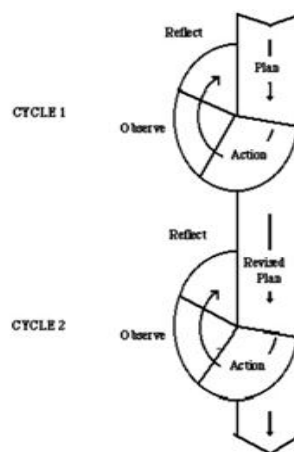


# CHAPTER III

## RESEARCH METHODOLOGY

### 3.1 Research Design

This research conveyed as a classroom action research. Classroom Action Research is a method to find out the best way in teaching and learning process for students in a classroom. In Yesi Uyun (2019:7) according to Wallace (1998:15), the definition of this research is research that focuses on individual or small group professional practice and it nearly always arises from some specific problem or issue. Therefore, the problem focused in its approach and practically in its intended outcomes. The focus of this classroom action research was to encourage the teacher to involve practically so he or she can look at themselves as a researcher. In other words, CAR encouraged the teacher to be a researcher in their class. Action research aimed to help the teacher to continue developing as a teacher, to improve the students' competency in the teaching and learning process.



**Figure 3.1 Action Research Spiral Model from Kemmis and Taggart**

**(1988:11-14, cited in Burns 2010)**

### **3.2 Research Subjects**

The population of this research was VIII-9 students of SMP Al-Washliyah 30 Medan. The location of this school was at Jl. Pancing I No.2 Kel. Besar Medan Labuhan. The total population is 30 students. Due to the COVID-19 pandemic, the students were divided into two classes, each class consisting of 20 students.

### **3.3 Research Procedures**

According to Aqib (2009:3) stated that classroom action is research carried out by teachers in their own classrooms through self-reflection to improve their reading comprehension in teaching so that students' learning outcomes increase.

According to Arikunto (2013:3) classroom action research is a learning activities in the form of an action, which is deliberately raised and occurs in class together. These actions were given by the teachers or carried out by the students.

What is defined by Arikunto (2013: 2) can be explained as follows:

1. Research, an activity to observe an object in a certain way and a certain method to obtain data or information needed by researchers.
2. Action, an activity that is intentionally carried out with a specific purpose. In this case a series of cycle activities for students.
3. Class, in this case is a group of students who at the same time receive the same lesson from the same teacher.

There are four steps in classroom action research proposed by Arikunto (2013:16), they are: Planning, Action, and Reflection. Here is the explanation of those steps.

### **3.3.1 Planning**

In this step the researcher explained what, why, when, where, who and how the research would do the research. In this research, the researcher made a schedule. Researcher must observe school conditions, class and student conditions, school facilities, and learning methods used by the teacher in class. Researcher also made lesson plans that would be collected in the next step.

### **3.3.2 Action**

The researcher implemented several action plans in the classroom in two cycles. In addition to carrying out several action plans, the researcher conducted interview with several students of class VIII-9 after the action was taken. The results of the discussion were important data as an evaluation of the implementation of the action plan for improvement of further actions. The purpose of the action was to improve students' reading comprehension skills through spoof text.

### **3.3.3 Observing**

Observing was done by the researcher, this observation would be done while the action was going. While doing the observation, the researcher took a note what had happened to get the accurate information from the observation.

### **3.3.4 Reflecting**

According to Arikunto (2013: 19) reflection is an activity to repeat what had beendone. This reflection activity was very appropriate to do when the teacher had completed the action, so the researcher can discussed the implantation of the research.

After the action and observation, the researcher evaluated the problem during the action and tried to find a solution. The researcher evaluated the process, the problem and measured whether the action was successful or not. Then, the researcher can do better in the next cycle by changing the actions that did not work into more appropriate actions. In addition, the successful action was applied again to the next action.

Based on the explanation above, it can be concluded that Classroom Action Research can be carried out by teachers and researcher which involves students to improve the teaching and learning process. This research aimed to improve students' reading comprehension by using spoof text. This research was conducted on students of class VIII-9 SMP Swasta Al-Washliyah 30 Medan.

### **3.4 Data Collecting Technique**

The data of the research were collected based on three techniques. They were observation, interview and conducting the test. The techniques were explained as follows.

#### **3.4.1 Observation**

The researcher observed the teaching and learning process to collect information before, during and after the action. Observation was made to find out everything that happened in the teaching and learning process when the researcher carried out the action.

There are two parts to the observation. The first is observation before the research to obtain information as much as possible about the condition of the

teaching and learning process in the classroom. It was very important because the results of the initial observation determined the action in this research. The second was observation during the research to support the action to be well implemented. The researcher provided an observation sheet that contained several steps in carrying out the action.

#### **3.4.2 Test**

Test was done to get the data. The tests were given to the students in two times, namely pre-test and post-test. Pre-test had given to the students before the learning process began while the post-test was given after the teaching and learning process. The researcher chose pre-test and post-test in order to know the improvement of students' reading comprehension before using spoof text. In the cycle I, the researcher gave a pre-test and post-test, each of which consisted of 10 multiple choice questions equipped with a spoof text story entitled "Grandpa's Birthday and A Young Lady". In cycle II, the researcher also gave a pre-test and post-test, each of which consisted of 10 choice questions completed with a text spoof story entitled "Penguin In The Park and Vacation to Surabaya".

#### **3.4.3 Interview**

Interview was used to obtain information that cannot be obtained through observation. The data was obtained personally because the type of interview was deep interview. The researcher gave five questions to the teacher and students, one of which was how motivated the students were to read at school and whether students could attend reading lessons in class and what method was used when teaching reading. Likewise with students, what are the difficulties of students

when reading english text and do they often have opinions about the content? the text? The interview involved students of grade VIII-9 SMP Al-Washliyah 30 Medan. As stated earlier, the interview was an in-depth interview so even though questions had been prepared in advance, there were some unexpected answers from interview, the researcher could follow the condition to get more details data.

#### **3.4.4 Documentation**

In this case, the researcher collected data by taking some of pictures in the classroom. So, with some of those pictures, it will be an evidence that the researcher had conducted a research.

#### **3.5 Data analysis technique**

Action research uses qualitative and quantitative data analysis. Qualitative data analysis used in this research was the observation of student activities during the teaching and learning process and interview before and after Classroom Action Research (CAR). Qualitative data analysis consisted of three steps. The first was collecting data from interview transcripts and field notes, the second was Identification data, the third was conclusion. Meanwhile, the researcher analyzed quantitative data from the score of pre-test and post-test. Then, the students' reading scores on the pre-test and post-test was presented in terms of mean and standard deviation. The researcher compared the data before and after conducting the study to see the difference.

To determine student achievement, in each cycle, statistical analyzed is used. Assessment and classification of students' abilities in understanding

improving reading comprehension by using spoof text stated by Hughes in Junita (2011) here is explained in detail the explanation above along with the criteria.

**Table 3.5 Scoring of Reading Comprehension in Spoof Text (Hughes in Juita 2011)**

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Excellent	100-90	Mastering reading comprehension in English
Good	89-70	Sometimes use mastery English reading comprehension although it's not fluently
Average	50-69	Often misinterpret sentences that are read, discussing to learn to read understandings that are not understood
Poor	49-30	There are figurative words or parables that are difficult to understand
Very poor	< 29	Limited reading comprehension and not understanding every figurative sentence contained in the book being studied

The data from the result of the test for analysis through the formula as in the following:

- a. The score of each students

To score each student the researcher will calculate the data by applying to the formula below:

$$\text{Score} = \frac{\text{Correct answer}}{\text{Item}} \times 100 \%$$

By using the following formula as Sudijino (2001: 40) suggestion:

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

Where:

P = Proportion or index of difficulty

F = Number of the students who answer the item incorrect

N = Total number of the students

- b. To find out to the meaning score each group. The mean score would be calculated by using the following formula:

$$\text{Mean} = \frac{\sum p f}{N}$$

Where:

Mean = Average

$\sum p$  = Total percentage of incorrectness

N = Total of the students