

## **CHAPTER III**

### **METHODOLOGY OF RESEARCH**

In a study a research method is needed to facilitate researcher in making strategies, determining the processes and techniques that will be used in data collection efforts. In this chapter the writer will explain about research design, the subject of the study data collection technique and Instrumentation and the last is data analysis.

#### **A. Research Design**

In this research the writer wanted to get the information about the students' ability in learning narrative text through picture book. In this research the writer conduct the research by using classroom action research. In the point of view Mills as cited in Mertler (2009, p.4) classroom action research is a systematic research carried out by teachers or other interested persons in the teaching and learning process with the aim of gathering information about how teachers teach and also how their students learn in the classroom. Meanwhile according to Stringer (2014, p.27) classroom action research is a systematic research conducted to find an effective solution to a problem at hand. As stated by Craswell (2012, p.22) action research design is a systematic procedure used by teachers (or others in educational settings to collect quantitative and qualitative data in order to address improvements in educational settings, teaching, and student learning. Based on the definition above the writer concluded that class action research is a systematic research conducted by teachers or

other people who have an interest in education. In classroom action research, the researcher looking for the information about how the teaching and learning process is done in the classroom. Classroom action research is conducted to find solutions that are expected to improve the teaching and learning process.

The following is a design model of classroom action research according to Bachman's action research spiral

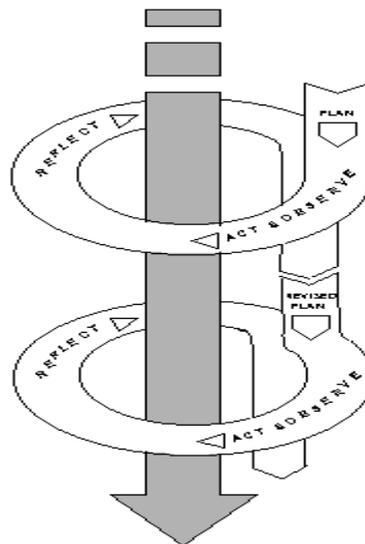


Figure 3.1 Models of Classroom Action Research Adapted from Mertler (2014, p.15)

Bachman as cited in Mertler (2014, p.15) mention the four steps in doing action research that are plan, Act, Observe, and reflection. The steps in action research will explain as follows.

## 1. Cycle I

### a. Plan

At this stage the writer will start thinking about what media or strategies will help in improving reading comprehension. After finding media that can improve students' reading comprehension, the writer begins to think about the type of reading that is appropriate to the media that the writer uses.

### b. Act

Act is the implementation of the draft that the writer has made. Act is the next step in which the writer will begin to apply the media that the writer has thought in the first planning. The writer will start using learning media when teaching in the classroom. The writer will do one meeting in the first cycle. The writer will collaborate with the teacher in guiding the teaching and learning process.

### c. Observe

The next stage is observe. In observation the writer will begin to observe how the learning process in the classroom. At this stage the writer begins to collect data. The writer starts to prepare an observation checklist that would be used to observe how the learning activities. The writer also writes down what are the obstacles and things that have to be improved in the next learning process.

d. Reflect

Reflect is the stage to provide an evaluation for the teaching process that has been done. At this stage the writer also begin to analyze the results based on the data obtained. The writer begins to observe whether there is progress in the learning process

2. Cycle II

After cycle 1 the writer Would continue to cycle 2. The writer Would do cycle 2 if cycle 1 does not appropriate the criteria of the success. The process in cycle 2 is the same as the 1 cycle in which the writer try to improve the students' ability in learning narrative text through picture book. Cycle 2 Would be carried out to make students' ability in learning narrative text more significant.

**B. The Subject of the Study**

The research subject is the person who is the object of the research being studied. The subjects are the students in VIII grade at SMPN 2 Embaloh Hulu in academic year 2021/2022. The students consider of 11 students in which there are 6 males and 5 females. The writer chose this subject because the writer wants to improve the students' ability, especially in reading comprehension.

## **C. Data Collection Technique and Instrumentation**

### **1. Data collection Technique**

In research data collection has important role. The result of data collection can be concluded whether it valid or not. In addition data collection is needed to achieve the purpose of the research. In this research the writer obtained the data through observation, interview and test.

#### **a. Observation**

In research the researcher used observation to find out how the improvement occurred in the students and teacher the learning process. In this research the researcher used observation checklist to observe the learning process.

Creswell (2012, p. 213) says observation is an open and direct process of gathering information by observing people and places at the research rise. Creswell (2012, p. 215) states there are five process in observation which are:

The first is select a site to be observed that can help you best understand to central phenomenon, Ease into the site slowly by looking around, at the side identify who or what to observe, when to observe, and how long to observe, Determine initially, your role as an observer, and the last is conduct multiple observations over time to obtain the best understanding of the site and individuals.

The writer would do the observation during the classroom action research is going on. The writer uses observation checklist to observe the learning process. In this occasion the writer would handle the learning process in the classroom. Meanwhile the teacher in this process would help the writer as an observer in the class. In this research observation checklist uses to know about how is the process teaching reading comprehension in the class.

b. Interview

In a research, the writer needs to use several technique which can be used to obtain information. One of the techniques that the writer uses in this research is interviews. There are several types of interviews that the writer could use. In this research the writer uses unstructured interview.

Whereas according to Stringer (2014, p. 114) Interview provide an opportunity for participants to describe the situation in their own words. This is a reflexive process that allows respondents to examine their experience in detail and uncover many features of that experience that influence the subject under investigation. In the point of view Efrot (2013, p. 98) interview is the main data collection strategy in a research. It provide opportunities for researchers or teachers to ask questions to students, administrators, parents, and others connected with school.

There are typically classified in interviews these are: unstructured, semistructured, and open-ended. Based on the kinds of interview that was explains the writer uses structured interview. Meanwhile Kumar (2011, p. 145) states that unstructured interview Unstructured interviews are widely used in both quantitative and qualitative research. The difference is how the information obtained in answer to the question may be used. Unstructured interviews offer almost complete freedom in terms of content and structure. These can be ordered in any order. You are also completely free in the language you use and how you explain question to your respondents. Depending on the content of the discussion, you can spontaneously create questions and address issues.

In this research the writer would interview the students after use the picture books. The writer would do the interview after applying the media to find out how far the success of the media used. The writer would interview three students. The writer would interview three different students based on three criteria which are excellent, good and poor abilities

c. Measurement

In this research measurement is a procedure carried out to find out student scores. Measurement is a relatively complex and demanding task, especially when it comes to qualitative or abstract

phenomena. Measurement refers to the process of assigning numbers to objects or observations, and the measure of measurement is a function of the rules by which the numbers are assigned. (Kothari, 2004, p.69)

d. Documentation

In this research the researcher uses documentation as additional evidence in which used to complete the research.

In the point of view Creswell (2012, p. 223) documentation is the source in the form of personal documents or participant in study that provide the researcher with additional information about the research. In this research the writer would use documentation as additional evidence about the activities that take place in the classroom.

2. Instrumentation

Instrumentation is a measuring tool used to obtain information about the data. In this research instrumentation is the tools that the writer would use to measure variables or items of interest in the data-collection process. It is related to data collection technique that the writer uses. In this research the writer uses observation checklist, Field note, Test and document.

a. Observation Checklist

Observation in this research is the instrumentation used to observe the processes that occur in the classroom.

Observation checklist is uses carried out to examine or find out a list of assessments about how the process that occurs in research. It is present a series of options that have been given by the researcher.

In this research the writer would calculate the observation checklist using the following formula:

$$\text{Percentages} = \frac{\text{obtain Score}}{\text{Total Score}} \times 100\%$$

Total score = Number of aspect  $\times$  highest rating

Tabel 3.1 Category of Observation Checklist

No	Score	Category
1	$\leq 40$	Poor
2	45-60	Fair
3	65-80	Good
4	85-100	Excellent

b. Field Note

Field note in this research is uses to write down about additional suggestions that may not have been included in the observation checklist.

Meanwhile according to Creswell (2012, p.216) Field note are the written recorded by the researcher during an observation in qualitative study. In this research field notes would be used to write

important things to further complete the observation checklist.

c. Test

One way to know someone's progress in learning is through grades. In this research the writer uses a test as a technique to see how successful the use of picture books is in improving students' reading comprehension.

Whereas Meredith and Walter (2014, p. 193) states that test is any organized presentation circumstance that can be broke down to yield numerical scores. In this research the writer would give the test after applying the picture book as a teaching media in the classroom.

In this research the writer would give a test in the form of an essay test. In the essay test, students would be asked to answer questions based on the text given. In this research the writer Would use the criteria of success to find out about the improvement that occurs in students in each cycle. The success criteria in this research are described in the table below:

Tabel 3.2 Criteria of Success

<b>Aspect</b>	<b>Description</b>
Observation	If 80% of students participate actively, enthusiastically and enjoy learning in class score the cycle is considered successful
Test	If 80% of students get an increasing

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score the cycle is considered  
successful

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In this research the writer uses the course grid of reading comprehension test to make the writer easier to give grades to students. The course grid of reading comprehension test would be explained in the table below.

Table 3.3 The Course Grid of Reading Comprehension Test

No	Material	The Types of question	Number of question
1.	Narrative Text	The students can identify the main idea or topic of the text	1,2
2.	Narrative Text	The students can find the detail information of the text	3,4,10
3.	Narrative Text	The students can determine the character of the text	8,9
4.	Narrative Text	The students can determine the moral value of the text	7
5.	Narrative Text	The students can determine the vocabulary that contained in the text	5,6

Table 3.4 Key Answer

Question	Score	Answer Key
1. What is the text about?	9-10	Tell about frog prince/The text tells about frog prince ( If the students are able to identify the main idea with complete answer)
	7-8	Frog prince/ about frog prince (If the students are able to answer the main idea with correct but incomplete answer)
	5-6	About frog princess/ Tells about frog and the princess (If the students' answer the main idea with some error sentence)
	3-4	Tells about text/ Tells about text prince (If the students' answer error almost in all of the sentence)
	1-2	Castle near dark forest (If the students do not answer/ If the student identify the main idea with incorrect answer)
2. Where did the princess live?	9-10	In a castle near dark forest /The princess live in a castle near dark forest (If Students are able to identify the main idea with complete answer)
	7-8	Near dark forest/castle near dark forest (If the students are able to answer main idea with correct but incomplete answer )
	5-6	Princess who lived in/Lived in castle (If the students answer' the

		main idea with some error sentence)
	3-4	Who lived/ Who live in ( If the students' answer error almost all of the sentence)
	1-2	On hot day ( If the students do not answer the answer/ If the students identify the main idea with incorrect answer)
3. What did the frog ask to the princess after took the ball?	9-10	Ask the princess to love him/The frog ask the princess to love him ( If students are able to answer the detail information with correct and complete answer)
	7-8	Love the frog/ Ask the princess to love the frog (If the students are able to answer the detail and specific information with correct but incomplete answer)
	5-6	Love me and let/ If you promise and love me ( If the students' answer the detail and specific information with some error sentence)
	3-4	But if you/ Promise to love ( If the students' answer error almost all of the sentence)
	1-2	Lift the onto the table ( If the students do not answer/ If the students answer the detail and specific information with incorrect answer)
4. What did the frog say to princess after he became human?	9-10	You've broke the spell/The frog said " you've broke the spell" ( If the students are able to

		answer the detail and specific information with correct and complete answer)
	7-8	Broke the spell/ You broke the spell ( If the students are able to answer the detail and specific information with correct but incomplete answer)
	5-6	A handsome prince “you’ve broke/ Broke the spell he said ( If the students’ answer the detail and specific information with some error)
	3-4	You’ve broker the spoil/ You’ve broke the spoil ( If the students’ answer error almost all of the sentence)
	1-2	He took her to is palace ( If the students do not answer/ If the students answer the detail and specific information with incorrect answer)
5.”You’ve broken the spell”. What is the similarity of “Broken”	9-10	Relieve/Remove ( If the students are able to answer the similarity and opposite words with correct and complete answers)
	7-8	Go away/ Disappear ( If the students’ answer almost like answer key)
	5-6	Corrupt/Wreck (If the students’ answer with some error)
	3-4	Remotely/Remotes (If the students are able to answer similarity and opposite with 1-2 incorrect letters writing

	1-2	Castle ( If the students do not answer/ If the students answer with incorrect answer)
6. She dropped the ball into a deep well". What is the opposite of deep"	9-10	Shoal /Shallow ( If the students are able to answer the similarity and opposite words with correct and complete answer)
	7-8	Corny/ Superficial (If the students' answer almost like answer key)
	5-6	Not deep enough /Flat ( If the students' answer with some error )
	3-4	Shallots/Shallot (If the students are able to answer similarity and opposite with 1-2 incorrect letters writing)
	1-2	Crown ( If the students do not answer/ If the students answer with incorrect answer
7. What is the moral value in the story?	9-10	Don't give promise if you can't keep it/The moral value in this story is don't give promise if you can't keep it ( If the students are able to answer the moral value in the story with correct and complete answer)
	7-8	Don't make promises/ Don't give promise ( If the students are able to answer the moral value with correct but incomplete answer)
	5-6	Give promise/ Never give the promise ( If the students' answer

		with some error in sentence)
	3-4	Is promise/ If you promise ( If the students' answer error almost all of the sentence)
	1-2	I lost my golden ball ( If the students do not answer/ If the students answer the question with incorrect answer)
8. How is the characteristic of the frog prince?	9-10	Frog is kind and patient/The frog prince is kind person and patient (If the students are able to answer the character in the text correctly)
	7-8	Good and patient/ Kind person and patient (If the students' answer almost like answer key)
	5-6	Person kind /Kind person ( If the students' answer with some error in sentence)
	3-4	So patient person kind/ Too good ( If the students' answer error almost all of the sentence)
	1-2	Beautiful (If the students do not answer/ If the students mention 2 character with incorrect answer)
9. Who is the main character of the story?	9-10	Princess and Frog prince /The main character in this story is the princess and frog prince ( If the students are able to mention 2 characters with correct and complete answer)
	7-8	Princess frog and prince/Princess and prince (If students' answer almost

		like answer key)
	5-6	Princess frog /Princess and frog (If the students' answer with some error)
	3-4	And princess frog/ Prince and frog ( If the students' answer error almost all of the sentence)
	1-2	Kind and Mother (If the students do not answer/ If the students mention 2 characters with incorrect answer)
10. What Would the princess gives to the frog if the frog takes the ball?	9-10	Give jewels and the crown/The princess give jewels and the crown ( If the students are able to answer the detail and specific information with correct and complete answer)
	7-8	Jewel and crown/Jewels and the crown (If the students are able to answer the detail and specific information with correct answer but incomplete answer)
	5-6	Crown/and my crown said princess (If the students' answer with some error)
	3-4	Get it for you crown/ The frog my jewels (If the students' answer error almost all of the sentence)
	1-2	Value and spell (If the students do not answer/ If the students answer detail and specific

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3	information with incorrect answer)
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Based on the answer key above the researcher would calculate the score obtained from the total of all question items.

To get the average of the students score the researcher used the formula below:

$$Mx = \frac{\sum x}{n}$$

Mx= Mean

$\sum x$ = Total score all of students

N= Number of students

Meanwhile the next step the researcher identifies the improvement students' score in reading comprehension from score in cycle 1 and 2.

Below is the formula that the researcher uses:

$$P = N^2 - N^1$$

P: Percentage of students' improvement

$N^2$ : Result of cycle 2

$N^1$ : Result of cycle 1

Table 3.5 Criteria of Means Score

<b>Score</b>	<b>Classification</b>
80-100	Excellent
70-79	Good
60-69	Fair
0-59	Poor

Adapted from Laraswati (2018)

d. Document

Document in this research is defined as written text. In this research document is additional information provided by the writer. This additional information is in the form of a photo when the learning activity takes place.

#### **D. Data Analysis**

In this research the writer used qualitative and quantitative data. There are some steps to get both analyses of qualitative and quantitative approaches. Here the writer gives the detail explanation of the steps to get data:

1. Qualitative Data

Qualitative data is use to describe the situation during teaching and learning process. The data used to analyze are obtained from observation, interview, and the last is field note. Whereas according to

Parsons and Brown as cited in Mertler (2009, pp.141-143) there are three steps process of qualitative analysis these are:

a. Organization

Organization is the stage in which the writer inductive analysis involves reducing potentially large amounts of narrative data in the form of interview transcripts, observational field notes and existing documents or records that you have collected. In this stage the writer started to think about the coding of any data that the writer has obtained. It is done to make it easier for the writer in grouping the data.

b. Description

In this stage the writer begins to connect the data and research questions. The writer begins to pay attention to whether the data that has been obtained can answer the research questions. It is very important to note because if there is a conflict it Would be difficult for the writer to interpret the data.

c. Interpretation

At this stage the writer also begins to examine the observational data that has been carried out. The writer begins to simplify the data that has been collected. It is done in order to get results from the data that can be written into a form that is easier to understand.

## 2. Quantitative Data

Quantitative is used to analyze data in the form of numbers. In this research the writer uses quantitative data to analyze student scores. It uses to compare student learning outcomes before and after using the media in the teaching process in the classroom. The writer also uses quantitative data to find out whether there is an increase in students' reading comprehension in each cycle.

In this research the writer use descriptive statistics in which it uses to find out the average value of each student. In this research the research Would success when there is 80% of students could pass the test  $> 70$ . Based on the standard score, Kriteria Ketuntasan Minimal (KKM) which is adapted from the school agreement (SMPN 02 Embaloh Hulu) If the criterion of the action success achieved, its means that the next action of the Classroom Action Research (CAR) would be stop. If in the second cycle the student does not achieve the criterion of success the researcher Would continue in the next cycle.