CHAPTER 3
RESEARCH PROCEDURES

This chapter describes the methodology used in conducting this research. This chapter explains the research method, research focus, setting, participants, data collection techniques, data analysis techniques, research steps, and time and place of research.

A. Research Method

This study employed Classroom Action Research (CAR). Psychologist Kurt Lewin created the term "Action Research" in the 1930s. According to Elliot (1991) and Noor et al. (2015), "Action research is the study of a social situation to improve the quality of action within it." In this case, action research is considered a suitable research design since the study aims to identify how the SQ3R strategy improves reading comprehension. This study used the action research model by Kemmis and MacTaggart (1992), which has four stages: planning, implementing actions, observing, and reflecting.
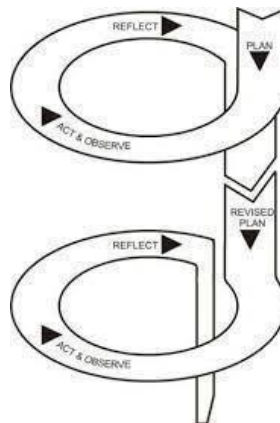

Figure 1 Model of Action Research by Kemmis and McTaggart (1992)

B. Setting and Participants

This study was conducted at one of the junior high schools in Tasikmalaya, West Java, Indonesia. It aims to identify how the SQ3R reading strategy improves students' reading comprehension. The participants of this study were the 7th-grade Junior High School students. There were 30 students involved in this study. Based on the pre-test result before conducting the action, they still have difficulty understanding the text, such as they could not find the main idea, stated detail, and

unstated detail. The classroom action research (CAR) was conducted in 2 cycles, six meetings in cycle I and 5 meetings in cycle II. This study was conducted from 27th February until 7th May 2024. During the action, the researcher was accompanied by an English teacher as an observer. In doing this study, the researcher explained the steps of SQ3R and what should be done by the students to comprehend the English text. The researcher gave students descriptive texts of a person, an animal, and a place. After that, the students try to implement the SQ3R strategy in the teaching-learning process.

C. Data Collection

1. Quantitative Data

Quantitative data was obtained from the results of the test. The test is used to get data about the students' reading comprehension of English texts using the SQ3R strategy. A test is an instrument used to evaluate an individual's knowledge, competence, or achievement in a specific subject area (Brown, 2004). The test is a tool to measure the student's comprehension. The writer administered the test to the students of the 7th grade at one of the junior high schools in Tasikmalaya. The test consists of 30 multiple-choice questions. The question items based on the indicator of reading comprehension by King and Stanley (1989) that understanding the main idea, stated detail and unstated detail. The researcher conducted a preliminary test before the real action to determine students' abilities.

2. Qualitative Data

Qualitative data was obtained from the results of observation. Arikunto (2010) states that observation involves focusing on an object using all the senses (p. 199). This means the observation process involves paying attention to an object using all the sense organs. Since this study involved both teacher and student attitudes, the researcher employed an observation sheet filled by observer (an English teacher) during the teaching and learning process using the SQ3R strategy to observe activities to collect data.

D. Data Analysis

To analyze the score of the test, the researcher uses the formula as follows:

$$\boxed{\text{Total number of Correct Items} \quad \text{x } 100}$$

Number of Correct Items

Moreover, the researcher utilized the third edition of interactive analysis as the data analysis by Huberman & Saldana (2014), the steps are:

1) Data Condensation

Data condensation refers to selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the whole corpus (body) of written-up field notes, interview transcripts, documents, and other empirical material (Miles et al., 2014). The observation sheet was used to concentrate on the parts that will be observed in the action. The researcher selected and focused on relevant data from the observation sheet and students' reading comprehension test score results. The data were simplified by identifying key points that reflected students' reading comprehension performance.

In cycle I, some students struggle to generate relevant questions and retell information from the text. The observation sheet noted these difficulties, which were used to revise for the next cycle. In cycle II, most students showed improvement; they actively engaged in each step, could generate the question and retell the information.

2) Data Display

A display is an organized, compressed assembly of information that allows conclusion drawing and action (Miles, Huberman, & Saldana, 2014). The researcher organized the condensed data into tables and narratives to make interpreting information easier.

Table 1 Data Result Presentation

Cycle	Students ≥ KKM	Percentage
Cycle I	19 of 30	63%
Cycle II	24 of 30	80%

Data display analyzes the observation sheet, which organizes the information. The researcher used data display to help us comprehend the action.

3) Conclusion

The conclusion is the step to conclude the process of teaching and learning reading texts using the SQ3R strategy in observation. The researcher does this step at the end of the data analysis. Koshy (2005) claimed, "conclusions appear only when the analysis is over, the action researcher also concludes as the project progresses." (p.114).

In this stage, the researcher drew conclusions based on the data collected and verified through comparison and reflection. The cycle I concludes that students need to be guided through the question and recitation stages. For example, the researcher gave the example of how to generate questions from the text based on the title and image, and the researcher gave the example of retelling the text using our own words. In cycle II, students were actively engaged in each step, being able to recite and generate the questions.

E. Steps of the Research

To effectively accomplish this investigation, the researcher goes through the following steps:

1. Doing pre-observation.

2. Formulating the problem and aim of the research.

3. Preparing for a reading comprehension test.

4. Doing the cycles

a. Planning Cycle I

In this stage, the researcher does the following steps:

1) Preparing a lesson plan (RPP).

2) Preparing for a reading comprehension test.

3) Preparing an observation sheet.

4) Discuss with the observer how to teach using the SQ3R strategy.

b. Action and Observation Cycle I

In this part, the researcher taught reading using the SQ3R strategy and gave the students a reading comprehension test after the teaching-learning process. The English teacher also observed the teaching-learning process using an observation sheet designed by the researcher.

The English teacher observed the teaching-learning process using the observation sheet provided by the researcher and videos to discover students' interaction during learning to read using the SQ3R strategy.

c. Reflection Cycle I

In this stage, the researcher does the following steps:

1) Analyzing the students' test results.

2) Analyzing the observation result.

3) Analyzing the video recording.

d. Planning Cycle II

Re-planning the action in cycle II by revising the lesson plan based on the reflection results in cycle I.

e. Action and Observation Cycle II

The implementation of the action in cycle II, with some improvements, was based on the reflection results from cycle I. After the teaching-learning process, the students were given a reading comprehension test. The observer (an English teacher) also observed the teaching-learning process using the observation sheet provided by the researcher.

f. Reflection Cycle II

In this stage, the researcher does the following steps:

1) Analyzing the students' reading comprehension test.

2) Analyzing the observation result.

3) Making conclusions.

4) Making a report.

F. Research Schedule

The study is in a junior high school in Tasikmalaya, West Java. The researcher conducted the study from June 2023 until June 2025.

Table 2 Research Planning and Schedule

Activities	Jun-Dec 2023	Jan 2024	Feb-May 2024	Jun-Dec 2024	May 2025	July 2025
Research proposal writing						

Research proposal examination		
Data collection		
Data analysis		
Thesis Result Seminar		
Thesis Examination		