

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about research design, place of research, research instruments, data analysis techniques, and research procedures.

3.1. Research Design

The research design of this research is classroom action research. This research focuses on analyzing the improvement of students' reading comprehension through collaborative strategic reading of narrative text material. This research aims to explain the picture of improving students' reading comprehension using collaborative strategic reading learning techniques.

Classroom action research is an activity carried out by teachers to find out what is best to be implemented in the classroom. Classroom Action Research (CAR) is a reflective process in which instructors gather empirical data to improve their teaching practices. Gwynn Mettetal (2002) explains that classroom action research is an integration of teaching and scholarship where instructors use data available in their classes to answer practical questions about teaching and learning in their classes.

This classroom action research allows teachers to find appropriate actions for their teaching. The CAR is intended to improve the teaching and learning process, leading to the improvement of learning outcomes (Amri, 2013).

CRS has four stages consisting of planning, action, observation and reflection (Amri, 2013). This cycle can be carried out repeatedly until the

researcher is satisfied with the results. The number of cycles is determined by the student's activeness in the learning process obtained. For example, if in cycle I or II the problems in the learning process can be resolved, then the cycle can be end. On the other hand, if cycle I or II cannot be completed, it can be continued in cycle III and beyond while completing the deficiencies in cycle one and perfecting them. The CAR cycle is described as follows.

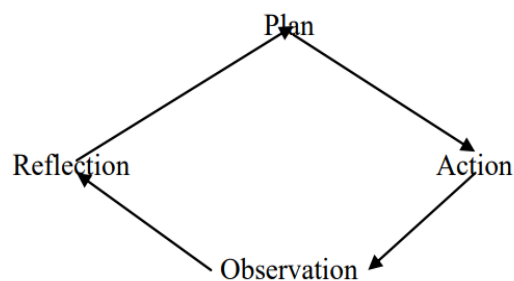


Figure 3.1 CAR Cycle in the implementation (Amri,2013)

1. Planning

At the planning stage, the researcher made several plans based on the research objectives to be implemented in the classroom. At this stage, the researcher plans what, where, when, and how. The researcher determined the instruments used in the study and how the observation was completed (Amri, 2013)

2. Acting

The next stage is acting. The implementation of this action carried on the planning guidelines. The teacher applies a strategy to enhance

students' reading comprehension. This action is implemented until the success criteria are achieved.

3. Observing

To improve students' reading comprehension, observation is a technique used to observe learning activities. Through detailed observations of a subject and object being studied, this observation seeks to find and collect information.

Observation aims to collect data during the action stage.

4. Reflecting

Reflection is an activity that involves critically analyzing changes in teachers, students and the classroom environment. From the initial observations obtained from activity 1, the teacher assessed the implementation of the actions used in planning learning for the next cycle. The next action taken was different from the previous actions by developing and correcting deficiencies that existed in the previous cycle.

3.2. Place of Research

This research was conducted at SMPN 7 Jambi City, which is located in Simpang Empat Sipin, Telanaipura District, Jambi Province.

3.3. Subject of Research

The subjects of this research are students in grade eight of SMPN 7 Kota Jambi, which consists of 29 students.

3.4. Research Instrument and Data Collection Technique

The data collection techniques in this research are through observation, field notes, tests and documentation. The research instrument used in this classroom action research is test and non-test research. The non-test instruments consist of observation sheets teacher field notes. Qualitative data collection techniques used include observation sheets, and teacher field notes. The data collection techniques in this research are through observation, interviews and documentation.

3.4.1 Observation Sheet

Observation is a way of collecting data through observing events that have occurred or are ongoing. This observation was conducted during the learning process using reading strategies to find out how to improve students' reading comprehension in narrative texts. Observation sheets are used in each meeting to find out how collaborative strategic reading can improve students' reading comprehension.

The observation sheet is divided into two, namely student observation and teacher observation. Student observation sheets are adapted to student response activities and participation in learning. Meanwhile, the teacher's observation sheet is adjusted to the syntax of the learning media.

3.4.2 Test

The test instrument of this study is a test of English for the narrative text material. The test of this research were pre-test and post-test. The pre-test was held before the implementation of collaborative strategic reading and the post-

test was held after the implementation of collaborative strategic reading in cycle 1 and the next cycle. The test is related to identifying the main idea, determining the structure of the text, and looking for information. The test results are in the quantitative data, it used to help answer the research question of how collaborative strategic reading improves reading comprehension.

3.4.3 Field Notes

Field notes are used by researchers to record all events that occur during the implementation of the learning process using collaborative strategic reading. The teacher described the situation and student responses that occur in class when conducting classroom action research (CAR).

3.4.4 Documentation

The documentation used in this research is photos and notes. This documentation functions as a complement to the observations that have been made.

3.5. Data Analysis Technique

Data analysis processing is an important component in research because data analysis processing can provide useful meaning for solving problems in research. To gain comprehensive knowledge about this problem, researchers used qualitative and quantitative data analysis.

According to Iskandar (2011) in his book, it is stated that classroom action research data includes qualitative data and quantitative data (numerical data). In this study, researchers used qualitative (descriptive) and quantitative data

analysis. The data from observation and field notes was analyzed using qualitative and the data from test was analyze using quantitative.

To process the test results, researchers used the average score of students' understanding by analyzing quantitative data in each cycle. This aims to measure how good students' abilities are in each cycle using the formula: Sudijono (2018)

$$Mx = \frac{\Sigma x}{N}$$

Notes :

Mx: mean

x : individual score

N : number of students

After that, researchers obtained the percentage of classes that passed the minimum completeness criteria (KKM) using the formula: Sudijono (2018)

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

Notes :

P: the class percentage

F: total percentage score

N: number of students

The final stage is to analyze whether there is an improvement in students' reading comprehension before and after implementing classroom action research. The formula is: (Meltzer, 2002:1260) sited in Husniati (2021).

$$P = \frac{y^1 - y}{y} \times 100\%$$

Notes:

P : percentage of students' improvement

y^1 : post-test result

y : pre-test result

3.6. Criteria for the Success of Classroom Action Research

This classroom action research can be said to be successful if it meets the specified criteria. This classroom action research determines performance indicators, namely increasing students' reading comprehension by applying collaborative strategic reading techniques. This research can be said to be successful if the students in this research experience improvement from cycle I to cycle II in accordance with the school's minimum mastery criteria (KKM) target. At least 70% or 20 students from the total number of students, namely 29 people, passed the Minimum Completion Criteria (KKM).

3.7. Research Procedure

Iskandar (2011), classroom action research is an analysis of the learning process through actions that are carried out actively and occur in the classroom simultaneously. In implementation, there are 4 cycles in classroom action research, namely, planning, implementation, observation and reflection.

The number of cycles applied to classroom action research depends on the resolution of the problems in the class. In this study, the number of cycles was determined by the increase in reading comprehension of students in class 8F.

If the first cycle has not shown results, then it will continue to the second cycle. If in the second cycle the problems in the learning process have not been resolved, then it will continue in the third cycle and so on by completing the deficiencies in the previous cycle and then revised to improve the results of the cycle that has been done.

3.7.1 Action Planning

In this research, the planning stage is to teach narrative text material by implementing collaborative strategic reading in class 8 H.

The planning stages carried out are as follows:

- 1) Determine the material to be explained.
- 2) Prepare a lesson plan.
- 3) Prepare learning tools and materials used during the learning process.
- 4) Prepare an observation sheet.
- 5) Prepare a recording device to be used during the learning process as a documentation tool to prove the data obtained.

3.7.2 Action

At this stage, action is carried out in accordance with the plan that has been prepared previously in the form of a lesson plan (RPP). The activity carried out at this stage is where the teacher provides action in the form of implementing collaborative strategic reading to improve students' reading comprehension.

3.7.3 Observation

Observation is a technique used to observe learning activities. Through detailed observations of the subject and object being studied, this observation stage aims to find and collect information. Observation sheets are used at this stage to record observation results.

3.7.4 Reflecting

Reflection is an activity that involves critically analyzing changes in teachers, students and the classroom environment (Riana, 2023). At this stage, the researcher analyzes the results of observations that have been made previously regarding the implementation of previously implemented reading strategies. Based on the initial observation results obtained from activity 1, the teacher assessed the implementation of the actions used in planning learning for the next cycle. Next, the researcher re-plans the action for the next cycle if the expected results have not been achieved by developing and perfecting the deficiencies found in the previous cycle so that the results obtained are better than the previous results.

