

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with all of the research methods, it contains some subchapters. The research design, subject of the study, data collection technique, and instrumentation and data analysis.

A. Research Design

In this research, the researcher used Classroom Action Research (CAR) as the research design aimed at improving students' reading comprehension through the implementation of the Directed Reading Thinking Activity (DRTA) technique. Classroom Action Research is a reflective and iterative form of research conducted in real classroom settings to solve practical problems and improve instructional quality, where the teacher-researcher systematically plans, implements, observes, and reflects on actions taken (Kemmis & McTaggart, as cited in Dani et al., 2026). In this study, the Classroom Action Research (CAR) process followed the four stages of planning, acting, observing, and reflecting. During the planning stage, the researcher prepared lesson plans, instructional materials, observation sheets, reading texts, and assessment instruments. The acting stage consisted of implementing the Directed Reading Thinking Activity (DRTA) during the reading lessons. The observing stage involved collecting data on students' participation, classroom interaction, and reading comprehension, while the reflecting stage focused on evaluating the results to determine the

effectiveness of the action and whether revisions were needed before proceeding to the next cycle.

1. Research procedure

This research employed Classroom Action Research (CAR) consisting of cyclical stages that aimed to improve teaching practice and students' learning outcomes through reflective processes. According to Burns (2010), Classroom Action Research combines action and research through recurring cycles of planning, action, observation, and reflection to investigate and address problems or issues encountered in teaching and learning situations. Similarly, Kemmis and McTaggart cited in Siregar, (2025, pp. 18–20) state that Classroom Action Research follows a spiral cycle consisting of planning, action, observation, and reflection. These stages are interconnected and repeated until the expected improvement is achieved. state that CAR follows a spiral cycle consisting of planning, action, observation, and reflection. These stages are interconnected and repeated until the expected improvement is achieved.

In this research, the CAR procedure was conducted in cycles, and each cycle consisted of four main stages: planning, action, observation, and reflection.

1. Planning

The researcher identified classroom problems related to students' low reading comprehension ability and limited engagement during reading lessons. After identifying the problem, the researcher

designed lesson plans using the Directed Reading Thinking Activity (DRTA), prepared teaching materials, design observation sheets, interview guidelines, and reading comprehension tests. The researcher also prepared media and classroom management strategies to support the implementation of DRTA. This stage aligns with Burns (2010), who explains that the planning stage begins with identifying the problem to be investigated and considering the resources and materials needed for the action research process.

2. Action

The researcher implemented the planned teaching strategy in the classroom. The DRTA technique was applied during reading lessons by guiding students through predicting, reading, verifying, discussing, and reflecting on the text. The action was carried out in two meetings within one cycle. The purpose of this stage was to apply the intervention and observe how the strategy influenced students' comprehension and participation. Kemmis and McTaggart explain that action is the stage where the planned strategy is implemented to bring about change in classroom practice.

3. Observation

The researcher and the collaborator observed the teaching and learning process systematically. Data were collected through observation sheets, field notes, reading comprehension tests, and interviews. The observation focused on students' participation,

interaction, motivation, and reading comprehension development during the implementation of the DRTA strategy. Burns (2010) emphasizes that observation in action research aims to document the effects of the intervention and gather evidence of improvement.

4. Reflection

The researcher analyzed the data obtained from observations, tests, and interviews to evaluate the effectiveness of the action. The researcher identified the strengths, weaknesses, and areas that needed improvement. Since the results of Cycle 1 did not yet meet the predetermined success criteria, revisions were made and Cycle 2 was conducted with improved planning and strategies. Reflection is considered the core of action research because it allows the researcher to make informed decisions about future actions (Kemmis & McTaggart, 1988).

Through these cyclical stages, Classroom Action Research enables the researcher to continuously improve teaching strategies and students' reading comprehension. Therefore, the CAR design is appropriate for this study because it not only examines the use of DRTA but also facilitates direct improvement in classroom practice.

B. Subject of the study

The subject of this study was the students of Class VIII A at SMP Negeri 7 Tempunak, where the research was conducted during the academic year of the study. The class consisted of 32 students and was selected as the

research subject because it represented the actual classroom context in which the researcher identified problems related to students' participation and reading comprehension during the teaching and learning process. The selection of this class was based on the practical consideration that Classroom Action Research is intended to address real instructional problems within a particular classroom setting (Burns, 2010). Therefore, Class VIII A of SMP Negeri 7 Tempunak was chosen as the focus of the study in order to implement the Directed Reading Thinking Activity (DRTA) to improve students' reading comprehension and classroom engagement.

C. Data Collection Technique

1. Data Collection Techniques

To obtain comprehensive data, the researcher employed four techniques: observation, test, interview, and documentation. Each technique is explained as follows.

a. Observation

Observation was used to collect data about students' classroom engagement and participation during the implementation of the DRTA technique. Through observation, the researcher directly monitored students' responses, interactions, and involvement in the learning process. Observation enables researchers to gather firsthand information about behavior in a natural setting (Creswell, 2013 p., 235). In addition, classroom observation in action research helps identify changes in teaching practices and student participation during an

intervention (Burns, 2010). Therefore, observation in this study aimed to record students' engagement and the use of the DRTA strategy in classroom practice.

b. Test

Tests were used to measure students' reading comprehension achievement before and after the implementation of the DRTA technique. The test focused on identifying main ideas, specific information, vocabulary understanding, and inference skills. Tests function as tools to evaluate students' learning progress and determine whether instructional strategies lead to measurable improvement (Burns, 2010). Achievement tests are also commonly used in educational research to assess learning outcomes objectively (Creswell, 2014). Thus, the tests in this study aimed to determine whether DRTA improved students' reading comprehension achievement.

c. Interview

The interview was conducted to obtain deeper information about students' responses, difficulties, and opinions toward the implementation of the Directed Reading Thinking Activity (DRTA). The interview participants were selected using purposive sampling based on the students' learning performance and participation level in order to represent the classroom condition. The interview was semi-structured so that the researcher was able to explore the students'

responses flexibly while still focusing on the research objectives. Interviews also functioned to support and clarify the data obtained from observations and tests, as suggested by Yin (2018) and Creswell and Poth (2018).

d. Documentation

Documentation was used to collect supporting data such as lesson plans, students' worksheets, test results, photographs and videos of classroom activities, and observation sheets. Documentation provides factual records that strengthen research findings and help verify the implementation process in classroom research (Arikunto, 2013). Thus, documentation in this study functioned as supporting evidence to validate the results obtained from observation, tests, and interviews.

D. Instrumentations

To collect the data in this classroom action research, several research instruments were used, namely an observation checklist, a reading comprehension test, an interview guide, and documentation sheets. Each instrument is described as follows.

1. Observation Checklist

The observation checklist was used to record students' participation and engagement during the teaching and learning process using the Directed Reading Thinking Activity (DRTA) strategy. The checklist contained several indicators, such as students' attention, involvement in

prediction activities, participation in discussions, and responses to the text. The use of an observation checklist helps the researcher systematically record classroom events and students' behavior during instruction (Burns, 2010).

2. Field Notes

Field notes were used to record important events that might not have been captured in the observation checklist. The researcher wrote descriptive notes about the classroom atmosphere, students' reactions, unexpected situations, and teaching and learning interactions during the implementation of the Directed Reading Thinking Activity (DRTA) strategy. The field notes were taken by the English teacher as the collaborator to directly record classroom activities during the teaching and learning process. These notes helped provide deeper contextual information and supported the interpretation of the observation data.

3. Reading Comprehension Test

The reading comprehension test was used to measure students' achievement in understanding the text. The test consisted of reading passages followed by questions that assessed students' ability to identify the main idea, find specific information, understand vocabulary in context, and make inferences. Tests are commonly used in educational research to evaluate learning outcomes and students' academic progress (Creswell, 2014).

4. Interview Guide line

The interview guide was used to obtain additional information from the English teacher and selected students regarding their responses to the implementation of the Directed Reading Thinking Activity (DRTA) strategy. The guide consisted of several open-ended questions related to students' difficulties in reading, their participation in class, and their opinions about the learning activities. The interview guide helped ensure that important topics were explored while still allowing flexibility in the participants' responses.

5. Video Recording

In teaching learning activity in the class the video recorder is used to recording by the student' activities in the class when researcher learning activities. The video recorder was help the writer to collect the data and also help the researcher to seen the students' participation.

E. Data Analysis

The data in this Classroom Action Research were analyzed using both qualitative and quantitative approaches. The analysis was conducted continuously in each cycle in order to evaluate the effectiveness of the Directed Reading Thinking Activity (DRTA) strategy in improving students' reading comprehension and classroom participation.

1. Quantitative Data (Reading Test)

The The quantitative data were obtained from the students' reading comprehension test scores. The researcher calculated the students'

individual scores and the class mean score in each cycle. The improvement of the students' reading achievement was identified by comparing the mean scores between Cycle I and Cycle II.

The researcher will use the following formula to calculate the mean score:

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

Where:

M = Mean score

ΣX = Total score of students

N = Number of students

In addition, the percentage of students who achieved the Minimum Mastery Criterion (KKM) was also calculated to determine whether the predetermined criteria of success had been achieved.

2. Qualitative Data

The qualitative data were obtained from observation checklists, field notes, interview results, and documentation. The data were analyzed descriptively to describe students' participation, learning behavior, classroom interaction, and responses toward the implementation of the Directed Reading Thinking Activity (DRTA) strategy. The analysis followed the qualitative data analysis model proposed by Miles et al. (2014), which consists of three steps:

a. Data Reduction

The researcher selected, focused on, and simplified the data obtained from observations, interviews, and field notes. Only data related to students' engagement, participation, and reading comprehension improvement were retained.

b. Data Display

The reduced data were then organized and presented in descriptive form, tables, and summaries. This step helped the researcher interpret patterns of students' behavior and learning progress during the implementation of the action.

c. Conclusion drawing and verification

Finally, the researcher drew conclusions based on the patterns, changes, and improvements observed across the cycles. The conclusions were continuously verified using multiple data sources to ensure the validity of the findings.

d. Triangulation of Data

To ensure the validity of the research findings, the researcher applied data triangulation by comparing the results from observations, test scores, interviews, and documentation. This process helped confirm whether the improvement in the students' reading comprehension was consistent across different data sources.

F. Criteria of Success

In this Classroom Action Research, the success of the action will be determined based on the improvement of students' reading achievement and their participation during the learning process. The research will be conducted in two cycles, and each cycle will consist of two meetings, covering the stages of planning, action, observation, and reflection. The determination of the cycles follows the spiral model of classroom action research proposed by Stephen Kemmis and Robin McTaggart, which emphasizes that instructional actions may be repeated until the expected improvement is achieved.

The research will be considered successful if the following criteria are met. First, in terms of learning outcomes, at least 75% of the students achieve scores above the Minimum Mastery Criterion (KKM) in the reading comprehension test administered at the end of the cycle. Second, in terms of the learning process, at least 75% of the students demonstrate active participation during the implementation of the DRTA technique, as indicated by their involvement in predicting, responding to questions, participating in discussions, and verifying their understanding of the text. If these criteria are

achieved before the end of the second cycle, the action will be concluded; however, if they are not achieved, improvements will be implemented in the following cycle.

Tabel 3.1 Criteria of Success

Aspect	Indicator of Success
Reading Achievement	$\geq 75\%$ students score $\geq$ KKM
Mean Score	Class average increases each cycle
Participation	$\geq 75\%$ students actively engaged in DRTA activities