

## **CHAPTER III**

### **METHODS OF INVESTIGATION**

Method is a way use in scientific research. It is a way to understand research object. Hence, the method is an important factor in research. A success or failure the goal, important steps have to be formulated in the research. While the method of the research consists of:

#### **3.1. Setting of the Study**

##### **3.1.1. Historical Review**

The researcher conducted the classroom action research at MAN Kendal. The researcher chooses this setting because the geographical location is not far from the researcher to reach. MAN Kendal was begun by published Minister's decision certificate (K.H. Moch. Dahlan) No. 14, 1969, 4<sup>th</sup> February 1969 about appointment of committee founder of IAIN Al-Djami'ah's school preparation in Kendal with the leader is K.H. Abdul Chamid, the secretary is Ky. Achmad Slamet. Followed by Religious Minister's decision certificate (K.H. Moch. Dahlan) No. 153, 1969, 4<sup>th</sup> November 1969 about change of school statute preparation of IAIN Al-Djami'ah under establishment of IAIN Sunan Kalijaga Yogyakarta.

Through Religious Minister's decision certificate (H.A. Mukti Ali) No. 38, 1974, 21<sup>st</sup> May 1974 about IAIN Al-Djami'ah's establishment and it was moved from IAIN Sunan Kalijaga Yogyakarta to IAIN Walisongo Semarang. Since 16<sup>th</sup> March 1978 SPN IAIN Al-Djami'ah Kendal, the function was changed to be MAN Kendal has been strengthen by Religious Minister's decision certificate (H.A. Mukti Ali) No. 17, 1978 about Organization of Formation and Administration of MAN Kendal.

MAN Kendal was defined as one of MAN Model in Central Java beside of MAN Magelang based on Dirjen PKAI's decision certificate, February 20<sup>th</sup> 1989 no. F.IV/PP.00.6/KEP/17.4/98.

### 3.1.2. Geographical Location

MAN Kendal was located at Jalan Islamic Center, Kel. Bugangin, Kec. Kendal, Kab. Kendal. MAN Kendal was the only one MAN in Kendal. The location was divided to be two parts, north and south, separated by houses and farms about 250 meters, wide land of north of MAN Kendal was about 5.443 m<sup>2</sup>, and south of MAN Kendal was about 10.500 m<sup>2</sup>.

MAN Kendal could be said had strategy location. Because it was easy reached by transportation, beside that was located in the Islamic Center Education. With social-economical condition from people were agrarian farmers, so that, simplicity and religious motivation supported MAN Kendal's self-government.

There were borders locations of MAN Kendal as followed:

1. North Side bordered with Kelurahan Sukolilan and Kelurahan Bangunharjo
2. South side bordered with Kelurahan Jetis
3. East side bordered with Kelurahan Langenharjo
4. West side bordered with Kelurahan Jambi Arum.

The students of MAN Kendal came from different region and they had different intelligence, social background, and characteristics. The program of learning activity was designed based on KTSP. Moreover, there were also programs religious values and multiple intelligent. These missions helped improvement of the society's life through the implementation of science and moral aspect properly that could benefit the society and humanity.

### 3.1.3. Vision and Mission

The vision of MAN Kendal created MAN Model which has produced superior output either intellectual or moral and usable for social life.

The missions are:

1. Teaching religious knowledge

2. Teaching general knowledge and language
3. Teaching some skills which be able to create occupation in society
4. Giving knowledge which has high competition capacity in occupation exchange in domestic or foreign country.

#### **3.1.4. Organization Structure**

Organization is very important role for successful of school's programs. Beside that, organization is needed for job description which has balance and objective in giving tasks according to functions and capacities themselves. And based on condition and school's need.

So, varieties of organization structures which are had by schools. Like in MAN Kendal, where the highest position is head master. (look on figure 4)

#### **3.1.5. Teachers, Students and Laborers Condition**

Teachers, students and laborers are component of school that cannot be separated and cooperative each other. These components influence to process and result of teaching and learning process.

##### **1. Teachers**

Teachers are one of important factor from teaching and learning process. The teacher's function is as a facilitator of students. Teacher is not only transferring knowledge to students, but also gives advices which students need. The number of teachers in MAN Kendal as follows:

- a. They consist of 73 Civilian State Officials (PNS), non-permanent teachers are 13 persons.
- b. The teachers' number and learners' number are still far from needed, like Bimbingan Konseling, language and economic teachers.
- c. The numbers of teachers are less, so, there are teachers who teach not suitable with science discipline.

## 2. Students

Students are very important education component, because education activities are focused on students' teaching and learning process. So, students' developments have to be done by education institution. There are students' conditions in MAN Kendal for years are always increasing. The numbers of students are registered in the academic year 2009/2010 are 1.138 students(look on table 6). They consist of 400 students from first year, 339 students from second year and 399 students from third year with specification as follow:

- a. First class, from MTs; male: 87 students, female: 125 students, from SMP; male: 78 students, female: 110 students.
- b. Second class, from IPA; male: 55 students, female: 120 students, from IPS; male: 73 students, female: 75 students, from Language study; male: 5 students, female: 11 students.
- c. Third class, from IPA; male: 55 students, female: 102 students, from IPS; male: 90 students, female: 133 students, from Language study; male: 6 students, female: 13 students.

Teaching and learning activities are done in the morning from 07.00 a.m. up to 01.30 p.m. and in the evening from 02.00 p.m. up to 05.30 p.m. (special for students that follow special skill education or it is called workshop).

## 3. Laborers

They are one of components who help the programs in the school. Without them the programs which are done will not successful. The numbers of laborers in MAN Kendal as follow:

- a. Administration laborers consist of 11 Civilian State Officials and 12 non-permanent laborers
- b. Because of MAN Kendal's location has two places, so, from administration laborers number for the operational still less.

### 3.2. Focus of the Study

Research focus is an object that will be explored in a research activity in order to lose a research vague. The subject of the research is student of X A of MAN Kendal where the total numbers are 40 students. The researcher chooses this class because it is a superior class than the others and the students are selected based on the best 40 students' mean score of 400 students from first semester examination scores of all studies (look on table 7). However, it does not influence their really capability in learning English. In fact, their English teacher says that they are still less in capability and willingness in learning English. Sometimes, there is a noisy in the class condition and confusion or doubtful in doing exercise. Therefore, the researcher does observation at 2<sup>nd</sup> semester to improve their ability to identify the meaning of ambiguous sentences through contextual meaning formulation. So that, they need a handling and some steps to be implemented in the class exactly and get an achievement that will become this research purpose.

### 3.3. Subject of the Study

Research subject is a person and group as a unit related to the research.<sup>1</sup> The subject of the research is student of X A of MAN Kendal where the total numbers are 40 students. The whole subject in this research is female only because since the students are subdivided into the class separately based on the gender. This research will be observed at 2nd semester in academic year 2009/2010.

Based on the research purposes, the researcher uses the grammar-translation approach to analyze the data. This research will form the classroom action research. The researcher has some reasons for choosing this approaches, there are:

1. To get complementary reflection about the research field.

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<sup>1</sup> Sanapiah Faisal, *Format Penelitian Sosial: Dasar-dasar dan Aplikasi*, Jakarta: CV. Rajawali, 1992, pg. 109

2. To get the result that is oriented to some effects.

### **3.4. Design of the Study**

Research method is a systematic activity by using certain method to find new thing or to prove a theory. This research is classroom action research that uses data observation toward teaching learning process in reading comprehension. This data was analyzed through some cycles in action.

Generally, classroom action research involves cyclical approach. The cycles of classroom action research will involve identify of the problem (planning), collect data (acting), analyze and interpret data (observing), develop an action plan (reflecting).<sup>2</sup>

Before the researcher does the cycles in action, he will be done initial observation at first. Research design can be done with some steps as follows:

#### **3.4.1. Initial Observation**

In initial observation, the researcher intended to find out:

- a. Collect data such as documentation includes the number of the students, students name list, and pre test.
- b. The researcher interviews the English teacher interrelated teaching learning process in English subject.
- c. Identify the problem

Based on the interview with the English teacher, the researcher can identify the problem of teaching learning process at MAN Kendal. The problems of this research was less students' motivation in learning activity, less activity during teaching learning process, and less students' comprehension in identifying the meaning of the sentences.

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<sup>2</sup> Hitchcock G. and David Hughes, *Research and Teacher: A Qualitative Introduction to School-Based Research*, London: Routledge, 1989, pg. 29

### 3.4.2. Planning in Action

In this research, the researcher planned to conduct two cycles of classroom action research. There are four steps process in each cycle for doing classroom action research:

1. Planning

Planning an action 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

In this phase, the researcher observes and takes notes that are needed during teaching learning process.

4. Reflection

Reflection means to analyze the result based on the data that have been collected, and then will be done evaluation to determine the next action.

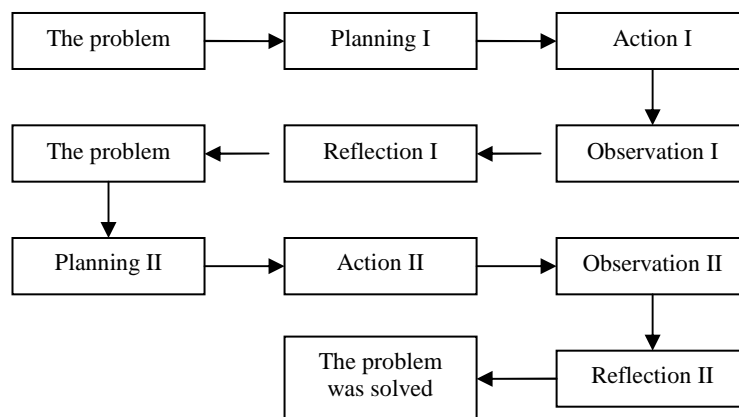
Reflection in classroom action research consists of analysis, synthesis, and evaluation to observation result based on action that had been done. If there is problem of reflection process, so, it is done with reviewing process through the next cycle as follows: re-planning, re-acting, and re-observing, so, the problem can be solved.<sup>3</sup>

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<sup>3</sup> Suharsimi Arikunto, Suhardjono, and Supardi, *Penelitian Tindakan Kelas*, Jakarta: PT. Bumi Aksara, 2008, 6<sup>th</sup> ed., pg. 75-80

A cyclical process involving stages of a classroom action research is followed by action. It can be illustrated below:<sup>4</sup>

*Figure 1;*



### 3.5. Procedure of the Study

In conducting a classroom action research, the researcher plans to conduct two cycles of classroom action research. Actually the researcher wants to know the students' progress in understanding reading passages that taught by using contextual meaning formulation. There are 4 steps in one cycle for doing classroom action research. It consists of identify of problem (planning), collect data (acting), analyze and interpret data (observing), and develop an action (reflecting). The activities that will be done in each cycle is as follows:

#### 3.5.1. Pre Test

The first step in classroom action research, the researcher used pre-test to check the students' ability in comprehending the meaning of ambiguous sentences. The teacher gave the ambiguous sentences; they read and comprehended the meaning as usual. After that, the teacher gave a test that covered in reading text or sentences. After the researcher got the data from the pre-test and the observation, the researcher decided to analyze the result to determine the use of

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<sup>4</sup> *Ibid*, pg. 16



contextual meaning formulation in teaching ambiguous sentences comprehension.

After recognizing students faced the possible causes of problems, the researcher arranged the lesson plan. Then the researcher arranged the observation. It was used to do observation of students in teaching and learning process. The researcher also arranged the instrument of evaluation. It was a set of equipment that used to get the result from the research.

### **3.5.2. The First Cycle**

#### **1. Planning**

- a. Arranging a lesson plan based on the teaching material
- b. Preparing the teaching material
- c. Preparing the test instrument
- d. Preparing this observation scheme

#### **2. Acting**

In this activity, the teacher introduced to the students the ambiguous sentences meaning, gave some examples, explanation, and test.

The instructional strategies are:

- a. Teacher introduced and explained the meaning of ambiguous sentence.
- b. Teacher gave some examples about ambiguity. And these ambiguous words or sentences was added a context to strengthen their comprehension of meaning.
- c. Teacher asked the students' understanding and difficulties.
- d. Teacher helped the students to understand the material and gave a test to evaluate the students.
- e. Teacher corrected the students' worksheets.

### **3. Observing**

The researcher noted all of processes in acting of teaching activities then wrote the students' difficulties and weakness in learning from the result of pre-test and first action.

### **4. Reflecting**

Reflecting was used to analyze the observation result and evaluation of the steps after the teacher finished first cycle. In these steps, the researcher evaluated the steps in teaching learning process and discussed the result of observation for the improvement of students' ability also discussed the results of the test to improve second cycle. The reflecting of first cycle such as:

- a. The researcher gave score students' test result in the first cycle.
- b. The researcher evaluated the action in the first cycle.
- c. The researcher analyzed the result of observation in the first cycle to know the students' difficulties, and can repair in the second cycle.

The researcher could decide to stop the cycle if the researcher was enough to get the progress from the result of first cycle. If researcher did not get the progress yet, so, the researcher had to prepare the acting in the next cycle.

After the researcher did all of the cycles, the researcher noted all of processes in acting of teaching activities then wrote the weakness in learning from the result of pre-test and first cycle, wrote the problems solving from the weakness or students' difficulties, and evaluated the test to know the result of studied ambiguous sentences through contextual meaning formulation.

### **3.6. Technique of Data Collection**

The researcher uses the descriptive method in this research, so in conducting this research the researcher does some ways to collect data, such as doing observation, interview, and documentation.

### 3.6.1. Observation

Observation is the activity of giving total concern to research object by sense.<sup>5</sup> According to Kartono, observation is the study of real phenomenon of research object by observing and writing. Observation means a technique of collecting data by observing the subject of the research directly. This technique is used to investigate the methods of English teaching. The observation is done eight times by observing the teaching of English in the language laboratory.<sup>6</sup>

### 3.6.2. Test

Test is a set of questions used to measure the achievement or capability of individual group.<sup>7</sup> Test is important part of every teaching and learning experience. Test is method of measuring a persons' ability, knowledge, or performance in a given domain. It means that test is a set of questions that is used to measure the skill knowledge, intelligence, and talent of an individual or a group.

The researcher will apply an achievement test to measure the students' comprehension of ambiguous sentences through contextual meaning formulation in teaching learning process. In achievement test, there are some types of achievement test such as essay test, completion test and multiple-choice tests. In this research, the researcher will use essay test. This type is chosen because it is related to the comprehending and understanding the ambiguous sentences after learning process by using contextual meaning formulation. And other reason is the aim of teaching ambiguous sentence is to train students to understand and comprehend general English texts in effectively.

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<sup>5</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, Jakarta: PT. Rineka Cipta, 1998, 2<sup>nd</sup> ed., pg. 149

<sup>6</sup> Kartono, *Pengantar Metodologi Riset Sosial*, Bandung: CV. Mandar Maju, 1990, pg. 157

<sup>7</sup> Suharsimi Arikunto, *Op. Cit*, pg. 158

In this classroom action research, the researcher provided pre test and three times of evaluation tests. These tests are used to measure the students' progress in comprehend reading material.

### **3.6.3. Interview**

Interview is a process of getting explanation by asking questions face to face between researcher and respondent using interview guide.<sup>8</sup>

In this way, a free interview is used by which respondent can give the answer freely and researcher manages interview direction.<sup>9</sup>

According to Kartono, interview is a face-to-face situation, which is attempted to collect information by asking some information orally and to be answered orally. Interview is a kind of questionnaire but the list of question is presented orally. The process of interview is face-to-face process. In this section, the researcher tries to get information from the teacher about the methods used in teaching English. The researcher asks to the teacher about ten questions, and the researcher asks some students ten questions about the learning English.

### **3.6.4. Documentation**

It refers to archival data that helps researcher to collect the needed data. Documentation method is to get a researcher data linked to research object that will be elaborated in this research and it emphasizes an interview method result and observation. This method is used to collect data dealing with geographical location, profile, documentation of teaching and learning process in English subject and other documents. The documentations are student's work sheet, and some syllabus from the teacher, because it is suitable to conduct English teaching learning process.

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<sup>8</sup> Moh. Nazir, *Metode Penelitian*, Jakarta: Ghalia Indonesia, 1999, pg. 234

<sup>9</sup> Bimo Walgito, *Psikologi Sosial: Suatu Pengantar*, Yogyakarta: Andi Offset, Revision Edition, 2002, pg. 35

### 3.7. Technique of Analyzing Data

Data analysis is an effort that is done by teacher and researcher to embrace the data accurately.<sup>10</sup> Data analyses that are used in this research are:

#### 3.7.1. Qualitative

Data analysis method that is used in this research is descriptive analysis. It analyzes the information systematically, so, it is easier to be understood. Qualitative data was gained from field notes, observation, interview, that is analyzed by data triangulation. This approach consists of 3 steps: (1) select, focus, and organize the data that is relevant of the research question, (2) describe or serve the data in form of narration, table, or graphic, (3) make conclusion in form of brief description. Doing these three steps will result the data that research question can be answered.

#### 3.7.2. Quantitative

It is quantitative because the data was gained are numeric and was analyzed by using statistical computation. This data is used to know the average of students' mark and students' mastery learning in order to know their achievement in comprehending reading passages.

The score of students' achievement can be calculated by using this following formula:<sup>11</sup>

$$\text{Score} = \frac{\text{The Number of right answer}}{\text{The number of questions}} \times 100\%$$

The mean score of the class can be searched by using this following formula:<sup>12</sup>

$$\text{Mean} = \frac{\text{Scores}}{\text{Frequency (The number of Students)}}$$

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<sup>10</sup> Igak Wardani and Kuswaya Wihardit, *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara, 2001, pg. 189

<sup>11</sup> Slameto, *Evaluasi Pendidikan*, Jakarta: Bumi Aksara, 2001, pg. 189

<sup>12</sup> Suharsimi Arikunto, *Op.Cit.*, pg. 264

While the students' mastery learning can be searched by using this following formula:<sup>13</sup>

It can be looked on appendix 4.

$$\% = \frac{\textit{Students' number who mastery learning}}{\textit{The number of Students}}$$

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<sup>13</sup> E. Mulyasa, *Kurikulum Berbasis Kompetensi*, Bandung: PT. Remaja Rosdakarya, 2002, pg. 99