

## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1 Research Design**

The method of the study is Classroom Action Research design. Since it occurs in the classroom frame, it is called CAR. Based on Ebbut in Zurich (2007), action research is about the systematic study of attempts to improve educational practice by a group of participants by means of their practical action by means of their own reflection upon the effects of those actions.

Classroom Action Research (CAR) is able to called succesful if it can exceed in criteria which have been determine and fail if it does not exceed the criteria which have been determined. In this study, the research is consider succesful when there is 75% numbers of students could achive some improvent score from pre-test until the second post-test in cycle two and they could pass the target score of the minimal level criteria. If the criterion of the action success achieve, it means that the next action of the Classroom Action Research (CAR) would be stopped, but if the condition has not reached yet, the alternative action would be done in the next cycle.

#### **3.2 Research Subjects**

The subjects of this research is first semester of 10th grade students of SMKS Muhammadiyah 04 Medan academic year 2023/2024. The researcher chooses TKJ class X which has the lowest reading score references by English teacher at SMKS Muhammadiyah 04 Medan.

### **3.3 Research Procedures**

In Classroom Action Research, there are four stages involved in each cycle. Those are planning, action/implementing, observing, and reflecting. Here are the detail explanations of the procedures in every phase.

#### **3.3.1 Planning**

In this first phase, the researcher would be conducted an observation about the classroom situation and the condition of the students. In this phase, the planning is divided into two types. The first plan is aimed at organizing the plan related to cycle-to-cycle or can be said a specific plan. So, it is focused on the implementation from cycle to cycle only. The second plan can be said as a general plan because it related to the whole aspect of CAR. The organized planning is formed into lesson planning that suits with the syllabus and prepares all the needs and requirements for the teaching and learning process in the classroom, such as the criteria of success in this study and the teaching media. The lesson plan is prepared for the tenth grade of SMKS Muhammadiyah 04 Medan in the academic year 2023/2024.

#### **3.3.2 Action/Implementing**

In this phase, the writer and the English teacher work collaboratively in implementing the planned action. The role in this action is the researcher as the teacher who conducts a teaching-learning plan activity in the classroom. The researcher directly involves in the class research totally, from the beginning until the end of the research. The researcher using SQ4R as the strategy in teaching reading comprehension, and the teacher observed the condition of class during the teaching

and learning process. Here, it begins the process of research problems that the writer found it, and also there were two cycles in which each cycle consisted of four meetings in action.

#### **3.3.4 Observing**

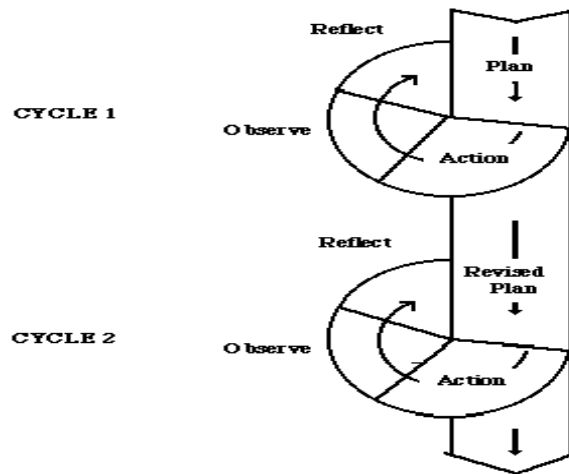
In this phase, the writer and the teacher observed all the data that had been collected from the previous phases; interview transcript, observation checklist, field note and students' tests score. The writer observed the overall process of the research based on the instruments which have been collected.

The writer observed the English teachers' opinion about the teaching speaking process before and after the implementation of the technique based on the interview transcript and the observation checklist. As same as the teacher' opinion, the writer also observed the students' opinion about the learning speaking process before and after the implementation of the technique based on the interview transcript and students' tests score. The writer also observed the field note which has been wrote by the writer for the whole process of research.

#### **3.3.5 Reflecting**

The reflection is the process of evaluating data that have collecting in the observing phase. In this phase, they also discuss some problems that occur in classroom research. The analysis result is use for reference to the next plan or cycle if it is need. Thus, the reflecting phase can be determine after the action phase and observing phase.

In the research, the researcher uses a Classroom Action Research (CAR) design by Kemmis and McTaggart. The teaching and learning process is divided into some cycles that are consists of two sessions in each cycle.



**Figure 3.1 Model of Action Research of Kemmis & McTaggart.**

the four steps of action research, exactly planning, action, observation and reflection in these stages.

| CYCLE              | ACTIVITIES                                                                                                                                              |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>(Cycle I)</b>   |                                                                                                                                                         |
| <b>1. Planning</b> | <ul style="list-style-type: none"> <li>The teacher prepares the lesson plan, the media, the materials, and observation sheet and check list.</li> </ul> |
| <b>2. Action</b>   |                                                                                                                                                         |
|                    | <ul style="list-style-type: none"> <li>a. Opening</li> </ul>                                                                                            |

|                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>3. Observation</b></p> <p><b>4. Reflection</b></p> | <ul style="list-style-type: none"> <li>• Greeting students before start the lesson</li> <li>• Praying together before start the lesson</li> <li>• Checking the student's attendance</li> <li>• The teacher explains the goal of the lesson today</li> <li>• The teacher introduce the topic</li> </ul> <p>b. Main activity</p> <ul style="list-style-type: none"> <li>• The teacher give pre-test</li> <li>• The teacher explain the material about descriptive text</li> <li>• Giving the opportunity for students to asking question</li> <li>• Using SQ4R strategy to teach of descriptive text</li> <li>• And the last the teacher give post-test 1</li> <li>• When the students have finished, the teacher gives the explanation of the student's responses.</li> </ul> <p>c. Closing</p> <ul style="list-style-type: none"> <li>• The teacher asks the students about the lesson today</li> <li>• The teacher makes a conclusion about the lesson today</li> <li>• And the teacher analyze the observation and plan</li> </ul> |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



|                       |                                                                                                                                                                                                                                                                                            |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3. Observation</b> | <ul style="list-style-type: none"> <li>• And the teacher give post-test 2</li> </ul>                                                                                                                                                                                                       |
| <b>4. Reflection</b>  | <ul style="list-style-type: none"> <li>c. Closing</li> <li>• The teacher gives and appreciates to the students' work by give award for the best</li> <li>• The collaborator observes the situation during teaching and learning process and makes a check list for this meeting</li> </ul> |

**Table 3.1. Cycle 1 , 2 and activities**

### **3.4 Data Collecting Technique**

The data collection would be conducted in line with the use of the research instruments as follow:

#### **3.4.1 Test**

Tests is a series of questions or exercise or other tools use to measure skills, knowledge, intelligence, abilities or talents possess by individuals. In this research, the researcher wants to make a test of descriptive test about place :

**Table. 3.4 Reading Comprehension Test**

| No | Types of Question                        | Number of Question |
|----|------------------------------------------|--------------------|
| 1  | Questions about the ideas of the passage | 2 Questions        |
| 2  | Directly answered questions              | 3 Questions        |

|                 |                               |              |
|-----------------|-------------------------------|--------------|
| 3               | Indirectly answered questions | 5 Questions  |
| 4               | Vocabulary questions          | 10 Questions |
| Total Questions |                               | 20 Questions |

**Table. 3.5 Interpretation of Students' Score**

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

### **3.4.2 Observations**

In this research, observation would be conducted in order to gain data about teacher's and students' activities during the learning process. The researcher exchanges a role in the class became a teacher, and the observer is the English teacher. The researcher has arranged the rubric list for observation sheets about the process of teaching and learning reading comprehension through the SQ4R strategy.

The first aspect is class structure, what the teacher will do to prepare the students in learning new material, then the method used in the class by the teacher, and how was the way she/he delivers well-designed materials to the students. Furthermore, teacher-student interaction is quite important; it involves the students' participation in the class, students' attention during the learning process, and teacher's ways to quick-witted the awareness of individual student learning needs. The last the content does the teacher appear knowledge able or explains the concept clearly to the students.

#### **3.4.3 Interview**

The researcher would be conducted interview by asking the tenth grade's English teacher to know the condition of the students before conducting the research. During the interview, the researcher asking to the teacher some questions relate to the general condition about English learning process in the classroom, students' performance and achievement, the problem that is face in the tenth-grade class on reading comprehension and the kinds of strategy which is the teacher's program to address the students' reading difficulties on reading comprehension.

#### **3.4.4 Documentation**

It would support research in form some of photos while implementing strategy SQ4R of reading comprehension. The purpose of this going to show the activities that do by the students during teaching and learning process.

### **3.5 Data Analysis Technique**

In this research, the qualitative data analysis would be conducted done by analyzing the result of the observation sheet and the interview and for the quantitative data analysis would be done by accounting the result of the pre-test and post-test.

In analyzing the numerical data, firstly, the researcher tries to get the average of student's reading scores within one cycle. It uses the formula:

$$M_x = \frac{\sum x}{n}$$

$\sum x$  = Students' total scores

$M_x$  = Mean

$n$  = Number of students

Second, the researcher would like to get the percentage of student's number who passed the KKM of 75 (seventy five). It used the formula:

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

$P$  = the class percentage

$F$  = total percentage

$N$  = Number of students

Third, after getting mean of student's score per cycle, the researcher identifies the improvement of the student's score on reading comprehension from pre-test up to post-test score in cycle 1 and cycle 2, the researcher use the formula:

$$P = \frac{Y1-y}{Y} \times 100\%$$

P = percentage of student's improvement

y = Pre-test 1 result

y1 = post-test 1

$$P = \frac{Y2-y}{Y} \times 100\%$$

P = percentage of student's improvement

y = Pre-test 1 result

y2 = Post-test 2

In the classroom action research, the success indicator is judge to success if 75% of the total students reach the minimum score at 75 (good), after that the students activities in learning activities are categorized well if the average

percentage shows that it has reach 75% of the number of students. By calculating them, the researcher find out the average of the student's scores. The scores of the test are using as a benchmark in improving reading comprehension. Furthermore, the test is use to prove whether process SQ4R strategy effective in improving student's reading comprehension of descriptive text.