CHAPTER III
METHOD OF RESEARCH

To purpose the objective of the study, the writer applies the following methodologies which are partitioned from some sections: Setting of the Study, Participant of the Study, Research Design, Research procedure, Technique of Data Collection, and Technique of Data Analysis.

A. Setting of the Study

The researcher conducted the classroom action research at SMP N 23 Semarang. This setting is located in Mijen Semarang. It is located at R. M. Hadi Subeno Street Mijen Semarang. The researcher chooses this setting because it geographical location was not far from the researcher to reach. The students were come from different intelligence, social background, and characteristic of student setting and subject of the research.

B. Participant of the Study

The subject of this study was students of VIII C of SMP N 23 Semarang, where the total number 40 students (22 male and 18 female). This research was done at 2nd semester in academic year 2009 / 2010.

C. Research Design

Research design is all processes that are needed in planning and acting.[1] This research is classroom action research (CAR) that uses the data observation toward teaching learning process in reading skill.

Generally, classroom action research involves a cycles of classroom action research will involve identify of problem planning, acting, observing, and reflecting.[2]

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[1] Moh. Nazir. *Metode Penelitian*, (Jakarta Timur: Gholia Indonesia,1988), p. 99.
[2] Graham Hitchcock and David Hughies, *Research and Teacher: A Qualitative Introduction to School-Based Research*, (London: Routledge, 1989), p. 29.

According to Dave Ebbutt Action research is about the systematic study of attempts to improve educational practice by group of participants by means of their own practical action and by means of their own reflection upon the effects of those actions[3].

"Action research is a form of self-reflective inquiry under taken by participants (Teachers, students, principals) for example in social situation in order to improve the rationality and justice of their own social or education practice, their understanding of these practices and the situation in which the practices are care out".[4]

Based of the definition above, it can be conclude that action research is done by a teacher systematically. The research is to solve the problems faced in teaching and learning process. At the same times, to increase the teaching and learning process in the future. Doing this action research, the research may give contribution to themselves other teachers and students. In classroom action research has two aims of classroom action research.

1. To improve the rationality and justice of their own social or educational practice, their understanding or their practices, and the situations in which these practice are carried out.

2. To give teacher introduction to the variety of methods available to them as a mean of extending their repertoire of professional behaviors and encouraging flexibility in the person development.

Based on the explanation above, it can be concluded that classroom action research is the one of strategies in improving or increasing the practice of learning. It can be achieved by doing such reflection in order to diagnose condition, and than try it systematically as an alternative way to solve learning problem that is being faced in the class.

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[3] Syamsuddin AR, and Vismaia S. Damaianti, *Metode Penelitian Pendidikan Bahasa*, (Bandung: PT. Remaja Rosdakarya. 2006), p.191.
[4] Fakultas Tarbiyah, *Penelitian Tindakan Kelas Bagi Mahasiswa IAIN Walisongo Semarang;* (Semarang: IAIN Walisongo, 2009), p. 3.

Classroom action research has several characteristics, they are:

a. On the job problem

Problem which is being investigated appear from the authority of the researcher himself. The problem is the real problem faced by the students.

b. Problem solving oriented

This research is oriented in the problem solving. The short of the research put the researcher as the agent of change.

c. Improvement

Giving emphasize on the improvement quality, this concept is according to the principle of critical research has to construct produced oriented.

d. Multiple data collection

In fulfilling the critical approaches principle, there are several ways of collecting data, such as observation, test, and act.

e. Cycle

Classroom action research usually conducted cycle in which seeks to unit, its two central concerns, improvement in practice and increased knowledge and understanding is by linking them into an integrated cycle of activates in which each phrase learns from the previous one and shapes the next. In which each cycle consists of four steps are planning, acting, observing, and reflective.

f. Participatory

The researcher makes such collaboration with a teacher to do the classroom action research.[5]

D. Research Procedure

Research procedure is something, which have been planned to execute research with purpose to obtain a data. In this section, by doing action research, the research may give contribution to him/her self other teachers and

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[5] *Ibid*., p.3-4.

students. There are four components in one cycle for doing classroom action research. They are:

a. Planning

Planning an action by focusing on who, what, when, where, and how the action will be done. This research is a collaborative research which is the action is done by teacher and the researcher's rule as observer. In making a plan, teacher and researcher work together to decide teaching material.

b. Acting

This section discusses the steps and activities that would be taken by the researcher.

c. Observing

A researcher has to observe all events or activities during the research.
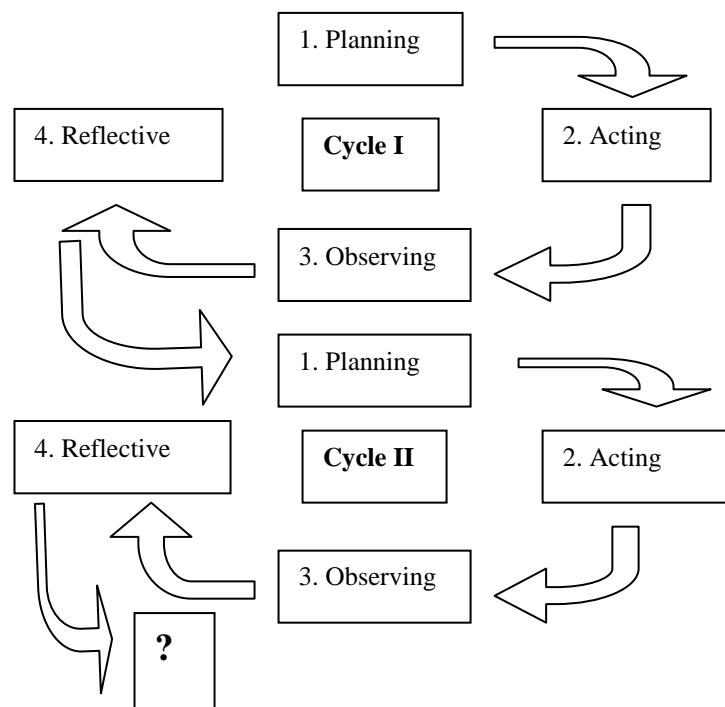
d. Reflective

Reflecting 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, the researcher could observe whether the acting activity had resulted any progress, what progress happened, and also about the positives and negatives.[6] Result from observation then being reflected together by teacher and researcher, this includes analysis, and evaluation toward observation result.

The model action research that is used in this research is model spiral from Suharsimi Arikunto's book that is consists of some cycles. Acting in learning is reflection about the result of acting in cycle before, in which each cycle consists of four steps are planning, acting, observing, and reflective.

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[6] Suharsimi Arikunto et. al. *Penelitian Tindakan Kelas,*(Jakarta: PT Bumi Aksara, 2008), 6th ed, p.75-80.

Figure1. Model of Action Research.[7]

In this research there are three activities, they are;

a. Pre-cycle

In this pre-cycle, the researcher will see teaching reading the material of narrative text in the classroom. By doing pre-cycle, the teacher has still done conventional method which does not use the researcher's method in teaching and learning process.

After that, the teacher gave pre – test to check the students' reading ability in comprehending the story. After the researcher got the data from observation and pre – test, the researcher decided to analyze the problems faced by the students. After recognizing the possible cause of problems faced by students, the next is designing a plan which is the reflection problem.

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[7] *Ibid*, p.16.

b. First cycle

1. Planning:

    - Plan the action to students about the use Jigsaw Technique in the classroom.

2. Acting:

    - Implement of jigsaw technique in the classroom.

    - Explain narrative text on reading skill with use the jigsaw technique.

    - Make group discussion and give the students' story narrative text then discuss with group work.

    - Ask students to present the result of assignment.

    - Give the test to check their understanding after give treatment.

3. Observing:

    - Observe students' activities while they are doing assignment with group work.

4. Reflecting:

    - Conclude the result of the first cycle.

c. Second cycle

1. Planning:

    - Plan the action to students about the use Jigsaw Technique in the classroom.

2. Acting:

    - Review the implement jigsaw technique in the classroom.

    - Give the students some test to measure student's improvement reading skill on narrative text.

3. Observing:

    - Observe students' activities at the use jigsaw technique and control the students doing test assignment.

4. Reflecting:

    - Conclude the result of the second cycle.

E. Technique of Data Collection

1. Source of Data

   The source of data was the subject where the data can be got in detailed, those data were the field data, they are:

   a. Data from the teacher especially the English teacher of eight grades involves teaching learning process and students' name.

   b. Data from the students involves: students' achievement that was obtained from students' score in the end of every cycle, data observation from students during teaching learning process took place, data from the picture documentation during the research.

2. Data Collection Method

   The methods will be used by the researcher to get the data in this research is as follows:

   a. Observation

   Observation is the activity of giving total concern to research object of the sense.[8] In conducting the observation, the researcher will use the observation scheme to make it more systematic, containing list of activity or happening which might happen.[9]In this research observation is used to know how the implementation of Jigsaw technique to improve students' reading   skill on narrative text. It used to know the condition of class and the obstacles appeared during teaching learning process and it also used to saw students' difficulties, problems and understanding about material given.

   b. Test

   Test is a set of questions and exercises used to measure the achievement or capability of the individual or group.[10] And also test is a shares of questionnaires and exercise which is used to measure some

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[8] Suharsimi Arikunto, *Suatu Pendekatan Praktik,* (Jakarta : PT Rineka Cipta, 2006), p.156.

[9] *Ibid,* p. 157.

[10] *Ibid*, p. 150.

skills, intelligent, knowledge, or ability that are owned by individually or personality.

This method is applied by researchers to know the students' achievements that have done in learning English, especially in teaching narrative text on the reading class

F. Technique of Data Analysis

Data analysis is an attempt by the teacher researcher to summarize the data that have been collected in a dependable, accurate, reliable, and correct manner. The data analyses uses in this research are:

Data analysis method used in this research is descriptive analysis that is presented and analysis by factual information systematically. While, qualitative data is gained from observation note and interview. Quantitative data was gained from the test in every cycle, it is used to know the students achievement on narrative text.

Then, the score of students' achievement will be calculated using this following formula below[11]:

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

In this research, the researcher also uses mean formula to know the average of students' score and to check students' improvement in learning. The formula is as follow[12].

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

Explanation:

M : The average of students' score.

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[11] Slameto, *Evaluasi Pendidikan,* (Jakarta: Bumi Aksara, 2001), p. 189.
[12] Suharsimi Arikunto, *Op.Cit,* p. 264.

$\sum$**x** : Total score

N : The number of students

Mean of score from one cycle will be compared with mean of two cycles. It is to know how far the progress of students in this research.