

CHAPTER III

RESEARCH METHOD

3.1. Research Design

The design used in this research is Classroom Action Research (CAR). Classroom Action Research is a systematic study of classroom learning practices with the aim of improving or increasing the quality of the learning process and student learning outcomes by taking certain actions.

According to Arikunto (2009: 104), action research is one of the type research that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence and situation.

Classroom Action Research (CAR) was an action research conducted by teachers in the classroom. The essence of classroom Action research is research and action which carried out the cycle in order to solve the problem, to be solved. There are several types of action research, two of them are individual action research and collaborative action research (CAR). Thus CAR can mean two things, namely classroom action research and collaborative action research. In this study, the researcher will conduct six meetings in each cycle.

3.2. Research Subjects

The subject of this research was the grade X students of accounting major which consisted of 30 students at SMK MUHAMMDIYAH 04 MEDAN academic year 2022/2023 . It was located on JL. MEDAN BELAWAN Km 22.5.

3.3. Research Procedures

In this Classroom Action Research (CAR), the researcher used CAR design from Kurt Lewins. Lewins was the first who introduced action research. The researcher illustrated action research as a denial of steps that form spiral so that it can be easily understood to be compared to other design or models.

The researcher used the classroom action research procedures based on Kurt Lewin's design. It consisted of two cycles in which each cycle contains four phases namely; planning, acting, observing, and reflecting.

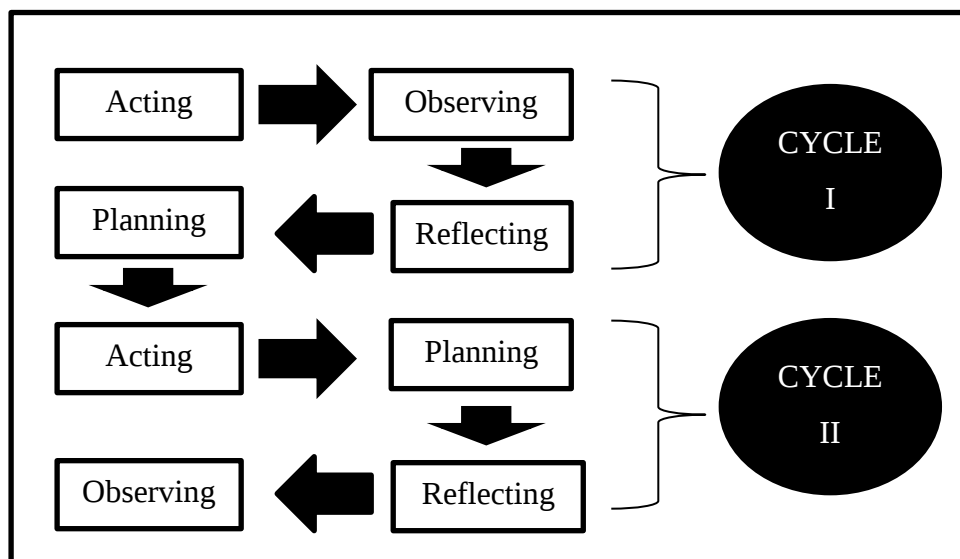


Figure 3.1 Kurt Lewin's Action Research Design

The Classroom Action Research of Lewin's design consisted of four phases; planning, acting, observing, and reflecting within one cycle. If the first cycle

finished but still found any problem, it is necessary to continue to the second cycle with the same concept of the first cycle. Those are planning, Acting Observing and Reflecting. In addition, before entering the cycle of classroom action research, the researcher conducted the preliminary study. According to Mills (2003: 26) preliminary information can be done to reflect on your own beliefs and to understand the nature and context of your general idea. It meant that to gain data about problems faced by the teachers and the students in teaching-learning activities are needed to be solved.

3.3.1. Planning

Planning is arrangement for doing something. In planning the researcher prepare everything that will be needed in learning process. As a first step before conducting action research : Analyze the students' problem in reading, make a lesson plan, prepare observation sheets of teacher and student activities during carry out learning, develop student worksheet.

3.3.2. Action/ Implementing

Action is the process of doing something, it is the implementation of planning. In this step, students will be taught how to improve students' reading comprehension by using the LRD strategy in descriptive text. The researcher explain about descriptive text , the researcher explain about LRD strategy, researcher ask student to read descriptive text using the LRD strategy, the researcher asked students' problems when reading descriptive text using the LRD strategy.

3.3.3. Observing

Observation was made during the process of teaching and learning activities that took place as an assessment of students' learning outcomes.

3.3.4. Reflecting

Reflecting is a feedback process from the action, which was done before. Reflection is used to help the teacher to make decision. Reflection is evaluative aspects to evaluate the effect of spacious issue and suggests the way to handle it. In this phase, the researcher reflected everything that would be done.

Tabel 3.1 Cycle I

Action Plan	Planning Stage
PLANNING	1. Analyze the students' problem in reading. 2. Make a lesson plan. 3. Prepare learning media, tools and materials needed. 4. Prepare observation sheets of teacher and student activities during carry out learning. 5. Develop student worksheets.
ACTION	Opening 1. In the first lesson the teacher opened the class. 2. Carry out prayer and attendance. 3. The teacher conveys the learning objectives to be achieved. Core 1. The researcher explain about descriptive text. 2. The researcher explain about the

	LRD reading strategy. 3. Researchers ask student to read descriptive text using the LRD reading method. 4. The researcher asked students' problems when reading descriptive texts using the LRD strategy. Closing 1. Researchers make conclusion about material. 2. Students are asked to work on the practice questions that have been given. 3. Presenting the lesson plan at the next meeting. 4. The teacher gives motivation to students to study hard. 5. End the lesson with prayer.
OBSERVING	1. Observe about the students' result test. 2. Observe about all activity of students in every meeting in order the researcher can measure of the students' ability. 3. Whether evaluation which use the result of the study to know how for their improvement.
REFLECTING	Reflection is carried out to review the results of actions, the results of observations are analyzed to help corrective actions that will be carried

	out later. By doing reflection researchers can find out the deficiencies that need to be corrected again.
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Tabel 3.2. Cycle II

Action Plan	Planning Stage
PLANNING	1. Analyze the students' problem in reading. 2. Make a lesson plan. 3. Prepare learning media, tools and materials needed. 4. Prepare observation sheets of teacher and student activities during carry out learning. 5. Develop student worksheets.
ACTION	Opening 1. In the first lesson the teacher opened the class. 2. Carry out prayer and attendance. 3. The teacher conveys the learning objectives to be achieved. Core 5. The researcher explain about descriptive text. 6. The researcher explain about the LRD reading strategy. 7. Researchers ask student to read descriptive text using the LRD reading method. 8. The researcher asked students' problems when reading descriptive

	texts using the LRD strategy. Closing 6. Researchers make conclusion about material. 7. Students are asked to work on the practice questions that have been given. 8. Presenting the lesson plan at the next meeting. 9. The teacher gives motivation to students to study hard. 10. End the lesson with prayer.
OBSERVING	Make observations of learning activities including the activeness of students in seeking information about the material.
REFLECTING	Analyze and make conclusions on the implementation of learning in order to improve learning outcomes through LRD reading strategies.

3.4. Data Collecting Techniques

The instrument of collecting data is used by the researcher to get the data by using observation and test. The explanation as follows:

1. Observation Sheet

The researcher arrange the data by observing the class situation and condition in the teaching learning process. The researcher sat at the back of the classroom and wrote down the class activities in the teaching and learning process. The researcher also arranged the data by doing observation and wrote down everything that can be taken by the

researcher's sense in this activity. Then, the researcher explained the materials to the students researcher and the teacher wrote down the teaching learning activities English teacher as the collaborator wrote down the observation results and recorded in the form of field notes.

2. Interview

The interview is done to know the feedbacks of the actions. The researcher interviewed the students and the English teacher about the activities in the teaching and learning process. In this case, the researcher held the interview with the English teacher and the students about the use of LRD strategy in reading test during teaching and learning process. The researcher asked the teacher some questions related to class activities, class condition, students behavior and the students proficiency level in reading. For example, the researcher asked the teacher how to explain the material to the students. The researcher also interviewed some students by asking them questions about class activities. For example, the researcher asked students about their difficulties in understanding descriptive text.

3. Reading Test

There are two kinds of test to measure students reading comprehension namely pre-test and post-test.

- a. Pre-test or initial reflection was tested to assess the pre-existing reading comprehension of the researcher subjects which was administered in the first meeting before the researcher conducted the research by applying feedback strategy in the classroom.

- b. Post-test is a test given to students after completion of an instructional program or segments that often used in descriptive text with a pre-test to measure their achievement and the improvement of the students learning outcomes. The purpose of pre-test was conducted to find out initial condition of research subject in reading comprehension. The function of administering post-test was to evaluate the effectiveness of feedback of LRD strategy in teaching reading comprehension.

The researcher delivered Pre-test and Post-test in the form of multiple choice items which consisted of 20 questions. The options of the multiple choice items consisted of A, B, C, or D. Each correct answers has 5 point and incorrect answer get 0 point. The questions were given based on the learning topic.

3.5. Data Analysis Techniques

This research applied qualitative and quantitative data :

1. The analysis of qualitative data that was used in this research is observation of students' activities during teaching learning process, and the interview before and after Classroom Action Research (CAR) namely planning, acting, observing and reflecting.
2. The analysis of quantitative data that used in this research is reading test which consisted of 20 questions for each cycle. In scoring reading test, the students reading scores were ranged from 0 - 100 by accounting the correct answers. The correct answer has 5 point and incorrect answer gets 0 point by applying this formula :

$$S = \frac{R}{N} \times 100$$

Where :

S = score of the test

R = the number of correct answer

N = the number of question

To know the mean of the students' score of assesment that had been given in each cycle, the research applied the following formula :

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

Where :

M = the mean of students' score

$\sum x$ = the total score

N = the number of the students

3.3. Table The Interpretation of Students' Scores

Persentase of scores	Criterion
81-100	Excellent
61-80	Good
41-60	Fair
21-40	Poor
10-20	Bad

Next, to category the number of the students who passed the test successfully, it was applying the following the formula:

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

Information:

P = The percentage of students who got points 75

R = The percentage of students who got points 75 above

T = The percentage of students who took the test