

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Research Design**

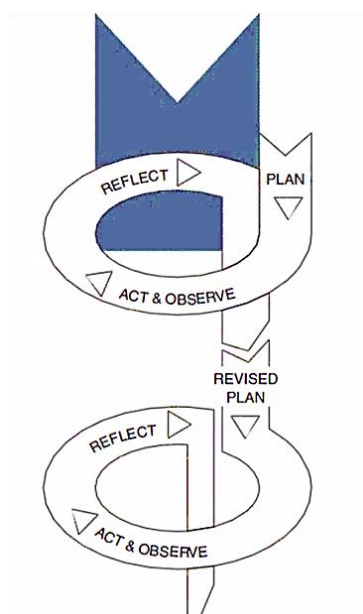
In this study, the researcher used classroom action research. The reason for choosing this method is because it is considered the right procedure for solving problems in class VIII students of SMP Negeri 5 Paloh Academic Year 2022/2023. Research requires a particular approach or method used to obtain the required data and information. This method will be used to answer the information collected by researchers. Classroom action research methods with these users. Classroom action research is an activity to improve learning practices in learning activities from problems that arise in learning situations.

Burn (2010:1) said that, "action research can be a very valuable way to extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students". In line with this statement, McNiff and Whitehead (2002:16) also stated, "Action research (in this case all types of research) is more than just carrying out activities". This means that action research is a way to develop our teaching skills and be able to solve problems in the teaching and learning process in the classroom. In action, research involves active participation in change situations. From the explanation above, the researcher concludes that classroom action research is research conducted to improve the quality of learning and solve learning problems. Meanwhile, according to Tomal (2003:9), "Action research is a systematic process for solving educational problems and making improvements".

It can be interpreted that classroom action research is research that is carried out systematically by teacher or researcher in teaching and learning environments to solve educational problems or change matters relating to the provision of education for the better. The researcher used a classroom action research design because it was by the research objective, namely to improve student's reading comprehension by using index card matches.

## B. The Procedure of Classroom Action Research (CAR)

Classroom Action Research carried out in this research is planning, action, observation, and reflection. Hopkins (2008:31) writes that Classroom Action Research procedures include four steps, namely planning, action, observation, and reflection. The four stages of the class action cycle are carried out in an integrated manner like that spiral.



### 1. Cycle 1

#### a. Planning

Thursday on 29<sup>th</sup> Agustus 2023. This plan is the process of preparing everything needed to conduct research. At this planning stage, researchers are assisted by collaborators to prepare lesson plans based on the syllabus. Teaching and learning process, material related to reading comprehension, theme material, observation checklist, and field notes. This step can be to make the activity better.

In the first stage of cycle one, the researcher conducts 2 meetings. Before applying the Index Card Match technique, the researcher made a plan. In making plans, researchers prepare lesson plans which are steps to take action in the classroom. The study material chosen by the researcher is descriptive text. The researcher prepares the teaching and instruments needed to implement teaching reading comprehension by using Index Card

Match. The researcher also prepared collaborator observation in the form of an observation checklist and field notes.

b. Action

The action stage implements the action plan in real action by the researcher as a teacher. At this stage, the researcher improved students' reading comprehension using index card matching for eighth grade.

In this step, the researcher acts as a teacher in class VIII of SMP Negeri 5 Paloh for the 2023/2024 academic year. The researcher implements teaching reading comprehension using Index Card Match. When implementing teaching reading comprehension using the Index Card Match technique in class, the researcher proposes steps in lesson plans that have been prepared before the suggested learning process.

Meanwhile, teacher collaborators brought together class activities. The collaborator observes what happens in the teaching and learning process during the application of the action, namely teaching reading comprehension using the Index Card Match technique. Its function is to observe the activeness of the teacher when teaching in class. Collaborator record all monitoring results in field notes and observation checklist. All results from the monitoring phase are used in the reflection stage as a reflection of the learning process for the next cycle.

c. Observe

Observing is the process of recording and collecting all relevant data about all aspects that occur during the teaching and learning process. In classroom action research, observation is intended to collect any data related to the activities. Observation plays an important role in this research because what happens in the treatment process can affect the results of this study.

In this step, the researcher works with collaborators to observe together what happens in the teaching and learning process when the teacher teaches students' reading comprehension using Index Cards Match technique at VIII B class students of SMP Negeri 5 Paloh before. Based on



d. Reflect

Reflection is the activity of thinking about what has been done, what the results were, and what has not been done. Reflect is an activity to evaluate the progress or changes of students. At this stage, researchers and collaborators discuss, reflect, and evaluate the findings of observations regarding student attitudes, class conditions, and teacher performance during the teaching and learning process by applying the Index Card Match technique to determine strengths and weaknesses. of the teaching technique used.

Therefore, the researcher prepares things that need to be developed and improved in the teaching and learning process for the next cycle if the cycle that has been carried out has not been successful. This reflection is carried out at the end of each cycle by reducing, displaying, and drawing conclusions from the observation checklist data and field notes.

2. Cycle 2

In this cycle, the researcher conducts research in two meetings. At the first meeting, the researcher revise the lesson plans, prepared materials, and prepared the learning media needed to support the technique, such as story media. papers and question cards for students. The process is the same as the first meeting in cycle 1, for the first activity the researcher greets students and provides motivation to students. Then the teacher checks the attendance of students. The teacher explains the report text and how to apply the index card match technique very clearly so that students understand it more easily. If students understand, the researcher gives story paper and question cards and divides students into pairs based on their seats. After that students can discuss in pairs to win the card. When finished, all pairs must read the cards in front of the class and. they have to find five indicators in a text, such as the main idea of each paragraph, supporting details, conclusions, references, and vocabulary.

In the second meeting, the researcher collected data through a reading comprehension test which consisted of 25 multiple choices and the researcher

used observation sheets and notes as well. After the researcher knows the value, the researcher gives reflection to all students.

## **B. Subject of Research**

The subject of research is the eight grade students at SMP Negeri 5 Paloh in academic year 2023-2024. The researcher choose the in class VIII.B as subject of research, the class consist of total female are 14 persons and to male are 12 persons and the total number 26 persons, because based on pre observation the research interviewed and get a data from the English teacher. The research has class the subject of research because the students in class has problem in reading comprehension because of most students has difficult to found the main idea and supporting detail of the text, and they were difficulties to make inference of the text. They had limited vocabularies they always asked the teacher about the meaning of each sentences and they were difficult to choose the words that be refernce from it text. This proved by the data that researcher got from pre observation in SMP Negeri 5 Paloh in which the researcher got the students have a problem in reading comprehension.

## **C. Technique and Tool of Data Collection**

### **1. Technique of Data Collection**

According to Burn (1999:80) states that "Observation is a mainstay of action research. Observation is the first step towards a wider focus of attention, namely participant observation, to the observation of practical results as a method in its capacity. Another opinion, Koshy (2005:98) stated "Observation is a natural process we observe people and incidents all the time and based on the observation, we make judgments". Observation is used as a technique before action, observations are made in class VIII. To find out problems in reading, especially reading comprehension. Observation to assist researchers in knowing student development.

The measurement technique is to measure students' achievement in reading English texts. According to Kothari (2004:69), in the process of

assigning numbers to objects or observations, level measurements are a function of the rules to which these numbers are assigned. This study uses a reading comprehension test as a technique to collect quantitative data in a measurement technique in the form of a multiple-choice test.

## 2. Tool of Data Collection

There are instruments used as the tools for collecting the data in this research, such as:

### a. Observation checklist

According to Ary Jecobs (2010;217), an observation checklist is the simplest device used which present a list of behavior that is to be observed. In conducting observation, the researcher used the observation checklist to make it more systematic containing a list of activities that might happen. The function of the observation checklist was to know the progress of the process of research. An observation checklist was used to observe the English teacher's performance in the teaching-learning process and the student's activities. The observation checklist was answered by using Checklist.

### b. Field notes

Field notes refer to qualitative notes recorded by scientists or researchers during field research, during or after their observations of the particular phenomena they study. Field notes are used to document what happened, including why and where ideas emerged, as well as the research process itself (Koshy, 2005)

Field notes refer to written records of written accounts derived from data collected during observations. Used to describe the real conditions in the classroom when the teaching and learning process is running. The description includes an overview of the setting and classroom situation during the teaching and learning process. Collaborators This is an English teacher SMP Negeri 5 Paloh.

c. Reading Test

In the test, the researcher has a data collection method, an impressive series of tests to collect numerical data rather than verbal types (Cohen, et all 2007: 414). In this research, the teacher gave students a descriptive test of multiple choice questions to 26 class VIII.B students. There are 2 cycles, cycle 1 consists of 25 questions, and cycle 2 consists of 25 questions containing 50 questions in 2 cycles. To analyze the data that has been collected from the test results, researchers will use individual scores and score averages to determine student improvement.

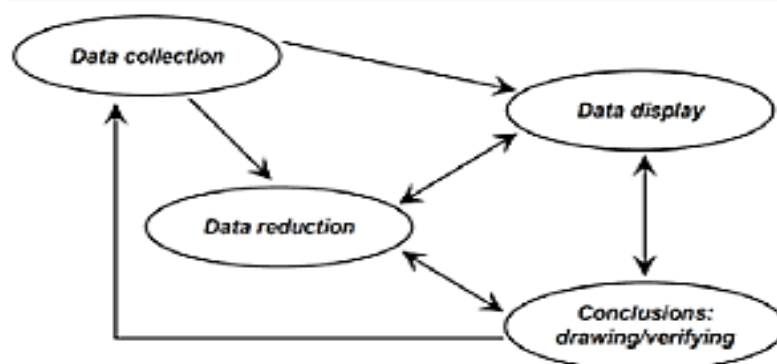
#### D. Techniques For Analyzing Data

From the data, the researcher analyzed the observation checklist as qualitative data and quantitative data.

1. Qualitative Data

Qualitative data were obtained from observation sheets and field notes for qualitative data analysis. The analysis technique used in this research is content analysis. Content analysis is a qualitative research technique with an emphasis on the constancy of communication content, the meaning of communication content, the reading of symbols, and the meaning of the contents of symbolic interactions that occur in communication (Bungin, 2011).

This research uses three processes of qualitative data analysis, Creswell (2012:198). Namely data reduction, display, and drawing conclusions and verification.





## 2. Data reduction

In data reduction, researchers choose the right information that researchers need in conducting research from records that are stored and delete data that is not used, to be analyzed in its steps. Koshy (2005:113) says that data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that appears in notes or written transcriptions. In this step, data is processed and analyzed from raw data to good data. This can be assessed by proportion or total to illustrate the accuracy of similar data. It aims to improve data.

### a. Data Display

After data reduction is complete, the research proceeds to the next step, namely displaying data. Koshy (2005:114) states that "display data can include various types of graphs, graphs, and networks". In this step, data is presented using proportions to make it easy to analyze data.

### b. Conclusion Drawing and Verification

The reason for reducing and displaying data is to help conclude. In this process, according to Koshy (2005:116), "the researcher tries to decide what things mean and records similarities, patterns and explanations. This step shows that the data being analyzed is good. it is valid or not. If it is valid, the hypothesis was proved. On the other hand, if was no valid data, the hypothesis was not proven.

## 3. Quantitative Data

### a. Individual Score

Individual scores collected from student reading tests, the researcher will analyze the scores of each student using a formula, the formula is:

$$X = \frac{A}{N} \times 100$$

Where :

- X = Individual Score
- A = The students' right answer
- N = The number of test items

*Adapted from Cohen et. Al (2007:423)*

b. Mean Score

After the researcher calculates the individual student scores, then the researcher calculates the average score using the formula below.

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

Where :

M = The average of students' score

$\sum$  = The total students' score

N = The number of students

*Adapted from Heaton. ( 1988.176)*

The researcher gives criteria for the average value of students in the very good, good, moderate, less, and very fewer categories. The criteria for the level of the average student score can be seen in the following table:

Classification of Range Score

80-100	Excellent
60-80	Good
50-60	Average
0-50	Poor

The researcher refers to if the criteria for the average student score are still bad or less than average, the researcher will assume that the class has not reached the target. The class will be considered to have reached the target if the average score criterion is at the level of average to good or good to very good.