## CHAPTER III

## RESEARCH METHOD

## A. Research Design

This study is a classroom action research. An action research is regularly done to improve a learning process. Kemmis and Mc. Taggart acknowledged that "action is a group of activity". They also argue that "the three defining characteristics of action research are that it is carried out by practitioners (for our purposes, classroom teacher) rather than outside researchers; secondly that it is collaborative, and thirdly that it is aimed at changing things". Confirming the statements above, elliot adds the central characteristics of action research is the join reflection about the relationship in particular circumtances between processes and products. ${ }^{1}$

From the definition above, the writer concluded that action research is an action in research that can be done by teacher, researcher, and teacher with his/her collegue, etc which involves a group of students to improve the quality of teaching and learning process or to enhance the understanding of the students to the lesson.

We can not deny that in doing something, every person must have aims and he/she also expects some benefits from it. Therefore, in conducting an action research we will have a big question whether or not the teacher can get the benefit from his/her research. Through this research, a teacher can not only solve the problem related to his/her teaching but also improve his/her teaching performance.

[^0]The first stage in this study is begun with an observation in preliminary research. Through the observation the writer tries to get the information about students' condition and problems in learning simple noun phrase. The basic steps in this study are: planning, acting, observing, and reflecting, there are called one cycle. If one cycle has not showed any improvement, the research activity maybe continued in the following research cycle and so forth until the researcher is satisfied.

All those steps can be explained as follows:

## 1. Planning

At planning stage, the writer formulates some procedural acts how to improve students' achievement in simple noun phrase through quartet cards. The procedures are put in some lesson plans. They are formulated based on observation and reflection note of the previous teaching learning process.
2. Acting

At acting stage, the writer tries to implement quartet cards in learning simple noun phrase. The procedural acts have been formulated at planning.
3. Observing

When the writer is implementing quartet cards in learning simple noun phrase, she is also observing the teaching and learning process. It is done to know the students' response to the lesson through quartet cards as teaching media/aids.
4. Reflecting

After observation process is done, the writer and the teacher make a reflection to evaluate teaching learning process and know the improvement of students' achievement in simple noun phrase using quartet cards.

## B. Variable

Variable is something that will be object of the research. Variable that is used in this research as follows:

1. Independent Variable

Independent variable is the variable that influences the change of dependent variable. Independent variable in this research is teaching simple noun phrase using quartet cards.
2. Dependent Variable

Dependent variable is the variable that is influenced by independent variable. Dependent variable in this research is students' achievement of simple noun phrase.

## C. Place and Time of the Research

1. Place of the Research

The research will be held at MTs Nahdlatusy Syubban Sayung Demak. It is located at Jl. Semarang-Demak Km. 9 Sayung Demak.
2. Time of the Research

This research will be done on February - March 2010, counted since the proposal was submitted until the end of research.

## D. Subject of the Research

The subject of this research is students of $7^{\text {th }}$ grade of MTs Nahdlatusy Syubban Sayung Demak in class A. English subject with focus skill of writing in second semester academic year 2009-2010 that consists of 43 students.

## E. Technique of Data Collection

Method of data collections is very important in the research, according to Arikunto data source in a research is basically subject from which a researcher gets data. Depending on the necessity and kind of information needed. The researcher used observation, test, interview, and documentation.

1. Observation

This observation is held as the teaching learning process. It needed for monitoring the on-going learning process, class performance as well as the performance of the previous teacher. The observation result in data notes in observation sheet that includes the process and the aspect to be observed. Observation checklist is used as instrument in this research.

Table 3.1

## The Observation Checklist

| NO | ACTIVITIES | GRADE | NOTES |
| :---: | :---: | :---: | :---: |
| 1. | Teacher organization lesson and class <br> 1) The explanation of material <br> 2) The instructions <br> 3) Classroom management <br> 4) Motivating students | $\begin{array}{lllll} 1 & 2 & 3 & 4 & 5 \\ 1 & 2 & 3 & 4 & 5 \\ 1 & 2 & 3 & 4 & 5 \\ 1 & 2 & 3 & 4 & 5 \end{array}$ |  |
| 2. | Students' activities <br> 1) Students concern toward teacher's explanation <br> 2) Students are serious in discussion <br> 3) Students engage in quartet cards game | $\begin{array}{lllll} 1 & 2 & 3 & 4 & 5 \\ 1 & 2 & 3 & 4 & 5 \\ 1 & 2 & 3 & 4 & 5 \end{array}$ |  |



## Explanation:

1 : Poor
The aspect of activity that was observed above reach out for about $20 \%$ from overall percentage $100 \%$.
2 : Fair
The aspect of activity that was observed above reach out for about $21 \%-40 \%$ from overall percentage $100 \%$.
3 : Average
The aspect of activity that was observed above reach out for about $41 \%-60 \%$ from overall percentage $100 \%$.
4 : Good
The aspect of activity that was observed above reach out for about $61 \%-80 \%$ from overall percentage $100 \%$.
5 : Excellent
The aspect of activity that was observed above reach out for about $81 \%-100 \%{ }^{2}$
2. Test

A test is a method for collecting data by using questions. According to Arikunto that a test is many questions or exercises or other apparatus that is used to measure skill Knowledge, intelligence, ability or aptitude of individual or group. ${ }^{3}$

[^1]In this study the researcher uses a subjective test by using completion items, this material is simple noun phrase. Completion items require the testee to supply a word or a short phrase. ${ }^{4}$ All valid interpretations, whether or not these were in the test writer's mind at the time of the construction of the test, must be regarded as correct.
3. Documentation

It refers to the archival data that helps the researcher to collect the needed data. The function of the document related to the object research such as students name list and the English subject schedule.
4. Interview

Interview is a dialogue that done by interviewer to get information from the subject of the research. ${ }^{5}$ For reference during reflection phase the researcher uses intervew. It is method by giving the question to students and taking note from the interview. It is done to know the respondents' response to the use of quartet card in teaching simple noun phrase. The data that is hoped in their interview system is to get accurate data from direct answer.

The writer used a guided interview; in this case the writer as interviewer, gives questions to students and teacher. The questions are attached. They are around the use quartet cards in teaching simple noun phrase.

[^2]
## F. Procedure of The Research

This study is classroom action research; it means that there must be cycles in this study. The cycle of classroom action research project will involve identify a problem (planning), collect data (acting), analyze and interpret data (observing), and develop an action (reflecting).There will be 3 cycles in this research. There are 4 steps in action research, they are planning (plan to use quartet cards), acting (implement the quartet cards in teaching simple noun phrase), observing (observe the teaching learning process and students' activity in classroom), and reflecting (discuss about the decrease and increase of teaching learning process).

## 1. The First Cycle

The teacher teaches simple noun phrase (see lesson plan) and the researcher become the observer. The data from observation also discussed with the teacher to make a reflection and decide for the next cycle.

## A. Planning

a. Preparing teaching aid/media, such as quartet cards and some pictures.
b. Making lesson plan for teaching simple noun phrase.
c. Making observation list.
d. Making test items to measure the students' achievement in simple noun phrase.
B. Acting

Table 3.2
Acting

| No | Teacher's Activities | Students' Activities |
| :--- | :--- | :--- |
| 1. | Teacher and researcher enter the <br> classroom together. |  |
| 2. | Teacher greets and introduces the <br> researcher to the students. | Teacher starts the lesson by using PPP <br> method. |
| 4. | Students mention the characteristic of <br> the pictures (the colour, shape, size, <br> etc.) that has been shown by teacher. |  |
| 5. | Teacher models how to arrange words <br> into noun phrase based on the pictures. | Students listen the teacher's <br> explanation about noun phrase. |
| 6. |  | Students work in groups; each group <br> consists of four students. |
| 7. | Teacher shuffles a pack of cards and <br> distributes cards to each group (each <br> group will receive 4 cards). | The first turner of the group asks the <br> other player from different group for |
| 9. |  |  |
| 8. |  |  |


|  |  | particular cards in turn. |
| :--- | :--- | :--- |
| 10. |  | Students discuss with their group <br> about parts of speech of noun phrases <br> from their cards. |
| 11. |  | Volunteer from each group comes <br> forward and writes the result of their <br> discussion on the whiteboard. |
| 12. |  | Students make sentences using noun <br> phrase based on their cards <br> individually. |
| 13. |  | Students write their sentences on a <br> piece of paper and submit it. |
| 14. |  | Students work in pairs and correct the <br> other students' work (students change <br> their work to the other students to be <br> corrected). |
| 16. | Teacher reviews the material. | Students with teacher's guide discuss <br> their correction. <br> 17. |

C. Observing
a. Researcher observes the teacher performance: such as the explanation of material, the instructions, classroom management, and motivating students.
b. Researcher observes the students' activities in the classroom: such as the students' attention toward teacher's explanation, students seriousness in discussion, students' engagement to the quartet cards game, students' questions to the material, students' ability to accomplish the task.
D. Reflecting

Teacher and researcher reflect all of the activity that has done and result from observation to make a plan for the next cycle.
2. The Second Cycle

It is done after the teacher and researcher reflecting the previous cycle. In this cycle, the teacher teaches simple noun phrase using Grammar Translation Method (see lesson plan). After that, the result compared with previous cycle. If there is no differentiation, the third cycle must be held.
A. Planning
a. Preparing teaching aid/media, such as quartet cards, some pictures and index cards.
b. Making lesson plan for teaching simple noun phrase.
c. Making observation list.
d. Making test items to measure the students' achievement in simple noun phrase.
e. Paying attention to the students less active in teaching learning in the classroom.

## B. Acting

Table 3.3
Acting

| No | Teacher's Activities | Students' Activities |
| :--- | :--- | :--- |
| 1. | Teacher and researcher enter the <br> classroom together. |  |
| 2. | Teacher motivates students. |  |
| 3. | Teacher start the lesson by using <br> GTM. | Teacher gives each student a index <br> card that they may not show the <br> others |
| 5. |  | Students circulate around the room <br> asking others the content of their index <br> card until they find two others students <br> who have part of a noun phrase they <br> lack. (e.g. a student with a noun would <br> be looking for students with an article <br> and an adjective). |
| 7. |  | Three students form a group and <br> standing in correct noun phrase order <br> (e.g. a handsome boy). |
| 7. | Each group tells their noun phrase to the <br> class. |  |


| 8. |  | The volunteer writes the noun phrase on <br> the board. |
| :--- | :--- | :--- |
| 9. |  | Students listen to the teacher's <br> explanation about noun phrase. |
| 10. |  | Students arrange the cards which contain <br> three components (e.g. an article, an <br> adjective, and a noun) into the correct <br> noun phrase order orally. |
| 11. |  | Students work in group, each group <br> consists of four students. |
| 12. | Teacher distributes a family cards to <br> each group (e.g kitchen utensil have <br> four members; they are four spoons, <br> frying pan, gas stove, and red plate). | The first turner of the group reads a <br> member of the family cards. |
| 13. |  | The first turner of the group asks the <br> student from second turner to determine <br> the parts of speech and make noun <br> phrase using pictures on the first turner's <br> card. (do the same procedure for the next <br> group). <br> 14. <br> Students make a noun phrase and answer <br> orally. |


| 16. |  | Students make simple noun phrase based <br> on the pictures that teacher has shown <br> individually. |
| :--- | :--- | :--- |
| 17. |  | Students write their answer on a piece of <br> paper and submit it. |
| 18. |  | Students work in pairs and correct the <br> other students work (students change <br> their work to the other students to be <br> corrected). |
| 19. |  | Students with teacher's guide discuss <br> their correction. |
| 20. | Teacher reviews the material. | Teacher gives test to the students. |
| 21. |  |  |

## C. Observing

a. Researcher observes the teacher performance: such as the explanation of material, the instructions, classroom management, and motivating students.
b. Researcher observes the students' activities in the classroom: such as the students' attention toward teacher's explanation, students seriousness in discussion, students' engagement to the quartet cards game, students' questions to the material, students' ability to accomplish the task.
D. Reflecting

Teacher and researcher discussed the results of the observation for the improvement of students' accuracy the material about simple noun phrase.
3. The Third Cycle

The teacher does the different activity with previous cycle. However, the teacher gives more attention to the students who still have difficulties in mastery of simple noun phrase.
A. Planning
a. Preparing teaching aid/media, such as quartet cards and some pictures.
b. Making lesson plan for teaching simple noun phrase.
c. Making observation list.
d. Making test items to measure the students' achievement in simple noun phrase.
e. Paying attention to the students less active in teaching learning in the classroom.
B. Acting

Table 3.4
Acting

| No | Teacher's Activities | Students' Activities |
| :--- | :--- | :--- |
| 1. | Teacher and researcher enter the <br> classroom together |  |
| 2. | Teacher motivates students. |  |


| 3. | Teacher starts the lesson by using PPP method |  |
| :---: | :---: | :---: |
| 4. |  | Students seat in a circle |
| 5. |  | Students empty their pockets or purses on their desks (students may exclude any embarrassing items) |
| 6. |  | Students make a simple noun phrase of their next friend's items (do the same procedure for the next turner) |
| 7. |  | Students listen to the teacher's explanation about noun phrase. |
| 8. |  | Students mention the noun phrase based on pictures which teacher has shown, such as mathematic book, two pens, etc. |
| 9. |  | Students work in group, each group consists of four students. |
| 10. | Teacher gives a piece of paper consists of a descriptive text. |  |
| 11. |  | Each group makes discussion and indentifies the simple noun phrase on descriptive text. |
| 12. |  | Each group writes and tells the simple noun phrase on descriptive text to the class. |
| 13. | Teacher shuffles a pack of cards and distributes cards to each group (each group will receive 4 cards). |  |


| 14. |  | The first turner asks the other player <br> from different group for particular cards <br> (a member of quartet cards' family) in <br> turn. |
| :--- | :--- | :--- |
| 15. |  | Students discuss with their group about <br> parts of speech of noun phrases from <br> their cards. |
| 16. |  | Volunteer from each group comes <br> forward and writes the result of their <br> discussion on the whiteboard. |
| 17. | Teacher gives test to the students |  |
| individually |  | Students answer the question from the <br> test on a piece of paper and submit it. |
| 19. |  | Students work in pairs and correct the <br> other students' work (students change <br> their work to the other students to be <br> corrected). |
| 20. | Teacher reviews the material. | Students with teacher's guide discuss <br> their correction. |
| 21. |  |  |

C. Observing
a. Researcher observes the teacher performance: such as the explanation of material, the instructions, classroom management, and motivating students.
b. Researcher observes the students' activities in the classroom: such as the students' attention toward teacher's explanation, students' seriousness in discussion, students' engagement to the quartet cards game, students' questions to the material, students' ability to accomplish the task.
D. Reflecting

Teacher and researcher discussed the result the observation for the improvement of students' accuracy the material about simple noun phrase.
4. The criterion of the assessment.

The students' success and failure in doing the activities planned above would be assessed by referring to the criterion of KKM. The criterion says that a student can be said to pass the test if he or she can solve 60 of the whole problems.

## G. Technique of Data Analysis

## 1. Scoring Guidance of Cycle Test

The scoring guidance contains the information or explanation the way score is broken down or mark that be given to the students for the questions which have been done. ${ }^{6}$ The test consists of completion items. The completion items are useful means of testing the students ability to produce the correct order of noun phrase. The completion consists of 10 items.

The scoring guidance is as follows:

1) Each item in completion is marked 10 .
2) Total score : $10 \times 10=100$
[^3]The maximum score is 100 .

## 2. The Data Analysis of Observation

The writer analyzes the data of observation used descriptive quantitative technique through percentage.

The formula that is used as follows:
Persentage $(\%)=\frac{\text { numberofscore }}{\text { numberof } \text { max } \text { imumscore }} \times 100 \%$

## 3. The Data Analysis of Cycle Test

After the writer collected the data through test, the writer analyzed the data using the percentage descriptive quantitative analysis in giving the test score. This scoring is aimed at giving description of the improvement of students' achievement of simple noun phrase, the processes are:

1. Giving the weight test item.
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:
3. Determining of 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:

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

Note:
P = the Percentage of Correct Answer
$\mathrm{f}=$ Frequency of the students with the same score $\mathrm{n}=$ the Total of Students

After giving the result statistically, then the writer consuls them whish uses five letters: A, B, C, D and E that expressed various levels as follows: ${ }^{7}$

Table 3.5
Level of achievement

| The Percentages of <br> Correct Answer | Grade | Level |
| :--- | :--- | :--- |
| $90 \%-100 \%$ | A = Excellent | Outstanding |
| $70 \%-89 \%$ | B = Good | Above average |
| $60 \%-69 \%$ | C = Fair | Satisfactory |
| $50 \%-59 \%$ | D = Less | Below average |
| $0 \%-49 \%$ | E = Poor | Insufficient |

4. Finding the classical mean.

After the data had been analyzed, the writer found the sum of the score in distribution that was 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. ${ }^{8}$

This formula is as follows:

$$
\begin{aligned}
& X=\frac{\sum f}{n} \\
& \mathrm{X}=\text { the mean } \\
& \mathrm{f}=\text { the sum offset score } \\
& \mathrm{n}=\text { the number of the students }
\end{aligned}
$$

[^4]
[^0]:    ${ }^{1}$ Rochiati Wiriaatmadja, Metode Penelitian Tindakan Kelas, (Bandung: PT. Remaja Rosdakarya, 2006), p. 76

[^1]:    ${ }^{2}$ Nana Sudjana, Penilaian Hasil Proses Belajar Mengajar, (Bandung: PT. Remaja Rosdakarya, 1999), p. 132
    ${ }^{3}$ Suharsimi Arikunto, Prosedur Penelitian Suatu Pendekatan Praktik, (Jakarta: PT. Rineka Cipta, 2006), p. 150

[^2]:    ${ }^{4}$ J. B. Heaton, Writing English Language Tests, (London: Longman, 1974), p. 119
    ${ }^{5}$ Suharsimi Arikunto, op. cit, p. 155

[^3]:    ${ }^{6}$ Suharsimi Arikunto, Dasar-Dasar Evaluasi Pendidikan, (Jakarta: PT. Bumi Aksara, 2007), page. 159

[^4]:    ${ }^{7}$ Nana Sudjana, op. cit, p. 124
    ${ }^{8}$ Ibid, p. 109

