

CHAPTER III

METHODOLOGY OF RESEARCH

This chapter discussed time and setting of research, subject of research, variables and indicators of research, research design, instruments, procedures of action research, scoring technique, method of data analysis, and research procedures.

A. Time and Setting

This research is conducted on the first semester in the academic year of 2010/2011 for about 1 month began from July 19, up to September 4, 2010. It is conducted in SMPN 23 Mijen Semarang, which is located on Jalan Raya RM.Hadi Soebono Mijen Semarang.

B. The Subject of the Research

This study is conducted in SMPN 23 Mijen located at Jalan Raya R.M. Hadi Soebono Mijen Semarang. The subjects of this study are the seventh grade students of SMPN 23 in 2010/2011 academic year. This study is conducted in first semester. To limitation of time, the writer does not take all students as the subjects of the study, but draw a sample.

1. Population

Population is the whole of research subject.¹ The population of the research is the seventh grade students of SMPN 23 Mijen Semarang. Each class consists of twenty six. The total population is 252 students.

¹ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2002), p. 130.

2. Sample

A sample is a group in research study on which information is obtain. Because the population of the study is big, the researcher chooses one class as the sample of the research. The researcher took VII F class as sample in her research.

C. Research Design

The design of research used by the researcher is classroom action research. Sukmadinata stated that it is a process to give a trust to develop the strength of reflective thinking, discussion, decision making, and to solve the problem that faced in the research.² According to Harmer, action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and or appropriacy of certain activities and procedures.³ Arikunto state 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.⁴ Wiriaatmadja said Classroom action research is method how a group of teacher can organize their teaching learning condition and learn from their own experience. They can try an idea as reparation in their teaching learning process, and look the real effect of those efforts.⁵ 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

² Nana Saodih Sukmadinata, *Metode Penelitian Pendidikan*, (Bandung: Remaja Rosda Karya, 2005), p.142.

³ Jeremy Harmer, *The Practice Of English Language Teaching*, (England: Longman, 2003), p. 344.

⁴ Suharsimi Arikunto, *et. al.*, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), p. 104.

⁵ Rochiati Wiriaatmadja, *Metode Penelitian Tindakan Kelas*, (Bandung: PT Remaja Rosdakarya, 2005), p. 13.

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.⁶

According to Arikunto there are four steps process in each cycle for doing classroom action research can be explained as follow:

1. Planning

Planning an action research by focusing on who, what, when, where, and how the action will be done.

2. Action

The planning strategy will be applied in teaching learning process.

3. Observation

Observation is the next step to monitoring and watches closely teaching learning process and collects the data from result of action. The researcher prepare the observation paper to know class condition when the action done, then the researcher and the collaborator (English teacher for first graders) discuss about the result of observation, what the problem faced when teaching learning process and look for good solution to solve the problem. In this phase, the researcher observes and takes notes during teaching learning process.

4. Reflection

Reflection means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this phase,

⁶ David Nunan, *Research Method In Language Learning*, (Cambridge: Cambridge University Press, 1993), p.18.

the researcher could observe the activity that results any process, the progress happened, and also about the positives and negatives sides.⁷

From all the definition above, the researcher concluded that classroom action research is an action research classroom, which can be done by teacher and researcher, or 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. Here the researcher. This research used data observation toward teaching Word Order using flash cards, this data was analyzed through some cycles in action.

There were four components in one cycle for conducting classroom action research. It consists of planning, action, observation, and reflection. The four phases of the classroom action cycle were conducted integrated like spiral. Each phase was concluded based on the previous one and the next. It means that the activities in the classroom action research were based on planning, action, and observation, then the researcher could make a reflection to determine the next cycle. In this study, flash cards was used by the researcher to improve students' understand on Word Order.

D. Instrument and Data Collection Techniques

An instrument is needed by researcher to collect the data. In this research the researcher uses two instruments in gathering data, those are observation and test.

1. Observation

Observation is the process of observe and write the phenomena that happened in class systematically.⁸ The researcher observes the event in class

⁷ Suharsimi Arikunto, et. al., *op.cit.*, p. 75-80.

during the lesson or the treatment using check list to get the data. Observation checklist is used to make the observation process easier.

In observation stage, 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 understanding on word order. Observation is carried out four times; pre cycle, cycle I, II and III. The observation checklist that is used in this study is as follow:

Table 3.1

Form of observation checklist:

No	Klp Name	Descr.1				Descr.2				Descr.3				Descr.4				Descr.5				Descr.6				Σ	%	category	
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				

Description :

1. Students participate toward teacher's explanation.
2. Students respond or answer to teacher's question.
3. Students show curiosity by asking question.
4. Students are enthusiastic in using flashcard to form simple sentence.
5. Students cooperate with their groups.

⁸ Sutrisno Hadi, *Metodologi Research*, (Yogyakarta: Andi Publishing, 2004), ^{2nd} Ed., p. 151.

6. Students are active during teaching and learning process.

Criterion :

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

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

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

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

2. Test

Test is important part of every teaching and learning experience. Test is sets out to measure a student's performance as fairly as possible without in anyway setting traps for him can be effectively used to motivate the student. Test of grammar is used to measure the student's ability to manipulate structure and to distinguish appropriate grammatical form from inappropriate ones.⁹ Test also to reinforce and to motivate the student's in learning, test is a method for collecting data by using questions. In addition, Arikunto explains that test is many questions or exercises or other apparatus that is used to measure skill knowledge, intelligence, ability or aptitude of individual or group.¹⁰

In this research, the researcher uses scrambled word tests. Researcher gave test in after treatment for every cycle. The purpose is to measure the improvement of student's understanding on word order in every cycle. There were 10 items of scrambled words.

⁹ J.B. Heaton, *Writing English Language Tests: A Practical Guide for Teacher Of English as a Second of Foreign Language*, (London : Longman Group Limited, 1975), p. 2&5.

¹⁰Suharsimi Arikunto, *op.cit.*, p. 139.

E. Technique of Data Analysis

This study uses descriptive statistical analysis to find out the improvement of student's understanding on Word Order using flashcard. The steps are:

1. Method of Analyzing Observation Checklist

Researcher uses observation checklist during the teaching and learning process in preliminary research, cycle I, cycle II and cycle III. Then the result of observation checklist would be analyzed by calculating the percentage as following:

The formula to measure the student's participant is:

$$\text{Percentage \%} = \frac{n}{N} \times 100\%$$

n = the score of students

N = the sum of total score

% = the percentage of the expectation.

From the formula above student's participation can be categorized as follow:

a. Little participation

The aspect of activity that was observed above reaches out for about 25% from overall percentage 100%.

b. Enough participation

The aspect of activity that was observed above reaches out for about 50% from overall percentage 100%.

c. Good participation

The aspect of activity that was observed above reaches out for about 75% from overall percentage 100%.

d. Excellent

The aspect of activity that was observed above reaches out for 100%.

2. Method of Analyzing Test

a. Measuring the students individual ability

In every cycle, after treatment researcher gives scrambled word as test to the students. It is contain of 10 scrambled word tests. The score of correct answer is 1 and 0 to each wrong answer. The result of the test would be analyzed by using percentage scoring as following formula:

$$Score = \frac{\Sigma \textit{right answer}}{\Sigma \textit{items}} \times 100\%$$

After giving percentage of score, then the researcher gives five letters: A, B, C, D and E to classify the grade of student's scores level as follows:

The percentages of correct answer grade:

81 - 100 %	A: Excellent
61 – 80 %	B: Good
41 – 60 %	C: Fair
21 – 40 %	D: Less
0 – 20 %	E: Poor

Then, the researcher determines the frequency of students score as below:

b. Calculating the result of study

The result from the achievement of study:

The average of the student results: $\frac{\text{The total of the Percentage}}{\text{The number of students}} \times 100\%$

c. Measuring the Mean of Test

The researcher calculated the mean of test to measure the improvement of student's score in every cycle after calculated the percentages of individual students' score. The mean are formulated as follow:

Calculating the mean of test.¹¹

$$M = \frac{\sum X}{N}$$

M = The mean of score

X = the total of score

N = the sum of students number.

From the result of those formula, the researcher analyzes the score of test and the result from observation checklist to find out the improvement of student's understanding on Word Order using flashcard.

¹¹ Sutrisno Hadi, *op. cit.*, p. 272.

F. Procedures of the Research

There are three cycles in this study, each cycle consists of planning (planning to use flashcard in teaching), acting (implementing the flashcard in teaching Word Order), observing (observing the even during the treatment), reflecting (evaluating the weakness in each cycle). The researcher conducts three cycles and each cycle is ended by a final test, but before conduct the first cycle she will conduct pre cycle to know the initial condition of student's understanding on Word Order. The activities that have 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 student's understanding on Word Order. The researcher observes the class to get the information about student's initial condition and to know their problems in learning grammar. And then collects some lists of participants and mark of students. After conducting preliminary research, the researcher conducts cycle I, II, and III.

2. The First Cycle

The teacher uses flash cards to stimulate student's understanding on word order especially in simple sentence. The topic is describing things. The procedure as follow:

a. Planning.

- 1) Prepare the media related the material.
- 2) Prepare the teaching material.
- 3) Make lesson plan.
- 4) Prepare checklist observation.

5) Prepare the material for test.

b. Action

- 1) The teacher introduces the material.
- 2) Teacher introduces the use of flashcard to form simple sentence.
- 3) Teacher gives an example “how to use flashcard to form simple sentence”.
- 4) Use flashcard to teach simple sentence as follow :
 - a) Teacher divides students into 7 groups (each group consists of 5 persons).
 - b) Teacher gives flashcard (picture) to each group.
 - c) Teacher asks students to arrange scrambled words into correct sentence based on the picture by catching flashcards on the paper.
 - d) Teacher asks students to give corrections in adding s/es for verbal sentence.
 - e) Teacher asks students to give correction in using auxiliaries is, am and are for nominal sentence.
 - f) Teacher asks students to find some sentences that there is not on the picture.
 - g) Teacher asks students to do in ten minutes.
 - h) Teacher discusses the sentences with students.

c. Observation

The observation on the students in first cycle was to check:

- 1) The students’ activity using flashcard to form simple sentence.
- 2) The students’ response during teaching and learning process.
- 3) The students’ improvement on Word Order.

d. Reflecting

- 1) In the first cycle, the researcher gets the data from test and observation.
- 2) Evaluate the activities that have been done.

- 3) The teacher and the researcher discuss to make reflection what should they do repair the problems.
- 4) Analyze the data to repair in the next cycle.
- 5) Make a temporarily conclusion for classroom action research in cycle I.

3. The Second Cycle

The second cycle is done based on the result of reflection from the first cycle.

The topic is describing people. The procedure as follow:

a. Planning

- 1) Identify the problem and make the solution for problem.
- 2) Prepare the teaching material.
- 3) Arrange the lesson plan based on the teaching material.
- 4) Prepare flash cards that related the material.
- 5) Prepare checklist observation.
- 6) Prepare students' attendance list.
- 7) Prepare formative test.

b. Action

- 1) The teacher asks some questions that are discussed at the previous meeting.
- 2) Use flashcard to teach simple sentence as follows :
 - a) Teacher divides students into 7 groups (each group consists of 5 persons).
 - b) Teacher gives flashcard (scrambled word) to each group.
 - c) Teacher asks each of groups to arrange scrambled word by catching them on big paper in the blackboard.
 - d) Teacher asks students to give corrections in adding s/es, do/does for verbal sentence, auxiliaries is, am, are for nominal sentence.

- e) Teacher gives a present for the fastest group.
- f) Teacher discusses the sentences with students.

c. Observation

The researcher observed the teaching learning process and compare with cycle 1. The observation on the students in second cycle was to check:

- 1) The students' activity using flashcard.
- 2) The students' response during teaching learning process.
- 3) The students' improvement on Word Order.

d. Reflection

- 1) Evaluate the activity that has been done.
- 2) Analyze the data from test and observation.
- 3) Analyze the activity, if still find the problem, what should the researcher do to repair the problem.
- 4) The teacher and the researcher discuss to make reflection what should they do to repair the problem.
- 5) Analyze the data to repair the next cycle.
- 6) Make a while conclusion second cycle.

4. The Third Cycle

The third cycle is done based on the result of reflection from the second cycle. The topic is describing animal. The procedure as follow:

a. Planning

- 1) Identify the problem and make the solution.
- 2) Prepare the teaching material.
- 3) Prepare the lesson plan based on the teaching material.
- 4) Prepare checklist observation.
- 5) Prepare students' attendance list.

6) Prepare formative test.

b. Action

- 1) Teacher gives a question to the students that are discussed in previous meeting.
- 2) Use flashcard to teach simple sentence as follow :
 - a) Teacher divides students into 7 groups (each group consists of 5 persons).
 - b) Teacher gives flashcard (scrambled word) / big paper to each group.
 - c) Teacher asks students to arrange scrambled words by catching number order into correct sentence.
 - d) Teacher asks students to give corrections in adding s/es, do/does, auxiliaries is, am, are by caching on flashcard/big paper.
 - e) Teacher gives good mark for best group.
 - f) Teacher discusses the sentences with students.

c. Observation

The researcher observes the teaching learning process and compare with cycle 2. The observation on the students in third cycles is to know:

- 1) The students' activity using flashcard.
- 2) The students' response during teaching learning process.
- 3) The students' improvement on Word Order.

d. Reflecting

- 1) Evaluate the activity that has been done.
- 2) Analyze the data from the test and observation.
- 3) Analyze the activity, they still find out the problem or not?
- 4) The collaborator teacher and the researcher discussed about to continue the next cycle or enough.