

CHAPTER III

RESEARCH METHOD

A. Research Design

This research applies CAR (Classroom Action Research) because it aims to solve students' reading comprehension problems in recount text. According to (Ndruru, 2020) Classroom action research (CAR) is the planning of learning activities as an action that is deliberately raised and occurs in a class together. These actions are carried out with directions from the teacher by students. It was further explained that the CAR includes four stages of the action research model: planning, implementing, observing, and reflecting

The goal is to identify students' problems in tenth-grade social science 4 to improve the quality of learning, especially for reading comprehension. The design of this study is CAR research, which means collaborative classroom action research that will be carried out with an English teacher in tenth-grade social science 4 at SMAN 5 Metro.

In conducting this research, the researcher acts as a designer of the learning method that will be researched and as a teacher who teaches reading comprehension using the STAD strategy that has been designed by the researcher and also provides materials and assignments and also fills in the student attendance list. Meanwhile, teachers and students have prepared beforehand because this classroom action research is intended to improve the learning process faced by teachers and students in class, whether there has been a change or not. Researcher will observe the learning process of reading comprehension.

B. The procedure of Classroom Action Research or CAR

Classroom Action Research (CAR). According to (Ndruru, 2020) Classroom action research is the planning of learning activities as an action that is deliberately raised and occurs in a class together. These actions are carried out with directions from the teacher by students. It was further explained that the CAR includes four stages of the action research model: planning, implementing, observing, and reflecting.

Four components that repeated cycles consisting of planning, acting, observing and reflecting. CAR is the considerable form of study with systematic

reflective, done by the teacher in specific purpose, to improve the condition of learning process continuously. This CAR integrates many aspects such as students' responses, teacher-students interaction, and intra-students interactions to solve the research problems and increase student's reading achievement. (Sukardi, 2015).

From the statement above, it can be assumed that research is able to solve the problems and find scientific support. In the process of problem solving, the writer can continuously analyse and control the situation. This research is expected able to improve and increase in quality of learning. And they can do some experiences in teaching based on their own idea then evaluate and see how it works. According to (Ndruru, 2020). The researcher uses classroom action research in some steps of this research four stages of the action research model:

1. Planning

In this plan, the researcher aims to improve students' comprehension of recount texts and make them more active in class. The researcher changed the teaching-learning style with the collaborative teacher by using STAD. This method was implemented in one cycle by preparing the lesson plan and teaching strategy. Every meeting is based on the activities designed in the lesson plan, which has three steps called pre-, main-, and post-activity.

Applying the STAD strategy means making plans before presenting the material. The researcher made the lesson plan to make the teaching and learning process run smoothly and easier. Some materials were taken from internet sources. The written test measures students' abilities and progress in understanding recount texts. The tests are in the form of essays and are given in cycle 1. The researcher will give 40 minutes for each test and distinguish the recount text in each question.

2. Acting

The implementation of the actions is the implementation of appropriate activities in a lesson plan made by the researcher. The cycle has three meetings. In the first meeting, the researcher applied the STAD method in teaching reading comprehension of recount text in stages. They are class presentations, teamwork, quizzes, individual improvement scores, and team recognition. First, the subject matter is presented in class by the teacher. The method used is usually direct instruction or teacher-guided class discussions. During class

presentations, students should pay attention because it can help them in the individual quiz that will determine the group's score.

Next is teamwork, in which each group consists of 4-5 students who are heterogeneous and consist of two or three men and women from different tribes with different abilities. After the teacher explains the material, each member of the group learns and discussed worksheets, compares answers with a group of friends, and gives mutual help between members if there is a problem. After discussing the exercise in a group, the researcher gave an individual test to students to know the students' improvement after the group discussion. The group which got the highest average of improvement based on the score from the English teacher got a reward from the teacher.

3. Observing

The researcher observes problems, advantages, disadvantages, and conclusions from implementing STAD to improve students' reading comprehension in recount text. The researcher wrote the important thing on the observation sheets and field notes to see all of the events before, during, and after the implementation of the STAD method and whether it could improve students' reading comprehension in recount texts. The observation is conduct while implementing the STAD method in the classroom.

4. Reflecting

Reflecting stage all data obtain through the observation sheets, the questionnaire, and post-test 1 will be evaluate and make as the basis for preparing and planning the next cycle. Based on the evaluation, the researchers found that STAD will be very potential to implement to improve the students' reading comprehension. Although cycle 1 was conduct only in five sessions, the participants' reading comprehension performance had increase quite significant, their view of reading comprehension had turn to be more positive, and their accept of the use of STAD will be quite high.

After checking up the data from the observation sheet, it was found that three out of the eight teams form in cycle 1 will not work optimally. The main cause will be that the members of those three groups will be students having relative low interest in reading comprehension. Considering this, the researcher plan to reshuffle the membership of the working groups so that in cycle 2 the working groups would consist of members with mixed gender and reading abilities and interests. can continue to the next cycle. However, the researcher can stop

in cycle I if it is successful when 70% of the students reach Kriteria Kelulusan Minimum (KKM) or Standard Minimum Score which is 75.

C. The Subject of the Study

The subject of this research is the students of tenth-grade social science 4 of the SMAN 5 Metro in the academic year 2022/2023. It is located on Jl. Wolter Mongonsidi No. 23, Hadimulyo Timur, Metro Central District. Metro City, Lampung 34111.

D. Instrumen of the Research

The researcher will be an observer to collect data and collaborate with the teacher, while the teacher is the person who acts to research the class action research. Meanwhile, tenth-grade social science 4 students will be observers. In this study, the researcher used instruments, namely interview guidelines, observation checklists, and tests:

1. Interview

According to (Wang et al., 2011) interview is a conversation for gathering information. A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions. Interviews can be conducted face-to-face or over the telephone. The internet is also emerging as a tool for interviewing.

According to (Nihir, 2013) interview is an important data gathering technique involving verbal communication between the researcher and the participant. Interviews are commonly used in survey designs and in exploratory and descriptive studies. There is a range of approaches to interviewing, from completely unstructured in which the participant is allowed to talk freely about whatever they wish, to highly structured in which the participant responses are limited to answering direct questions.

The researcher uses one type of interview, the in-depth interview. To obtain specific information on particular topics from informants or sources. Through in-depth interviews, researchers have the opportunity to obtain personal information. In-depth interviews also aim to obtain valid and accurate data and information.

Interviews are used to support observations during the learning process and as a reflection of the learning process of reading comprehension using the

Student Team-Achievement Division (STAD) technique at the tenth-grade social science 4 of SMA NEGERI 5 METRO.

2. Observation Check List

During observation, the researcher lists the students' names in tenth-grade social science 4. The researcher observes students and teachers while participating in learning activities such as responding to the teacher, answering questions, doing an assignment, and filling out the attendance form using the STAD method.

3. Test

The researcher uses multiple-choice tests related to reading comprehension that will be given for about 90 minutes. The tests consist of multiple-choice questions through Google Forms. Meanwhile, work on the group paper sets provided for measuring the skill, knowledge, intelligence, capacities, or aptitudes of an individual or group.

E. Data Collecting Technique

Data collection technique is the way to collect the information and data about this research in the process of improving students' reading comprehension in recount text by using STAD strategy. Observation checklist, interview guide, field notes, test instruments were used to collect the data.

1. Observation

The researcher conduct observation to observe process of the teaching and the behavior, situation, and condition of the students naturally. The researcher observe the teaching and learning process during the implementation of the lesson plan by using observation checklist, while the teacher. Observation checklists will use by the researcher to obtain data and get information about the increasing development of the students in understanding recount text by using STAD method. The observation items will in the form of statement.

Field note is a description of students' activity, events, and conversation between students and teacher in the learning activity. This field note taking activity will conduct before until after the implementation of STAD method. The researcher use a field note to observe and note the situation happen in the learning activity in every meeting. The field note consists of classroom setting, date, students' and teacher's activity, students' responses during the learning and teaching process, ideas, and questions will on the observation. From these

observations, the researcher would find the problems, advantages, and reading comprehension test format use by the teacher.

2. Interview

Interview will be conducted by the researcher to obtain some information from the students about the situation and condition of the students during the learning process in class. The researcher conducted first interview in preliminary study to know students' characteristic and problems in recount text, and what is the appropriate material gave to students. The researcher interviewed the English teacher and three students from tenth-grade social science class 4. The English teacher helped the researcher in choosing those students randomly.

Next, the researcher conducted the second interview after the implementation of STAD. The same students from the preliminary study interview were interviewed by the researcher in this step. The questions for the interview consist of 8 items for the teacher and 13 items for the students. The result of those questions were used to know students' and teachers' perceptions toward the implementation of STAD in improving their reading comprehension of recount text. This interview result can also be suggestion from the teacher and the students about the implementation of STAD in reading comprehension of recount text.

3. Test

Test is a collection of information evidence from a learner progress or achievement over a period of time for the purpose of improving teaching and learning. Test is one part of assessment. Test was one of the important components of teaching learning to know the results of the process that will do by the students. Test will use to measure students' ability to comprehension recount text.

There will have 25 questions in reading comprehension test and post-test activity. In this research, the researcher used two types of test namely pre-test and post-test. The researcher provided students a recount text and sets of question which have to be answered by them in the give answer sheet. The researcher got the data by giving the pre-test from preliminary study and then analyze them to decide the plan, the implementation, and the reflection during the action.

Meanwhile, post-test will give to the students at the end of first cycle to know the students' improvement. This post-test do the questions provided test

consisting of 25 multiple choice (see appendix) that was used to see the improvement of the student's reading comprehension in recount text. The researcher gave 45 minutes for post-test. Lastly, the researcher obtain the students' test score by making average of all scores from each group.

F. Technique of Data Analysis

After collecting data, qualitative data analysis will use interviews and observation of the learning process. The researchers will use descriptive analysis in collecting data to explain how each cycle in the indicator helps the learning process improve students' reading comprehension by using the student's team achievement division (STAD) technique at the tenth-grade social science 4 of SMA NEGERI 5 METRO.

The data from observation are grouped based on students' behavior and responses, which can be used as instructions or indicators of students' activity during learning activities. Moreover, students improve their reading scores by working on multiple choice. The results of the observation are analyzed below:

$$\text{Score} = \frac{\text{The total number of activity}}{\text{Number of students}} \times 100\%$$

(Ardiana, 2015)

In analyzing quantitative data, the researcher tries to accounting a test for pre-test and post-test will use formula as below:

1. For scoring the students correct answer of pre-test and post-test by using the formula:

$$\text{Score} = \frac{\text{The total correct answer}}{\text{Total score of item in test}} \times 100$$

(Ardiana, 2015)

2. In the collection of data from the students in answering the test, there researcher used a formula to get the mean score of the students as follows:

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

Where:

X = Mean score

$\sum X$ = The sum of all score

N = Number sample

(Ardiana, 2015)

3. The researcher tries to get the class percentage that passes the KKM 70. Computing the frequency and the rate of students' score of the students as follow:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Number of correct answer

N = The total number of subject

(Ardiana, 2015)

4. Classification score evaluation.

Table 3.3 classification of the students' achievement

| No | Classification | Score |
|----|----------------|--------|
| 1 | Excellent | 96-100 |
| 2 | Very good | 86-95 |
| 3 | Good | 76-85 |
| 4 | Fairly good | 66-75 |
| 5 | Fair | 56-65 |
| 6 | Poor | 46-55 |
| 7 | Very poor | 0-45 |

(Ardiana, 2015)

The researcher gets a score from one cycle conducted in the research. It is to know how far the student's progress in the teaching and learning process is. The researcher also used a formula to find the final score based on the criteria value 70 of the target score.