

CHAPTER 3

RESEARCH PROCEDURES

This chapter provided the methodology utilized to conduct the study. This chapter outlines seven parts of the research procedure, namely research method, research focus, setting and participant, data collection technique, data analysis technique, research steps, place and time of research. More details are described below.

A. Method of the Research

This research used Classroom Action Research (CAR) as the design. To enhance EFL students' reading abilities, CAR was pertinent and contextualized by utilizing the teacher as researcher and students as subjects. CAR was used in this research to enhance teaching practices and students' outcomes within the classroom context. This was in line with Burns (2010) who stated that CAR was a research method conducted by teachers to overcome learning problems through actions that were systematically designed to enhance classroom practice. According to Kemmis et al. (2014), action research was a social practice that sought to intentionally and methodically alter social practices through collaborative critical reflection in order to make them more reasonable, equitable, inclusive, and sustainable. The Classroom Action Research also aimed to solve the problem of how skimming and scanning techniques could enhance students' reading comprehension.

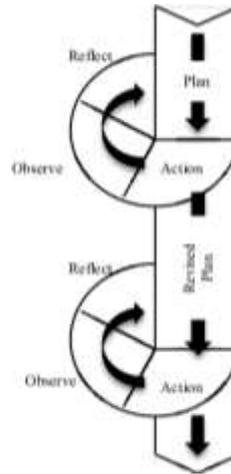


Figure 3. 1 The Four-Step Action Research model is based on Kemmis et al. (2014)

According to Kemmis et al. (2014), there are four steps in conducting action research:

1. Planning

In order to enhance particular areas within the study context, the researcher first had to identify issues in the field and create an action plan. The researcher used observations, interviews, and testing to identify issues in the classroom in this step. According to the observations and interviews, the majority of students struggled, particularly with reading comprehension. The average score on the pre-test, which was 58, indicated that students struggled with comprehension when reading a text. The average score was below the school's standard score ($58 < 75$) or the minimum passing grade criteria. The researcher looked for the best way to deal with the reading comprehension issues that students had in order to gain a deeper understanding of the issue. In order to enhance students' reading comprehension when learning English in the classroom, the researcher collected data. The researcher then discovered ways to use scanning and skimming procedures to enhance students' reading comprehension. The researcher then developed research questions as a

guide to gather and examine data. The researcher also developed a lesson plan based on the school curriculum in order to conduct the investigation. Furthermore, the researcher created learning materials such as worksheets, textbooks, pre-test and post-test, as well as media such as PowerPoint, whiteboard, and observation sheets for recount and descriptive texts.

2. Acting

In the second phase, the researcher created a well-considered technique that included a purposeful change to the learning environment. In this instance, the researcher used scanning and skimming techniques to address issues and enhance classroom-reading comprehension. In order to get the data required for the action process, the researcher was watched by other observers during the activity. Students were tested as part of the researcher data collection process in addition to gathering supporting information.

3. Observing

At this stage, researcher record the circumstances, acts, and viewpoints of people involved while methodically observing the effects of these actions. Mixed methods research is the term used to describe the employment of both qualitative and quantitative data collection approaches. are those abilitiesThe researcher employed qualitative data collection methods, such as observation, to tackle this problem. Using skimming and scanning techniques in the classroom, observations were made with the assistance of other researcher and another observer to gather data during the learning process. Meanwhile, tests were utilized to acquire quantitative data. Following the topic's instruction in class, assessments were administered at the conclusion of each cycle to gauge how much the students' reading comprehension had enhanced.

By choosing all of the collected data, qualitative data was examined in accordance with the protocol. Additionally, data interpretation employed qualitative data-related theories until the researcher had information and could make inferences from the data. Descriptive statistics were used to evaluate quantitative data in the meantime. Following data analysis, the researcher gathered information about the results to aid in addressing the study questions and drawing conclusions.

4. Reflecting

In this step, the researcher reflected on, assessed, and described the action's impact in order to better understand the themes and trends that were studied. The researcher performed a reflection after analyzing the data to derive supporting research from the findings of tests and observation sheets. The researcher needs to be aware of all that has been done throughout the entire study process in order to reflect. Because it assesses the learning process to identify benefits and drawbacks and enhances the caliber of subsequent activities, reflection is crucial. Should the initial cycle fail to yield significant outcomes, the investigator may move on to cycle II. If there are notable changes in the second cycle, the researcher may also decide to end the cycle.

B. Focus of the Research

This study focuses on the use of skimming and scanning techniques in enhancing students' reading comprehension. Therefore, this study investigates how the use of skimming and scanning techniques can enhance students' reading comprehension and determines the increase in students' reading comprehension in one of the senior high school in Tasikmalaya.

C. Setting and Participants

This research was conducted at a senior high school in Tasikmalaya, West Java. The participants of this study was class X-9, which consisted of 14 male students. All participants were tenth-grade learners with an age range of 15 to 16

years old. The class was selected based on problems found before the research through classroom observation such as particularly in understanding long and complex texts, which often prevented them from comprehending the material effectively. They also frequently felt overwhelmed when encountering large amounts of information that needed to be processed within a limited time.

D. Data Collection

In this study, the researcher used mixed methods research, namely data collection was carried out through qualitative and quantitative data.

1. Qualitative data

Qualitative data were collected through observation. Classroom observation in this study involved one direct peer observation, a student's teacher from the same school, who assisted the researcher in monitoring the use of skimming and scanning techniques during each meeting in both cycles. The direct peer observer used a validated observation sheet containing indicators related to students' participation, responses, and difficulties while engaging in the reading activities. Before the observations were carried out, the researcher explained the focus and procedures to ensure that the observer understood the aspects to be recorded. During the lessons, the observer at the back of the classroom and documented students' behaviors and learning progress through field notes without interrupting the teaching process. After each observation session, the researcher and the peer observer discussed and clarified the recorded notes to ensure accuracy and consistency. This observation process aligned with the view of Ciesielska et al. (2017), who stated that observation is a crucial research technique in which observers watch, assess, make inferences, and provide commentary on interactions and classroom dynamics. Therefore, the observation procedure in this study provided credible qualitative data that supported the analysis of how skimming and scanning techniques enhanced students' reading comprehension.

2. Quantitative data

Quantitative data were collected through a test on how skimming and scanning techniques can enhance students' reading comprehension. The test included 15 multiple choice and 5 essay questions. Quantitative data were collected through pre-test and post-test. According to Taherdoost (2022), this technique, which typically take a naturalistic and interpretative stance while discussing various topics, are meant to answer the scientific and practical concerns of society. The researcher gave students a pre-test in class before the learning in the first cycle was carried out and gave a post-test at the final meeting of each cycle.

E. Data Analysis

1. Qualitative data

The observation results analyzed to determine the process of using skimming and scanning techniques in the teaching and learning process. After the data is collected, the data would be analyzed using Miles and Huberman's (1994) qualitative data analysis model. According to Miles and Huberman (1994), here is a fairly classic set of analytic moves arranged in sequence:

a. Data reduction

In the data reduction process, the researcher took steps to filter and simplify the information obtained during the learning activities. This meant that the researcher selected the data most relevant to the focus of the study, then summarized and grouped it to facilitate analysis. Data that was originally in the form of field notes or observation transcripts was processed to become more concise, clear, and meaningful. In this context, the data were obtained from observations conducted by peer observers in the classroom when students worked on tasks using skimming and scanning techniques. The researcher selected the most relevant data, such as students'

responses to the learning activities. The raw data were then summarized and organized to make it clearer and easier to analyze, allowing the researcher to describe how skimming and scanning techniques enhanced students' reading comprehension.

b. Data display

At the data display stage, the researcher compiled the reduced data into an organized and systematic form so that it was easier to understand and analyze. The purpose of this step was to help the researcher identify patterns, relationships, or trends within the collected data, allowing clearer conclusions to be drawn. The data were presented in various forms, such as tables, graphs, or descriptive narratives, depending on the type of information obtained. In the context of peer observations in the classroom when skimming and scanning techniques were applied, the simplified data were presented in the form of descriptive narratives that explained students' responses during the learning process. Through this process, the researcher was able to interpret the data more effectively and identify the relationship between the use of skimming and scanning techniques and the enhancement of students' reading comprehension.

c. Conclusion drawing and verification

Conclusion and verification was the final stage in the data analysis process. At this stage, the researcher drew conclusions from the data that had been reduced and presented, and ensured that the results of the analysis were accurate and supported by valid evidence. The purpose of this stage was to guarantee that the conclusions were trustworthy and accountable. However, the conclusions were not determined hastily or before all data had been fully collected and analyzed. The timing of the conclusion depended on several factors, including the number of field-note documents, the coding and storage

process, the researcher's speed in processing data, and the research timeline. In the context of observations involving skimming and scanning techniques, the researcher ensured that all field notes and collected information were complete and well organized before drawing conclusions. Through this process, the findings regarding the use of skimming and scanning techniques in enhancing students' reading comprehension became more valid and reliable.

2. Quantitative data

After the data from the tests collected, the data was analyzed using quantitative data. The test is 15 questions multiple choice and 5 questions an essay. Quantitative data was analyzed using descriptive statistics. According to Dong (2023), descriptive statistics is a tool used to summarize and produce clear data. After the data from the tests descriptive statistics. Student's score:

$$\frac{B}{N} \times 100$$

Notes:

B: correct number of items

N: number of questions

After that, the mean value of the data was calculated using SPSS. In finding the mean in the descriptive statistics. The success of teaching reading comprehension using skimming and scanning techniques can be said to be successful if the students' scores reach the Minimum Completion Criteria or KKM that is 75 for all subjects including English lesson.

F. Research Schedule

This research was conducted at one of the senior high school in Tasikmalaya City, West Java.

Table 3. 1 Research Schedule

Activities	Sept /2024	Oct /2024	Nov /2024	Dec /2024	Jan /2025	Sep /2025	Oct /2025	Nov /2025
Research Proposal writing	█							
Research Proposal Examination				█				
Data Collection	█							
Data Analysis Report					█			
Thesis Result Seminar								█
Thesis Examination								█