CHAPTER III
RESEARCH METHODOLOGY

A. RESEARCH DESIGN

Considering the problem of this research, the most appropriate method to be used is Classroom Action Research (CAR) approach. The researcher uses Classroom Action Research because the researcher can pay more attention to the teaching and learning process. According to Bogdan & Biklen (1992), action research is the systematic collection of information to influence social change. In addition, action research is defined by Cameron-Jone (1983) as research conducted by practitioners or teachers to improve their professional practice and comprehend it better.

Moreover, according to Khasinah (2013), Classroom Action Research is a method for teachers to improve student learning by determining what works best in their classroom. The findings' practical relevance is more important than their statistical or theoretical significance. Kemmis & McTaggart (1992) also stated that Classroom Action Research is a type of research design that involves a cyclic process of planning, action, observation, and reflection in the classroom setting. The CAR model typically includes several cycles of action and reflection, allowing for continuous improvement in instructional practices.

From the explanation above, it can be understood that classroom action research is a type of research method that involves several cyclical processes, namely planning, action, observation, and reflection in the classroom which aims to improve a teacher's professional practice and also improve student learning.

B. RESEARCH SETTING

1. Place

   This classroom action research is conducted on the Eleventh (XI) grade students of SMAN 1 Sungai Kakap in the academic year of 2022/2023 which

is located at St. Raya Sungai Kakap, Gg. Tuadi (behind the sub-district office), Sungai Kakap District, Kubu Raya Regency.

2. Time

This research was carried out by the researcher starting on April 12th 2023 and ending on May 17th 2023. An explanation of the research implementation schedule in detail will be described in the table below:

Table 3.1 Details of the Research Schedule

Cycle	Day/Date	Meeting
Cycle I	Wednesday, April 12th 2023	Meeting 1
	Wednesday, May 3rd 2023	Meeting 2 & Test 1
Cycle II	Wednesday, May 10th 2023	Meeting 1
	Wednesday, May 17th 2023	Meeting 2 & Test 2

C. SUBJECT OF THE RESEARCH

In this classroom action research, the research subjects are class XI students of SMAN 1 Sungai Kakap in the academic year of 2022/2023. The researcher took class XI IPA 3 as the subject of this research because most of the students in this class have problems understanding the content of reading text. They seemed hard to comprehend the text well. The subject of this research which is class XI IPA 3 have a total of 37 students.

D. RESEARCH PROCEDURE

The Classroom Action Research (CAR) in this research are conducted in several phases, including planning, action, observation, and reflection, following the general framework proposed by Kemmis and McTaggart (1992).

1. Planning

    In the planning stage, the researcher worked closely with the classroom teacher to identify the research problem, set research objectives, and develop a detailed action plan. This may involve preparing a Learning Implementation Plan (RPP), determining appropriate materials and reading materials according to the syllabus designed using Canva media, setting the timeline for the research, preparing observation sheets and field notes, and preparing reading tests for students.

2. Action

    In the action phase, the researcher and classroom teachers carry out the plans that have been designed previously. This action phase contains implementation where the researcher explains material using Canva media which is displayed in the form of videos and interactive presentation slides, provides guidance and motivation during reading activities, engages in feedback interactions with students, and gives reading tests.
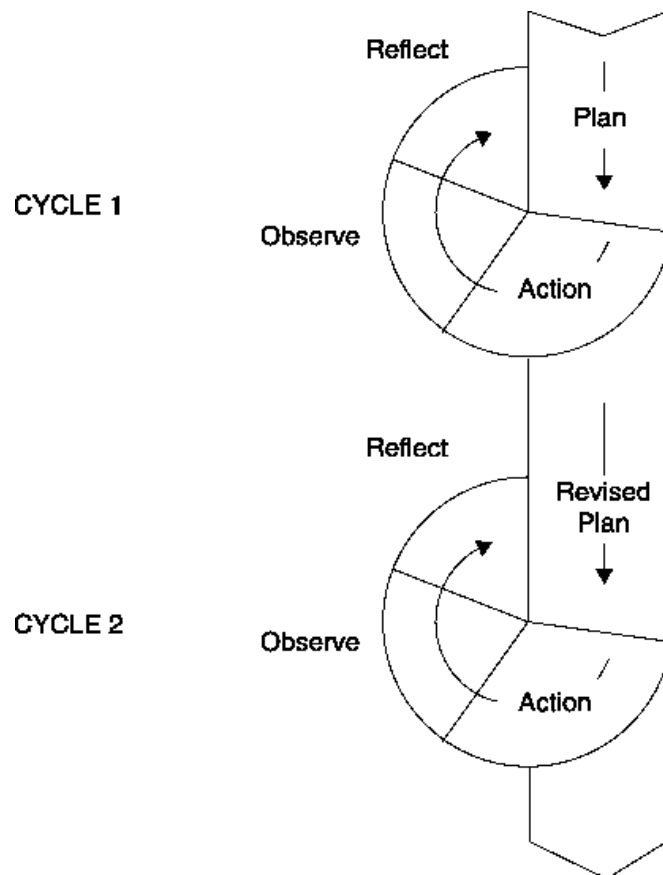
3. Observation

    During the observation phase, the researcher and teachers worked together to collect data systematically about students' reading skills. At this observation phase, it involves the use of observation sheets, field notes, and also reading tests to collect data about measuring students' reading skills. Observational data were collected during and after the action was carried out to see Canva's effectiveness in improving students' reading skills.

4. Reflection

    In the reflection phase, the researcher and classroom teachers analyze the data collected during the action and observation phases. Here the researcher and classroom teachers reflect on the effectiveness of the actions that have been taken. This can be seen from the results of observation sheet data, field notes, and also reading tests that have been carried out in the action and observation stages. From this reflection, identified deficiencies that exist to be

corrected. Then, the researcher and the class teacher discussed in determining the continuation of the implementation plan for the next cycle.

Reflect

Plan

CYCLE 1

Observe

Action

Reflect

Revised Plan

CYCLE 2

Observe

Action

Figure 1. Classroom Action Research Model
(Kemmis & McTaggart, 1992)

E. TECHNIQUE AND TOOLS OF DATA COLLECTION

1. Technique of Data Collection

The data collection process includes more than just gathering information. This section discusses how the researcher collect data from the

participants. In collecting data, the researcher uses several techniques such as: observation technique and measurement technique.

a. Observation Technique

According to Sutrisno Hadi as quoted in Sugiyono (2020) observation is a complex process consisting of various biological and psychological processes. Moreover, Sidiq & Choiri (2019), defined observation as the process of seeing, observing, and recording behaviour systematically for a specific purpose. Based on the understanding of the experts above, it can be concluded that observation is an activity of observing, reviewing, and researching both biological and psychological processes towards an object, which later the data obtained is recorded correctly and completely.

b. Measurement Technique

Based on Arikunto, et al. (2004) stated the notion of measurement is an activity of comparing something with a certain unit of measurement so that it becomes quantitative. Arikunto, et al. (2004) also stated that the activity of measuring something is to compare it with a certain unit of measurement to convert it into a numerical value. Based on the undertanding of the experts above, it can be concluded that measurement is an activity of comparing something with certain unit of measurement into a numerical value or becomes quatitative. This measurement technique is used to determine the progress of students' reading skills through the Canva media.

2. **Tools of Data Collection**

A tool or instrument is something that is needed to conduct research. Research instruments are equipment used by researcher to collect data. Where this is important is to get accurate data. In this research, the researcher used observation sheet, field note, and test as a tool for collecting the data.

a. Observation Sheet

Observation is an activity carried out to supervise, review, and research an object such as certain events and activities so that the data obtained is objective and can be accounted for. According to Sutrisno Hadi as quoted in Sugiyono (2020) observation is a complex process consisting of various biological and psychological processes. Widoyoko (2014) also added that observation can be interpreted as systematic observation and recording of the elements that appear in a symptom on the object of research. These visible elements are meant information that must be properly observed and recorded completely.

Based on the understanding of the experts above, it can be concluded that observation is an activity of observing, reviewing, and researching both biological and psychological processes towards an object, which later the data obtained is recorded correctly and completely. Observation results can explain an event that can be tested for quality and speculation based on valid and objective rules, as well as describe the real world.

Therefore, in this research, the researcher uses an observation sheet as an instrument to help the researcher for collecting data. The observation sheets here are used to help the researcher collect data on how the students' performance & activity, teacher performance, and classroom situation when the researcher teach and present material using Canva to the eleventh-grade students of SMAN 1 Sungai Kakap.

b. Field Notes

Throughout the teaching and learning process, students' activities in class are recorded with the help of field notes. From qualitative research, field notes are detailed notes taken during observations and interviews. According to Herdiyanto & Tobing (2016), field notes can be used for analysis during data collection for further data collection or overall

analysis. They also make it easier to write notes on the results of participatory observations and interviews.

In this research, the researcher use field notes to record detailed notes during classroom observations during the English teaching and learning process using Canva. Field notes is uses to helpful in producing detailed and in-depth meeting reports, focus groups and other important background research.

c. Test

As per Sudjana (2014), tests as assessment tools are questions given to students to get answers from students in oral structure (oral test), written down (composed test), or the type of activities (activity test). Moreover, Arifin (2016) asserts that the test is a method for carrying out measurement activities in which students are required to complete a variety of questions or a series of tasks to measure aspects of student behavior.

From the explanation above, it can be concluded that the test is an assessment tool to measure student achievement results in the form of questions either in the form of oral tests, written tests, or tests in a type of activity where students are required to complete various kinds of questions.

In this research, the researcher utilizes tests to measure the results of students' reading skills and cognitive learning outcomes well as to gather quantitative information. The tests that used in this research total 25 questions, all of which be multiple-choice questions about the subject matter that be covered during the research. The test given both toward the finish of cycle I and cycle II.

F. TECHNIQUE OF DATA ANALYSIS

In this research, the researcher analyzes the data that has been collected. The data that has been collected analyzed by the researcher is using quantitative and qualitative techniques because the data collected is in the form of quantitative data and qualitative data.

1. **Quantitative Data**

The quantitative data here is obtained from the test results in the form of multiple choice with a total of 25 questions where this test is given at the end of cycle 1 and cycle 2. In cycle 2, the test results are obtained which is the final result of measuring students' reading skill after the researcher uses the media Canva in the process of teaching and learning English. The researcher analyzed the data by calculating individual student scores from tests that had been carried out from each cycle and calculating the mean score per each cycle.

a. Students Individual Score

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

Where:

X	:	Individual Score
A	:	The students' right answer
N	:	The Total Number of Test

b. Mean Calculation

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

Where:

M	:	The Mean Score
ΣX	:	Total Score of students
N	:	The Number of Students

c. The Classification

To find out the improvement in students' reading skills after using Canva as a media to support the English learning process, the researcher adapted the classification of students' range scores from Ary, et al. (2010) as shown in the table below.

Table 3.2 The Classification of Range Score

Total Score	*Qualification*
80 – 100	Excellent
70 – 79	Good
50 – 69	Average
0 – 49	Poor

Adapted from Ary et.al (2010)

2. **Qualitative Data**

According to Miles & Huberman (1992) state that there are three lines of analysis qualitative data, namely data reduction, data presentation, and conclusion drawing. The three activities can be explained as follows:

a. Data Reduction

Data reduction is a selective process, focused on simplifying, abstracting, and transforming the raw data that emerges from written records in the field. After the researcher collected the data obtained from the results of observations and field notes which had been recorded carefully and in detail, the researcher began to reduce the data obtained. In this data reduction section, the data obtained is summarized by researcher and more focused on the main or important things. The researcher selecting the data that has been obtained from the results of observations in class regarding the use of Canva as a media for presenting the learning materials and the results of field notes, which then the data
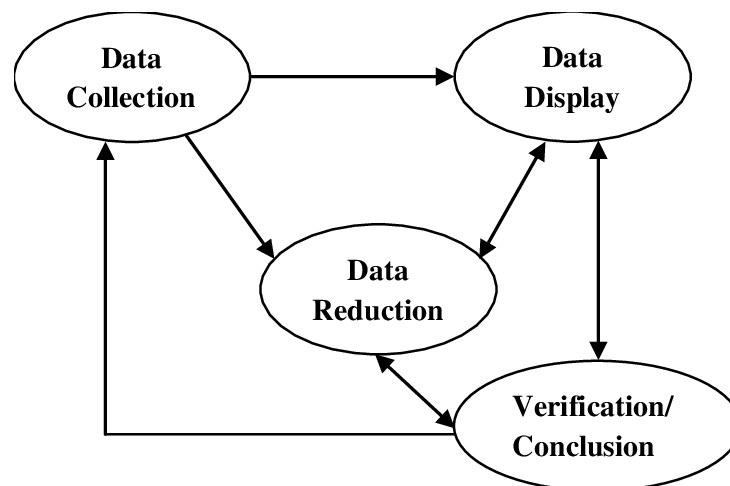
that already be selected by the researcher, would be more simplified by the way the data is more classified.

b. Data Presentation

At this stage, the researcher presents the reduced data in text form and is assisted by including tables, charts, or pictures to help clarify the results of the research.

c. Conclusion Drawing

At this stage, the researcher concludes and verify by looking for the meaning symptom obtained from the object of this research. The researcher concludes with the data that has been previously classified.

Figure 2. Schematic of Qualitative Data Analysis
(Milles and Huberman Model, 1992)