

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is a classroom action research. Action research is systematic inquiry done by teachers (or other individuals in the teaching/learning environment) to gather information about and subsequently improve how their particular schools operate, how they teach, and how well their students learn.¹ Wallace states that action research is a process; which is done by systematically collecting data on teachers' every day practice and analyze their future practice should be.²

Action research is also a common methodology employed for improving conditions and practice in classroom and in other practitioner-based environments such as administrative, leadership, social, and community settings. Through action research, teachers and others working in a practitioner-based environment use their expertise and knowledge to conduct systematic inquiry that helps improve conditions and solve problems. As practitioners interact in the environment, they gain experience. They use this experience to inform practice. However, experience must be matched with evaluative skills to

¹ Geoffrey E Mills, *Action Research A Guide for the Teacher Researcher*, (New Jersey: Pearson Education, 2000), P. 9

² Michael J. Wallace, *Action Research for Language Teachers*, (New York: Cambridge University Press, 1998), P. 4

improve the practicing environment. Effective evaluation of a program, situation or condition which is in essence based in systematic analysis-can be facilitated through action research. Action research encourages the researcher to consider the interconnectedness of the environment and everyone in it, the conditions present in the environment, and the interactions among the individuals in the environment.³

By the definition above, it can be concluded that action research is a series at procedures carried out by a teacher in the classroom to improve aspects of teaching and to evaluate the success in appropriateness of certain activities.

There are four components in each cycle that have to be done in classroom action research, they 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*, *where* and *by who* the researcher do the research.

This step contains several activities as follows:

- a. Identifying and analyzing the problem
- b. Determining the reason why the research has to be done
- c. Formulating problems explicitly
- d. Determining the ways that will be done to find out the

³ Dorothy Valcarcel Craig, *Action Research Essentials*, (San Fansisco: Jossey-Bass, 2009), p. 3

answer

- e. Determining the ways to test action hypothesis by classifying the achievement indicators
 - f. Creating action plan in detail⁴
2. Acting

This section discuss 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.

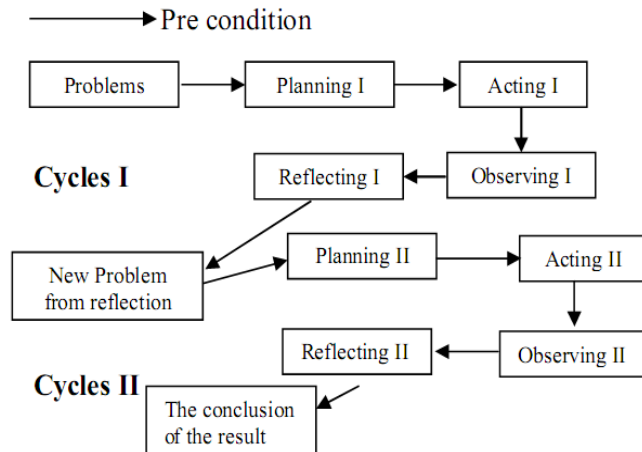
4. Reflecting

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 Suharsimi Arikunto, dkk., *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), p. 75-76

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

The Cycles Diagram of Action Research⁶



B. Source of Data

The source of the data in this research is from what the researcher gets during the research. The primary data comes from the actions and the words, and additional data like the written data, document, picture, or statistical data.

This classroom action research will be held at the Eleventh Grade students of MAN Pematang. The class that will be observed by the researcher is Class Scientist 1 which consists of 38 students. They are 30 female students and 8 male students.

⁶ Muhammad Asrori, *Penelitian Tindakan Kelas*. (Bandung: CV Wacana Prima. 2007), P. 103

C. The Collaborator

Based on the object in this study, this research is a field research that directly conducted on the field or to the respondents. In this research, the researcher focused on the use of song lyric in improving students' mastery on conditional sentence for students at Eleventh grade of MAN Pemalang.

The collaborator who helped the researcher to collect the data is the English teacher who taught English lesson in MAN Pemalang, he is Mr. Sakhroni, S. Ag.

D. Variable and Indicator

There are two variables include this research, independent variable and dependent variable. Which the independent variable is variable that influences because of change or emergence the dependent variable.⁷ Beside that, the dependent variable is variable that was affected or that became the result because of the existence of the independent variable.⁸

The independent variable of this research is the implementation of song lyrics.

The indicators of the independent variable are:

1. Teacher can use song lyrics to teach his/her students the lesson of Conditional Sentence

⁷ Ibnu Hadjar, *Dasar-dasar Metodologi Penelitian Kuantitatif dalam Pendidikan*, (Jakarta: PT. Raja Grafindo Perasada, 1996), P. 53

⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta), P. 119

2. Using song lyrics is able to improve students' grammar mastery of Conditional Sentence

And the dependent variable of this research is students' grammar mastery of Conditional Sentence which indicated by students' score.

Then, the indicators of this research can be defined as follows:

1. Students are able to identify whether two or more sentences include Conditional Sentence or not
2. Students are able to give several examples of Conditional Sentence
3. Students are able to answer several questions about Conditional Sentence
4. Students are able to practice Conditional Sentence orally

E. Technique of Data Collections

As another research, classroom action research also needs to collect data to support the investigation. It is a fundamental thing to be well throughout by a researcher before to conduct a research. The several ways to collect data are like questionnaire, observation, field notes, interview, documentation, and test. In this research, the researcher gathered the data to support above. The researcher chooses some of which are appropriate to his school environment, and can be done there, in gaining the data, the researcher attempts to employ the following methods:

1. Observation

Observation is either an activity of a living being, such as a human, consisting of receiving knowledge of the outside world through the senses, or the recording of data using scientific instruments. The term may also refer to any data collected during this activity.⁹ When conducting observation, the researcher used the observation scheme to make it more systematic containing list of activity or happening which might happen.

The observation form in this research is used to know the activities during the teaching and learning process, such as how the teacher carried out the material, what the teacher did to manage the classroom and the students' response, etc. In this observation, the researcher uses checklist to get the data.

2. Documentation

Documentation is a term with many meanings, the most common of which are: A set of documents provided on paper, or online, or on digital.¹⁰ *Groups of verbal data in written form* is the definition of document in a simple

⁹ <http://en.wikipedia.org/wiki/Observation>. (Retrieved on 10 November 2012)

¹⁰ <http://en.wikipedia.org/wiki/Documentation>. (Retrieved on 10 November 2012)

meaning. Meanwhile in extensive meaning concludes monuments, artifacts, photos, tapes, etc.¹¹

Documentation method is to get the data linked to research object that will be elaborated in this research. This method is used to collect data dealing with geographical location, profile, documentation of teaching and learning process in English subject.

3. Test

Test is important part of every teaching and learning experience. Test (assessment), an assessment intended to measure the respondents' knowledge or other abilities.¹²

The researcher carried out the writing test in this research. Writing test could represent someone's mastery in using a language. Writing was an appropriate test for measuring the students' mastery of the whole language aspects that had been taught in the teaching and learning process.

F. Technique of Data Analysis

After the researcher collected the data through test, the researcher analyzes the data using percentage descriptive

¹¹ Koentjaraningrat, *Metode-Metode Penelitian Masyarakat*, (Jakarta: PT. Gramedia, 1989), P. 46

¹² <http://en.wikipedia.org/wiki/Test>. (Retrieved on 10 November 2012)

quantitative analysis in giving the test score. This scoring is aimed to giving description of the students' improvement in English verbs, the processes are:

1. Giving the weight test items.
2. Determining the interval grade of students, the score of the test by counting the number correct answer. The counted of the percentages of the score test by using the following formula:

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

3. Determining the frequency of correct answer respondent.

The frequency of respondent is divided by the total of respondent (n), and multiplied by 100% the formula is:

$$P = \frac{\Sigma f}{n} \times 100\%$$

Note: P = the Percentage of Correct Answer
 f = the Frequency of Correct Answer
 n = the Total of Students

No.	Indicators	Score					Total score
		A	B	C	D	E	
1	The students are enthusiastic in listening						

	to teachers' explanation of Conditional Sentence						
2	The students participate in answering the teacher question						
3	The students show curiosity by asking question						
4	The students are enthusiastic in concerning to the song lyrics when the teacher played the song						

5	The students are enthusiastic in doing test						
Total score							

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

Grade	Frequency (%)	Level
A: Excellent	90-100	Outstanding
B: Good	75-89	Above Average
C: Fair	60-74	Satisfactory
D: Less	50-59	Below Average
E: Poor	0-49	Insufficient

4. Finding the Classical Mean

After the data had been analyzed, the researcher finds the sum of the score in distribution that is used to calculate the mean. The mean is the arithmetical average that is obtained by adding the sum offset score and dividing the number of students. The formula is as follows:

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

Explanation:

M: The mean

$\sum x$: The sum of scores

N: The number of students

G. Procedure and Time Line

1. Procedure

As the approach of this research is classroom action research, it is arranged into some cycles and each cycle consists of four stages, they are; planning, acting, observing, and reflecting.

a. Pre-cycle

Before entering cycle 1, the researcher observes the teacher performs English lesson to students in the classroom activity. The English teacher taught the students by conventional method. After teaching and learning activity was done, the researcher gives pre-cycle to know the result of students' ability. After the research get the data from the pre-test and observation. The researches analyze the result of the observation and test will give information about students' understanding before they were taught by using song lyrics.

Followings are the procedures that may the teacher done in her or his teaching learning activity:

1) Planning

In this step, teacher makes a lesson plan. Then he prepares the materials.

2) Acting

The teacher teaches the materials to the students. He gives the materials based on his own ways.

3) Observing

With the researcher, the teacher are doing the observation to the class. They observe how the students respond to the materials and what they should do in the future to increase the effectivity in teaching learning activity.

4) Reflecting

Teacher gives some simple exams to the students to explore how far the students understand the materials.

b. First Cycle

For the first cycle the researcher began with the teaching learning process, the researcher starts with introducing the students about daily activities. The procedures of teaching and learning process in first cycle were as follows:

1) Planning

Before doing this research, the researcher prepares a material that will be used in teaching

Conditional Sentence, gives the material to teacher and then makes lesson plans. Then, the researcher facilitates the class with media, here are a set of computer (or perhaps a Laptop), sound system (active speaker), and paper work.

2) Acting

Researcher observes the teaching learning process that holds by the teacher. Here, teacher gives the material about Conditional Sentence to the students by using song through media that has been prepared before. At the beginning of explanation, teacher explains the material simply but spread all over (the material). Then, teacher gives each student a paper contains of song lyrics. After all of the students get the paper, teacher prepares playing the songs through the media that has been prepared before. The teacher asks the students to listen carefully to the song and look at the song lyrics paper at the same time. The last, teacher re-explains the material to make students more understand.

3) Observing

When the researcher is implementing some techniques/ procedural acts in his teaching, he is also observing the teaching and learning process.

4) Reflecting

Teacher holds a simple written test to know how far the effectiveness of using song in improving students' mastery about Conditional Sentence. Teacher gives students an examination to test the students' understanding. Then teacher scores the test. Data of students' test is showed in a table.

2. Time Line

This research was conducted on the first semester in the academic year of 2013/2014. It was conducted in MAN Pemalang. The researcher conducted this research from 2nd of April 2013 to 1st of May 2013 and done several steps such as follow:

- a) The researcher asked permission from the Headmaster to do research at MAN Pemalang on 16 September 2013.
- b) The researcher observed the teaching-learning process that performed by the English teacher of MAN Pemalang, Mr. Sakhroni on 18 September 2013.
- c) The researcher conducted pre-cycle test 19 September 2013.
- d) The researcher conducted first cycle on 25 September 2013.

- e) The researcher conducted second cycle on 26 September 2013.
- f) The researcher analyzed the data and wrote the report on 28 September 2013.