

CHAPTER III

RESEARCH METHODOLOGY

A. Research Setting

3.1 Location of the Research

This classroom action research would take place at SMA Negeri 1 Muara Jawa. This senior high school was located on Jl. M. Hatta, Muara Jawa Tengah, Muara Jawa, Kota Handil, Provinsi Kalimantan Timur. The location of the school was in a school complex where there were some schools in that area. It was also a strategic place and easy to reach since it was quite near public facilities, for example Gojek and Grab car.

The numbers of the students in SMA Negeri 1 Muara Jawa which consisted of 817 students. The boys were 395 students and the girls 422 Students. Their native languages were Indonesian. Besides the formal education as a subject of their study, the students also get extracurricular in their school. In this school, there were 40 teachers in total. Those teachers teach different subject divided into 14 subjects, they were : Islamic Education, Bahasa Indonesia, Math, cross-interest Math, English, cross-interest English, Chemistry, Physic, Economics, Fine Art, Vocacional, Civics, History, Physical Education, Computer Science, and Biology.

Facilities are all things that are needed by the teachers, students and other educators that make the learning process run successfully. In SMA Negeri 1 Muara Jawa there are several facilities that support the teaching and learning process.. There are some facilities in SMA Negeri 1 Muara Jawa : 26 classrooms, 1 library,

2 laboratorium, mosque, OSIS office, canteen, counseling office, teacher office and principal office.

SMA Negeri 1 Muara Jawa used the 2013 curriculum as the basis for the teaching process.

3.2 The Population and Sample

a. The Population

SMA Negeri 1 Muara Jawa first-year students will be selected as subjects for this study. There are seven classes in the first grade, but the author will choose a group of class X1. His mother tongue is Indonesian. The average age of the participants was 16 years. They teach English from the first year of school. They have English classes at least twice a week and one hour of class at each meeting.

b. The Sample

The subjects of this study were ten-year students of SMA Negeri 1 Muara Jawa, the researcher was focused on X1. Like the other classes, X1 had 34 students.

3.3 The Instrument of Collecting the Data

a. An Observation Sheet

In addition to testing, qualitative data were acquired using observation sheets. It was used to observe all conditions occurring in the educational learning process. Students' activities in the classroom are included

b. The Test

To obtain quantitative data, tests are given to students. In the form of the essay tests. The exam consisted of 10 questions. That topic was about finding general information, specific information, implicit meaning and meaning of text references in text. Subjects respond to items answering the questions. The correct answer is 10 points, and the incorrect answer is 0 points. This test provided quantitative data and was used to measure student reading comprehension.

3.4 Research Method

This study was Classroom Action Research (CAR). The following sections have described the characteristics of CARs and the theory behind the implementation of CARs that underlie the conduct of this investigation.

a. Definition of Action Research

This study adopted an action research method. Action research has been important in helping teachers improve their teaching skills and better understand their students. The nature of action research was defined by Mason and Bramble (1997) as research about a problem which exists in a real situation and the researcher finds the best way to solve it.

According to Burns (2010) stated that action research was identifying an issue in education context by doing reflections toward a practice whereas the teacher as the researcher. Through reflection, teachers realized that they could do better in the teaching process and found new ideas to realize it.

While Koshy (2005) argued that action research was problem-solving investigation in order to improve the practice by preparing a certain plan to resolve

the problem, doing the plan, evaluating the action and refining it based on his/her learning experience. The emerging evidence will contribute to the practitioner's further development in doing the action. In this research, the researcher also shares the new knowledge with those who may benefit from it.

Stringer (2007) mentioned action research as “collaborative approach” to examine problems or issues and to find the solution which can solve the problems by doing “action” (p.8). Action research was not a way to solve all the problems, but it was only a way to help people to handle their situation.

Based on some of the previous definitions, the researchers concluded that classroom action research includes research, action, and classroom. Research is the activity of observing objects using a certain method to collect data to analyze things that are important to researchers. Action was a movement with a specific purpose. Classroom was a group of students that received the same lesson material at the same time from the teacher. So, classroom action research was an inquiry of a real situation that was conducted by practitioners themselves with a purpose to evaluate their method of teaching, solve their problem in teaching learning process, and improve the student's outcome by deciding an appropriate teaching method and applying it.

b. The Model of Action Research

The action research model used in this study is a model developed by Kemmis and McTaggart, and generally includes four steps. The cycle can continue until the

investigator obtains satisfactory results and believes that it is time to stop. Burns (2010) mentioned the four steps as the following:

1. Planning

In this step, the researcher will identify a problem by conducting observation as the pre-research. After that, the researcher designs a plan to solve the problem and give a positive effect to the context of this research.

2. Action

In this second step, the researcher will apply the plan which has been made. In this research, the researcher implements a reciprocal teaching method in teaching reading.

3. Observation

The researcher observes the students during the teaching learning process and takes field notes of all events that happen as the effects of the implementation of reciprocal teaching method.

4. Reflection

In this step, the researcher gave a post-test to students, evaluated the result of all stages, and described the effect of the implementation of a reciprocal teaching method in the teaching learning process. And the researcher will decide that there should be another cycle to obtain better student's improvement.

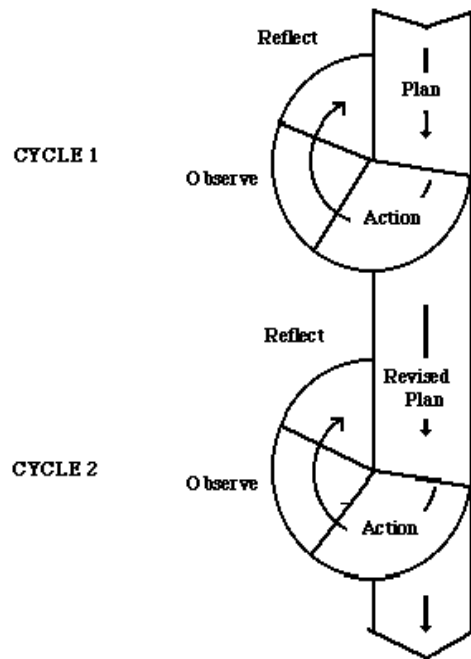


Figure 3.1 The Action Research of Kemmis and Mc Taggart (Burns, 2010: 9)

3.4 The Procedure

The study was conducted in two cycles. Each cycle has four phases: plan, act, observe, and reflect.

3.5.1 The Cycle I

a) Planning

The step by step in the planning were:

1. Create a lesson extension for text text (descriptive text)
2. Design the procedure for using mutual education.
3. Preparation of material, the text was descriptive text.
4. Preparation of educational support, was descriptive text.
5. Preparation of the test, it was a reading test.

b) The Action

The Teacher's activity:

- a. The teacher started the class by greeting the students.
- b. . The teacher asked them what topic they would study, which is descriptive text.
- c. Teachers explained to students the benefits of learning descriptive texts.
- d. The teacher introduced a peer-to-peer teaching method in the study of descriptive texts.
- e. The teacher asked students what they thought of the descriptive text.
- f. The teacher gave a definition of the descriptive text.
- g. The teacher presented the text of a descriptive text with a general structure.
- h. The teacher explained the descriptive text.
- i. The teacher gave a descriptive text and read it aloud with the students.
- j. The teacher divided the students into two groups.
- k. The teacher asked the students to reread by themselves and tried to cover them with their hands. Afterwards, students must have told their partners what they had remembered from the text.
- l. Teachers asked questions based on the text.
- m. Teachers and students drew conclusions based on the materials.
- o. The teacher closed the course.

The Responses of the Students' :

- a. The student responds to the teacher's greetings in response to the teacher, in response to the teacher ...

- b. The students respond to the topic they are going to learn.
- c.. Students hear the benefits of learning descriptive texts.
- d. Students listen to the reciprocal teaching method while studying the teacher's descriptive text.
- e. Students comment on a descriptive text.
- f. The students listen to the definition of the text from the teacher.
- g. Students observe and pay attention to the text of a descriptive text with a general structure.
- h. Students listen to the teacher when explaining the descriptive text.
- i. Students answer the questions based on the text provided by the teacher.
- j. Students write down their answers and check the correct answer given by the teacher.
- k. Students and teachers draw conclusions based on the materials.
- l. The student responds to the teacher's end as a response to the teacher.

3.5.2 The Observation

Observations are used to collect data on students' attitudes towards activities in the teaching process. In this section, the researcher is the formal observer. Researchers are observers of class teachers and students.

3.5.3 The Reflection

Reflection was the feedback process of the executed work. Reflection was used to help teachers make decisions. Teacher analyzes all recorded information learning processes.

3.5.4 The Cycle II

The researcher was cycle II. Improvements are needed if the results are in cycle. Cycle II also had four steps. It was planning, action, observation, and reflection. All weaknesses in Cycle I have been fixed in Cycle II.

3.6 The Technique of Analyzing Data

In analyzing the quantitative data, the following will be applied:

$$x = \frac{\Sigma x}{N}$$

Where :

X : The main of the students score

Σx : The total score of students

N : The number of the students who participating

Next, to rank the number of students who successfully passed the test, the researchers applied the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where :

P : The percentage of student who got minimum point 70

R : The number of the students who got minimum point 70

T : The total of number of the student