

CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the writer used classroom action research (CAR). According to Arikunto, Action research is one of the types of investigation that is characteristic reflective participative, collaborative and spiral which has the purpose to repair and increase the system, method, process, competence and situation of teaching learning.¹

Kemmis and Mc. Taggart add 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 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

By the definition of action research above, it can be concluded that action research is a series of procedures carried out by a teacher in the classroom to improve aspects of teaching and to evaluate the success in appropriateness of certain activities and procedures. Seeing that action research is significant for the repair of teaching learning process, therefore there are characteristics of action research. They are:

1. On the job problem oriented

It means that a problem that observed is a real problem emerging from work world researcher. If researcher is a teacher, hence problems observed are the problem of school or class.

¹ Suharsimi Arikunto et. al., *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2008), 5th Ed., p.104

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

2. Problem solving oriented

This means that action research is one of trouble-shooting strategies that exploits real action in the form of process innovative development “tried at the same time walk” in detect and problem solve.

3. Improvement oriented

The mean of this character is the research affirmation for the importance of each component from an organizational system to develop well.

4. Multiple data collection

Multiple data collection is used to fulfill critical approaches principle of data collections; many ways are generally used to collect the data, including observation, test, interview, questionnaire, etc. All these ways are focused to get result validation of research.

5. Cyclic

Action research is applied to pass sequences of planning, acting, observing and reflecting, by cycle which intrinsically explains critical idea and reflective to effectiveness of action.

For this characteristic, there are four components that usually done in classroom action research. They are:

a) Planning

Planning is a plan to conduct treatments or after making sure about the problem of the research, a researcher needs to prepare before doing an action research.

b) Acting

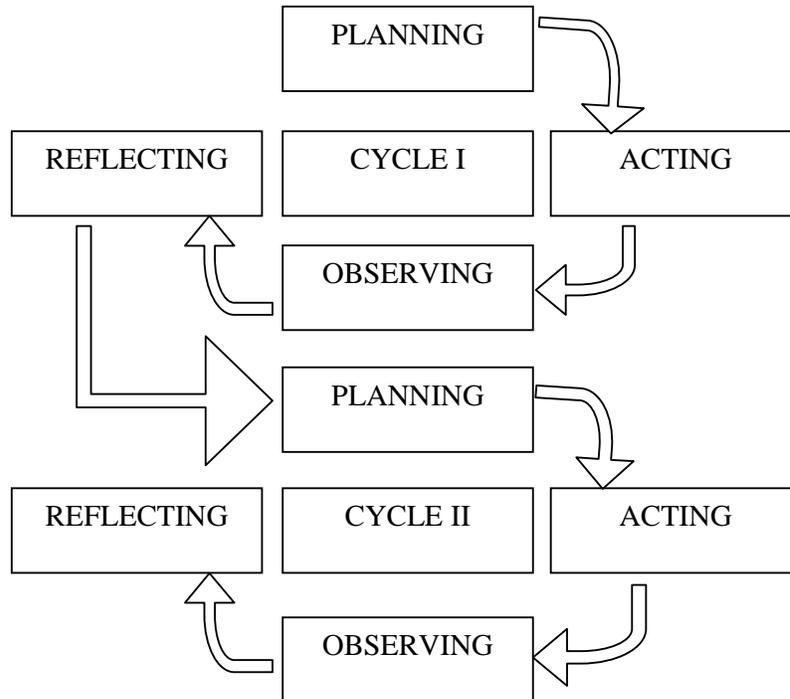
This section discusses about the steps and activities that would be taken by the researcher. It means that a researcher implemented the plan, which is made in previous phase in the field of research.

c) Observing

In this step, a researcher has to observe all events or activities during the research. The observation is done during the research in purpose of getting any data to show students’ condition while research is conducted.

d) 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.³



Model of Action Research according to Suyadi⁴

6. Collaborative

Collaborative here, it means that a researcher collaborates with other people, every step of the research, such as planning, acting, observing and reflecting to improve observation during research process.⁵

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

³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Asdi Mahasatya, 2006), p. 98-99.

⁴ Suyadi, *Panduan Penelitian Tindakan Kelas*.(Jogjakarta: DIVA Press, 2010) p.50.

⁵ Fakultas Tarbiyah, *Pelatihan Penelitian Tindakan Kelas Bagi Mahasiswa IAIN Walisongo*, p. 4.

- a) It is carried out by practitioners (for our purposes, classroom teacher) rather than outside researcher.
- b) It is collaborative, and
- c) It is aimed at changing things.⁶

From the definition above the writer conclude that action research is the collaboration in classroom action research which is done by two persons between the researcher and teacher, teacher and teacher, etc to solve the problem or improve the situation through a cycle procedure covering, planning, acting, observing and reflecting in teaching and learning process. This action research is analyzing the students in learning reading advertisement text by using video and their comprehension in reading advertisement text.

B. Setting of the Study

The writer conducted the classroom action research at MTs NU Al Hikmah Mijen Semarang. It is located at Jl.Kyai Aji Polaman Mijen Kota Semarang 50217.

C. Participant of the Study

This study was conducted in MTs NU Al Hikmah Mijen Semarang in the academic year of 2011/2012. The participant of this research was students of eighth grade of MTs NU Al Hikmah Mijen Semarang; consists of 32 students.

⁶ David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1993), p. 17

Table 3.1

Student's name on class VIII at MTs NU Al Hikmah Mijen Semarang
in the academic year of 2011/2012.

No	Nama	Sex
1	AJI SATRIO WIBOWO	Male
2	ANIS RIWAYATI	Female
3	ARIF ROHMAN	Male
4	ARINA FATKHIYAH	Female
5	DEWI TRISNAWATI	Female
6	DWI ANGGRAENI	Female
7	ELLY LINDA MAYANG P	Female
8	FAHRUDIN	Male
9	FAJAR AJI SAPUTRO	Male
10	FITROTUL ANAM	Male
11	IHSANUDIN	Male
12	INDAH CAHYANI R	Female
13	ISTI MULYANINGSIH	Female
14	M. ALFI DHIYAUL FIRDAN	Male
15	M. NURUL IKSAN MASDUQI	Male
16	MAHFUD SYARIF	Male
17	MIFTAKHUL BABIL YASAR	Male
18	MILATIFA	Female
19	MONAH	Female
20	MUH FUTRIYONO	Male
21	MUSTAQIM	Male
22	NIA MARTIN SARASWATI	Female
23	NURCHAMIDAH	Female
24	NUR KAMIDAH	Female
25	RIBTI ANJANI	Female
26	SINTIYA	Female
27	SRI INDRA YANI	Female
28	TOFIN HARTONI	Male
29	YUDDA MAULANA	Male
30	YULINAR	Female
31	YAHYA ALIP	Male
32	AKHMAD KHOIRUL ANAM	Male

D. Research Procedure

There are four components in one cycle for doing classroom action research. It consists of planning, acting, observing, and reflecting. This classroom action research is arranged into two cycles. They are cycle I and

cycle II. The writer collaborated with the English teacher who teaches in eighth class. The activities that would be done in each cycle as follow:

1. Pre-cycle

In this pre-cycle, the writer observed teaching reading of advertisement in the classroom. Based on the pre-cycle observation, the teacher implemented conventional method which does not use the writer's method in teaching and learning process.

In teaching learning pre-cycle also measure with the research indicator which will see the students' activities in learning process, the concept, and the students' result. In this study is done as basic to compare the produce of learning by using the writer's method in teaching and learning on first cycle and second cycle.

2. First cycle (first meeting)

a. Planning

- 1) Planned the action to students in video
- 2) Arranged a lesson plan based on the teaching material
- 3) Chose the theme
- 4) Prepared the materials that needed
- 5) Prepared checklist for observation

b. Acting

The writer together with the English teacher began the teaching and learning process based on lesson plan. The procedures in the teaching and learning process as follow:

1) Pre-activities

- a) Giving introduction about materials by asking some questions.

“Do you know advertisement?”

- b) Students answer the questions orally.

2) Main Activities

- a) Exploration

- (1) Giving explanation about social function, language features and types of advertisement.
- (2) Giving example of advertisement to the students.
- (3) Students discussing about content, language feature and types.

b) Elaboration

- (1) Students asked to watch the video
- (2) Students asked to take a note based on the video
- (3) Students asked to decide the topic based on the video
- (4) Checking students work and giving the correct text.
- (5) Students asked to watch the video while taking a note key word of content of the video
- (6) Students asked to answer the questions based on the video.

c) Confirmation

- (1) Giving feedback
- (2) Giving confirmation

3) Post Activities

- a) Making conclusion
- b) Conveying the next material in the next meeting
- c) Closing the lesson

c. Observing

1. The writer observed the classroom activity such as students' interest and students' response by this technique.
2. The writer observed the students when they were answering the question about the advertisement on video.

d. Reflecting

1. The writer and teacher analyzed and discussed the result of the observation. It was continued then to make reflection which one should be maintained and which one should be repaired in the next cycle. For there was found that the first cycle has no significant improvement of students' reading skill.

2. Made a conclusion from cycle I.

3. Second cycle (second meeting)

a. Planning

- 1) Planned the action to students in video
- 2) Arranged a lesson plan based on the teaching material
- 3) Chose the theme
- 4) Prepared the materials that needed
- 5) Prepared checklist for observation
- 6) Prepared form of test

b. Acting

The writer with the English teacher began the teaching and learning process based on lesson plan. The procedures in the teaching and learning process as follow:

1) Pre-activities

- a) Giving introduction about materials by asking some questions.

“Do you know advertisement?”

- b) Students answer the questions orally

2) Main Activities

a) Exploration

- (1) Giving explanation about social function, language features and types of advertisement.
- (2) Giving example of advertisement to the students.
- (3) Students discussing about content, language feature and types.

b) Elaboration

- (1) Students asked to watch the video
- (2) Students asked to take a note based on the video
- (3) Students asked to decide the topic based on the video
- (4) Checking students work and giving the correct text.
- (5) Students asked to watch the video while taking a note key word of content of the video

- (6) Students asked to answer the questions based on the video.
- c) Confirmation
 - (3) Giving feedback
 - (4) Giving confirmation
- 4) Post Activities
 - a) Making conclusion
 - b) Conveying the next material in the next meeting
 - c) Closing the lesson
- c. Observing
 - 1) Observing the students' activities in watching a video
 - 2) Observing the students when they were answering the questions about the advertisement based on video.
- d. Reflecting

Reflecting was done at the end of step after finishing the observation. In this step, the writer had the result of the observation and the writer concluded for the improvement in the writer's study.

 - 1) Evaluate the activity that has been done.
 - 2) Analyze the activity, whether they still found the problem or not.
 - 3) Discussed with the teacher and analyzed the data to repair next cycle.
 - 4) Made a conclusion from cycle I

E. Technique of Data Collection

Data collection is the process of collecting information to answer one's research questions and/or confirm or reject a hypothesis.⁷ In this classroom action research needs the data to support the investigation. The writer used two kinds of instruments to collect the data. Those are observation, and test.

1. Observation

Classroom observation is an observation that used to observe the school, students in classroom condition in teaching and learning process.

⁷ Jeffrey Glanz, *Action Research: An Educational Leader's Guide to School Improvement*, (USA: Christopher-Gordon Publisher Inc., 1998), p. 133

According David Nunan, classroom observation is an observation that focused on the understanding of how social event of the language classroom are enacted.⁸

In this classroom observation, the writer used the object of students activities in English classroom of investigate and used the observation check list (√) to get the data or monitoring students condition happened in the teaching and learning process. Such as, students' activities, students' attention and students' respond. It was given to know the students improvement in learning process, especially learning advertisement text.

2. Test

The writer used test in this study as the instrument for collecting the data. Test is a set of questions that is used to measure the skill knowledge, intelligence, and talent of an individual or a group.⁹ Test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria.¹⁰ The writer got the data from the teaching and learning process and the result of students' test. Test achievement at the end of a course, and overall proficiency, as measured by external examination.¹¹

F. Technique of Data Analysis

1. Observation

Data from observation will be analyzed by using some steps.¹² First, the data will be edited, and then the writer makes a categorization and tabulation.

⁸ David Nunan, *Research Method in Language Learning*, p.93

⁹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2002), p. 206

¹⁰ Douglas Brown, *Teaching by Principle (An Interactive Approach to Language Pedagogy)*, (San Fransisco: Lognman Inc, 2001), 2nd Ed, p. 401

¹¹ Jeremy Hermer, *How to Teach Vocabulary*, (England: Pearson Educational Limited 2002), p.130

¹² David P. Harris, *Testing English as a Second Language*, p. 109

2. Written Test

Written test includes pre-cycle test, cycle 1 test and cycle 2 tests. In this research, the writer also uses mean formula to know the average of students' score and to check students' improvement in learning advertisement.

The mean score of the class will be searched by using this following formula:¹³

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

Where:

M : The average of student score

$\sum x$: Total score

n : The number of students

G. Achievement Indicator

To know the success of this classroom action research, if:

1. The average of students' score in reading comprehension on advertisement text at eighth grade students of MTs NU Al-Hikmah Mijen Semarang in the academic year of 2011/2012 after taught by using video is 7.0.
2. There are any improvements of students activeness during teaching and learning process after taking action by using the discovery to good and excellent.

¹³ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi)*, (Jakarta: Bumi Aksara, 2002) 3rd Ed., p. 264