

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

The research design that was used in this study is classroom action research (CAR). According to David Hopkins Classroom Action Research is a form of self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of: (a) their own social or educational practice, (b) their understanding of these practice, and (c) the situation in which practice are carried out.

From definition above, on the educational contexts, Classroom action research is a form of self –reflective activities which done by the teacher on the educational situation to improve the rationality. Classroom action research also have the meaning a research that done by the teacher on his/her classes with doing, looking, and make reflection by some actions that aimed to improve or increase the result of education itself.

So, in the Classroom Action Research there are three elements or Concepts that should be remembered by the teacher, as follows:

1. Action is an activity that done with special aimed which doing in some cycles that aimed to improve or to increase the quality of learning process.
2. Research is an activity to observe the object by the methodology of research by collecting all the data and analyzed to solve a problem.
3. Class is a group of students on the same time receiving the lesson from the teacher.

The classroom action research including qualitative approach even though the data that had been collected may be quantitative. The aim of classroom action research is to improve and increase the result quality of learning process, developed the teacher's skill, and increase the student's motivation in the learning process.<sup>1</sup>

## **B. Research Setting and Subject**

The research was conducted in SMP Swasta Al-Hidayah Medan at Jl. Letda Sujono, Gang Perguruan, No. 4, Medan, Sumatera Utara in the academic year of 2018/2019 at the first semester of the year. The researcher interests to applying story pyramid strategy in SMP Al-Hidayah Medan because this strategy has never been taught in this school in previous research.

The subject of this research was students in grade 8th at SMP Swasta Al-Hidayah Medan. The researcher just took a class as object of this research. The

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<sup>1</sup>Kunandar. (2011). *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*. Jakarta: Rajawali Press. P. 45-46.

selected of this research is 33 students of VIII B. In determining the class, the researcher had discussion with the English teacher to consider the problems by the strategy to be used.

### **C. Data Collection**

In this research, researcher used qualitative and quantitative data to collecting the data such as: interview, observation and test. The qualitative data used to describe the condition of the students in learning narrative text by using story pyramid strategy in class. While, quantitative data used to measure students' ability in reading comprehension narrative text. In this research, the researcher used the form of data collection are followed:

#### **1. Observation**

In teaching learning process, observation provides an opportunity for novice teachers to see what more experienced teachers do when they teach a lesson and how they do it.<sup>2</sup> Observation is widely used as means of collecting data in classroom research. So, from the explanation above, the researcher can concluded that observation was a process of watching the activities or anything that had been seen, heard to get some information.

#### **2. Interview**

Interview was used in order to get the important information related to the main objective of research. Interview was some dialogues which done by

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<sup>2</sup>Jack C Richards and Thomas S. C. Farrel. (2005). *Profesional Development for Language Teachers*. Cambridge University: Cambridge Language Education. P. 85-86.

interviewer to get the information from the participants by asking them some questions.

### **3. Test**

A test in simple terms is a method of measuring a person's ability, knowledge, or a performance in a given domain. The researcher gave the students a written test to measure and to know the students' comprehension about reading narrative text. The test is contained of 10 questions in multiple choices that must be answered by the students.

### **4. Documentation**

Documentation was one of the important instruments to get the information for collecting the data in doing classroom action research. Collecting the document was to get the information about the students' improvement. It was includes of students' attendance list, students' score, and the students' evaluation. Technique of documentation was one of the some efforts to get the data and variable such as, notes, transcript, agenda, books, photo, and video.

### **5. Dairy Notes**

The dairy notes were conducted to get information or the data about the condition and the situation of the object areas of the research. It was described of the students' activity, students' improvement, students' progress, and also described everything that happen in the classroom during learning process.

Besides that, the dairy notes given the descriptions about students' attitude, behavior, and students' personality.

#### **D. Data Analysis**

This research used qualitative and quantitative data. The quantitative data used for asses the test include of pretest and post test. These tests were analyzed by comparing the result of the test in each cycle.

The kind of the test is multiple choices to assess the students' comprehension in narrative text by using the formula of the assessment are following:

$$S = \frac{R}{N} \times 10$$

Where:

S = Score of the test

R = The number of correct answer

N= The number of the question

To know the mean score of students' comprehension evaluation in each cycle, the formula is following:

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

Where:

X= The mean of students' score

$\sum x$  = The total score

N = The number of the students

Next, the researcher tries to get the class percentage which pass the minimal mastery level criterion (KKM) considering English subject gets score 70, which is adapted from the school agreement at SMP Swasta Al-Hidayah Medan, the researcher will apply the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where: P = the class percentage

F = total percentage score

N = number of students

The qualitative data is analyzed by using qualitative data analysis interactive model from Miles and Huberman. There are data reduction, data display, and conclusion drawing and verification.

#### 1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcript. Data reduction is occurring as the researcher decides (often without full awareness) which conceptual framework, which case, which research questions, and which data collection approaches to choose<sup>3</sup>. In this phase, the researcher need separate the accurate data from the inaccurate ones. Through the data reduction the

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<sup>3</sup>Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, cv. P. 247.

researcher focuses on the data that will be analyzed. It can be easy for the researcher to continues the collecting the data.

## 2. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that permits conclusion, drawing, and action. Looking at displays helps us to understand what is happening and to do something-either analyze further or take action-based on that understanding<sup>4</sup>. In this phase, the researcher will be present the data into design that will be done in form of short statement, charts, graphs, matrices, and networks.

## 3. Conclusion Drawing or Verification

The third stream of analysis activity is conclusion drawing and verification. Conclusion drawing, in our view is only half of a Gemini configuration. Conclusion are also verified as the analyst proceeds. Verification may be as brief as fleeting second thought crossing the analyst's mind during writing. With a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among collagues to develop "intersubjective consensus," or with extensive efforts to replicate a finding in another data set.<sup>5</sup>

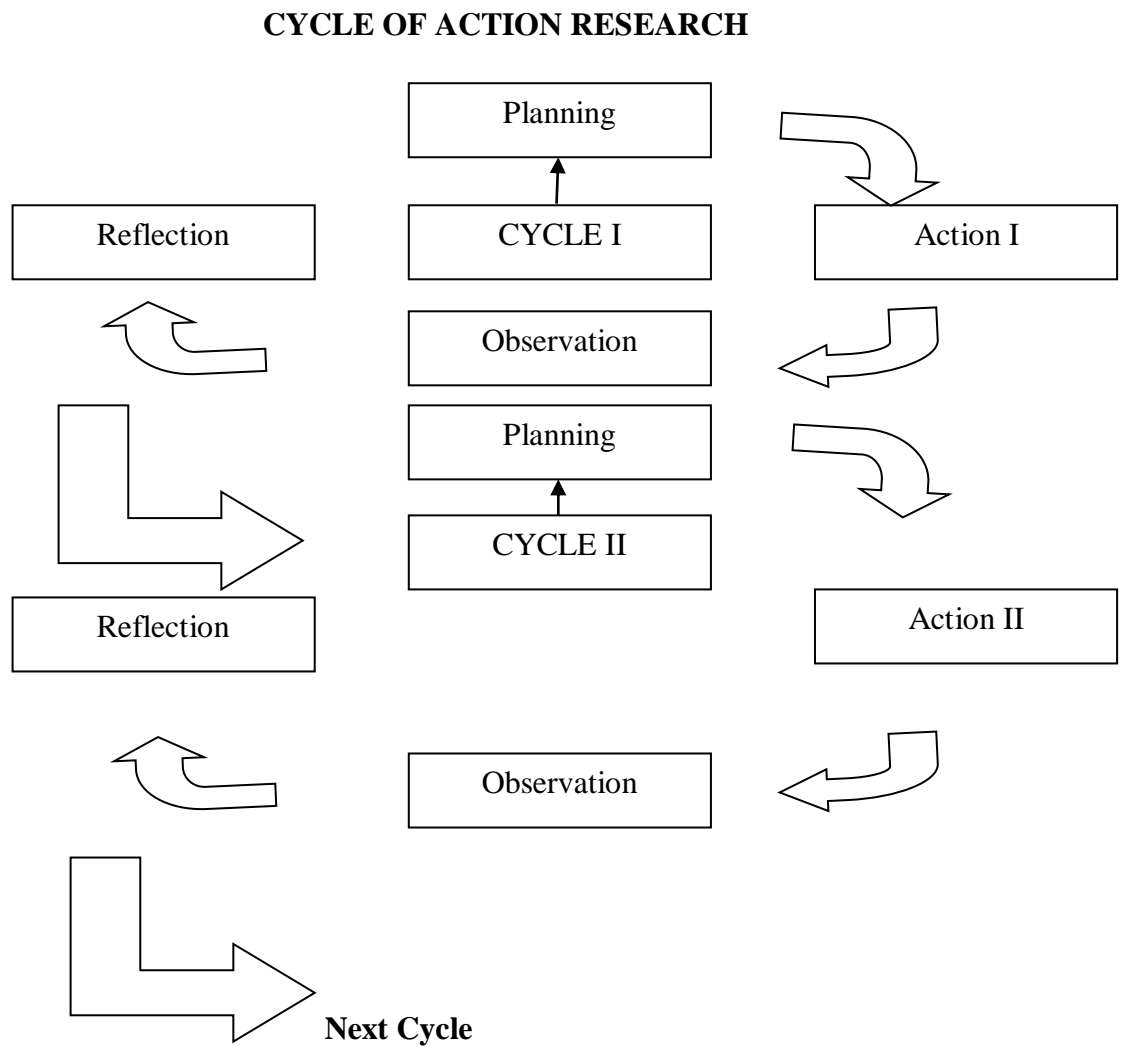
In this phase, the researcher will be made a conclusion. The conclusion is a form of thick description. The conclusion is the answers of the researcher problems that have been formulated.

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<sup>4</sup>Sugiyono. *Ibid.* P.249.

<sup>5</sup>Sugiyono. *Ibid.* P. 252.

## E. Research Procedures



**Figure 3.1**

**Figure Action Research Model By: (Kemmis and Mc Taggard, 1989).**

### 1. Cycle I:

According to Suharsimi Arikunto, there is four steps in doing action that should be done by the teacher if they wants to conduct a research about Action



Classroom Research approach, the steps are: planning, action, observation, and reflection.<sup>6</sup>

a) Planning

Planning is the first step in a classroom action research. Activities undertaken in the planning steps as follows:

1. Prepare lesson plans;
2. Conducting the test before done cycle as the instrument to know students basic skill at reading narrative text.
3. Learning material.
4. The instrument for collecting data such as observation sheet.

b) Action

After planning and setting the action, the researcher will apply a set of action that has planned in the process of learning. The researcher will be using story pyramid strategy in learning narrative text. The activities in this step are followed:

**Table 3.1**

**Action for Showing the Story Pyramid Strategy**

No	Teachers' Activities	Students' Activities
1	Teacher opens the class by greeting	Students response teacher's great
2	Explain the material and the competence which will be reached	Students will know the material competence so that it will encourage them focus.
3	Giving the instruction how to apply story pyramid strategy	Students' know the procedure /step of story pyramid strategy.

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<sup>6</sup>Suharsimi Arikunto. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta. P. 138-139.

	<p>1) Teacher told the students that they are going to discuss about narrative text</p> <p>2) Teacher explained how to use story pyramid and give a model to the students</p> <p>3) Teacher delivered a story and a story pyramid worksheet to the students</p> <p>4) Teacher asked the students to read the story carefully</p> <p>5) The students read carefully</p> <p>6) The students read the information requested in the worksheet</p> <p>7) The students began fill in the story pyramid first time, the students write the name of main character of the story</p> <p>8) Second line, the students</p>	
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	<p>wrote two words</p> <p>describing main character</p> <p>9) Third line, the students</p> <p>wrote three describing the</p> <p>setting</p> <p>10) Fourth line, the students</p> <p>wrote four words</p> <p>describing one event</p> <p>11) Fifth line, the students</p> <p>wrote five words</p> <p>describing one event</p> <p>12) Sixth line, the students</p> <p>wrote six word describing</p> <p>a second events</p> <p>13) Seventh line, the students</p> <p>wrote seven words</p> <p>describing third event</p> <p>14) Eight line, the students</p> <p>wrote stating the solution</p> <p>to the problem</p> <p>15) After finished fill in the</p> <p>story pyramid, they</p> <p>collected it</p> <p>16) Teacher and students</p>	
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	discussed difficult words in the story	
4	Conducting post test	The students work individually b using story pyramid strategy to comprehend narrative text

#### c) Observation

Observation will be done to find out some of the documents that influenced to actions, and also to describe using story pyramid strategy in learning process. At this stage, the researcher will conduct the data by collaborator observe the activities of students and teacher in learning process by using observation sheet. The observation will be done before and during the research. The first observation has done to students' activities and difficulties in English learning especially in reading comprehension. While, for the next observation will be done during the research. The purpose of this observation is to know students' ability in reading narrative text by using story pyramid strategy in learning process.

#### d) Reflection

The last step is reflection. Reflection is used to know and gain feedback from previous activities that has been done before. In this case, the researcher will evaluate the planning, actions, and the data obtained from observation. The result of this evaluation can give the reflection for researcher to considering and helps the researcher to make decision.

The researcher will take the feedback and evaluate on everything that has been done. If the result did not reach the goal determined, there will be continued to the second cycle. In reflecting process, researcher and collaborator discussed further some problems occur in the class. Thus, the reflection is able to be determined after apply the actions and observation outcomes. If the problems have not been resolved, continue the next cycle.

## **2. Cycle 2**

### **a) Planning**

The researcher planned the implementation of lesson plan that related to the cycle 1 that had evaluated and developed for the action of cycle 2.

### **b) Action**

In this section, the researcher did the action that looked on the reflection that had evaluated and revised.

### **c) Observation**

In this step, English teacher as the observer checked the observation sheet. The observer observed the students activities during the learning process. Observation was conducted to get data from action. Besides that, the researcher took the dairy notes, wrote and analyzed activities during the learning process.

#### d) Reflection

In this section, the researcher reflected the evaluation of learning process and evaluated what had been done in the cycle 2 to attain whether the students get progress in scores whether the students still low.

### **F. Trustworthiness**

To establish the trustworthiness of data required the techniques. The implementation of examination techniques is based on a number of specific criteria. There are four criteria used are<sup>7</sup>:

Credibility, it basically replaces the concept of internal validity of noncommittative. This criterion functions: first, to execute inquiry in such a way that the degree of confidence of the invention can be achieved; secondly, demonstrating the degree of confidence in the findings by the researchers' evidentiary evidence of the double reality under investigation.

Transferability, as an empirical problem it depends on the similarity between the sender and the receiver context. In order to make the diversion a researcher should seek and collect empirical events about the same context.

Dependability, the concept of dependence is broader than reliability. It is due to a review that in terms that the concept is taken into account everything that is on the reliability itself plus other factors that are involved.

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<sup>7</sup>Lexy J. Moleong. (2009). *Metode Penelitian Kualitatif*. Bandung: Remaja Rosda Karya. P. 324.

Confirmability, subjectivities depend on one person, according to Scriven. In addition there are still elements of quality inherent in the concept of objectivity. It is unearthed from the notion that if something is an object, it means to be trustworthy, factual, and verifiable. Subjective means to be unreliable, or to be cheated. It is this latter understanding which is used as the foundation of the transfer of understanding of subjectivities into a certainty.<sup>8</sup>

In this study researchers used the criteria of credibility with triangulation examination techniques. It assesses the sufficiency of data according to the convergence of multiple data collection procedure.<sup>9</sup> Triangulation is a technique of checking the data that uses something else outside the data for checking purposes or as a comparison against the data. The triangle in testing this credibility is interpreted as data from various sources in various ways, and at various times. Thus there are triangular sources, techniques, and time.

Researcher limits the technique on source triangulation. Triangulation by source mean comparing and checking the degree of confidence of information obtained through different times and tools in qualitative methods, it can be achieved through: 1) Compare the observed data with interview data. 2) Compare what people say in public with what they say personally. 3) Compare what people say about the research situation with what it says all time. 4) Compare the person's situation and perspective with the various opinions of people. 5) Compare the results of interviews with the contents of related documents.

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<sup>8</sup>Lexy J. Moleong. *Ibid.* P. 324-326.

<sup>9</sup>Sugiono. *Op. cit.* P. 273