

CHAPTER III

METHOD OF INVESTIGATION

A. RESEARCH DESIGN

In this study, the researcher used classroom action research (CAR). Action research is a kind of research that is conducted in the classroom by a teacher.

Arikunto states that action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence, and situation.¹

Kemmis and Mc. Taggart add in Nunans' book explain that action research is a group of activity and a piece of descriptive research carried out by the teacher in his or her own classroom, without the involvement of others, which is aimed at interesting our understanding rather than changing the phenomenon under the investigation that would not be considered by these commentators to be 'action research', the essential impetus for carrying out action research is to change the system.²

According to Glanz classroom action research (CAR) is a kind of research that has reemerged as a popular way of involving practitioners, both teachers and supervisors, so that they better understand their work. Therefore classroom action research is a form of research that is conducted by practitioners to improve practices in educational setting.³

From the explanation above, the researcher can conclude that classroom action research is a classroom action in a research, which can be done by teacher, researcher, and teacher with his or her colleague, etc with involves a group of students to improve teaching and learning process or to

¹ Suharsimi Arikunto, et. al, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), P. 104.

² David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1993), p.18.

³ Jeffrey Glanz, *Action Research: An Educational Leader's Guide to School Improvement*, (USA: Christopher-Gordon Publisher, Inc., 1998), p. 20

enhance the understanding of the students to the lesson. In this research, using cooperative integrated reading and composition method to improve students' ability in composing narrative writing.

Kemmis and Mc. Taggart in Nunan's book argue that there are three defining characteristic of action research, they are:

- a. It is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers,
- b. It is collaborative, and
- c. It is aimed at changing things.⁴

Action research is regularly done to improve a learning process. By this research, a teacher will know his or her weakness in teaching his or her students. The teacher will know the effective methods in teaching students.

There are four components in one cycle for conducting classroom action research that doing by the researcher in every cycles of the research. The explanations of the four components in one cycle for doing in classroom action research are:

1. Planning

Planning is a plan to conduct treatment or after making sure about the problem of the research. It is explaining of word *what*, *why*, *when*, and *where* the researcher does the research.

2. Acting

This section discusses the implements of planning; it is about the steps and activities that would be taken by the researcher.

3. Observing

In this step, a researcher has to observe all events or activities during the research.

4. Reflecting

Reflecting is the inspection effort on the success or the failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to get the final goals of the research.⁵

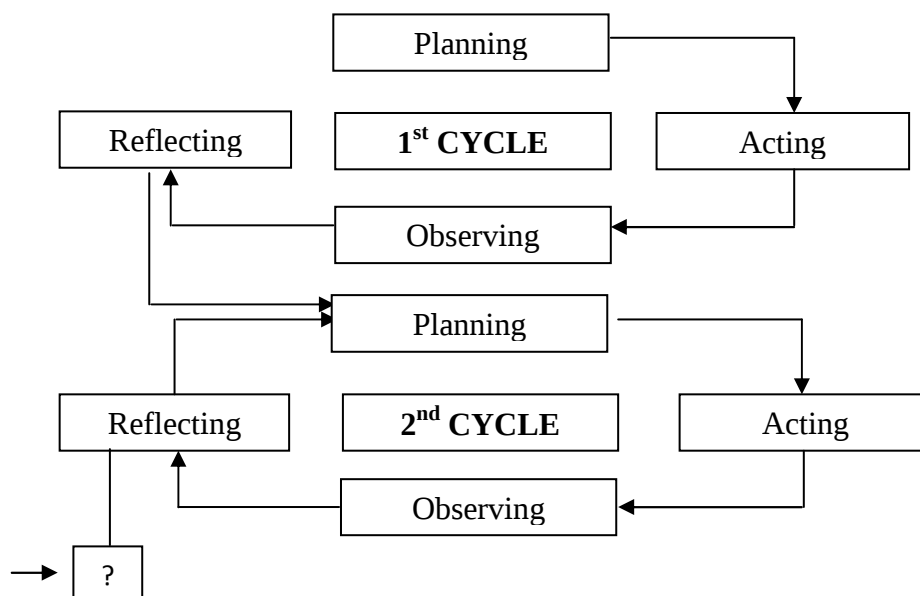
⁴ *Ibid*, P. 17.

Generally, the classroom action research consists of two cycles or more. Every cycle holds in appropriate with the purpose of the study. In this research, the researcher uses three cycles. Every cycle consists of four components that are planning, acting, observing, and reflecting.

The researcher uses the research design from Kemmis and Taggart that consists of several cycles of action in teaching based on reflection from the result of study in cycle before.

The explanation of the research design in this research such as below:⁶

Research design from Kemmis and Taggart



B. PARTICIPANTS

This study will be conducted at the eight grade students of MTsN Kudus in the academic year of 2010/2011. There are ten classes. The researcher uses class VIIIA as sample in this research. So participants in this study are students on class VIIIA at MTsN Kudus in the academic year of 2010/2011.

⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), 6th Ed., p. 98-99.

⁶ Suharsimi Arikunto, *Op.Cit*, p. 16.

C. SETTING OF THE STUDY

In this study, a classroom action research will be conducted at the eight grade students of MTsN Kudus in the academic year of 2010/2011. It is located on Kudus-Jepara Street Prambatan Kidul, Kaliwungu Kudus. The researcher chooses this junior high school because the genre (narrative) used by junior high school. So the researcher can apply the research in the eight grades.

D. TECHNIQUE OF DATA COLLECTION

The classroom action research needs the data to support the investigation. There are several ways to collect data like questionnaire, observation, field notes, interview, documentation, test, et cetera. In this research, the researcher gathered the data to support above. The researcher chooses some of which are appropriate to school environment, and can be done there. The techniques and methods which are used by the researcher to collect the data are observation, test and interview.

1. Observation

“Observation is a perception activity to know how far research effectiveness of action have reached target”.⁷

“Observation is the process of observe and write the phenomena that happened in class systematically”.⁸

It means that observation is used to observe the students’ activity during the teaching learning process to get a data. To collect a data through observation used checklist observation to make it more systematic, containing list of students’ activities and response or happening which might happen.

2. Test

Test is technique to measure someone’s proficiency. Brown states that test is a method of measuring person’s ability, knowledge or

⁷ Fakultas Tarbiyah, *Pelatihan Penelitian Tindakan Kelas Bagi Mahasiswa IAIN Walisongo*, (Semarang: IAIN Walisongo, 2008), P. 10.

⁸Sutrisno Hadi, *Metodologi Penelitian*, (Yogyakarta: Andi Publishing, 2004), p.151.

performance in a given domain. Test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria.⁹

Test is important part of every teaching and learning experience. There are many varieties of test: group test, individual test, written test, oral test, speeded test, and power test. Each test has different characteristics that must be considered when the tests are planning.¹⁰

This research uses an achievement test to measure the students' progress in every cycle during the classroom action research. The forms of tests are written test. Tests were conducted at the last activities in every cycle.

The written test assesses writing skills in relation to the workplace. The test is evaluated by two trained specialists against set criteria. For example accuracy and appropriateness of language use organization of ideas or how effectively the piece of writing achieves its purpose.

In addition, Arikunto explains that test is many question or exercise or other apparatus that is used to measure skill, knowledge, intelligence, ability or aptitude of individual or group.¹¹

In this research, the researcher gave the written test based on the topic of the curriculum at the junior high school and used group and individual test to measure students' writing ability.

E. TECHNIQUE OF DATA ANALYSIS

1. Technique of analyzing data from the observation

After giving observation in every cycle, the data from observation can be analyzed. The result from the observation will be analyzed by using percentage scoring as formula.

⁹Douglas Brown, *Teaching by Principles (An Interactive Approach to Language Pedagogy)*, (San Francisco: Longman Inc, 2001), 2nd ed, P. 401.

¹⁰William Wiersma & Stephen G., *Educational Measurement and Testing*, (USA: The University of Toledo, 1990), p. 36.

¹¹Suharsimi Arikunto et. al., *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), p. 139.

$$\text{Score} = \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\%$$

2. Technique of analyzing data from the test

a. Measuring the students individual ability

In every cycle, after give a treatment the researcher gave test to students. The result of the test will analyze using scoring.

The researcher gives score for each elements of writing and explains the score for each elements of writing:

Aspect	Score	Criteria
Contents	27-30	Excellent: knowledgeable, substantive
	22-26	Good: some knowledge of subject, adequate range
	17-21	Fair: limited knowledge of subject, little substance
	13-16	Poor: does not show knowledge of subject, non substantive
Organization	18-20	Excellent: the organization of contents and arrangement the generic structure is clearly.
	14-17	Good: the organization of contents and arrangement the generic structure is loosely organized but main idea stand out.
	10-13	Fair: the organization of contents and arrangement the generic structure is confused or disconnected.
	1-9	Poor: no organization of the contents and arrangement the generic structure does not communicate.
Vocabulary	18-20	Excellent: effective word and usage, master words forming

	14-17	Good: occasional of word and usage but meaning not obscured
	10-13	Fair: frequent errors and usage
	7-9	Poor: essentially translation, little knowledge of English vocabulary.
Grammar	22-25	Excellent: effective complex construction, the employing of grammatical forms and the use of past tense.
	18-21	Good: effective but simple construction the employing of grammatical forms and the use of past tense.
	11-17	Fair: major problem is simple but complex construction of grammatical forms and the use of past tense.
	5-10	Poor: virtually no mastery of sentence construction rules of grammatical forms and the use of past tense.
Mechanic	5	Excellent: demonstrated mastery the use of capitals, paragraphing, and punctuation.
	4	Good: occasional errors of the use of capitals, paragraphing, and punctuation.
	3	Fair: frequent errors of the use of capitals, paragraphing, and punctuation.
	2	Poor: no mastery of the use of capitals, paragraphing, and punctuation. ¹²

¹² Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra*, (Yogyakarta: BPFE, 2001), 3rd ed., p.307-308

b. Achievement Level

To know whether success or failure a student in composing narrative writing, to inform their achievement, the writer made students achievement level which on the table below;

Table of Achievement Level

Test Score	Achievement Level
80-100	Excellent
60-79	Good
40-59	Fair
20-39	Poor
0-19	Very Poor ¹³

c. Measuring the mean

After calculate of students score, the researcher calculates the mean to measure the improvement of students score in every cycle. The mean is the arithmetical that is obtained by adding the sum offset score and dividing the number of the students.

The following formula is:

$$X = \frac{\sum f}{n}$$

Where: X = the mean

f = the sum offset score

n = the number of students.¹⁴

F. RESEARCH PROCEDURE

There are three cycles in this research, each cycle consists of planning (planning to use CIRC in teaching), acting (implementing method in teaching narrative text), observing (observing the even during the treatment), reflecting (evaluating the weakness in each cycle). The researcher conducted three

¹³ Martin Parrott, *Tasks for Language Teachers: A Resource Book for Training and Development*, (New York: Cambridge University Press, 1993), p. 237.

¹⁴ Karnadi Hasan, *Dasar-dasar Statistika Pendidikan*, (Semarang: Fakultas Tarbiyah IAIN Walisongo, 2009), p. 6.

cycles and each cycle is ended by a final test, but before conducting the first cycle the researcher conducted pre cycle to know the initial condition of students' ability in composing writing narrative text. The activities that were done in each cycle are as follows:

1. Pre Cycle

Before the cycle, the researcher found an institution as an object of research to conduct preliminary observation to know the teaching method and the initial condition of students' ability in composing writing narrative text. The researcher observes the class to get the information about students' initial condition and to know their problems in learning writing. In this activity the teacher taught students using conventional method. After that, the teacher gave writing test to check the students' ability in composing writing narrative text. After the researcher got the data from observation and test, the researcher decided to analyze the problems faced by students. After analyzing the problems faced by students, the next step which is done by the researcher is designing a plan to continue into the next cycle to surmount the problem in the previous cycle. It was going on Thursday, February 26th, 2011. After conducting preliminary research, the researcher conducted cycle I, II, and III.

2. First Cycle

The first cycle conducted on Monday, March 7th and Tuesday March 8th, 2011. In this cycle the researcher prepared some activities which is done in this first treatment, those are:

a. Planning

- 1) Identifying problem in pre-cycle, and then formulating the problems
- 2) Arranging a lesson plan
- 3) Preparing the writing material and test
- 4) Preparing the observation scheme
- 5) Preparing the students' attendance list.

b. Acting

In this activity, the teacher introduced CIRC method in teaching writing skill. Steps of CIRC method are:

- 1) Teacher introduces CIRC method and explain about narrative text
- 2) Teacher divided students into groups consists of eight groups
- 3) Students accept the passage of narrative (Beauty and The Beast)
- 4) Students read to each other the passage.
- 5) Students (each group) find main idea, predicting how stories will end, summarizing stories to each other.
- 6) Students (each group) also draft, revise, and edit one other's work and prepares to publish their writing.
- 7) Students (each group) deliver the delegation in front of the class to publish their writing.
- 8) Students gave chance to ask or respond toward other presentation
- 9) Students helped by the teacher if they face problem
- 10) Students and the teacher evaluate each group's contribution to the work of the class
- 11) Teacher gives students test

c. Observing

- 1) Observe Teacher organization lesson and class such as introduction and explain of material, asking question, time management, classroom management, motivating students.
- 2) Observe classroom activity such as students' interest, students' behaviour and students' response by this method.
- 3) Observe the group discussion/participation students in their group work.

d. Reflecting

Reflecting is analyzing the result of observation and test in first cycle. The activities in this stage are:

- 1) Analyzing the data from the observation checklist and result of the test to find out the improvement of the students' ability in writing

narrative texts after using CIRC (Cooperative Integrated Reading and Composition).

- 2) Discussing the teaching learning process that has been done in order to know the weakness found in the previous activities and to plan the better activities in second cycle.

The result of the observation used to improve students' ability in composing narrative writing in second cycle.

3. Second Cycle

After conducting in the first cycle, the researcher conducted second cycle. The second cycle was done based on the result of the first cycle, if the result from observation shows that the students score still low, it is needed to be continued to the next cycle to fix the previous weakness. The second cycle conducted on Tuesday, March 22th and Thursday March 24th 2011. The designs of the second cycle are:

a. Planning

The activities in this stage are:

- 1) Identifying the problems in first cycle, and then formulating the problems.
- 2) Arranging improvement lesson plan
- 3) Preparing the material and test
- 4) Preparing the observation scheme
- 5) Preparing the students' attendance list.

b. Acting

- 1) Teacher introduces CIRC and explain about narrative
- 2) Teacher divided students into groups consist of eight groups
- 3) Students accept the passage of narrative (The Stingy and The Generous)
- 4) Students read to each other the passage.
- 5) Students (each group) find main idea, predicting how stories will end, summarizing stories to each other.

- 6) Students (each group) also draft, revise, and edit one other's work and prepares to publish their writing.
 - 7) Students (each group) deliver the delegation to in front of the class to publish their writing.
 - 8) Students gave chance to ask or respond toward other presentation
 - 9) Students helped by the teacher if they face problem
 - 10) Students and the teacher evaluate each group's contribution to the work of the class
 - 11) Teacher gives students test
- c. Observing
- 1) Observe Teacher organization lesson and class such as introduction and explain of material, asking question, time management, classroom management, motivating students.
 - 2) Observe classroom activity such as students' interest, students' behaviour and students' response by this method.
 - 3) Observe the group discussion/participation students in their group work.
 - 4) Observe each student note
 - 5) Evaluating students writing test in second cycle
- d. Reflecting

Reflecting is analyzing the result of observation and test in first cycle. The activities in this stage are:

- 1) Analyzing the data from the observation checklist and result of the test to find out the improvement of the students' ability in writing narrative texts after using CIRC.
- 2) Discussing the teaching learning process that has been done in order to know the weakness found in the previous activities and to plan the better activities in third cycle.

The result of the observation then analyzed, and the result used to improve students' ability in reading narrative in third cycle.

4. Third Cycle

After conducting in the second cycle, the researcher conducted Third cycle. The third cycle was done based on the result of the second cycle, there are several aims of third cycle to fix the weakness in second cycle, to improve the teaching learning process and give to more opportunities to students improve their ability in narrative writing . The third cycle conducted on Monday, March 28th and Tuesday, March 29, 2011. The designs of the third cycle are:

a. Planning

The activities in this stage are:

- 1) Identifying the problems in second cycle, and then formulating the problems.
- 2) Arranging improvement lesson plan
- 3) Preparing the material and test
- 4) Preparing the observation scheme
- 5) Preparing the students' attendance list.

b. Acting

- 1) Teacher introduces CIRC method and explain about narrative
- 2) Teacher divided students into groups consists of eight groups
- 3) Students accept the passage of narrative (Girl in the Mirror)
- 4) Students read to each other the passage.
- 5) Students (each group) find main idea, predicting how stories will end, summarizing stories to each other.
- 6) Students (each group) also draft, revise, and edit one other's work and prepares to publish their writing.
- 7) Students (each group) deliver the delegation to in front of the class to publish their writing.
- 8) Students gave chance to ask or respond toward other presentation
- 9) Students helped by the teacher if they face problem
- 10) Students and the teacher evaluate each group's contribution to the work of the class

11) Teacher gives students test

c. Observing

- 1) Observe Teacher organization lesson and class such as introduction and explain of material, asking question, time management, classroom management, motivating students.
- 2) Observe classroom activity such as students' interest, students' behaviour and students' response by this method.
- 3) Observe the group discussion/participation students in their group work.
- 4) Observe each student note and comprehension
- 5) Evaluating students writing test in second cycle

d. Reflecting

Reflecting is analyzing the result of observation and test in first cycle. The activities in this stage are:

- 1) Analyzing the data from the observation checklist and result of the test to find out the improvement of the students' ability in writing narrative texts after using CIRC.
- 2) Discussing the teaching learning process that has been done in order to know the weakness found in the previous activities and to plan the better activities in fourth cycle.

The result of observation was analyzed, so it could be seen the improvement of students' in writing narrative text. The result of this analysis could be used as review to use CIRC method in teaching writing narrative text.