CHAPTER III
RESEARCH METHODOLOGY

The methodological activities concerning with the research design, research location and subject, research procedure, data collection, and data analysis are carried out to answer the research question. This section is devoted to describe those points in details.

A. Research Design

This study is Collaborative Classroom Action research (CCAR). Here, the researcher will act as a real teacher who teaches the students, and his collaborative teacher acts as observer when the teaching learning process conducted. In this study, the researcher collaborates with the English teacher at the eighth grade of SMP AL-WACHID because this school is the object of the study and his class has similar problems with the researcher's problem that is how to improve reading for students, especially at eighth grade.

A collaborative action research is an approach whereby a facilitator engages with a group of participants in the context of their working environment to help define and explore certain problem and needs.  

Since it deals with the classroom setting, this study is directed to develop

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the teaching strategy in order to find out a solution to the classroom's problem in
the teaching of English. To cope with the classroom's problem in the teaching of
English, the researcher applies SAVI approach during the teaching learning
process.

In this study SAVI approach is expected to solve the problems in teaching
English subject focus on Reading.

One of distinctive features of Classroom Action Research is collaboration
between teacher and researcher within understanding, dealing with problems, and
taking decision to appear an action\(^2\).

The data of this research are analyzed and described in the form of words
without using any statistical matter. He describes the condition of the classroom
when this technique is applied. He also takes quantitative data obtained from the
school, such as student achievement data from the test, the data obtained from
observation sheets and other data to help shape the completeness of the data
collection rate.

The design of classroom action research used in this study is a cyclical
process adapted from Kemmis and McTaggart (1998:50) which consists of four
steps: (1) planning the action, (2) implementing the action, (3) observing the
action, and (4) reflecting\(^3\). The cyclical process can be seen in figure 3.1.

This study will be done for three cycles. The researcher takes for three

\(^2\) Suranto, Basrowi, Sukidin. *Manajemen Penelitian Tindakan Kelas*, (Surabaya: Insan Cendekia,
2007), 22.

cycles for some reasons. First, the researcher wants to know about the class problem by observing the teaching and learning activity, the activities of the teacher and the students when the teaching learning process happened first. Second, the researcher wants to get more information about the students' problem in teaching and learning.

In addition, the purpose of the study was to reveal intensively and specifically about how this method was applied in the classroom. The study is done to find out using of SAVI approach in teaching reading for the eighth grade of Junior High School students.

B. Subjects of the Study

This study will be conducted at SMP AL-WACHID, which is located on Jl. Raya Rungkut Kidul No. 99 Surabaya. The subjects of the study are the students of VIII at SMP AL-WACHID Surabaya. As stated by English Teacher, there, that the eighth grade students of these class are less motivation in learning English; some of them are lazy and careless of teacher's explanations and instructions about English materials – they assumed that English is not their language, why they are demanded to learn it. This, unconsciously, influences their English knowledge although the teacher had already explained those more than twice. Some considerations why the writer chooses those students are: They had heterogonous characteristics including intelligences, genders, and come from different social background of the families. Therefore, this condition supports
using of SAVI Approach.

C. Research Procedure

Since this is Collaborative Classroom Action research (CCAR), the researcher is involved in the teaching learning process. He observes the teaching and learning activity, the activities of the teacher and the students when the teaching learning process happened first. Then the researcher acts as the teacher who teaches the students. And his collaborative teacher (the English teacher in that school) acts as the observer who observes the teacher and the students' activities when the teaching and learning take place.

The study will be conducted under the following procedures: preliminary study, planning, implementing the plan, observing, and reflecting. These procedures were adapted from Kemmis and McTaggart’ model (in Hopkins, 1993:49) as shown in the figure 3.1
Figure 3.1 the classroom Action Research Procedure adapted from Kemmis and McTaggart (in Hopkins, 1993)
The first step of the study is begun by doing preliminary study toward the English teaching learning process at the second semester of eighth grade at SMP AL-WACHID. The finding of the preliminary study was discussed by the researcher and the collaborative teacher. After that, the plan was made by the researcher and the collaborative teacher based on the finding in the preliminary study.

I. Preliminary Study

A preliminary study is carried out to identify the English teaching learning process as the setting of the study as well as to get exact information about the students' problems in teaching and learning. It was conducted in April, 2012.

In the first preliminary study, the researcher meets the headmaster of SMP AL-WACHID to talk about the plan of doing research at that school. In the second preliminary study, the researcher meets the English teacher of eighth graders for an informal interview and doing direct observation in the teaching learning process.

After conducting an informal interview with the English teacher, documentary study, and classroom observation, the analysis is carried out. From the analysis, it was found that the students' mastery of reading is still insufficient. It was showed from the task of students’ result was lower and may be caused by ineffective teaching and learning process, inappropriate teaching and learning strategies or techniques, and linguistic problems. The data obtained from those are used to set up a plan of section.
2. Planning

In the planning step, the researcher and the collaborative teacher make and prepare teaching strategy, a suitable model approach of SAVI, prepare instructional material and media, prepare the instrument, and prepare the formative test, design the lesson plan for teaching learning process, observation checklist, field notes, the criteria of success, and an implementation guideline for teacher to implement the teaching and learning process by using SAVI approach. A preparation prior to the implementation of the action based on the result of the preliminary study.

a. Lesson Plan

The lesson plan is designed by considering the following items: (a) course identity, (b) time allotment, (c) learning objectives, (d) procedure of teaching and learning activities, (e) instructional material and (f) assessment and evaluation. (See appendix 7-9)

The lesson plan is designed based on the catalog of SMP AL-WACHID SURABAYA that shows the basic competency that the students need to acquire.

b. Instructional Material and Media

In doing the research, both researcher and the collaborative teacher prepare the instructional materials and media which are relevant to the topic for eighth graders class. Both materials and media are taken from textbooks, magazines, newspapers, or other available sources and selected by the researcher and the collaborative teacher.
The instructional materials are chosen under the following considerations: (a) it is in time with the theme that should be given, (b) it is in line with the students' level of proficiency. The media used are (1) interesting, (2) varied, (3) in line with the theme, (4) supporting the teaching and learning activity.

3. Implementing the Action

After the planning is finished, the researcher and the collaborative teacher implement the SAVI approach. In conducting the study, the researcher acts as the teacher carrying out the lesson plan while the researcher plays the role as an observer observing during the instructional process.

This action is carried out in three cycles. It is conducted based on the schedule that has been arranged before. The implementation of the plan for each cycle is delivered in one meeting in which each meeting takes about 3x40 minutes.

4. Observing the Action

Observation is conducted to identify the classroom phenomena happening during the teaching learning process. It is conducted when the action is being applied. Observation checklist and field notes are employed to facilitate the observer conducting the observation. The observation is to monitor whether the teacher does each step of the action well or not. The result of the observation and the field notes become input for the improvement of the teacher performance in the following meetings as well as in the next cycle.
5. Reflection

In reflecting step, the researcher focuses on making a judgment whether the study is successful or not. Here, the researcher compares the result of data analysis with the criteria of success. This study is continued to the next cycle when the criteria of success are not achieved yet. In the next cycle, the researcher makes some revisions on the teaching strategy.

Reflection is concerned with analysis, feedback, and adoption as a recursive cycle in the classroom. The results of reflection become input for improvement of teaching and learning activities. According to Farell, there are two sorts of reflection employed in the study; namely reflection-on-action and reflection-for-action$^4$. Reflection-on-action deals with thinking back on what the teacher has done in implementing the action and on the students' behavior in joining the class. It is conducted after teaching and learning process on each meeting. It is based on the results of the observation and the field notes, and then it is crosschecked with the collaborative teacher. Crosschecked is to share perception about the strengths and the weakness of teacher in implementing the action. Moreover, it was also used to check the students' behaviors in doing the task. In brief, the objective of reflection – on-action is to improve the teacher steps in implementing the action in the meeting.

Reflection-for-action is a reflection as a total process conducted at the end of the cycle. It is a summary of what has been done and analyzed throughout the entire teaching process. It is used to evaluate the success of the teaching strategy and formulating the next action. According to Farell, reflection-for-action is a valuable tool for teachers to reflect on their own teaching process and to improve their teaching practices.

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of each cycle. It is made to judge to what extent the students' ability in each cycle had been improved.

D. Source of Data

Referring to the problems and objectives of the study mentioned in chapter I, the data of this study are the result of observation checklist to the implementation of SAVI approach to improve the students’ ability in understanding English reading. The data of the study are obtained from interview, the result of observation checklist and documentation.

The researcher is looking for the source data through informants, learning activities and documents.

Data outlined in this study is classified into qualitative and quantitative. Qualitative data includes words and actions, prints, photographs: while quantitative data is in the form of statistical data, with explanations as follows:

1. Qualitative Data
   a. words and actions
   Words and actions observed from the record results of interviews with teachers teaching SLTP AL- WACHID, and record observations.
   b. Written Sources
   Written sources cannot be separated from other sources. Researcher received data originated from the supporting books,
school records, personal papers and official documents.

2. Quantitative Data

Quantitative data was obtained from the school, such as student achievement data from task of every meeting, the data was obtained from observation sheets and other data to help shape the completeness of the data collection rate.

E. Research Instrument

In this study, some instruments are used to collect the data, in order to answer of the statement of the problems which are mentioned in chapter I, such as observation checklist and documentation.

1. Observation Checklist

An observation checklist is used to gather, inspect and observe any information on what was going on the classroom when SAVI technique is implemented during the teaching and learning process. The answers of the observation checklist would be the answer of question of the research problem. The indicators in measured in the observation checklist were:

a. The material consist 4 items
b. The technique consist 4 items
c. The teaching-learning process which is divided into teacher activities which have 13 items and students activities which consist of 11 items (See appendix 1-3).
2. Field Note

The field notes are used to investigate the teacher’s and students’ activity which are beyond the observation checklists. It contain written descriptions of what the observer heard, saw, experienced and thought when reflecting the data during the teaching and learning process in the classroom. These field notes were intended to anticipate the possibility of losing the relevant data during the implementation of action. The aspects include the appropriateness of the technique used, and the students’ behavior and the problem during the implementation of SAVI. (See appendix 4-6)

3. Documentation

Documentation is obtained from the calculation of weeks, days, and effective and ineffective hours for a semester, syllabus, lesson plans, minimum completeness criteria and semester program made by the teacher. It is also done to know the assessment of teacher.

F. Techniques of Data Collection

In this study, the writer took three steps. First, interviewing the teacher whether he/she has used SAVI technique or not before. The steps of arranging designs during using of SAVI to improve students’ ability in understanding reading text is applied, the teacher's point of view toward SAVI approach and his concept of the teaching and learning process.

Second, observing the teacher's and students' activities during the teaching
and learning process in teaching English subject. In this case, he came to the class as an observer. He filled the observation checklist by giving a check mark in column yes or no, and he also made a note to describe the teacher and students' activities during the lesson.

Third, the researcher acts as the teacher who teaches the students. And his collaborative teacher (the English teacher in that school) acts as the observer who observes the teacher and the students' activities when the teaching and learning take place.

The data obtained from the above instruments are used to provide information of what aspects of the target which have been achieved and of those which should be revised.

G. Data Analysis

The researcher analyzed the data obtained from the three cycles by using descriptive qualitative manner based of the design used in this study, descriptive qualitative analysis. According Saifuddin (2001), numerical measures are not advisable in a qualitative study. He described the information concerning the classroom interaction when SAVI approach was applied in teaching reading. The researcher describes the teacher and the students' activities during the teaching learning process based on the observation checklist.

Second, the researcher analyzed the result of observation checklist that was done by his collaborative teacher as the observer who observed the teacher
and the students' activities when the teaching and learning took place. In the process of analyzing the result of the students' active involvement during the class, the students were considered to be students' actively involved in the students’ activity during teaching learning process.

The third, in the process of analyzing the improvement of the students after using SAVI approach reading test is conducted at the end of each cycle.

H. The Criterion of Success

The criterion is set up in order to judge whether the implementation of the action is being effective or not. Therefore, the criteria are used to see whether the use of SAVI to improve reading skill succeeded of failed. It is done to decide whether another cycle of action is needed.

There are three criteria used in the research to measure the success of the action: (1) the teacher has a good performance in using SAVI technique, (2) the students' mean score are greater than or equal to 70, and (3) more than or equal to 70 percent of the students' score is greater than or equal to 70.

Criterion of success mastery learning to follow the minimum value determined by the school such that obtained more than or equal to 70% of students’ score is greater than or equal to 70, Mastery learning can be calculated by the formula.
\[ P = \frac{f}{N} \times 100\% \]

- \( P \) = Minimum Value of mastery learning
- \( F \) = the number of students who pass learning
- \( N \) = the number of students