

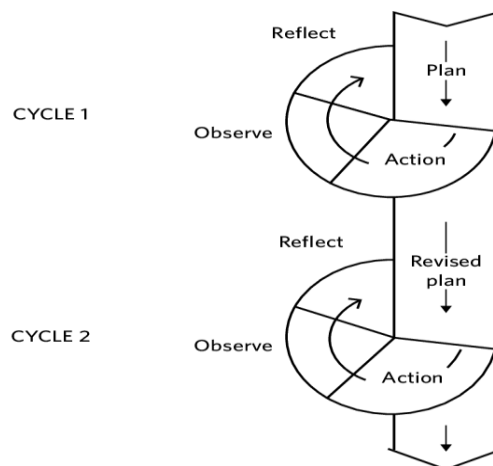
CHAPTER III

RESEARCH METHOD

3.1 Research Design

The researchers in this study conducted classroom action research (CAR) in the classroom. The reason behind choosing this research methodology is its suitability for use in the educational process. Classroom action research refers to a series of steps that include analysis, action, incorporation of new information, and evaluation. According to Bassey, classroom action research is an investigation conducted to study, assess, and then modify to improve practices in education.

CAR is famous for its cycles that include planning, action, observation, and reflection. The cycles can be two or three and usually end when the researchers feels satisfied or happy with the results. The CAR cycle can be described as follows:



The Cycle CAR According to Kemmis and Mc. Taggart

From the picture above, it can be seen that there are four steps in conducting research, starting with planning, action, observation, and reflection. This will be done by researchers in stages until the research gets the best results.

3.2 Setting of the Research

The research has been carried out on 21st May 2024, at SMA Kawung 2 Surabaya, specifically in class XI, during the first and second lesson hours, following the English lesson schedule that the school has set. The location of SMK Kawung 2 Surabaya is Jl. Raya Simo Gunung No. 25 in Banyu Urip, Kec. Sawahan, Surabaya, East Java.

3.3 The Subject of the Research

The subjects of this research are the eleventh-grade students of SMA Kawung 2 Surabaya. The researchers chose the XI class because the researchers found that this class has problems with reading comprehension when implementing PLP in that class. This class consists of 24 students, as on the information given by the English teacher.

3.4 Research Procedure

Research procedures are applied to make research systematic. In this study, researchers used action research through four activities, each of which consisted of four steps, as follows:

Cycle 1:

1. Planning

At this stage, researchers and collaborators (English teachers) analyze the lesson plan (RPP), material learning methods, and media before the teacher comes to class. Researchers ensure that the narrative text material is in accordance with the curriculum implemented by K-13. Apart from that, researchers also prepared research instruments such as observation sheets to observe student activities and tests to determine student abilities.

2. Acting

During the research, the researcher acted as a teacher and the teacher as a collaborator. At this stage, the researcher conducted the learning process in accordance with the steps in the lesson plan. Teacher conducted apperception activities such as greeting students, introducing themselves, and checking student attendance. Teacher entered into the core activities, explaining narrative text using youtube. Teacher explained the round-robin method and its application in learning activities. Teacher instructed the students to form groups of 4-5 students. Teacher gave a narrative text reading to students which is entitled “Jack and the Beanstalk”, then instructed each student in one group to focus on one paragraph in the narrative text that had been distributed so that students could better understand the reading text. Teacher instructed students to apply the round-robin method that had been explained by the researcher. Teacher gave an essay test to all students. Researchers provide evaluation and reflection to students to determine and measure students' skills in conveying reading comprehension. Then teacher can assess the tests that have been done by students in cycle 1.

3. Observing

At the observation stage, the English teacher acts as a collaborator and fills in the observation sheet that has been prepared by the researcher. Collaborators observe every activity carried out in the classroom. Collaborators observe how students do assignments or solve problems and how students respond to material that has been explained or taught by researchers as English teachers. Collaborators observe whether the steps for applying the round-robin method to students are

appropriate or not according to the topic in the lesson plan. Then the researcher gave a test to show whether there was an improvement in this study.

4. Reflecting

Based on the results of observations during acting lessons and student reading tests. Cycle one was not successful, the researcher had to work on cycle two with the same steps as cycle one. This is necessary to solve the problems in the first cycle. Researchers analyze the problems that hinder students' improvement in reading narrative texts. still joking with each other, there are students who like to disturb friends who are presenting in other groups so that students are not confident and have difficulty forming words. with the percentage of students reaching the kkm of only 10 students or 42%, the test results still have not reached the success indicator, where students must reach 75%. therefore the researchers decided to conduct a second cycle.

Cycle 2:

1. Planning

In this step the researcher analyzes the lesson plans, material learning methods, and media before the teacher comes to class. Researchers ensure that the narrative text material is in accordance with the curriculum 13 being implemented. In addition, researchers must prepare research instruments such as observation sheets to observe student activities and tests with different themes for students.

2. Acting

During the research, the researcher acted as a teacher and the teacher as a collaborator. At this stage, the researcher conducted the learning process in accordance with the steps in the lesson plan. Teacher conducted apperception activities such as

greeting students, introducing themselves, and checking student attendance. Teacher entered into the core activities, explaining narrative text using youtube. Teacher explained the round-robin method and its application in learning activities. Teacher instructed the students to form groups of 4-5 students. Teacher gave a narrative text reading to students which is entitled “The Story of Jaka Tarub and The Seven Nymphs”, then instructed each student in one group to focus on one paragraph in the narrative text that had been distributed so that students could better understand the reading text. Teacher instructed students to apply the round-robin method that had been explained by the researcher. Teacher gave an essay test to all students. Researchers provide evaluation and reflection to students to determine and measure students' skills in conveying reading comprehension. Then teacher can assess the tests that have been done by students in cycle 2.

3. Observing

The final result of the observation sheet completed by the collaborator. Observation results showed that students were more active and focused compared to cycle I. The class atmosphere became more conducive and students understood the round-robin method in reading narrative texts. And they love to think and share their creativity.

4. Reflection

Based on a comparison between cycles 1 and 2, the results of cycle two were more successful because more than 75% of students obtained a score of more than 75. Researchers also observed that several aspects implemented in this cycle were successful. Students are more active than in cycle I because students are starting to understand the round robin method. Apart from that, students who apply the round-robin method in

reading narrative texts experience an increase in their reading comprehension because this method makes them more creative and students can learn to arrange words into complex sentences. Based on the results of this cycle, the researcher decided to stop this research.

3.5 Data Collecting Method

Data collection is the process of gathering information. At this stage the researcher used 2 methods for data collection, which can be seen as follows:

1. Observation

Observation are a method used by researchers to see whether teacher and student activities are running appropriately. This instrument is an indicator of teaching quality and is used as a measuring tool in determining activities carried out between teachers and students.

2. Test

In this research, student assessments are used to determine scores in the test. This test aims to see whether there is any improvement in the use of round robin in reading comprehension.

3.6 Research Instrument

In this study, several types of instruments will be used. Researchers will use observation sheets and reading comprehension test

A. Observation Sheet

The observation sheet in this study will be used to observe the process directly. Teachers and students use it. For the teacher, it is used to obtain data about the teaching methods during the teaching and learning process based on the lesson plan. For students, it will be used to obtain data about their activities based on the given indicators. During

observation, the researchers will provide an observation list or checklist as a data collection instrument. From these observations, researchers and collaborating teachers collect mistakes, which is then analyzed to determine whether the solution is successful or not.

1. Teacher's Observation Checklist

To determine teacher activity, researchers used the following criteria:

TABLE 3.1 Teachers' Observation Checklist

No.	Review	Result		Description
		Yes	No	
1.	Teacher gives an appercaption.			
2.	Teacher check the presence of the class			
3.	Teacher explain the Narrative Text material			
4.	Teacher explain the role of Round-Robin			
5.	Teacher ask students to make a group consist of 4 students to applied Round-Robin Method			
6.	Teacher asks a question and gives thinking time by using Round-Robin Method			
7.	Teacher have ability to keep stay on topic			
8.	Teacher ask students about difficult words			
9.	Teacher arrange the time to do Round-Robin			
10.	Teacher provide a reflection on teaching learning			

2. Students' Activity

TABLE 3.2 Students' Observation Checklist

No	Description	Yes	No
1.	Students actively participate for responding apperception.		
2.	Students are cooperative and responsive		
3.	Students receive the written text from the teacher		
4.	Students ask the teacher's explanation about Round-Robin		
5.	Students pay attention and ask how to use the round-robin method		
6.	Students take turns presenting solutions		
7.	Students work in group		
8.	Students ask the difficult words		
9.	Students think about their responses, then independently write them down before Round Robin		
10.	Students make the summary about how to apply Round-Robin method especially in Narrative Text.		

B. Reading Comprehension Test

Reading comprehension test was conducted in the form of an inferential question especially in narrative text with 10 questions in 30 minutes. This test is given in each cycle. If the first cycle is not successful, the researcher will be carried out until the cycle has been successful. From the test, the author knows the students' improvement in reading comprehension.

TABLE 3.3 Assessment of Students' Reading Comprehension

No.	Students Name	Category	Score Range
1.		Letter Knowledge	
		Decoding	
		Understanding	

3.7 Data Analysis

In classroom action research, data analysis is essential because it allows researchers to quickly summarize data, add relevant context, and draw conclusions. In addition, the researcher obtains a solution to the problem in this step:

1. Data collected from student reading assessment worksheets is calculated using a reading skills assessment rubric. In this case, the researcher gave points to 3 aspects, each aspect with the highest score, namely 75. Then the scores for each aspect were added and then divided by the 3 aspects and multiplied by 100%.

$$\text{Final Score} := \frac{n1+n2+n3}{3} \times 100\%$$

Explanation :

N1 : Score in Aspect 1

N2 : Score in Aspect 2

N3 : Score in Aspect 3

2. In analyzing the data, the writer used an observation checklist and the test. The classroom action research (CAR) was collected through the score of the test in the cycle. In analyzing the data, the writer uses a formula for the percentage of subjects' scores that could improve their score to the minimum standard passing score, which could be seen as follows:

$$P = \frac{x}{y} \times 100\%$$

Where:

P = Students percentage

x = Total of the pass students

y = Total of the students

(Sudijono, 2010)

3.8 Success Indicator

At this stage, the researchers created indicators of success. The minimum required score (success indicator) for eleventh-grade students in SMA Kawung 2 Surabaya was 7.5. The research could be regarded as successful if $\geq 75\%$ of the students reached the minimum score of 7.5 in reading comprehension by using the round-robin method.