CHAPTER III

RESEARCH METHODOLOGY

A. Research methodology

1. Research Design

Research design of this research used classroom action research. Based on Ary et al (2010:515) defined that Classroom Action Research is one of four approaches in action research that is involves the researcher in the classroom with the purpose to improve classroom practice in the school. While Mettetal (2001:7), "Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve students learning". In addition, Hopskin (2007:6), "Classroom Action Research is another kind of research in which teachers look critically at their own classrooms and use research primarily for the purpose of improving their teaching and the quality of education in their school. So, it can be concluded that classroom action research is research that has purpose to improve teaching and learning process in a classroom that is done by the teacher.

The classroom action research refers to the action research in education, especially in school or classroom. It aims to improve the quality of teaching and learning in the school. So, to complete this method, the researcher used technique in teaching learning process to change and improved the problems that happened in the class. The researcher used

RSQC2 Technique solved the problems in the process of taught reading comprehension.

2. **Research Procedures**

In this classroom action research, the researcher conducted two cycles in teaching reading comprehension through RSQC2 technique. They are four stages in one cycle of conduct classroom action research. Based on Ary et al (2010:518) the process of class action research consist of four main stages. They are planning, action, observe, and reflect. As shown in figure 1.1 Hall & Keynes (2005) refer to the process in four steps. The procedures of classroom action research can be described as follows:

Figure 1.1 Cyclical CAR Model Hall & Keynes (2005:9)
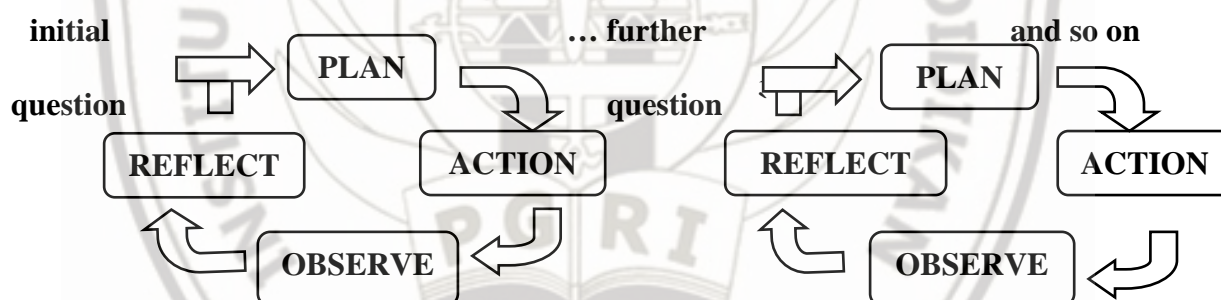
a. **Plan**

In the plan stage, the researcher formulated some procedures on how to improve students' reading comprehension and preparation, which do for the implementation of this research, those are:

1) First, in plan activity the researcher would analyze the curriculum.

2) Second, the researcher would make the lesson plan

3) Third, the researcher would prepare the technique would be taught and make technique to applied it.

4) Fourth, the researcher would make students' worksheets

5) Fifth, the researcher would make the reading test as the instrument

6) Sixth, the researcher would construct the learning evaluation tool.

b. Action

In this stage the researcher implements Recall Summarize Question Connect Comment (RSQC2) Technique as the teaching and learning model. Ary et al (2010:519), "the researcher implements the plan or changes a practice, and collect data, data may collected from a variety of source". Then the teacher carries out the lesson plan in the classroom step by step. The collaborator would collected the data from field note, observation checklist, and reading comprehension test.

c. Observe

Based on Ary et al (2010:519), "the researcher synthesizes and analyzes the data, key issues related to the problem are identified". In this stage, the researcher and collaborator synthesizes and analyze the data from observation checklist, field note, and reading comprehension test.

d. Reflect

Deals with Ary et al (2010:519), the researcher reflects on and interprets the information and communicates or reports it to others. Reflecting means to analyze the result based on the data that had been collect to determine the text action in the next cycle. The researcher and collaborator makes a reflection to evaluate the teaching learning process and students' understanding on reading comprehension.

3. Subjects of Research

The researcher was conducted this research in SMP Negeri 1 Tayan Hilir. This school is located at Pembangunan Street, Tayan Hilir Sub district, Sanggau Regency. This research will be conducted in the eighth C grade students as the subject that consist of 36 students. Researcher chooses this class because the researcher found some problems. The students had difficulties to comprehend the text, to get main idea, supporting detail, vocabulary, drawing logical inference, and locating reference. Therefore, class VIII C needs to improve their reading comprehension.

4. Collaborator

The collaborator is an English teacher of SMP Negeri 1 Tayan Hilir. In classroom action research, the collaborator is a certain person who helps the researcher to collect the data. The Collaborator will help the researcher in getting the qualitative data (observation and field note), because it is hard to collect by researcher it self.

5. Techniques And Tools of Collecting Data

a. Techniques of Collecting Data

To collect the data in this study, the researcher uses observation and measurement technique. Observation will be use to get the qualitative data. According to Mackey and Gass (2005:186), "observation are useful for gathering in depth information about such phenomena as the types of

language, activities, interactions, instructions, and events that occur in second and foreign language.

While, measurement is the process of assigning meaningful numbers (or labels) to persons or objects based on the degree to which they possess some characteristic (Blerkom, 2009:6). Measurement technique is used to get quantitative data which is intended to measure reading comprehension.

b. Tools of Collecting Data

1) Observation checklist

Observation checklist is used to observe the students and the teacher in conducting the activity. It is purposed to see outcomes that have already been targeted. In this observation checklist, the researcher will observe the students activity, the teachers' ability in presenting the material. Besides, observation checklist also includes the students' behaviour in classroom and the class situation.

2) Field note

Field note is the most the most common tool of data collection technique used in observation. The researcher may make brief notes during the observation but then later expands her account of observation as field notes (Ary et al, 2010:435).

3) Test

According to Brown (2004:3) a test is a method of measuring a person's ability; knowledge, or performance in a given domain. The goal in giving the test was to measure the students' achievement in reading comprehension. Reading comprehension test will be made in multiple choices.

6. **Technique of data analysis**

There are two technique of data analysis in this research that are quantitative data analysis and qualitative data analysis.

a. **Quantitative Data Analysis**

The quantitative data is the result or reading comprehension test that given by teacher to students. It is analyzed by using descriptive statistic data analysis. In analyzing the data researcher uses two types of score. They are individual's score and mean score. Descriptive statistic data analysis is also used to interpret the result in table or graphic to make conclusion.

1) The students' individual score

In analyzing the students' individual score, the researcher calculates by using the following formula:

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

Where: S = individual score

R = Number of the correct answer(s)

N = Number of the questions

Adopted from Sianturi (2012:6)

2) The Students' mean score

The students' mean score is used to calculate the students' average score. Heaton (1998: 175) says that the mean is an average score computed by summing of the total score by the total number of test. In analyzing the students' mean score, the researcher calculates by using the mean following formula:

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

Where:

M   = The mean score

∑x = Total score of students

N   = The number of student

Table 1.1

The level of students' reading comprehension

Range Score	Classification
80-100	Excellent
72-79	Good
60-71	Average
0-59	Poor

Modify from Haris (1986) in Juita et al (2013)

b. Qualitative Data Analysis

Qualitative is used by used researcher to analysis the data from field note and observation checklist. The data is students' activity in teaching and learning process. There are three activities of qualitative data analysis, that are reducing data, data display, and conclusion (Miles and Huberman, 1994:10).

1) Data Reducing

The first step in qualitative data analysis is data reducing. Data reducing refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that appear in written-up field notes or transcription (Miles and Huberman, 1994:10).

2) Data Display

The second step is data display. Based on Miles and Huberman (1994:11) said that a display is an organized, compressed assembly of information that permits conclusion drawing and action. Data display helps researcher to understand what is happening in data to do something to data either analyzes further or that action based on that understand.

3) Conclusions Data

The last step is conclusions data. In this step, the researcher looks for the meaning of the data. Then, researcher will conclude the data that is exist from observation. In conclusion, to analyze the data

researcher uses quantitative and qualitative data. It will be useful to answer the problems in this research. It means the procedures are intended to verify that finding are appropriate they are labeled as conclusive result