

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Study

This research was conducted at MTs Negeri 1 Bunut Hhilir which is located at Jl. Soekarno Hatta No. 31 Bunut Hilir In addition, this study was carried out from January 7th until January 24th 2020. The researchr did preliminary study on January 6th 2020. Then, the instrument were made after the preliminary study. After having the instrument, the pre action test was conducted before the cycle 1 and cycle 2. In the last meeting of each cycle the post-action test was given to the student.

B. Form of Research

The research design is need if a researcher to did a research, because it was introduce how the concept of a research such as research problem, research purpose, methods, and conclusion. So, the researcher will choose a methods of suit for the students and the researcher can apply of methods to make the research objective can be achieved well.

On the other hand, the researcher was conducted of data in this research, which the research is about the use of silent card shuffle strategy to improve reading comprehension, the researcher use the design of Classroom Action Research (CAR). Hopkins (2008:1) stated that Classroom action research is “an act undertaken by teachers, to enhance their own or a colleague’s teaching, to test the assumptions of educational theory in practice, or as a means of evaluating and implementing whole priorities”.

Based on the explanation, it can be concluded that the classroom action research is a research which the teacher improving practice, evaluating and implementing of students in the class. The researcher use classroom action research design because it is suitable with the purpose of this research, which the research purpose is find out how can use silent card shuffle to improve reading skill.

The procedure of classroom action research is important to explain research design. Kemmis and Taggart in Burns (2010:8) argued that there are four stages in the procedure of action research such as planning, acting, observing and reflecting.

C. Research Procedure

The experiment was used in the present study as a class action based on the model presented by Kemmis and Mc Taggart in Burns (2010:9). The concept of class action tree study consists of 4 components: plan, action, observe and reflect.

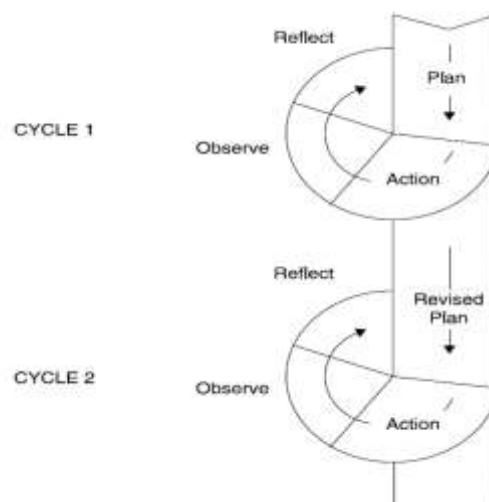


Figure 3.1 Cycling process of Classroom Action Research

Taken from Kemmis and Taggart in Burns (2010:9)

1. Plan

Cycle 1	Cycle 2
<p>Monday on January 7th 2020. In this plan phase, the researcher acted as a teacher and English teacher acted as a collaborator had some preparation</p>	<p>Thursday, on January 16th 2020. In this phase, researcher and observer replaced the methodology of teaching and learning process, this cycle the writer revised lesson</p>

before teaching in the classroom. The researcher identified the problem from the result of pre-observation, and the researcher analyzed the curriculum to know the basic competence which was given to the students. Then, the researcher and the collaborator prepared the lesson plan which was used in teaching and learning process. The lesson plan was written based on the syllabus in the first semester of tenth grade. The lesson plan was made by the researcher to guide the researcher teaching and learning process in the classroom. The researcher and the collaborator prepared learning material related reading comprehension which would give to the students. After preparing the material, researcher prepared the learning technique needed in the teaching and learning process such as the Silent Card Shuffle Strategy. Then, the researcher and the collaborator also prepared observation checklist and field note as the tools used to observe the teaching and learning process. After prepared observation checklist and field note, the researcher and the collaborator prepared worksheet and the test item which had been validated to measure

plan to improve students' comprehension on descriptive text through SCSS treatment more deeply. The researcher and collaborator also discuss about deficiency in cycle 1 and fix that for cycle 2. also make preparation of teaching like lesson plan, material teaching, observation checklist, and field note.

<p>the students' achievement in reading comprehension on descriptive text.</p> <p>As the summary of this step, it can be said that the researcher and the collaborator prepared anything needed to do this research in order to improve the students' reading comprehension in descriptive text.</p>	
--	--

2. Action

Cycle 1	Cycle 2
<p>The acting of cycle 1 was begin on 8th January 2020. Two meetings for the treatment of descriptive text and SCSS and one meeting for give a post-test. The activities of that researcher were groups discussions, explaining the way how to comprehend such text effectively using silent card shuffle, doing an exercise, discussing the result of the students' work, and then reflecting what they have done in that meeting. For the first time the researcher taught about descriptive text before starting the lesson. Before started the lesson, the students were greeted and asked to pray together. Then the researcher check the attendance list to know name all of the</p>	<p>The acting of cycle 2 was begin on 17th January 2020. In this phase, the researcher as the teacher implemented the new lesson plan. The teacher still used the pre questioning in the learning activity as in the cycle 1. The teacher asks students to back their group like yesterday. Then the teacher gave some pre-questions and asked about what they learned before. Some students also asked the teacher when they could not understand the questions. Next, the Teacher explains again about how to use the Silent Card Shuffle Strategy in reading descriptive text. Then, the teacher gives them exercise in groups to</p>

students. After that the researcher give the brainstorming to the students about descriptive text and also telling the students about the learning objective. In this case, the researcher tried help the students to establish purpose of reading particular text. Then, asked the students what they have known before about descriptive text, several students just keep silent, several of them also answered it hesitantly.

After that the researcher explained about the definition, the purpose, generic structure and the language features of descriptive text. After explain about descriptive text, the researcher explain about silent card shuffle and how to using the strategy in reading comprehension. Having explained the material, the students were asked to make group consisting of five until six students, thus there were five groups in the activity. Then, the researcher give an envelope containing picture and definition in each group (four picture and definitions). Furthermore, the researcher instructs students to identify the picture by definition, but is forbidden to talk with other students. After students finish classifying picture and definition

match the images to their definitions without descriptive text in groups. The students worked together with their friends in a group work. They could do the exercise in group well. Because the time is not enough to discuss matching images and definitions, the teacher asks students to continue the exercise at home and the next meeting they show the results of their discussion of class. Next, the second meeting was done on January 22th 2020. The teacher used the same way with first and second meeting in cycle two. The teacher reviewed and continued the activity. Next, students show their results. After that ask the students to collect their results. The teacher shows the correct answer and students correct their arrangement of cards.

<p>students are allowed to discuss in one group. the reseacher insturcts students to see the result of other groups, while another observes the result of the othergroup. Then, the reseacher shows the correct answer and the students correct their arrangement of cards.</p> <p>The researchers gave a little bit reflect. The activities in the next second meeting researchers applies the silent card shuffle strategy to the students.</p>	
---	--

3. Observe

Cycle 1	Cycle 2
<p>In this phase the observation had done by the researcher and collaborator observed every activity that happened in the class and monitoring the students. The result of observation would be discussed into observation checklist and field note.</p>	<p>In this phase it was time for observing the activity in the learning process, in order got the data were needed for this research. Here the english teacher as a collaborator helps the researcher to observe the learning process in the class. To collected the data the researcher used observation checklist and field notes as a tool of collecting data.</p> <p>The observed time was stated in the beginning until the ending of the learning process, and it was not known by the students if their actions were observed by the collaborator, when the researcher gave the</p>

	treatment, the collaborator sat behind the students to observed the students also filled the observation checklist and note field.
--	--

4. Reflect

Cycle 1	Cycle 2
<p>In reflecting step, based on the result of the data form that already observed by the researcher and the collaborator, the students' problem in reading comprehension was not solved. The students did not participated well in applying the silent card shuffle strategy and also their score in reading was low. Then, the researcher concluded that must do the next meeting to improve students reading comprehension. In the next meeting, the teacher had to explain the material and the strategy clearly. The teacher had to make sure all of the students attention only focus on the explanation. The teacher also had to gave more time for the students to prepare themselves before applied the strategy. So, the students would not felt difficulties to reading the text.</p>	<p>After finishing the plan, action and observe, the researcher and the collaborator made the reflection activity. Based on the discussion of the researcher and the collaborator, the students showed, satisfying progress in reading test and attitudes in the teaching and learning process after though silent card shuffle strategy, the condition of the class was getting better, the students paid attention, the students more enthusiasm in teaching and learning process, and the students also work actively in the group members.</p> <p>In this reflecting phase, the researcher concluded that the second cycle was successful. The teaching and learning process in the second cycle was better than the first cycle. Finally, the researcher and the collaborator decided to stop the</p>

	cycle.
--	--------

D. The Subject of Research

This researcher conducted the research at MTs Negeri 1 Bunut Hilir, the participant in this study comprise the students of class seventh. Based on pre-observation the researcher did interview the English teacher, the English teacher told that the participants of this research are considering representative enough for this research. Most of the students have same problem in reading comprehension. They cannot find in determining the main idea, vocabulary, identifying specific explicit and implicit information and reference. Moreover, they also are less motivated in learning English it shows that they often make noisy and chat with their friends when the teacher explained the materials in front of the class. The students also difficult to pronunciation and identifying reference, it shows when the teacher asks about it, the students still confuse and cannot answer the question but them need the more time for the understanding to answer it. The research know are problem, when the researcher after interview with English teacher.

E. Techniques of Data Collection

1. Techniques of Data Collection

In order to get the data, the researcher use observation measurement techniques. Observation technique is used to observe and analyze about what happening in the class and the condition in the teaching and learning process. Meanwhile the use of measurement technique in this research is to measure the students' achievement in reading English text. They. Explain more based on the follows:

a. Observation Technique

Observation technique is very important in this research, the researcher use observation technique to collect the qualitative data. Cohen et al (2007:396) belived that" the distinctive feature of observation as a research process is that it an investigator the

opportunity to gather ‘live’ data from naturally occurring social situations”. Then, Koshy (2005:98) stated that observation is “a natural process – the researcher observes the students and incidents all the time and based on the observation, the researcher makes judgments”. The researcher observe the teaching and learning process by making notes and filling the observation checklist. The result of observation help the researcher in knowing the students’ improvement. It would also help the researcher decide the suitable actions to be implemented. The observation would be conduct at the VII grade to find out the problem in particular related to the students’ reading comprehension. Based on explanation above, observation help the researcher in knowing the students improvement.

b. Measurement Technique

In classroom action research the researcher provid technique of data collection one of the measurement technique, which the measurement technique of this research is to measure the individual score of students by reading comprehension test. Cresswell (2012:113) stated that measurement means that the researcher records information from individuals in observing an individual and recording scores on a log or checklist. The researcher use it to know about the students reading skill by the test that given, to determine how well the improve the students.

F. Tools of Data Collection

The appropriate tools for collecting data are very important to gain the objective results. In this research, the researcher used observation checklist, field note, reading comprehension test as the tools of data collecting.

a. Observation Checklist

Observation Checklist use by the researcher as the tool for collecting data. The observation checklist in this research will mark conduct two times, cycle I and cycle II. According to Koshy (2005:98), Observation is a natural

process that is observing people and incidents all the time and based on the observations, making the judgment. Therefore observation checklist use to observe the students' performance , teachers performance, class environment during implementing extensive reading activity in teaching reading comprehension. The researcher will use observation checklist from the Cohen (2007). It use by the researcher as the tool for observing the condition while teaching and learning process in the classroom. Observation checklist is a form of observation paper that use by the researcher in this research. The observation checklist fill by the collaborator, the collaborator is the english teacher.

The observe points are the teacher performance with five statement, students' performance with four statement, and the class environment with four statement total of statement in observation checklist are thirteen statement. In the observation checklist, the researcher used "yes" and "no" (√) for observation checklist table. The collaborator mark the observation checklist based on the students' and the teaching activities in the class, and the collaborator give mark column "yes" if students' or teacher did suitable activities the observation, and then the researcher would give mark in column "no" if the students did not suitable activities with the observation checklist.

b. Field Note

Field note will be used by the researcher to write notes based on the steps of the classroom action research during teaching and learning process started. It was used for keeping a record of what happens of why and where the ideas evolved and of the research process itself (Koshy, 2005:97). In this research, teacher as collaborator helped the researcher on writing the field notes. The results of the collaborator's writing can be formed as a description of people, object place, event, activity, and conversation.

c. Reading Comprehension Test

Test is a systematic procedure for observing persons and describing them with either a numerical scale or a category system. Brown (2001: 3), "in

simple term, test is measuring a persons' ability, knowledge, or performance in a given domain". This test is used to measure students improve reading comprehension before and after implementation of the silent card shuffle strategy. In this research, the teacher give reading test to the students about descriptive text and teacher give twenty minute to accomplish the test. Those items is about finding the main idea, supporting details, vocabulary, inference and reference from the text. The test in the form of multiple choice test, there are 20 questions and the students must choose the correct answer (A, B, C, or D).

Here, the teacher gives the reading test in each cycles conduct at the research, it is to know the value of the student after giving the strategy. The researcher give score and it the analyze as quantitative data.

G. The Technique of Data Analysis

Tehnique of data analysis comes from the interpretation of data collection. In order to find out the answer of the research question of research the procedures of data analysis are required. To analysis data the researcher gets from observation checklist, field note, and reading test. Observation checklist and field note as qualitative data. Reading test is quantitative data. It will specific as follow:

1. Observation Checklist

The observation in this research are conducted two times there are cycle 1 and cycle 2. The collaborator mark the observation checklist based on the students' and teacher activities, and the collaborator mark column "yes" if the students or teacher did suitable activities with the observation checklist. Then, the collaborator give mark in column "no" if the students or teacher did unsuitable activities with the observation checklist. In this observation checklist, there were three parts there are students performance, teacher performance, classroom invironment and total items there were 13 items by the researcher in the teaching and learning process. Then the

researcher calculate how many observation are gave mark column “yes” and in column “no”.

2. Field Note

In this research, the qualitative data will derived from the observation technique in this research. According to Miles and Huberman in Hopkins (2008: 138), There are some steps for analyzing qualitative data, they are; data reduction, data display, conclusion drawing, and verification. They will be explained by the researcher based on follows:

a. Data Reduction

In data reduction, the researcher selected proper information that the researcher needed in conducting the research from the observation checklist and fields note to report. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field note or transcription.

b. Data Display

After finishing the data reduction, the researcher continued to the next step, that is the data display. Data display organizes and compresses the information or the data. Data display show what stage the analysis has reached and it is the basis for further analysis. Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action

c. Conclusion Drawing and Verification

The reason for reducing and displaying the data will to assist in drawing a conclusion. This was the last step in analyzing qualitative data. These steps start from the point where ordering and integrating of the previous analysis had required. The purpose of this stage is to integrate what will do into a meaningful and coherent picture of the data.

3. Reading Comprehension Test

Individual score was used by the researcher to find out the individual score of the students' reading comprehension especially on descriptivetext. The formula of individual score as follow:

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

Note : S	: Score Number of the test
R	: Number of Correct Answer
N	: the total number of the question
100	: maximum score

Taken from Sianturi & Sumarsih (2012: 6)

a. Mean score

After the researcher calculated the individual score of the students, then the researcher calculated the mean score by using the formula as follows:

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

Note : \bar{X}	: Mean
\sum	: Sum of
X	: Raw Score
N	: number of scores

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

After getting the students' individual score, the researcher classified their score in order to know the students level in reading comprehension. After that, the researcher counted their average or mean

score in order to know that there is an improvement or not in students reading comprehension test. This research would called successful if the students learning activity show the improvement from the cycle and get the satisfying result in the class. The students' score should pass the poor level.