CHAPTER III

RESEARCH METHODOLOGY

A. Form of Research

In this research, the researcher used classroom action research. As stated by Koshy (2005:9) action research as a constructive enquiry, during which the researcher constructs knowledge of specific issues through planning, acting, evaluating, refining and learning from the experience. It is a continuous learning process in which the researcher learns and also shares the newly generated knowledge with those who may benefit from it. It means that the purpose of classroom action research is to find out and solve the students' real problems in a classroom. Classroom action research often gathered both qualitative and quantitative data. In CAR, a teacher became an investigator or explorer of her personal teaching context, while at the same time being one of the participants in it

According to Tomal (2010:14) mentioned that classroom action research is a systematic process of solving educational process and making improvement. Furthermore, Kemmis *et.al* (2014:11) stated that Classroom action research typically involves the use of qualitative, interpretive modes of enquiry and data collection by teachers (often with help from academic partners) with a view to teachers making judgments about how to improve their own practices. The practice of classroom action research has a long tradition, but has swung in and out of favour, principally because the

theoretical work which justified it lagged behind the progressive educational movements which breathed life into it at certain historical moments.

From the definition, the researcher concludes that classroom action research is a research that conducted to solve problems that appear during the teaching learning process. it also can be defined as an inquiry that carried out in order to understand, evaluate, and then make a changing to improve the educational practice.

B. The Procedure of Classroom Action Research

Classroom action research involved in four stages including planning, acting, observing and reflecting described as follows:

1. Planning

In this stage, the researcher developed a plan of action in order to bring improvements in a specific area of the research context, and the researcher prepared lesson plans which guided the researcher during teaching learning process, and the materials related reading ability. In addition, the researcher also determined the theme of materials and indicators that should be achieved and prepared the observation checklist and field note to observe the students' activity during teaching learning process by reading aloud strategy. So, planning was the process of preparing anything needed to do the research.

2. Acting

In action stage, the researcher conducted Classroom Action Research in acting phase and she taught the students by implementing reading aloud strategy based on the lesson plan that has been made in planning phase in order to improve the students' reading ability and the collaborator observed the process of class activities, including student's performance, teacher's performance, and environment. The action took place at the eighth grade of SMPN 12 Pontianak.

3. Observing

Observation was the third stage in classroom action research. The activities in observation stage was done by the English teacher as a Collaborator by filling the observation checklist and field note when the researcher was teaching the student. The data observation was needed by the researcher in solving the problem found during teaching learning process. It became a consideration to make planning for the next meeting in improving the teaching learning process.

4. Reflecting

In this stage, the researcher and the collaborator discussed, reflected, and evaluated about the findings of observation regarding students' performance, environment, and the teacher performance as the teacher during teaching learning process by

implementing reading aloud strategy in order to determine the strength and weakness of the teaching strategy used. So, the researcher was able to prepare things to develop and improve the teaching learning process for the next cycle if the cycle that had been done was not success yet.

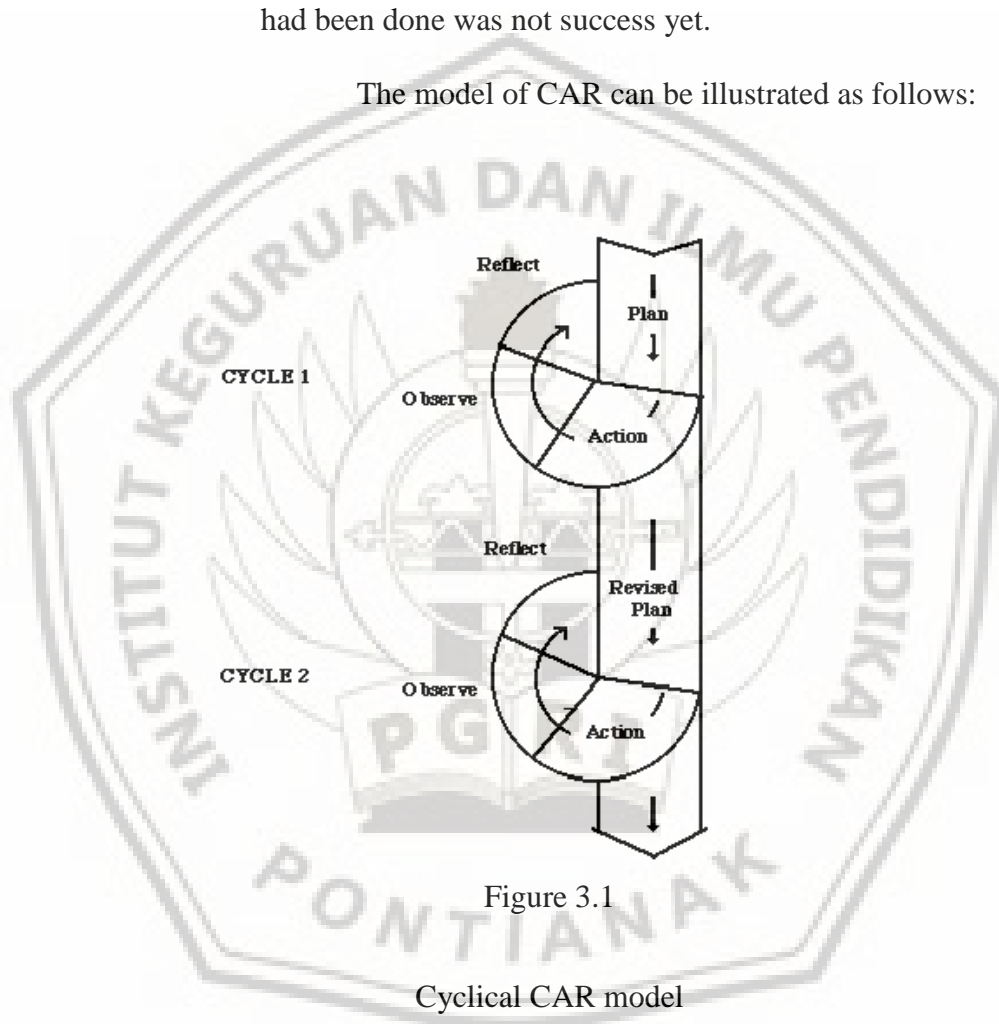The model of CAR can be illustrated as follows:

Figure 3.1

Cyclical CAR model

(Adapted from Kemmis& McTaggart, 1988:11–14, in Burns, 2010:8)

C. Hypothesis

According to Creswell (2009:132) mentioned that hypothesis is predictions the researcher makes about the expected relationships among

variables. The action hypothesis of this research is reading aloud strategy can improve the students' reading ability to the eighth grade students' of SMPN 12 Pontianak in academic year 2015/2016.

D. Subject of Research

In this research the researcher used purposive sampling to choose a sample. According to Ritchie *et.al* (2003:79) mentioned that purposive sampling is precisely what the name suggests. Members of a sample are chosen with a 'purpose' to represent a location or type in relation to a key criterion. Class VIII A as a sample because class VIII A having difficulty to determining the main idea and supporting details in text.

E. Technique and Tool of Data Collection

1. Techniques of Data Collection

   a. Observation

   According to Burns (1999:80) observation is a mainstay of action research. It enables researchers to document and reflect systematically upon classroom interactions and events as they actually occur rather than as we think they occur. In this research the observation technique used to analyze the students' attitudes in teaching learning process. The researcher used observation checklist and field note.

   b. Measurement

   According to Ross (2005:33) measurement is a process that assigns a numerical description to some attribute of an object,

person, or event. Measurement technique is used to measure the student achievement in reading after using reading aloud strategy in reading activity. The researcher used reading test as a tool for the measurement technique.

2. Tools of Data Collection

   a. Observation Checklist

   According to Chesterfield (1997:17) mentioned that checklists that focus on the presence or absence of certain events or actions are used to provide a profile of what happens in classrooms.

   In conducted observation, the researcher used the observation checklist to make it more systematic containing list of activity which might happen. Observation checklist used to observe teacher activity, students activity and environment in classroom during the teaching learning process.

   b. Field Note

   According to Hopkins (2008:105) mentioned that field notes can be of a number of different types. They can be 'issue-oriented' insofar as the observations focus on a particular aspect of one's teaching or classroom behavior and constitute an ongoing record. On the other hand, they can reflect general impressions of the classroom, its climate or incidental events.

Field note refers to transcribe notes of written account derived from data collected during observation. It is used to describe about classroom condition in teaching learning process.

c. Reading Test

Adapted from Bourke *et.al* 1997 in Burns (2010:170) Self-assessment (SA) is any assessment that requires learners to judge their own language abilities or performance against a set of criteria. Its main purpose is to develop student ability and knowledge of the material.

The researcher used the multiple choice questions which consisted of A, B, C and D for 25 questions. The questions were given at the end of each cycle. This test will use to know how far students understand the material being taught.

F. **Technique of Analyzing Data**

After collecting the data, the researcher analyzed the data using quantitative and qualitative data. The technique of data analysis will be explained as follows:

1. Quantitative Data

The researcher divided the quantitative data from reading test that will be classified based on the students' achievement in reading score in every cycle in analyzing student achievement in reading test.

a. The researcher calculated students' individual score by using the following formula.

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

Note:

X = an individual score

A= the students' right answer

N = the number of test items

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

b. To compute the class performance, the researcher used the formula of mean score. All individual scores being sum and divided by the number of students in the class.

$$X = \frac{\sum X}{n}$$

Note:

X   = mean score

∑X= sum of individual score

n   = number of students

(Adapted from Fraenkel andWallen 2009:192)

2. Qualitative Data

The qualitative data derived from observation checklist and field note. For the qualitative data analysis the model stages by Miles and Huberman *et al* (1994:10) employed. The stages are:

a. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions.

b. Data Display

After finishing data reduction, the researcher continued to the next step, that is data display. Data display is an organized, compressed assembly of information that permits conclusion drawing and action.

c. Conclusion Drawing and Verification

The third stream of analysis activity is conclusion drawing and verification. This steps starts from the point where ordering and integrating of the previous analysis has been required. The purpose of this stage is to integrate what have done into meaningful and coherent picture of data.