

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research the researcher used Classroom Action Research (CAR) to improve students reading comprehension by using picture story. The definition of Classroom Action Research (CAR) according to several experts, according to Kunandar (2016: 46) states that Classroom Action Research is a scientific activity carried out by teachers in their own classrooms by designing, implementing, observing, and assessing through several cycles collaboratively and collaboratively. Participatory activities that aim to improve or improve the quality of the learning process in the classroom.

Meanwhile, another understanding of Classroom Action Research according to Arikunto (2010:10) states that Classroom Action Research is an activity carried out on a number of subjects that are targeted by students, which aims to improve the learning situation in the classroom in order to improve the quality of learning.

And the understanding of Classroom Action Research according to Iskandar, Dais and Narsim (2015:6) states that Classroom Action Research (CAR) is "Classroom Action Research (CAR) is action research conducted by teachers (as researchers) on a real problem faced during this. learning in order to improve the quality of learning, continuous learning, and the quality of education in a broad sense". Based on the Classroom Action Research (CAR), it can be said that, Classroom Action Research (CAR) is an action activity carried out by teachers which aims to improve the process and improve student learning outcomes.

Wijaya Kusumah and Dedi Dwitagama (2011:9) state that classroom action research is research (action research) carried out by teachers in the classroom and has a series of action-research-action-research carried out in a series to solve problems. Pelton (2010:4-5) states

that Classroom Action Research is a systematic teaching practice approach.

According to J.R Fraenkle and N.E Wallen (2012:596), Classroom Action Research has five advantages in research:

- a. Classroom Action Research can be done by almost any professional, in every school, every grade level, and CAR is to investigate almost any type of problem.
- b. Classroom Action Research can improve educational practice. It helps teachers, counselors, and administrators become more competent professionals.
- c. Classroom Action Research can develop more effective ways to practice their skills.
- d. Classroom Action Research can help teachers to identify problems.
- e. Classroom Action Research can build a small community of research-oriented individuals within the school itself, and then Classroom Action Research can solve the research problem.

From the explanation above, it can be concluded that classroom action research is research conducted to solve problems that arise during the teaching and learning process in schools. And it can also be interpreted as an investigation carried out to make changes to improve learning practices in schools.

B. Procedure of Classroom Action Research (CAR)

Classroom Action Research (CAR) needs to have a process that is considered as the entire research process to be carried out by the researcher. Kemmis & Taggart (1988: 50) states that the classroom action research cycle begins with planning, implementation (action and observation), reflection (facts and further analysis), revision of general ideas and plans for further action steps. In this study, the cycle is continued until the researcher obtains satisfactory results and/or has passed/achieved a passing grade that has been determined previously by

the researcher and teacher. Research begins with planning, action, observation, and reflection. The process is repeated until the research reaches the learning objectives or it can be said that the research can be stopped whether the students have improved their reading comprehension through picture stories.

Therefore, the researcher will use the design of Kemmis and Taggart (1988), in this study. This research will be carried out at least two cycles but if the results of the second cycle are still not successful then the author will continue to the next cycle. Kemmis , Taggart and Nixon (2014:3). The rules for conducting classroom action research in this study will be described as follows:

a. Plan

In the plan, the researcher prepared materials for teaching reading in English in English class using picture stories. Here the teacher prepares material related to picture stories that are taught to students. Researcher also need to prepare lesson plans to carry out the teaching and learning process using picture stories. This research, the researcher has the text for the students to read in the process of teaching reading, and the teacher helps the students by using picture stories to help students better understand the given text.

b. Action

The action took place in the tenth grade of SMAN 1 Jongkong. This study started to conduct on Monday, 16th July 2022 as the first cycle. Action is the second step of this activity. In this step, the researcher collaborates with the English teacher regarding classroom learning about the material to be studied using picture stories.

c. Observe

Observation was the third phase in classroom action research. In the observation stage, the researcher observes the process of applying the illustrated story and fills it into the observation checklist table and field notes. Researcher will collaborate with English teacher.

Researcher will observe the activities of students and teacher in the teaching and learning process in the classroom.

d. Reflection

The reflection stage is the last stage in Classroom Action Research (CAR). In this stage, the researcher evaluates all the activities in the classroom that have been carried out including the actions implemented by the researcher with the help of an English teacher. The purpose of this stage is to determine the results of the classroom action research cycle. In this reflection phase, it to find out students' problems and find solutions and to find out the strengths and weaknesses of these actions. The results of the reflection show whether the recommended strategies in learning to read, of tenth gradestudents SMAN 1 Jongkong. This classroom action research is divided into two cycles where each cycle consists of two meetings and there are two total tests from each meeting.

The result of all the reflections in the first cycle is to use the basic feedback plan and carry out the actions in the second cycle in a better way. The results of the reflection in the first cycle decided the researcher to do the next cycle or stop at one cycle only. Based on the results of the first cycle, the researcher still made a lot of mistakes, and the student activities did not show a significant increase, so the researcherdecided to do the second cycle. In cycle II the researcher also analyzed the data as in the first cycle to ensure that the picture story media can improve students' reading comprehension. And to find out the results of improvements, so that researchers can decide to do the next cycle or not. Because the results in the second cycle have shown an increase in students, the researchers did not do the cycle again.

C. Subject of Research

The participants in this study were tenth graders of SMAN 1 Jongkong in the academic year 2021/2022 with a total of 28 students

consisting of 10 female students and 18 male students. The researcher chose this class as a participant because the researcher found problems related to reading comprehension. They have problems in reading comprehension, especially reading comprehension than other classes. The tenth grade of SMAN 1 Jongkong also have difficulty understanding a text. And they have difficulty in identifying factual information from the text they read, identifying the main idea of the text, identifying vocabulary, identifying text references and inferences. It makes students spend a lot of time to answer comprehension questions related to the text. Students need a lot of time to understand a text. So the researcher tried to improve reading comprehension in the classroom using picture story.

D. Technique and Tools of Collecting Data

1. Technique of Collecting Data

In collecting data in this research, the researcher will use two data collection techniques, namely measurement technique and observation technique. Observation technique, which is measure students learning behavior in class. The qualitative data will be derived from observation technique. This measurement is used to know the students' understanding in reading comprehension by using picture stories and get the data through the score. Quantitative data will be derived from measurement technique.

2. Tools of Data Collection

There are three tools to collect data in this study. For observation, the researcher will use a observation checklist and field notes, and for the measurement technique the researcher will use a reading test. The data collection tools will be described as follows:

a. Observation Checklist

The observation checklist was used by the researcher as a tool to collect data. According to Aryet *al* (2010:217) an

observation checklist is a checklist that presents a list of behaviors to be observed. The observer then checks whether each behavior exists or not. The observation checklist can be filled out by the researcher or the teacher. In this study, the researcher made an observation checklist based on the teacher's performance when starting learning and carrying out the teaching and learning process, student performance during the teaching and learning process, and class conditions during the teaching and learning process.

In the observation checklist, the researcher puts a tick (√) in the yes or no column according to the actual conditions. "Yes" if the researcher or student does it while "No" if the researcher or student does not do it. The aim is to find out the students' behavior towards the teacher's actions. This data was obtained from the teacher's observations using the observation checklist table.

Observations checklist in the cycle I of class activities, the situation in the classroom is very ineffective and conducive to picture stories can make the classroom situation less comfortable after that on student activities, students do not listen to explanations of media picture stories that will be given by the teacher and students do not listen to explanations about descriptive text material about tourist attractions through picture stories. Some students do not want to come forward to read the picture stories that have been distributed by the teacher to determine the main idea. And finally, in the teacher activity, the teacher provides a picture story to students as an example and provides an opportunity for students to ask questions about material that has not been understood in the picture story. The observation checklist in cycle II which consists of class activities, student and teacher activities in the teaching and learning process in the classroom is more improved than the observation checklist for the learning process in cycle I. In cycle II the classroom atmosphere is very conducive and

efficient and the class atmosphere is quite comfortable in cycle II, student activity was better than in cycle I. In cycle II, student activity was listening to the explanation of descriptive text material through picture stories given by the teacher. And in this cycle II, some students also come to the front of the class to read the main idea about a descriptive text about tourist attractions through picture stories.

b. Field Note

In this study, researcher used field notes as a tool for data collection. The meaning of field notes is a written record of what is heard, seen, experienced, and thought in the context of the data collection process.

Field notes are used by researchers to help record observations according to what the researcher feels. According to Moleong (2012:209), stated that "field notes are written notes about what is heard, seen, experienced, and in the context of collecting data that reflects the data in qualitative research". In this field note, the researcher a write what happens during the teaching and learning process in the classroom, both about the way the teacher performance in the classroom, student performance and the classroom situation during learning.

c. Reading Test

The reading test is a test that will be used to measure student achievement in reading comprehension after applying picture stories in the teaching and learning process that will be given by the teacher. The reading test is in the form of multiple choice. The researcher used multiple choice questions consisting of A, B, C, and D for 20 questions in cycle I. And multiple choice questions consisting of A, B, C, D and E as many as 20 questions in cycle II. In this reading test, students are asked to determine: Finding factual information, Finding the main idea or main idea, Identifying

references, understanding word cities and understanding inferences and conclusions. Questions are given at the end of each cycle. This test is used to determine the extent to which students' reading comprehension of the material being studied is taught through picture story.

d. Documentation

Documentation is the process of observing information from printed or recorded materials related to the research topic. The documentation used in this research is to collect photos of the students' reading comprehension learning process using picture story.

E. Technique of Data Analysis

1. Organizing the Data

Qualitative data obtained from observation techniques. As previously explained, the observation checklist, field notes and reading test are the types of tools used during the teaching and learning process. The observation checklist table is useful for knowing student attitudes during the teaching and learning process. Then, field notes to find out or record what was done during the teaching and learning process to completion and also analyzed to determine student attitudes and class activities during the learning process.

The results of the first cycle of observations Yes 50% and No 50%, students in cycle I Students do not listen when the teacher explains, students play and do not focus on the material to be delivered. In the second cycle, the results of the 100% checklist observation in the cycle II, the students were more focused and active in the learning process in the classroom, the students listened well when the teacher explained the material about descriptive texts through picture story. That is, the researcher succeeded in improving reading comprehension and the learning process. Results of field notes cycle I students

performance are in an inactive state and the class is noisy. In class situations, students are noisy, when the teacher gives an explanation and some students look sleepy and unfocused or not conducive to the material given. In the cycle II of students performance, students were more active and listened to the teacher seriously. And in the classroom situation in the cycle II, the class is comfortable, calm, and conducive. In the performance of students in the teaching and learning process, the researchers analyzed the results of the reading test to determine student achievement in reading comprehension by using picture story.

2. Verifying the Data

The reason for reducing and displaying data is to assist in drawing conclusions. This is the final step in analyzing qualitative data. This step will start from the point where sequencing and integration of previous analyzes is required. Quantitative data obtained from students' reading tests at each meeting, namely in cycle I and cycle II. By knowing the students' grades at each meeting, the researcher is easier to analyze the improvement of students' reading comprehension from cycle to cycle. To find out the measurement of each cycle, the researcher will use the score formula which is explained as follows:

a. Formula of Individual Score

Individual score are used by researcher to determine individual scores of students' reading comprehension skills using picture stories.

The formula for the individual score is:

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

Note :

S : Total Test Value

R : Correct Answers

N : Total Number of Questions

100: Maximum Score

Taken from Sianturi & Sumarsih (2012:6)

b. Formula of Mean Score

After the researcher calculated the individual scores of the next students, the researcher calculated the students average scores using the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

Notes :

X : Mean

\sum : Sum of

x : Raw Score

N : Total Score

Taken from Ary *et al.*, (2010: 108-109)

3. Table Classification

To know the classification of the score of the students' the researcher classified it with the table below.

Table 3.1

The Total Score	Representative Score in Symbol	Representative Score in Number	Qualification
80-100	A	4	Excellent
70-79	B	3	Good
60-69	C	2	Average
50-59	D	1	Poor
<50	E	0	Very Poor

(Adapted from J.B. Heaton, 1988:96)

After knowing the results of qualitative data from checklist observations, field notes, and quantitative data from students' individual scores and students' average scores, the researchers made conclusions about the results of student achievement in learning reading comprehension by using picture story.