CHAPTER III
RESEARCH METHODOLOGY

This chapter is focused on a description of the research design, research setting and subject, population and sample, research procedure, data analysis, data conclusion and data validation. All of those elements are discussed as follows:

A. Research Design

The research is classified as classroom action research. A classroom action research is a kind of research that begins with a question or questions about classroom experiences, issues, or challenges. It is a reflective process, which helps teachers to explore and examine aspects of teaching and learning and to take action to change and improve.\(^\text{26}\) In this study, the researcher acts as the observer who observes the real teacher and students’ activities when the teaching and learning takes place. Meanwhile, the real teacher acts as the practitioner who applies the summarization technique during the teaching and learning process.

Since it deals with the classroom setting, this study is directed to develop the teaching strategy in order to find out the solution to the classroom’s problem in the teaching of reading. To cope with the classroom’s problem in the teaching of

\(^{26}\text{Suharsimi Arikunto,dkk, Penelitian Tindakan Kelas, (Jakarta: PT. Bumi Aksara, 2008), cet. VII, h. 56}\)
reading, the real teacher applies summarization technique during the teaching and learning process.

The design of classroom action research used in this study is a cyclical process, which consists of four steps adapted from Kurt Lewin as mentioned below:  

(1) Planning the action  
(2) Implementing the action  
(3) Observing the action  
(4) Reflection  

Considering the purpose of this study, this research design employed in this study will belong to a descriptive methodology. The using of summarization technique in the classroom will be described in the form of words rather than in numbers. Below is the model of classroom action research.  

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27 Iskandar, *Penelitian Tindakan Kelas*, (Ciputat: Gaung Persada, 2009), h. 28  
28 *Ibid.*, h. 70
1. Planning the action
   Preparing lesson plan, instructional material and media, some instruments, and the criteria of success.

2. Implementing the action
   Applying the first implementation based on the lesson plan.

3. Observing the action
   Conducting the observation and assessing to the result of the implementation.

4. Reflection
   Evaluating the first implementation and the learning result and revising the first implementation of plan based on the evaluation result

1st Cycle

2nd Cycle

1. Planning the action
   Identifying the problem, determining problem solving and developing the second implementation

2. Implementing the action
   Applying the second implementation

3. Observing the action
   Data collection of second implementation

4. Reflection
   Evaluating the second implementation

The next cycles
Conclusion, suggestion, recommendation

Table 2: Model of Classroom Action Research
B. Research Setting and Subject

The setting of this study will be conducted at SMP 13 Jemurwonosari Surabaya. This school is far from the main road so the situation is not very crowded. The subject of this study is the seventh grade students of SMP 13 Jemurwonosari Surabaya.

C. Population and Sample

Population is a set (or collection) of all elements possessing one or more attributes of interest\(^{29}\). The population of this study is the seventh grade students of SMP 13 Jemurwonosari Surabaya. There are seven classes. Each class consists of around 35 students. Sample is a part of the researched population.\(^{30}\) Since the number of seventh grade students is very big, the researcher will take class VII A for the sample because the students need sufficient knowledge to improve their reading competence.

D. Research Procedure

The study will be conducted under the following procedures: preliminary study, planning, implementing the action, observing, and reflection.


\(^{30}\) *Ibid.*, h. 108
1. Preliminary Study

A preliminary study was carried out to get information about the model of teaching and learning English at SMP 13 Jemurwonosari Surabaya, especially in teaching and learning of reading. In addition, the researcher attempts to get information about the students’ problems in teaching and learning process, especially in teaching and learning of reading comprehension. In the preliminary study, the researcher meets the headmaster of SMP 13 Jemurwonosari Surabaya to talk about the plan of the research and English teacher of seventh grade students for an informal interview and doing direct observation in the teaching and learning process. Conducting an informal interview with the English teacher, the analysis is carried out. From the analysis, the researcher will find out the students’ reading achievement of reading comprehension. The data obtained from those is used to set up an action plan.

2. Planning

In relation to the application of action research, the researcher will make a prior preparation to the implementation of the action based on preliminary study. In this case, the researcher will prepare a suitable model of summarization technique in reading comprehension, design a lesson plan; prepare instructional material and media, criteria of success, and test.
a. Preparing Model of Summarization Technique

In conducting the research, the researcher will develop a model of summarization technique in teaching of reading comprehension. There are three phases of reading comprehension, namely pre-reading, whilst-reading, and post-reading activity. Below is the model of summarization technique through T – Chart in teaching of reading comprehension.

<table>
<thead>
<tr>
<th>Table 3: Model of Summarization Technique Steps</th>
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| First Step | Pre-Reading | - Activate background knowledge of students  
- Setting purpose of reading/Making prediction or previewing about a story |
| Second Step | Whilst-Reading | - Modeled reading (reading the text once or twice aloud or silently)  
- Identify the general topic of the text  
- Discuss the difficult words  
- Identify the main idea of each paragraph  
- Identify supporting details of each paragraph  
- Classify the details of each paragraph into important and not important details  
- Draw a T-Chart based on the main idea and the important details  
- Write the summary based on the T-Chart |
| Third Step | Post-Reading | - Review the students’ summary and polish their thoughts |
Check the students’ reading comprehension by asking questions to the students based on the text

b. 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, (f) assessment and evaluation (see appendix 13 and 15).

c. Instructional Material and Media

In conducting the research, the researcher will prepare the instructional materials and media, which are relevant to the topic for the reading. Both materials and media are taken from textbooks or other available sources and selected by the researcher. The instructional materials will be appropriate with the theme that should be given and the students’ level. The media used are interesting, varied, appropriate with the theme, and supporting the teaching and learning activity (see appendix 14, 16, and 17).

d. The Criteria of Success

The criteria of success are set up in order to judge whether the implementation of the action is effective or not. Therefore, the criteria of
success are used to see whether the application of the summarization technique in the teaching of reading comprehension succeeded or failed.

There are three criteria used in the research to measure the success of the action, they are as follows:

1) The teacher has good performance in implementing the summarization technique.

2) The students are enthusiastic and approximately 75 percent of them participate during the teaching and learning process.

3) More than or equal to 60 percent of the students’ score of reading comprehension test is greater than or equal to 20 (see appendix 9)

3. Implementing the Action

After the planning is finished, the researcher implements the summarization technique to the seventh grade students of SMP 13 Jemurwonosari Surabaya. In implementing this study, the real teacher as the practitioner will carry out the lesson plan while the researcher plays as observer during the instructional process. This action is carried out in two cycles. It is conducted based on the schedule that has been arranged before. The implementation of the plan for each cycle is delivered in two meetings in which each meeting takes about 2 X 40 minutes.
4. **Observing the Action**

Observation is conducted to identify the classroom activities occurring during the teaching and learning process. The observation is conducted when the action is being implemented in the classroom. Observation checklists and field notes are used to facilitate the observer conducting the observation. These observations are used to monitor the teacher’s step of action and the student’s response toward the action given by the teacher during the teaching and learning process. The result of the observation and the field notes will become input for the improvement of the teacher performance in the following meeting.

**a. Data and Source of Data**

Data obtained in the study are in the form of transcripts of observation and field-notes and student’s scores. The first data is concerning with the process of the implementation of the action in the context of teaching and learning process. They are gained from the results of observation and field-notes. The second data is obtained after the students have a test conducted at the end of each cycle.

**b. Instruments and Data Collection Technique**

There are some instruments prepared in order to be easier in monitoring the implementation of teaching and learning activities. All of those instruments are described as follows:
1) Observation Checklist

Observation allows the researcher to study the students in their “natural setting” without their behavior being influenced by the presence of a researcher. This kind of data can “fill out” and provide a deeper, richer, understanding than survey work, which tends to produce less detailed information about a large number of students.\(^{31}\) It is used to inspect and observe the implementation of summarization technique during the teaching and learning process. This observation is addressed both to the teacher and to the students. There are two observation checklists employed. The observation checklists for the teacher are used to observe the teacher’s activities when the real teacher teaches in the classroom (see appendix 3 and 4), while the observation checklists for the students are used to observe the students’ activities during the teaching and learning process in the classroom (see appendix 1 and 2).

The observation checklist contains some indicators that facilitate the researcher to collect the data. The indicators are teacher’s activity and the student’s activity. There are 14 items in the teacher’s activity. Those items describe the activity from the

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\(^{31}\) Sanapia Faisal, *Format – Format Penelitian Sosial*, (Jakarta: PT. Raja Grafindo Persada, 2007), h. 135
beginning until the ending of teaching and learning process that should be applied by the teacher.

Then, in the observation checklists of students’ activity, there are 15 items, which describe the student’s activity in the class during the teaching and learning process.

Finally, the researcher gives the explanation from the each items above based on the result of observation checklists in order to make the data clearly and understandable.

2) Field-notes

The field-notes are used to investigate the teacher’s and the students’ activities which are beyond the observation checklists. They 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 are intended to anticipate the possibility of losing the relevant data during the implementation of action. The aspects include the appropriateness of reading task, the practicality and ease of the technique used, and the student’s attitudes and problems during the implementation of the summarization technique (see appendix 5 and 6).

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32 Suharsimi Arikunto., Opcit., h. 78
3) Assessments forms

Assessment is a process by which information is obtained relative to some known objective or goal. Assessment requires the gathering of evidence of students’ performance over a period of time to measure earning and understanding.\(^3\)

This instrument is for the result of student’s ability in making a summary in reading comprehension. It contains some scored aspects to measure the students’ ability in making a summary (see appendix 9).

4) Questionnaire

Questionnaire is an instrument that contains some written questions including attitudes, opinion, preference, and information\(^4\). The questionnaires are used to know the students’ opinion on the strategy of summarization technique in reading. They are also used to know whether the strategy is helpful to solve their problem in comprehending the text. The questionnaire is done after the students finish doing the reading activity.

Before the students answer the questionnaire, the researcher will explain each question in the questionnaire (see appendix 7).

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\(^4\) Sanapiah Faisal., *Op. cit.*, h. 122
5) Set of tests

A test can be defined as a method of measuring an individual’s ability, skill, or knowledge in some area. This last instrument is used to see the students’ achievement after the implementation of action. In this case, the tests are conducted at the end of each cycle. The type of test is chosen under the objective that the students can express their ideas flexibly in line with their understanding.

The question of the tests consists of identifying main idea, finding details or examples, and making summary. The texts for the test are adapted from some English books for the seventh grade students of SMP 13. They are directed to make sure the students’ progress in reading comprehension after having a reading comprehension session through the summarization technique (see appendix 18).

The data obtained from the above instruments are used to provide information of what aspects of the target, which have been achieved.

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5. **Reflection**

Reflection is concerned with analysis, feedback, and adaptation as a recursive cycle in the classroom\(^{36}\). The results of reflection will become input in improvement of teaching and learning activities.

There are two kinds of reflection employed in the study. The first reflection deals with thinking back on what the teacher has done in implementing the action and on the students’ behaviors in joining the reading class. It is conducted after the teaching and learning process on each meeting. It is based on the results of the observation and field-notes. The researcher and the real teacher will crosscheck the results of the observation and field-notes. The crosscheck is to share perception about the strength and the weakness of the teacher in implementing the summarization technique. Moreover, it is also used to check the students’ behaviors in doing the task. In short, the objective of this reflection is to improve the teacher’s steps in implementation in the next meeting.

The second reflection is a reflection as a total process conducted at the end of each cycle. It is made to judge to what degree the students’ competence in each cycle that has been improved. In addition, the strengths and weaknesses in implementing summarization technique are also evaluated. It is conducted after analyzing the data obtained from observation, field-notes, and test.

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\(^{36}\) Iskandar, *Opcit.*, h. 120
E. Data Analysis

Gay states that analysis of data can be investigated by comparing responses on one data with responses on other data. There are five kinds of data gathered in this study. The first data are those concerning with result of students’ active involvement during the class. The second data are those concerning with the teachers’ activities during the teaching and learning process. The third data are those concerning with result of students’ category in making summary. The fourth data are those concerning with result of students response toward the learning process. The fifth data are those concerning with result of students’ score of the reading text in each cycle. The result of data analysis will be reported if this analysis is allowed.

In the process of analyzing the result of the students’ active involvement during the class, the students are considered students’ actively involved in teaching and learning process if the observation checklists for each activity shows “good or very good active involvement”. It means that more than or equal to 75% of the students do the activities in the classroom (see appendix 1).

In the process of analyzing the result of teacher’s activities during the teaching and learning process, the teacher is considered to have a good performance if observation checklist for each activity shows score “good or very good performance”. It means that the researcher can develop the summarization technique and do appropriate steps based on the good lesson plan (see appendix 2).

\[^{37}Ibid., p. 74\]
Meanwhile, in the process of analyzing the students’ response toward the process of teaching and learning using summarization, the questionnaire can be done. If most of the students feel happy and give positive response toward the use of summarization technique in improving the students’ reading comprehension, it means that they are interested in this technique (see appendix 4). Then, in the process of analyzing the result of the students’ competence in making summary, the researcher will use the assessment form of the students’ summary writing. If the assessment form shows point 20 or 40, it means that they have a “good or very good” competence in writing summary (see appendix 5).

The last, in the process of analyzing the improvement of the students’ reading comprehension after implementing the summarization technique, the reading comprehension test is conducted at the end of each cycle. This last data is used in second reflection because it is conducted at the end of each cycle.

F. Data Conclusion and Data Validation

The data conclusion is divided into two parts; the conclusion of each cycle and the final conclusion. In the conclusion of each cycle, it is determined whether the following action cycle is needed. In this case, an action is considered completed when the implementation of action is appropriate with the planned action as mentioned in the observation checklist for teaching. In addition, the consideration of succeed in implementing the action is also based on the result of students’
summaries. Meanwhile, the final conclusion is described briefly the most effective model that has been found.

The last step is data validation applying method triangulation. Triangulation is qualitative cross – validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures.\textsuperscript{38}In this study, this kind of triangulation will be conducted by employing four methods of collecting data namely observation, questionnaire, field notes, and set of test.

\footnote{Iskandar, \textit{Opcit.}, h. 85}