrief is a person who is outside the context of the research and is not interested in the topic under examination; but is knowledge-able about educational research methods and capable of discussing problem about the research process with the research (Lincoln & Gubi).¹⁰

Member checking refers to the process where the participants examine the transcribed data and reflect on the researcher's conclusion and interpretation based on the data. In addition, inter-rater reliability refers to the degree to which two coders come to agreement in regard to the quality of any data coding.

In the expert debrief, the researcher consulted to the English lecturer as expert in qualitative approach to check all the stages in this research. After checking all the data, the English lecture said that the data was correct at each stage of the analysis.

¹⁰Susana Verdinelli and Norma I.Scagnoli,(2013), *Data Display in Qualitative Research* in The International Journal of Qualitative Methods (12):359-381DOI.10.1177/160940691301200117.p.12

Furthermore, for member-check, the researcher re-checked the data. The purpose of this process was to ensure that the answers from the teacher and students match the transcript of the interview. The last was the inter-reliability between the assessors, the researcher needed help from English teacher to check and assess the results of students' work.

2. Analyzing Quantitative Data

The quantitative data that the researcher analyzed were the data obtained from the result of essay tests. In addition, the researcher and the English teacher checked the student's test result in which the score were then divided by two. The students' essay tests were assessed based on the Weigle theory. Both of pre-test and post-test scores were counted and analyzed to find out the improvement of reading comprehension of narrative text performance. The students' scores can be seen in the table below:

Table 3.1, The Student's Score

No.	Initial Name of Students	Score		
		Pre - test	Post -test I	Post-test II
1	ANT	60	70	80
2	CF	75	80	90
3	DSA	75	85	90
4	DPN	75	80	85
5	DPS	60	65	70

The students' mean score by calculated using the formula bellows::

$$\text{Mean} = X = \frac{\sum x}{N}$$

Where:

X : The mean of students' score

$\sum x$: The total score

of students N : The
number of students

Finally, the researcher compared the percentage of students' scores with the minimum mastery level criteria (KKM) which was 75 by conveying the following formula:

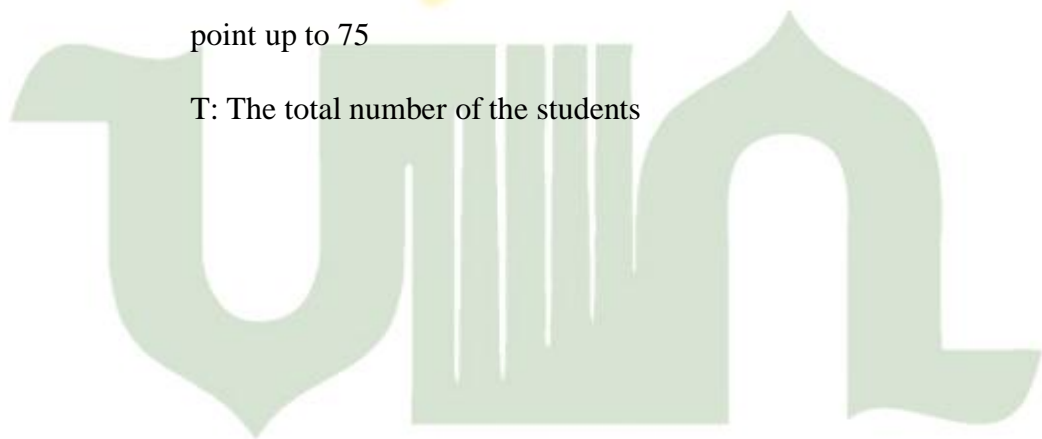
$$P = \frac{R}{T} \times 100\%$$

Where:

P: The percentage of those who got
point up to 75

R: The number of those who got
point up to 75

T: The total number of the students



UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN