

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research is a systematic effort in answering a problem. Tuckman explained: "Research is a systematic attempt to provides an answer to the question".¹ Doing scientific research is an ability which makes a scholar understand the scientific process. Research is usually divided into three methodologies, they are qualitative research, quantitative research, and Classroom Action Research (CAR).

Based on the kind of its problem, so this research was Classroom Action Research (CAR). Classroom Action Research or CAR is a research that is conducted in the class.

Classroom action research is portrayed as a cyclical of a spiral process involving steps of planning, acting, observing, and reflecting with each of these activities being systematically and self critically implemented and interested.² Classroom action research is a type of research that splits both process and outcome, which conducts action research in its classroom to improve the quality of reading.³

This action research tries to identify the problem that happened in the teaching and learning class and then decides an action to overcome the problems. In this research, the researcher identifies some problems related to the students' reading skill. In classroom action research, there four phases that will be conducted namely: planning, action, observation and reflecting. The four phases were done in

¹Salim dan Syahrudin, *Metodologi Penelitian Kualitatif*, (Bandung: Cita Pustaka Media, 2007), p. 16

²Anne Burns, *Doing Action Research in English Language Teaching A guide for Practitioners*, (New York: Routledge, 2010), p. 4

³Suharsimi Arikunto et al., *23 Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2017), p. 2

two cycles, each cycle consisting of 4 stages.

Classroom action research has a very important and strategic role to improve the quality of learning when implemented properly, its mean that the parties involved in CAR (teacher) consciously develop the skill in detecting and solving a problem that happened when learning in the class through meaningful action.⁴

According to Kusumah and Dwitagama, Classroom action research is the research conducted by the teacher in his/her own class by planning, implementing, and reflecting and action in collaborative and participatory ways with the aim at improving performance as a teacher, so that the learning outcomes of the students can be increased.⁵

Classroom action is a method of finding out what the best way in the classroom. So that, we can improve students ability in a learning process. This aim of classroom action research is to improve the teachers' teaching their own classroom or school. While there is no requirement that the findings be generalized to other situation, the results can add to the knowledge base. According to Arikunto, Classroom Action Research consist of three words, there are:⁶

1. Research

Examine activities of an object, use the rules of particular methodology to obtain data or information to improve the quality of a thing that interest and important for the researcher.

2. Action

⁴Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*, (Jakarta: PT. Raja Grafindo Persada, 2016), p. 41

⁵ Kusumah, W. & Dwitagama, D, *Mengenal Penelitian Tindakan kelas*, (Jakarta: PT Index 2009), p. 23

⁶ Wina Sanjaya, *Penelitian Tindak Kelas*, (Jakarta: Kencana, 2013), p. 25

Some activities that are deliberately made with a specific purpose, which in this research formed a series of cycle activities.

3. Class

The class is a group of students who are in the same time receive the lesson from a teacher. Constrain which written for understanding about the class is old interpretation, to immobilize a misconception and widely understood by the public with "room for a teacher to teach". Class not just a room but a group of students who are studying.

B. Research Setting and Sample

This research was conducted at Madrasah Aliyah Negeri 2 Tanjung Pura. It is located at Tengku Amir Hamzah street, Langkat, North Sumatra 20853. The researcher chooses this location for doing research because:

1. This research has never been done before in that school.
2. The researcher finds that most students in MAN 2 Tanjung Pura still had low ability in reading English texts.

A sample is the number of people that less than population. In classroom action research, a sample is a mean the subject of the study. The subject of this research is the students at the second grade of Senior High School MAN 2 Tanjung Pura in Academic Year 2018-2019. The subject is takes only one class of four classes, with the detail of 10 male students and 22 female students, while the English teacher as the partner of this research.

Table 1.

Sample of the Students

| Class | Student | | Total |
|-------|---------|--------|-------|
| | MALE | FEMALE | |
| | | | |

| | | | |
|----------|----|----|----|
| XI IPA 3 | 10 | 22 | 32 |
|----------|----|----|----|

C. Data Collection

The instrument of collecting data was used by the researcher to get the data observation by using quantitative and qualitative data.

1. The Quantitative Data

a. Test

The researcher used the oral test for the students. The test used in this study is the pre-test and the post-test. The pre-test will do before implementing an action learning strategy. It is used to measure students' reading ability at first. Meanwhile, the post-test is implementation after using the active learning strategy. In scoring the test, this research used the score from 1-20.

2. The Qualitative Data

a. Observation

The researcher observes the objects by watching the teaching-learning process in the classroom. The comment based on what the researcher has seen is written in the observation sheet.

b. Interview

The researcher makes a list of questions that was asked of the English teachers in the school to know their difficulties in teaching English especially in improving the students reading ability. The question also was prepared to acquire some information related to their problems and motivation in learning English.

c. Documentation

Documentation is a proof of the researcher when doing a research in a school

by collecting anything related to the research. But in this research, the research supports the data of students, the students' reading record, and photos that related to research focusing.

d. Diary Notes

Diary notes are used to write students' activity in the class. The diary notes conduct to get the information about students' responses during teaching and learning process. The researcher used diary notes to write students' activity during the teaching-learning process. The purpose of writing diary notes is to look for the improvement of students' responses to learning the reading skill by using spoof text.

D. Data Analysis

The technique of analyzing data of this study were applied by using qualitative and quantitative data. The qualitative data describes the situation during the teaching-learning process. They are analyzed from the interview result, observation sheet, and diary notes. The quantitative data analyzes students' scores.

According to Uzer Usman, based on the criteria of learning completeness, if the learning completeness has reached 85% of the total students, then the learning completeness has been reached.⁷

To know the mean of students' score for each cycle, the researcher will apply the formula:

$$X = \frac{\sum X}{N} \times 100\%$$

Notes:

X: The mean of students' score

$\sum X$: The total score of students

N: the number of students

⁷Uzer Usman, *Menjadi Guru Profesional*, (Bandung: Remaja Rosdakarya, 2010), p. 64

Next, to categorize the number of students who passed the test successfully, get the score up to 75. According to Hamzah and Nurdin⁸ that:

- a. A student is a success in learning if he gets 75.
- b. A class is a success in learning if he gets 85 or more.

To categorize the number of the students who pass the test successfully, the calculation will be as follow:

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

Where:

P= percentage of students who gets score 75

R= the number of students who gets a score more than 75

T= the total number of students who do the test.

E. Research Procedure

In here, the research was used a Classroom Action Research (CAR). The procedures of research was performed by administrating two cycles. Each cycle contains four steps which are planning, action, observation, and reflection. The figure is below:

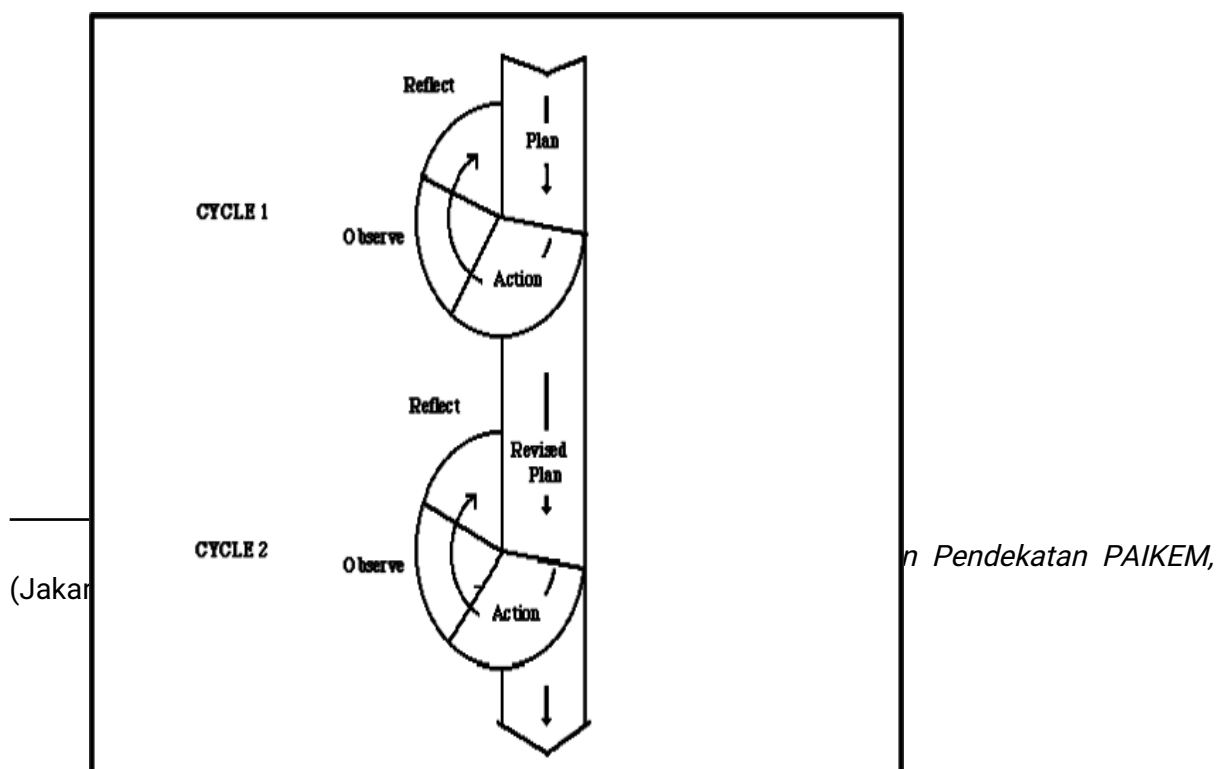


Figure 1.1: Action Research Spiral, Model from Kemmish and Me Taggart

1. Cycle I

a. Planning

Planning is a arrangement for doing something. In planning the researcher prepare everything that was needed in a learning process. The following points are the specification of the planning are the first cycle:

1. The teacher prepared pretest as the instrument to know the students' reading English
2. The teacher prepared lesson plan and schedule of activity
3. The teacher prepared English rating sheet.

b. Action

An action is processed doing things, it is an implementation of planning. In this step, the students was taught how to improve reading skill through spoof texts. Here is the specification of the Action in the first cycle:

1. The teacher opened the class by greeting the students
2. The teacher motivated the students and explained the topic based on the lesson plan
3. The teacher started to use spoof texts
4. The teacher recorded the students' sound while reading
5. The teacher ended the class

c. Observation

In this stage the researcher conducts several activities as follows: Observed during the process of learning about students reading skill and learning process using observation sheets that had been prepared. To evaluate students skill of observation sheet. Here is the specification of the Observation in the first cycle:

1. The teacher noted the students' activity and responds during a learning process.
2. The teacher noted the students' ability in reading by calculating their scores based on a rating sheet

d. Reflection

Reflection implemented based on the analysis of data from observation and evaluation activities. Reflections conducted to determine the extent to which media can enhance students reading skills and to know the advantages and disadvantages of the implementation of the learning process which has been implemented to avoid recurrence on the second cycle and overcome obstacles that may be encountered on the second cycle. Here is the specification of the Reflection in the first cycle: The teacher made the next action what to do and to review after knowing the problem during teaching-learning activity.

2. Cycle II

a. Planning

Activity of which is in the planning cycle II is the same as planning to cycle I. The planning stages on the second cycle based on the result of reflection of the activity cycle I. Planning is done to avoid the shortage and obstacles that occur in the first cycle both on students and on the implementation process of learning to improve students reading skill. In this cycle consist of two meetings. The first and second meeting on the second cycle is presented in the material daily routines. Here

is the specification of the planning in the second cycle:

1. Through spoof, texts was applied by the teacher in the teaching-learning process.
2. The teacher prepared a rating sheet and lesson plan.

b. Action

Activities undertaken in this phase is to implement lesson plans that have been planned and developed from the implementation of the first cycle of the learning process accordance with lesson plans that have been previously designed to improve students reading skill and the learning can take well. Here is the specification of the Action in the second cycle:

1. The teacher motivates the students to dare themselves to read in front of the class
2. The teacher gives more explanation about the topic and the rule of Spoof Text.
3. The teacher prepares asked some questions to the students to stimulate their response in reading English
4. The teacher gives the test to know the students' ability in reading wheather better than before or not.
5. The teacher records the students' sound while reading.
6. The teacher ends the class.

c. Observation

As in cycle I, observation activities carry out to determine the changes in students reading skill. Here is the specification of the Observation in the second cycle:

1. The teacher notes the students' activity and responds during the teaching-learning process

2. The teacher notes the students' ability in reading by calculating their scores based on the rating sheet.

d. Reflection

At the end of the second cycle, the observation of later researchers to find weakness and excellence in learning. Reflection includes: Feedback of the teaching-learning process is takes from the result of observation.

F. Trustworthiness

Qualitative researchers establish that the research study's findings are credible, transferable, confirmable, and dependable. Trustworthiness is all about establishing these four things, which are described in more detail below.⁹

1. Credibility is the how confident the qualitative researcher is in the truth of the research study's findings. This boils down to the question of "How do you know that your findings are true and accurate?" Qualitative researchers can use triangulation to show the research study's findings are credible.
2. Transferability is how the qualitative researcher demonstrates that the research study's findings are applicable to other contexts. In this case, "other contexts" can mean similar situations, similar populations, and similar phenomena. Qualitative researchers can use thick description to show that the research study's findings can be applicable to other contexts, circumstances, and situations.
3. Confirmability is the degree of neutrality in the research study's findings. In other words, this means that the findings are based on participants' responses and not any potential bias or personal motivations of the researcher. This

⁹ Sikolia, David, dkk, (2013), *Trustworthiness of Grounded Theory Methodology Research in Information Systems*, (<http://aisel.aisnet.org/mwais2013/16>), Accessed on June 25 2018

involves making sure that researcher bias does not skew the interpretation of what the research participants said to fit a certain narrative. To establish confirmability, qualitative researchers can provide an audit trail, which highlights every step of data analysis that was made in order to provide a rationale for the decisions made. This helps establish that the research study's findings accurately portray participants' responses.

4. Dependability is the extent that the study could be repeated by other researchers and that the findings would be consistent. In other words, if a person wanted to replicate your study, they should have enough information from your research report to do so and obtain similar findings as your study did. A qualitative researcher can use inquiry audit in order to establish dependability, author oliviawhich requires an outside person to review and examine the research process and the data analysis in order to ensure that the findings are consistent and could be repeated.

The technique which is applied establish the trustworthiness of the data is triangulation. Miles and Huberman say that triangulation is supposed to support a finding by showing that independent measures of it agree with it or, at least, do not contradict it. Sheton states that triangulation may involve the use of different methods, especially observation, focus groups and individual interviews, which form the major data collection strategies for much qualitative research.¹⁰

This study used methodological triangulation. Multiple data gathering is conducted to get the data valid, such as observations and interviews. This is intended to create overlapping and therefore cross-validating data in the study of improving students' ability in reading through spoof text at MAN 2 Tanjung Pura.

¹⁰Shenton, K, A, *Strategies for ensuring Trutworthiness in qualitative research projects*, Journal Education for Information Vol 22 p. 63-75, Accessed on: June 25 2018

