

CHAPTER III

RESEARCH METHOD

3.1. Research Design

This study belongs to classroom action research (CAR), because the study focuses on a particular problem and a particular group of students in a certain classroom. According to Arikunto (2009), classroom action research is action research which is carried out at the classroom aimed to improve learning practice quality.

Mills (2003) defines action research has systematic inquiry conducted by teacher researchers, principals, and school counselors in the teaching and learning environment to gather information about (a) how their particular school operates, (b) how teachers teach, and (c) how well their students learn. Based on the definition above the implementation of classroom action research is enable to give improvement of the quality of teaching and learning of school in education since it can diagnose and solve the problem in teaching learning activity. Furthermore, CAR is a sequence research activity, that has purpose to improve social quality, that is done by collecting data or information systematically through four steps: planning, acting, observing, and reflecting.

According to Kunandar (2008), there are elements in CAR: (1) Research is an activity to improve an object by using an appropriate methodology rule for getting data and information and then analyze to solve problem. (2) Acting is an activity

that is done for certain purpose, in cycle sequence form activity. (3) Class is group of students when at the same time, receive same lesson from their teacher.

The procedure of research has three meeting which divided into two cycles. Each cycle has two meetings and involves four phases: planning, acting, observing, and reflecting.

3.2. Research Subject

This research will be conducted at SMP Swasta Sinar Husni Medan. It is located at Jalan Veteran Gang Utama Pasar V Helvetia Kecamatan Labuhan Deli, Deli Serdang, North Sumatra. The researcher chooses this location for doing research because: (1) Number of students in SMP Swasta Sinar Husni Medan is good to do the research. (2) The problem of the research never done in this school.

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 first grade of Junior High School Swasta Sinar Husni Medan in Academic Year 2022/2023. The subject is taken only one class of two classes, with the detail of 17 male students and 18 female students, while the English teacher as the partner of this research.

Table 3.1

Research Subject

Class	Student		Total
	Male	Female	
VII-1	17	18	35

3.3. Research Procedure

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

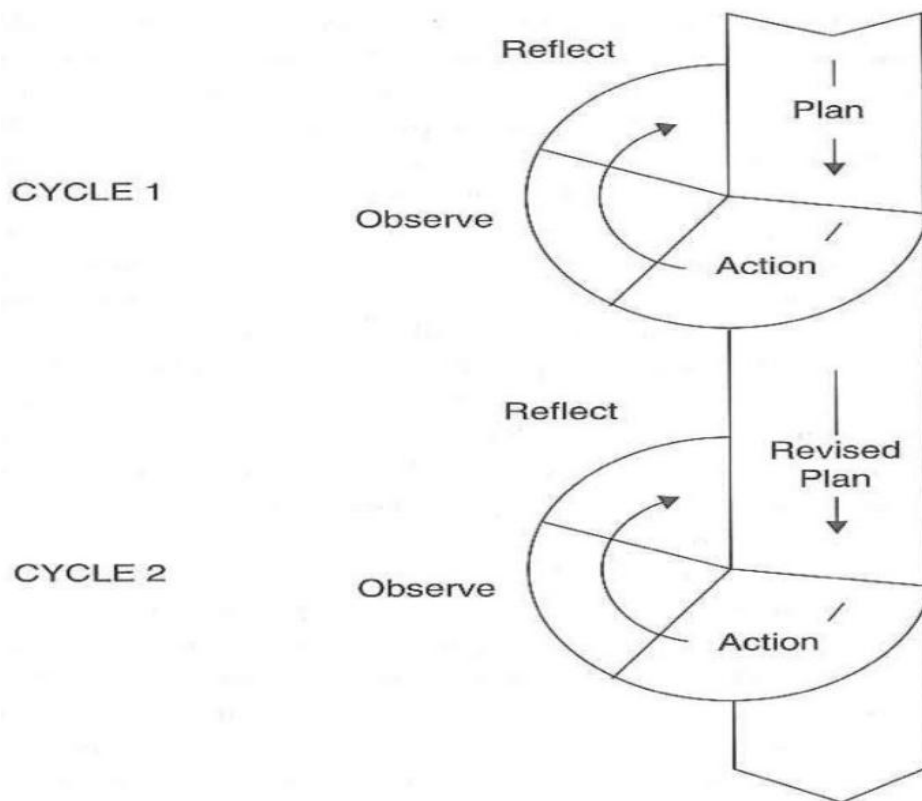


Figure 3.1. Classroom Action Research Design (Kemmis & Taggart, 2000)

1. Cycle I

a. Planning

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

1. The teacher prepares pretest as the instrument to know the students' reading narrative texts.
2. The teacher prepares lesson plan and schedule of activity.

3. The teacher prepares English rating sheet.

b. Action

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

1. The teacher opens the class by greeting the students.
2. The teacher motivates the students and explained the topic based on the lesson plan.
3. The teacher starts to use parts of narrative text.
4. The teacher records the students' sound while reading.
5. The teacher ends 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 has prepare. To evaluate students' skill of observation sheet. Here is the specification of the observation in the first cycle:

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

d. Reflection

Reflection implement based on the analysis of data from observation and evaluation activities. Reflections conduct to determine the extent to which using parts of narrative text 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 countered on the second cycle. Here is the specification of the Reflection in the first cycle: The teacher make 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. The teacher applies Narrative Text in thr teaching-learning process.
2. The teacher prepare a rating sheet and lesson plan.

b. Action

Activities under taken 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 narrative texts.
3. The teacher prepares ask 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 research is to find weakness and strength in learning. Reflection includes feedback of the teaching learning process which is taken from the result of observation.

3.4. Data Collecting Technique

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

1. The Quantitative Data

a. Test

The researcher uses the oral test for the students. The test used in this study is the pre-test and the post-test. The pre-test will be done before implementing an action learning strategy. It is used to measure students' reading ability at first. Meanwhile, the post-test will be done after using the treatment. In scoring the test, this research use 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 ask of the English teachers in the school to know their difficulties in teaching English especially in improving the student's reading ability. The question also prepare to acquire some information related to their problems and motivation in learning English.

c. Documentation

Documentation is a proof of the researcher when doing 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.

3.5. Data Analysis Technique

The technique of analyzing data of this study is 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.

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

Table 3.2.

Criteria of Student Learning Outcomes

Student Learning Outcomes	Category
≥ 75	Passed
< 75	Not Passed

(SMP Swasta Sinar Husni, 2023)

From the table above, to categorize the number of students who passed the test successfully, they should get the score up to 75.

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.

Table 3.3.

Criteria of Learning Completeness

Average Interval Score (%)	Category
81-100	Very Good
61-80	Good
41-60	Enough Good
21-40	Less Good

0-20	Not Good
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(Aqib, 2014)

From above table, according to Usman (2010), 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.