CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of the Study

This research was conducted at SMA Karya Budi Putussibau which is located at Jl. Ahnad Yani Putussibau. In addition, this study was carried out from July 16th until august 6th 2019. The researchr did preliminary study on July 16th 2019. Then, the instrument were made after the preliminary study. After having the instrument, the pre action test was conducted before the cycle 1 and cycle 2. In the last meeting of each cycle the post-action test was given to the student.

B. Form of Research

The research design is need if a researcher to did a research, because it was introduce how the concept of a research such as research problem, research purpose, methods, and conclusion. So, the researcher will choose a methods of suit for the students and the researcher can apply of methods to make the research objective can be achieved well.

On the other hand, the researcher was conducted of data in this research, which the research is about the use of SQ3R Method to improve reading comprehension, the researcher will use the design of Classroom Action Research (CAR). Hopkins (2008:1) stated that Classroom action research is "an act undertaken by teachers, to enhance their own or a colleague's teaching, to test the assumptions of educational theory in practice, or as a means of evaluating and implementing whole priorities".

Based on the explanation, it can be concluded that the classroom action research is a research which the teacher improving practice, evaluating and implementing of students in the class. The researcher will use classroom action research design because it is suitable with the purpose of this research, which the research purpose is find out how can use SQ3R method to improve reading skill.

The prosedure of classroom action research is important to explain research design. Kemmis and Taggart in Burns (2010:8) argued that there are four stage in procedure of action research such as planning, acting, observing and reflecting.

C. Research Procedure

The experiment was used in the present study a class action based on the model presented by Kemmis and Mc Taggart in Burns (2010:9). The concept of class action tree study consists of 4 components: plan, action, observe and reflect.
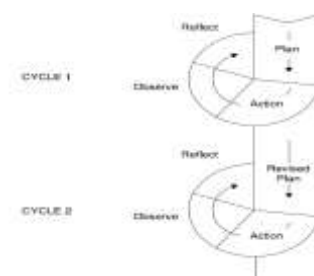

Figure 3.1 Cycling process of Classroom Action Research

Taken from Kemmis and Taggart in Burns (2010:9)

1) The First Cycle (Tuesday, on Juli 16th 2019)

1) Plan

Before implementing the action, the researcher and Mrs. Lisa as a collaborator discussed about the material in the cycle 1 and then the researcher and collaborator prepared an observation checklist and field note as a tool to observe the teaching and learning process in the classroom. The next meeting the researcher preparing test items to measure students' abilities in reading comprehension.

From the explanation, it can be concluded that in this phase, the researcher and collaborator prepared everything needed in the teaching and learning process. The things prepared by the researcher, namely a lesson plan based on the syllabus, method, observation checklist, field note, and reading test. In conducting this research, the writer had 1 meetings for teaching using SQ3R method and the second meeting for

give them the post test to know the students ability in reading comprehension.

2) Action

The researcher carried out the action in cycle one is two meeting and one meeting for give a post-test. The activities of that researcher were presenting the material, explaining the way how to comprehend such text effectively using SQ3R method, doing an exercise, discussing the result of the students' work, and than reflecting what they have done in that meeting. For the first time the researcher taught about descriptive text before starting the lesson. Before strated the lesson, the students were greeted and asked to pray together. Then the researcher check the attendance list for know name all of the students. After that the researcher give the brainstorming to the students about descriptive text and also telling the students about the learning objective. In this case, the researcher tried help the students to establish purpose of reading particular text. Then, asked the students what they have known before about descriptive tex, several students just keep silent, several of them also answered it hesitanly.

After that the researcher explained about the definition, the purpose, generic structure and the language features of descriptive text. After explain about descriptive text, the researcher explain about SQ3R method and how to using the method in reading comprehension.Having explained the material, the students were asked to make a group to analyzes the descriptive text given using SQ3R method in group. Then, the researcher give a text for the students to answer in group. Each group consisting of five until six students, thus there were five groups in the activity. Furthermore, because the time is not enough to present their discussion result the activities would be continue at the second meeting.

In the next meeting at July 23, the students continue present their discussion result. After their present their result the researcher give a

little bit reflect. The activities in the next second meeting researcher give a post test to the students.

3) Observe

In this phase the observation had done by the researcher and collaborator observed every activity that happened in the class and monitoring the students. The result of observation would be discussed into observation checklist and field note.

4) Reflect

In reflecting step, based on the result of the data form that already observed by the researcher and the collaborator, the students' problem in reading comprehension was not solved. The students did not participated well in applying the SQ3R method and also their score in reading was low. Then, the researcher concluded that must do the next cycle to improve students reading comprehension. In the next cycle, the teacher had to explain the material and the strategy clearly. The teacher had to make sure all of the students attention only focus on the explanation. The teacher also had to gave more time for the students to prepare themselves before applied the method. So, the students would not felt difficulties to reciting the text.

b) **The Second Cycle (Tuesday, on July 30th 2019)**

1) Plan

In this phase, researcher and observer replaned the methodology of teaching and learning process, this cycle the writer revised lesson plan to improve students' comprehension on descriptive text through SQ3R treatment more deeply. The researcher and collaborator also discuss about deficiency in cycle 1 and fix that for cycle 2. also make preparation of teaching like lesson plan, material teaching, observation checklist, and field note.

2) Action

The acting of cycle 2 was begun on July 30. In this phase, the researcher as the teacher implemented new lesson plan. The teacher still used the pre questioning in the learning activity as in cycle 1. The teacher ask students to back their group like yesterday. Then teacher gave some pre questioning and asked about what they learn before. Some students also asked teacher when they could not understand the questions. Next, Teacher explain again about how using SQ3R method in reading descriptive text. Then, the teacher give them exercise in group to answer the question about descriptive text in group. the students worked together with their friends in a group work. They could do the exercise in group well. Because the time is not enough to present their result the teacher ask students to continue the exercise at home and the next meeting their have to present in front of class.

Next second meeting was done on August 6 th 2019. The teacher used the same way with first meeting in cycle two. The teacher reviewed and continued the activity Next, students present their result. After that the ask student to collect their result and discuss the question together. Then teacher asked students to back to their sit. After students finished back to their sit, the teacher gave post- test.

3) Observe

In this phase was time for observing the activity in the learning process, in order got the data were needed for this research. Here the english teacher as a collaborator help the researcher to observe the learning process in the class. To collected the data the researcher used observation checklist and field note as a tools of collecting data.

The observed time stated in the beginning until ending of the learning process, and it was not known by the students if they action were observed by the collaborator, when the researcher gave the treatment, the collaborator sat behind the students to observed the students also filled the observation checklist and field note.

4) Reflect

In reflecting step, based on the result of data from that already observed by the researcher and the collaborator, students' problem in reading comprehension was solved. The students did participated well in applying the SQ3R method and also their score in reading was improvement. This improvement was displayed by the data obtained from observation checklist, field notes and test which displayed a significant improvement from cycle 1 and cycle 2

D. The Subject of Research

This researcher conducted the research at SMA Karya Budi Putussibau , the participant in this study will comprise the students of class X MIPA. Based on pre-observation the researcher did interview the English teacher, the English teacher told that the participants of this research are considering representative enough for this research. Most of the students have same problem in reading comprehension. They cannot find in determining the main idea, vocabulary, identifying specific explicit and implicit information and reference. Moreover, they also are less motivated in learning English it shows that they often make noisy and chat with their friends when the teacher explained the materials in front of the class. The students also difficult to pronunciation and identifying reference, it shows when the teacher asks about it, the students still confuse and cannot answer the question but them need the more time for the understanding to answer it. The research know are problem, when the researcher after interview with English teacher.

E. Techniques and Tools of Data Collection

 1. Techniques of Data Collection

In order to get the data, the researcher will use observation measurement techniques. Observation technique is used to observe and analyze about what happening in the class and the condition in the teaching and learning process. Meanwhile the use of measurement technique in this research is to measure the students' achievement in reading English text. They will be explain more based on the follows:

 a. Observation Technique

Observation technique is very important in this research, the researcher use observation technique to collect the qualitative data. Cohen *et al* (2007:396) belived that" the distinctive feature of observation as a research process is that it an investigator the opportunity to gather 'live' data from naturally occuring social situations". Then, Koshy (2005:98) stated that observation is "a natural process – the researcher observes the students and incidents all the time and based on the observation, the researcher makes judgments". The researcher will observe the teaching and learning process by making notes and filling the observation checklist. The result of observation will help the researcher in knowing the students' improvement. It would also help the researcher decide the suitable actions to be implemented. The observation would be conduct at the X MIPA grade to find out the problem in particular related to the students' reading comprehension. Based on explanation above, observation will be help the researcher in knowing the students improvement.

 b. Measurement Technique

In classroom action research the researcher provid technique of data collection one of the measurement technique, which the measurement technique of this research is to measure the individual score of students by reading comprehension test. Cresswell (2012:113) stated that measurement means that the researcher records information

from individuals in observing an individual and recording scores on a log or checklist. The researcher use it to know about the students reading skill by the test that given, to determine how well the improve the students.

E. Tools of Data Collection

The appropriate tools for collecting data are very important to gain the objective results. In this research, the researcher used observation checklist, field note, reading comprehension test as the tools of data collecting.

a. Observation Checklist

Observation Checklist will use by the researcher as the tool for collecting data. The observation checklist in this research will mark conduct two times, cycle I and cycle II. According to Koshy (2005:98), Observation is a natural process that is observing people and incidents all the time and based on the observations, making the judgment. Therefore observation checklist will use to observe the students' performance, teachers performance, class environment during implementing extensive reading activity in teaching reading comprehension. The researcher will use observation checklist from the Cohen (2007). It will use by the researcher as the tool for observing the condition while teaching and learning process in the classroom. Observation checklist is a form of observation paper that will use by the researcher in this research. The observation checklist will fill by the collaborator, the collaborator is the english teacher.

The observe points are the teacher performance with five statement, students' performance with four statement, and the class environment with four statement total of statement in observation checklist are thirteen statement. In the observation checklist, the researcher used "yes" and "no" (√) for observation checklist table. The collaborator will mark the observation checklist based on the students' and the teaching activities in the class, and the collaborator give mark column "yes" if students' or teacher did suitable

activities the observation, and then the researcher would give mark in column "no" if the students did not suitable activities with the observation checklist

b. Field Note

Field note will be used by the researcher to write notes based on the steps of the classroom action research during teaching and learning process started. It was used for keeping a record of what happens of why and where the ideas evolved and of the research process itself (Koshy, 2005:97). In this research, teacher as collaborator helped the researcher on writing the field notes. The results of the collaborator's writing can be formed as a description of people, object place, event, activity, and conversation.

c. Reading Comprehension Test

Test is a systematic procedure for observing persons and describing them with either a numerical scale or a category system. Brown (2001: 3), "in simple term, test is measuring a persons' ability, knowledge, or performance in a given domain". This test is used to measure students improve reading comprehension before and after implementation of the SQ3R Method. In this research, the teacher give reading test to the students about descriptive text and teacher give twenty minute to accomplish the test. Those items is about finding the main idea, supporting details, vocabulary, inference and reference from the text. The test in the form of multiple choice test, there are 20 questions and the students must choose the correct answer (A, B, C, D, or E).

Here, the teacher gives the reading test in each cycles conduct at the research, it is to know the value of the student after giving the method. The researcher will give score and it will analyze as quantitative data.

F. The Technique of Data Analysis

Tehnique of data analysis comes from the interpretation of data collection. In order to find out the answer of the research question of research the procedures of data analysis are required. To analysis data the researcher gets from observation checklist, field note, and reading test. Observation checklist

and field note as qualitative data. Reading test is quantitative data. It will specific as follow:

1. Observation Checklist

The observation in this research are conducted two times there are cycle 1 and cycle 2. The collaborator mark the observation checklist based on the students' and teacher activities, and the collaborator mark column "yes" if the students or teacher did suitable activities with the observation checklist. Then, the collaborator give mark in column "no" if the students or teacher did unsuitable activities with the observation checklist. In this observation checklist, there were three parts there are students performance, teacher performance, classroom invironmet and total items there were 13 items by the researcher in the teaching and learning process. Then the researcher calculate how many observation are gave mark column "yes" and in column "no".

2. Field Note

In this research, the qualitative data will derived from the observation technique in this research. According to Miles and Huberman in Hopkins (2008: 138), There are some steps for analyzing qualitative data, they are; data reduction, data display, conclusion drawing, and verification. They will be explained by the researcher based on follows:

a. Data Reduction

In data reduction, the researcher selected proper information that the researcher needed in conducting the research from the observation checklist and fields note to report. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field note or transcription.

b. Data Display

After finishing the data reduction, the researcher continued to the next step, that is the data display. Data display organizes and compresses the information or the data. Data display show what stage the analysis has reached and it is the basis for further analysis. Generically, a display is an

organized, compressed assembly of information that permits conclusion drawing and action

c. Conclusion Drawing and Verification

The reason for reducing and displaying the data will to assist in drawing a conclusion. This was the last step in analyzing qualitative data. These steps start from the point where ordering and integrating of the previous analysis had required. The purpose of this stage is to integrate what will do into a meaningful and coherent picture of the data.

2. Reading Comprehension Test

In this research, the quantitative data will derived from measurement technique by using a reading comprehension test as a tool of data collecting. This research, the researcher analyzed the students' individual score and mean score as the quantitative data.

a) Individual Score

To find out the students individual score, the researcher applied the following formula

$$x = \frac{A}{N} \; x \; 100$$

Where:

X = Individual score

A = The students' right score

N = The total number of test item

Taken from Cohen et al (2007: 423)

b) Mean Score

To find out the students mean score, the researcher applied the following formula below:

$$MX = \frac{\Sigma X}{N}$$

Were: MX = Mean of the students' score

$\sum x$ = Total score of students

N = Number of the students'

Taken from Heaton (1988:176)

After getting the students' individual score, the researcher classified their score in order to know the students level in reading comprehension. After that, the researcher counted their average or mean score in order to know that there is an improvement or not in students reading comprehension test. This research would called successful if the students learning activity show the improvement from the cycle and get the satisfying result in the class. The students' score should pass the poor level.