CHAPTER III
METHOD OF INVESTIGATION

A. Participants

This study will be conducted at the 8th grade students of MTs Sabilul Ulum Mayong Jepara in the academic year of 2010/2011. There are four classes in eighth graders, they are class 8A has 40 students, class 8B has 36 students, class 8C has 42 students and class 8D has 43 students. The researcher uses class 8C as sample in this research. So participants in this study are students on class 8C at MTs Sabilul Ulum Mayong Jepara in the academic year of 2010/2011

B. Setting of the Study

In this study, an action research will be conducted at the eighth grade students of MTs Sabilul Ulum Mayong Jepara in the academic year of 2010/2011. This research is conducted on the first semester in the academic year of 2010/2011 for about 1 month began from August 1, up to August 30, 2010. It is located on Welahan Street number thirty Mayong Jepara.

The researcher chooses this Junior High School because she believes that students in this school still low in reading comprehension ability. This is proved that the achievement score of students in mid exam is still low (see appendix 1). So, the researcher can apply the research in the eighth grade.

C. Design of the Study

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

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.[1] This study is used observation data on the process of teaching learning in the classroom. Those data analyzed through some steps in the cycles. The term classroom action research according to Celce-Murcia is an approach to collect and interpret data that involves a clear, repeated cycle of procedure.[2] Kemmis and Taggart stated that action research as follow;

> "Action research is a form of self-reflective enquiry undertaken by participants (teachers, students, principals, for example) in social (including educational) situation in order to improve the rationality and justice of their own social or education practices, their understanding of these practices and situation (and institution) in which the practices are carried out."[3]

From the explanation above, the writer 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 enhance the understanding of the students to the lesson. In this research, the writer using group investigation (GI) method to improve students' reading ability.

In order to be clear, the writer would like to present the Kurt Lewin's model of classroom action research.[4] It can be depicted as follows:
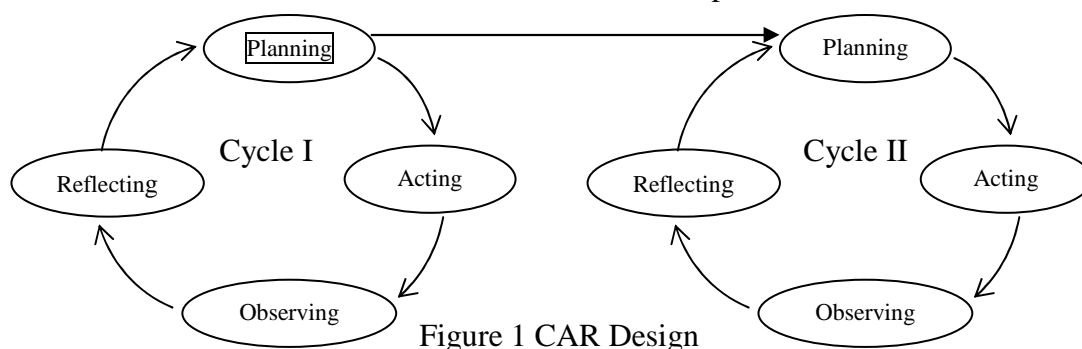

Figure 1 CAR Design

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

[2] Marianne Celce- Murcia, *Teaching English as a Second or Foreign Language*, (USA: Heinle&Heinle, 2001), 3rd Edition,p. 490

[3] Suyadi, *Panduan Penelitian Tindakan Kelas*, (Jogjakata: Diva Press, 2011), p. 21

[4] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 92

There were two cycles applied in conducting this study. Each cycle consisted of two meetings. According to Kemmis and Mc Taggart there are four components in one cycle for doing classroom action research. It consists of (1) planning, (2) acting, (3) observing, and (4) reflecting.[5]

1. Planning

   Plan as the first step of research procedure is done to give solution for the identified problems. It is a plan to conduct treatments. In order to improve students' reading comprehension ability, the writer tended to use Group Investigation method. It was hoped that by using Group Investigation as learning method, students would be able to improve their reading ability.

2. Acting

   After planning the concept, the writer carried out the treatment referring to the plan has been made. The writer conducted a pre-cycle before applying the treatment.

3. Observing

   Observation is the activity of observing the data collected in order to know what extent the action activities has reached the objectives of the study. In this step, the writer identified and analyzed the data collected during the treatment.

4. Reflecting

   Reflection is the activity of evaluating critically the progress or change of the students. In this step, the writer could observe whether the action activity resulted any improvement. To support the study, the researcher used interview and test to gather the data.

D. Technique of Data Collection

Method of data collection is very important in the research. According to Glanz data collection is the process of collecting information to answer one's research questions and/or confirm or reject a hypothesis.[6] In this study,

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[5] Zainal Aqib, *Penelitian Tindakan Kelas*, (Bandung: Yrama Widya, 2006), p.22
[6] Jeffrey Glanz, *Op Cit*, p. 133

the writer used three kinds of instruments in gathering data. Those are observation, test and interview.

1. Observation

Observation is an activity which concern to research object by the sense.[7] In conducting observation, the researcher used the observation scheme to make it more systematic containing list of activity or happening which might happen. It needed for monitoring condition of class and students and to know students difficulty with material and method that used during teaching learning process.

In observation step, the researcher is helped by the teacher in observing what happen in the class during the lesson from opening until closing. In addition, the researcher also observes what is going on in the classroom and observes the effect of her teaching to improve students' reading comprehension ability.

Table 3.1

Form of observation scheme:

Group	Name of students	Aspects observed						Total
		1	2	3	4	5	6	
Total								
Maximum Score								
Average Score								
Percentage								

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[7] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 222

Aspects observed in this study are as follow:

a. Students concern toward teacher's explanation

b. Students cooperative in group

c. The students activeness in present the material

d. Students concern toward other group presentation

e. The students' activeness in asking question

f. The students' activeness in answering questions in group

Criterion:

Score 4 = excellent, if the student's condition is exactly the same as the criteria.

Score 3 = good, if the student's condition is close to the same as the criteria

Score 2 = fair, if the student's condition is far from the same as the criteria

Score 1 = less, if the student's condition is totally different from the criteria

2. Test

Test is sequence of questions or exercises or other apparatus to measure skill knowledge, intelligence, ability or aptitude of individual or group.[8] In this classroom action research the researcher gave preliminary test before to do action. In this study the researcher used achievement test, the test is used to measure someone achievement after learning reading material.

In this study the writer used an objective test by using multiple choice items. The choice of multiple-choice type was based on the following considerations:

a. The technique of scoring is easy.

b. It was easy to compute and determine the reliability of the test

c. It was more practical for the students to answer.

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[8] Suharsimi Arikunto, *Ibid*, p. 156

3. Interview

Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.[9] Interview is used to evaluate of student condition in learning and teaching process or students' interest towards material. It is done the researcher during reflection by giving the questions to the students and taking note from the interview. According to Seidman (1991) in Glanz's book said that interview is the most suitable data collection method if we are to understand the experiences of others and the meaning they make of them.[10] It means that interview enable the researcher to learn the complexities of the participants' experiences from his or her point of view. The goal is to understand each participant's experiences and perceptions. List of questions attached (appendix 11)

In this study the writer used semi structure interview, in this case the interviewer gives questions to the teacher and students. The questions are attached. They are about the use of group investigation method in teaching reading ability.

E. Technique of Data Analysis

The writer analyzed the data using quantitative and qualitative data. Quantitative data can be found through conducting test, the writer analyzed data by using statistical analysis. To see whether the improvement of students' reading comprehension ability after being taught through using group investigation method is significant or not, the writer used score of students' achievement.

Qualitative data can be found through description and collecting data from observation and interview. The description is used to know students'

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[9] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2008), p. 317
[10] Jeffrey Glanz, *Action Research: An Educational Leader's Guide to School Improvement*, (USA: Christopher-Gordon Publisher, Inc., 1998) , p. 142

acting movement and students' behaviour progress during pre-cycle research until second cycle.

1. Method of Analyzing Observation Scheme

Researcher uses observation scheme during the teaching and learning process in pre-cycle research, cycle I, and cycle II. Then the result of observation scheme would be analyzed by calculating the average score and the percentage as following:

The formula to measure the student's participant is:

a. Average score

$$M = \frac{\Sigma x}{N}$$

Explanation:

M = the average of students' score

Σx = Total score

N   = the number of students

b. Percentage % score

$$Percentage \% = \frac{n}{N} x100\%$$

n = the total of score

N = the maximum score

% = the percentage of the expectation.

The criterion of scoring from the observation scheme such as below:

86% - 100% = Excellent learning

71% - 85% = Good learning

56% - 70% = Sufficient learning

< 55%   = Bad learning

2. Method of Analyzing Test

In every cycle, after treatment researcher gives test to the students. The test used to measure how far students' comprehension ability in reading text.

The score of students' achievement can be calculated by using this following formula:

$$Score = \frac{The\ number\ of\ right\ answer}{The\ number\ of\ question} \times 100\%$$

While the average of the students' result was counted by using the following formula:[11]

$$\overline{X} = \frac{\Sigma X}{N}$$

Explanation:

$\overline{X}$ = The average of students score

ΣX = The sum of item scores

N = The number of the students

Mean of score from the pre-cycle will be compared with mean of the first cycle and second cycle. It is to know how far the improvement of students in this research.

After giving the result statistically, then the writer uses five letters: A, B, C, D and E that expressed various levels as follows;

Table 3.2

Level of achievement

The Percentages of Correct Answer	Grade	Level
86% – 100 %	A = Excellent	Outstanding
71% – 85 %	B = Good	Above average
56% – 70%	C = Fair	Satisfactory

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[11] Jeffrey Glanz, *Action Research: An Educational Leader's Guide to School Improvement*, (USA: Christopher Gordon Publishers, Inc., 1998), p. 155

41% – 55%	D = Less	Below average
26% - 40%	E = Poor	Insufficient

After computing the percentage of correct answer, the writer classified any answer that possibly appears and this part, the writer analyses of each item also.

The researcher used interview as supporting data. The researcher used semi-structural interview. In semi structural interview, the interviewer has general idea of what will do interview and what should come out of interview, but the interviewer does not use a list for predetermined question.

In this study, the researcher had interviewed the English teacher and the students to know their responses of using group investigation method in teaching learning process. In this interview, the researcher asked 5 questions to the teacher and the students such as below:

a. The teacher
   1) How is students' reading ability?
   2) How many students do they get reading lesson, in a week?
   3) Are you interested with GI?
   4) Do you find some difficulties in teaching reading using GI?
   5) How is the solution?

b. The students
   1) Do you like reading?
   2) What your opinion about reading lesson with GI?
   3) Do you like? Why?
   4) Do you feel enjoy when you were taught using GI? Why?
   5) Do you any improvement in your reading ability after the teaching learning process using GI?

F. Procedure of the Study

In the classroom action research, the researcher conducted a pre-cycle formerly and two cycles by using group investigation method. There are 4 steps in action research, they are planning (plan to use group investigation method), acting (implement of group investigation method), observing (the researcher observes the teaching learning process and students' activity in classroom), and reflecting (teacher and researcher).

1. Pre cycle

Before the cycle, the researcher observes the class on how the teacher teaching reading skill. The teacher still used conventional method.

Pre cycle was an activity to measure the ability of each student. It was conducted on 1 August 2010. In this activity, the students were giving test consists of 20 questions.

After the researcher gets the data from pre test and observation, the researcher analyzes the result to determine the method would be used in teaching English reading ability using Group Investigation method.

2. The first Cycle

The teacher uses Group Investigation method to teach English reading ability. The topic was people. The procedure as follow:

a. Planning
   1) Arranging a lesson plan
   2) Preparing the reading material and test
   3) Preparing the observation scheme
   4) Preparing the students' attendance list

b. Acting

In this activity, the teacher introduced GI method in teaching reading skill. In this first cycle, the students read descriptive text. Descriptive text is a text which says what a person or a thing is like. Its

purpose is to describe and reveal a particular person, place, or thing.[12]

Steps of GI method are:

1) Teacher introduces and explains the topic

2) Students are divided into groups

3) Teacher distributes the passage to the students

4) Students read the passage

5) Students identify the structure of text, the main idea, detail information, generic structure, and difficult words.

6) Each group write name of person in around them

7) Each group collects the paper name of person

8) Students find out data as many as they can

9) Students prepare a report

10) Students deliver the report for the whole class

11) Teacher gives chance for students to ask or respond toward other presentation

12) Teacher helps the students if they face problem

13) Students and the teacher evaluate each group's contribution to the work of the class

14) Teacher gives students test

c. Observing

1) Observe classroom activity such as students' interest, students' behaviour and students' response by this method.

2) Observe the group discussion/participation students in their group work.

3) Observe students comprehension

d. Reflecting

1) Write down observation result

2) Evaluate observation result

3) Analyze the result of teaching learning process

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[12] Artono Wardiman, *English in Focus for Grade VIII Junior High School (SMP/MTs)*, (Semarang: PT Begawan Ilmu, 2008), p. 16

4) Improve the weakness for the next cycle

3. **The Second Cycle**

The second cycle is done after the teacher and researcher reflect the first cycle. If the result from observation refers to the quality students' reading ability is still low, so it is needed another action to make quality improvement. The topic was place. The procedure as follow:

a. Planning

1) Identify the problem and make the solution for the problem
2) Arranging improvement lesson plan
3) Preparing the reading material and test
4) Preparing the observation scheme
5) Preparing the students' attendance list

b. Acting

In this activity, the students did the same activities with the first cycle. The activities in the teaching and learning process are:

1) Teacher introduces new topic and inform the result of first cycle
2) Students are divided into groups
3) Teacher distributes the passage to the students
4) Students read the passage
5) Students identify the structure of text, the main idea, detail information, generic structure, and difficult words.
6) Students representative from each group come forward in class to choose one flashcard, where the flashcard was name of place that will be investigate by each group
7) Students find out data as many as they can
8) Students prepare a report
9) Students deliver the report for the whole class
10) Teacher gives chance for students to ask or respond toward other presentation
11) Teacher helps students if they face problem

12) Students and the teacher evaluate each group's contribution to the work of the class

13) Teacher gives students test

c. Observing

1) Observe classroom activity such as students' interest, students' behaviour and students' response by this method.

2) Observe the group discussion/participation students in their group work.

3) Observe each student note and comprehension

d. Reflecting

1) Write down observation result

2) Evaluate observation result

3) Analyze the result of teaching learning process

4. The Criterion of Assessment

The writer would know the students' success and the failure in doing this action research by referring to the criterion of KKM (Kriteria Ketuntasan Minimal/Minimum Passing Criteria). The criterion says that the students can be said to pass the test if he or she can solve 60 of the whole problems.

In this action research, the writer would use that indicator to determine whether a cycle could be continued to the next cycle or should be repeated by applying the amended plan.

Research Schedule

Task description	31 July	1 Agst	7&8 Agst	21&22 Agst	23 Agst
Asking permission to the head master to do research and getting familiar with the school situation	√				

Doing observation by observing the teaching and learning process from the teacher in the class and getting familiar with the students	√				
Doing test in pre cycle		√			
Doing first cycle and giving the test			√		
Doing second cycle and giving the test				√	
Analyzing the data and writing the report					√