CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Study

This research was conducted at Pondok Pesantren Darul Faizin Pontianak which is located at Jl. Petani, Sungai Bangkong, Kota Pontianak. This study was done from August 19th until September 9th 2021. The researcher already prepared the instrument and action was conducted in cycle 1 and cycle 2. In the last meeting of each cycle the test was given to the students.

B. Form of Research

1. Form of Research (CAR)

In this study, researchers used Classroom Action Research (CAR) as a research method. The purpose of implementing CAR is to solve problems during the teaching and learning process that may face difficulties. Classroom action research (CAR) also aims to create knowledge through actions that lead to personal and professional development, it is can be defined as a method of discovering what is best used in the classroom so that teachers can improve students learning. According to Elizabeth et al quoted in Burns (2010:5) states that action research is rese7arch conducted in the classroom by teachers, especially with the aim of solving a problem or improving the teaching and learning process. In Addition, Cohen et al (2007:299) stated action research is an approach to improve education process by changing it and learning from the consequences of changes, means that main idea of CAR is not only result of the

procedure but also emphasizes the process to achieve it. The way to approach must be very highly consider.

2.   **Procedure of Classroom Action Research (CAR)**

To conduct Classroom Action research (CAR), there were four phases each of cycle, namely: Planning, Action, Observation, and Reflection. The researcher would start by doing Cycle 1. If the result fails, it would be continue to next cycle to solve problems. The four steps explain above, can be describe by the figure below:
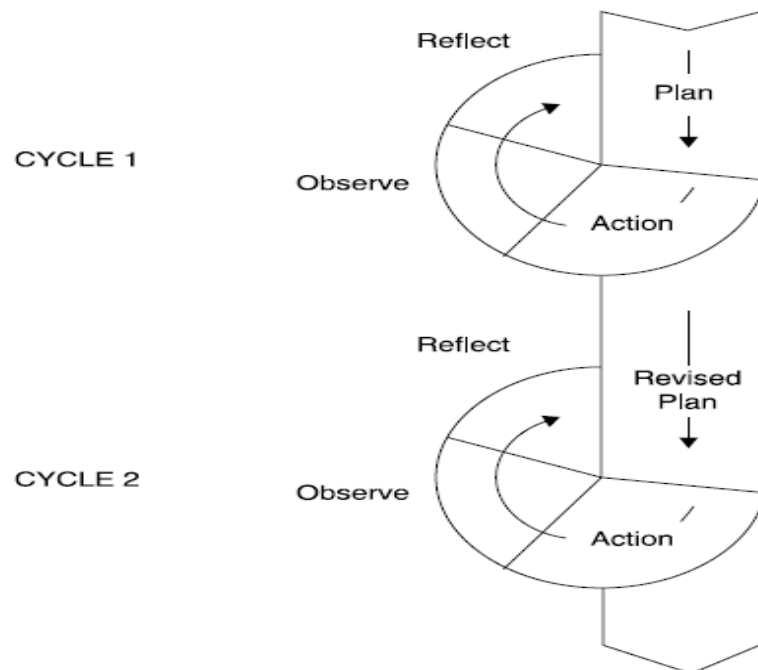

Figure 1.1 Cyclical AR model based on Kemmis and McTaggart (1988).

(Adapted from Burns, 2010: 9)

Figure 3.1

The Procedures of Classroom Action Research

According to Kemmis and Mc Taggart in Burns (2010:8) the model of Classroom Action Research as illustrated in figure 1.1 contains four phases as the following description:

1. **Plan**

Table 3.1 Procedures of Plan Phase Cycle 1 and Cycle 2

Cycle 1	Cycle 2
Thursday on August19th 2021:	Thursday on September 2nd 2021:
a. As the first step, in this phase the researcher already identified problem or issue in class and had develop plan of action in order to bring about improvements in a specifics area of the research context.	a. In this phase, the researcher and collaborator replaced the procedure of teaching and learning activities like previous cycle. In this cycle, the researcher revised lesson plan to improve students' comprehension through extensive reading deeply. The researcher prepared of lesson plan, material teaching for class, observation checklist, and field note as the tools to observed the students and class situation.
b. Hence, the researcher acted as a teacher and English teacher acted as a collaborator. The researcher already prepared teaching lesson plans based on syllabus of tenth grade and the material focused on narrative text, the researcher prepared	

reading material about narrative text for the students, and prepared observation checklist and field notes to measure students participation in learning and students attitude during learning process.	

2.   **Action**

Table 3.2 Procedures of Action Phase Cycle 1 and Cycle 2

Cycle 1	Cycle 2
The acting of cycle 1 was begin on 19th and 26th August 2021: a. Thursday on August19th 2021, the researcher acted as a teacher and applied extensive reading, once meeting was done on 19 august 2021 for treatment of extensive reading technique. In this meeting the researcher starting from greeting, checking students' attendance and give	The acting of cycle 2 was begin on 2nd and 9th September 2021. a. This meeting was done on 2 September 2021. The researcher acted as the teacher and implemented same activities in cycle 1 such starting from greeting and checked students' attendance, also giving motivation. The researcher and students

the motivation before starting the class. Then, the researcher explained about narrative text as reading material such as, the definition of narrative text, social function of narrative text, kinds of narrative text, generic structure of narrative text and the researcher give example of narrative text. The researcher also introduced what is extensive reading and rules of this technique. After the explanation, the researcher divide student in two groups consist of 7 and 5 students and asked students to choose one narrative text and asked students to determine structure of the narrative text they chosen before and asked them to wrote the vocabularies they are don't know. The text the

flashback to the material before in first meeting about narrative text. After that, the teacher and students discussed about the narrative text was chosen on first meeting. In this phase, students explained and represented what they learned from the text. During discussion, the researcher observed students activeness in the class.

b. Next meeting was done on 9 September 2021, on this meeting the researcher did same activities in cycle 1 on second meeting, the researcher give post-test to know students' improvement after using extensive reading in class.

chosen used for their homework.	
b. Next meeting was done on 26 August 2021, after doing some activities in first meeting, the researcher give post-test, to know the students' ability in reading comprehension after action phase using extensive reading is getting improve or not.	

3. **Observe**

Table 3.3 Procedures of Observe Phase Cycle 1 and Cycle 2

Cycle 1	Cycle 2
In this phase, the researcher and collaborator doing observing the effects of the action. In observation phase, observation checklist and field notes used by the researcher and collaborator to collect information about condition and every activity that	In this phase, the researcher and collaborator still using same tools like cycle 1. The English teacher, here, as a collaborator help the researcher to observe the class during teaching and learning process. The collaborator used observation checklist and field notes to

happened in class during teaching and learning process in the class.	collecting the data. The observed was start from beginning until ending time class.

4. **Reflect**

Table 3.4 Procedures of Reflect Phase Cycle 1 and Cycle 2

Cycle 1	Cycle 2
In this phase based on the result of the data in cycle 1 that already observed by the researcher and the collaborator, the researcher noted there are some problem should be fixed. Like made students more interesting and focused with the class. Not all of students also didn't bring the dictionary so it made students more hard to know and understand the vocabulary they never seen before.	The result of cycle 2 getting improvement than cycle 1. The class situation is getting better and students more enthusiasm with class during teaching and learning process. Students also felt enjoyed during discussion and active to represent their idea about narrative text they learn before. In this phase, the researcher concluded, that second cycle was success and the problem was solved. It shown by the result of students' reading comprehension test getting improvement. So, the researcher and collaborator decide to stop the cycle.

3. Subject of Research

The subject of this research were 12 students of tenth grade students Pondok Pesantren Darul faizin Pontianak in academic year of 2021/2022. Based on pre-observation in non-formal interview made by writer and English teacher in Pondok Pesantren Darul Faizin Pontianak, the writer found some problems students had problem in reading comprehension. Students face difficult to find main idea and difficult to find information. Moreover, they also have less interested and less motivated in class because they have lack of vocabulary, students have difficult to pronunciation and identifying reference and inference, so it makes students confuse answer the question.

4. Techniques of Data Collection

In this research, the writer use observation and measurement technique for collecting data, both of them will be explain more based on the follow:

a. Observation Technique

Observation technique used for collect the qualitative data. Koshy (2005:98) stated observation is a natural process – the researcher observe the students and incidents all the time and based on the observations, we make judgements. The researcher use observation technique to observe and analyze about teaching and learning process in the class and how students responses concerning of use extensive reading. For observation technique, the researcher use observation checklist and field note.

b. Measurement Technique

Measurement technique was used by the researcher for collected quantitative data. It will be to measure how far students improvement on reading comprehension by using extensive reading. For measurement technique, the researcher uses a test.

5. Tools of Collecting Data

The tools of data collection used in this research are:

a. Observation Checklist

The simplest and easier device used is a checklist which presents a list of the behavior that are observed. The observer then checks whether each behavior is present or absent (Ary et al, 2010:217). The function of observation checklist is used by the researcher to observed condition, behavior, attitudes, and responses of students in class during application of extensive reading in learning reading process. The researcher used observation checklist to make it easier and more systematic, it is containing list of students activities in class. It was handled by the collaborator.

b. Field Note

Field note is the most common method of recording the data collected during observation. According to Ary et al (2010:435) stated the researcher can make brief notes during the observation but then later expands his or her account of the observation as field notes. Notes may from any sources, including interviews and documents, or it can be from main research data. The researcher may write, photograph, record, and video record during in class to know what

happen during teaching and learning activity. Field note are following real situation it can be helpful in remembering the activities in class, such as: date, time, specific facts and details of what happens.

c. Reading comprehension Test

To conducting this research, the researcher need a test to measure students reading comprehension. According to Ary et al (2010:201) stated test is a set of stimulus presented to an individual in order to gain responses on the basis numerical score can be assigned. This score, based on a sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured. By using reading test, the research would know there is an improvement or not after teaching learning process. The test was given 20 questions and use multiple choices which consist of five choices (a,b,c,d and e) to collect the data achievement students reading comprehension.

6. Techniques of Data Analysis

For data analyze, the researcher used qualitative and quantitative data. Qualitative data take from the observation checklist and field note. Then for the quantitative data can be seen from the result of test. They will description below:

a. Qualitative Data Analysis

In this research, qualitative data use observation checklist and field note to describe situation during the teaching process. Based on Miles and Huberman (1994:10) advised three of activities in analyzing the data.. They will description below:

1) Data reduction: refers to process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes. Researcher in reducing the data must be observant in accordance with the research objectives in the form of findings.

2) Data display: the second major flow of analysis activity is data display. A display as an organized assembly of information that permits conclusion drawing and action taking. Seeing the displays helps to understand what is matter and do something which to analyze or taking an action based on the comprehension.

3) Conclusion drawing and verification: the third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the writer is beginning to decide what things mean. Conclusion also verified as the analyst proceeds.

b. Quantitative Data Analysis

Quantitative data analysis will be analyze data from test score, the writer used to measure students individual score and students mean score.

1.   Students' Individual Score

The writer analyze of correct answers of each students from the test. The individual score calculate by using formula Cohen et al (2007:423) as follow:

$$X = \frac{A}{N} \text{ x } 100$$

Note:

X   = Students' individual score

A   = The number of students who answered the item correctly

N = The total number of students who attempted the item

2. Students' Mean Score

After the researcher scoring the individual score, then the writer calculate to find average score of students by using the formula from Ary et al (2010:108-109) as follow:

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

Note:

M   = Students' mean score

$\sum x$ = Raw Score

N   = Number of the students

Table 3.5 The Table of Students' Qualification

Total score	Qualification
85<N≤100	Excellent (A)
70<N≤85	Good (B)
55<N≤70	Average (C)
≤55	Poor (D)

Adapted from Direktorat Pembinaan Sekolah Menengah Atas

(2017:11)

Based on the table above, after the researcher knowing the students' individual score and students' mean score, the researcher made conclusion from students' improvement in reading comprehension by using extensive reading in narrative text