

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

In this study, classroom action research was used by the researcher. According to Suharsimi Arikunto, classroom action research is one of the types of investigation that has reflective participative characteristic, collaborative and spiral that have the purpose to repair and increase the system, method, process, competence and situation of teaching learning.<sup>1</sup>

Classroom action research was used by the researcher as an effort to develop English learning process and to solve the problem faced by the students in WH-questions usage in sentences.

This study focused on improving students' ability in using WH-questions. The result was the students can master WH-questions in the sentence.

There were two cycles applied in this study. There are four components in cycle I and cycle II for doing classroom action research.

The action research consists of four phases are as follow:

##### 1. Planning

Planning is the first step of the research procedure. This activity covered the problem identification. This is important step in conducting action research as by knowing the problems, the researcher and the respondent could find a good solution to solve the problem arose.

##### 2. Action

After recognizing the possible cause of problems faced by the students of MAN 2 Kudus, the action was decided in advance. The aim of this action was to solve the problems.

##### 3. Observation

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<sup>1</sup> Suharsimi Arikunto, *et.al.*, *Penelitian Tindakan Kelas*, (Jakarta: PT. Bumi Aksara, 2008), p. 104.

It is the activity of collecting data to supervise to what extent the result of acting reach the objective. The data is being taken are quantitative data. It is taken from field notes.

#### 4. Reflection

It is the activity of evaluating critically about the progress or change of the students, class, and teacher. In this step, the researcher observed whether the acting activity had the result and the progress, what progress happened, and about the positive and negative and so on.

### B. Research Setting

#### 1. Time Line

**Table 3. Schedule of the Research**

No.	Date	Time	Task
1.	On Wednesday, October 10 <sup>th</sup> 2012	09.00 a.m. – 10.00 a.m.	Meet the administration officer to give a research permission letter
2.	On Thursday, October 11 <sup>th</sup> 2012	08.00 a.m. – 09.00 a.m.	Meet the English teacher to ask data of students as participant
3.	On Friday, October 12 <sup>th</sup> 2012	07.30 a.m. – 09.00 a.m.	Pre Cycle (give pre-test)
4.	On Wednesday, October 17 <sup>th</sup> 2012	09.30 a.m. – 12.00 p.m.	Cycle I
5.	On Friday, October 19 <sup>th</sup> 2012  On Wednesday, October 24 <sup>th</sup> 2012	07.30 a.m. – 09.00 a.m.  09.00 a.m. – 12.00 p.m.	Cycle II (give post-test)

## **2. Time and Setting**

This research was conducted on the first semester in the academic year of 2012/2013 for about a month on October 2012. It was conducted in MAN 2 which is located at Prambatan Kidul, Kaliwungu, Kudus.

## **3. Subject of the Research**

In this study, the subjects of the research were the students who got Bilingual Class System (BCS) at that time; subject of the study was eleventh grade students of MAN 2 Kudus in the academic year of 2012/2013. The average each class at eleventh grade has 40 students. But in the bilingual class just has 30 students (9 boys and 21 girls).

## **C. Collaborator**

One of classroom action research's specific characteristics is collaboration between researcher and teacher. Collaboration between researcher and teacher is very important to discover and examine real problem faced. In classroom action research, collaborator is person who helps the researcher to collect the data. The collaborator in this research is English teacher who teaches English to students of grade XI BCS (Bilingual Class System) at MAN 2 Kudus. He is Mr. M. Khadrotun Naja, S.Pd.

## **D. Research Procedures**

Classroom action research is the procedure of the classroom activities. The steps of this research were arranged in three phases, those were: pre cycle, cycle I, and cycle II. There were four activities that should be done in one cycle. Its steps in this kind of research were using some cycles and it was implemented to improve students' enthusiasm to solve their problems. The activities that were done in each cycle as follow:

### **1. Pre Cycle**

The researcher conducted pre cycle on Friday, October 12<sup>th</sup> 2012. In this pre cycle, The researcher collected some list of participants and mark of students and observed the class. He saw the teacher explained the material of report text in teaching speaking. By doing pre cycle, the

teacher did conventional method which did not use the researcher's method in teaching and learning process. The students was given pre-test by the researcher.

This study was done as basic to compare the produce of learning by using the researcher's method in teaching and learning on cycle I and cycle II.

## **2. Cycle I**

It was conducted on Wednesday, October 17<sup>th</sup> 2012. In teaching learning activity, the researcher presented information gap technique to improve the students' ability in using WH-questions. In order to make the teaching learning process effective, it was necessary for each member of the class to participate. The procedure as follow:

### **a. Planning**

- 1) Teacher identified problem in pre-cycle and formulated the problems.
- 2) Teacher arranged a lesson plan about the material of narrative text.
- 3) Teacher prepared the test instrument.
- 4) Teacher prepared teaching facilities.
- 5) Teacher prepared the students' attendance list.

### **b. Acting**

- 1) Teacher introduced and explains the topic.
- 2) Teacher divided students into pairs.
- 3) Teacher distributed the worksheet.
- 4) Put the information sheets face down at the front of the class.
- 5) Students listened to the teacher and do the teacher's instruction.
- 6) Teacher showed the example of narrative text to students.
- 7) Teacher explained the material of narrative text. In this activity the teacher explained the use of WH-questions in the sentence and gave an example of WH-question using information gap technique.

- 8) Teacher asked students to work in pairs, each has accessed to some information.
- 9) Each student completed the missing information in sentences.
- c. Observing
  - 1) Teacher observed classroom activity.
  - 2) Teacher observed the group discussion/participation students in their pair work.
  - 3) Teacher observed the teaching learning process.
- d. Reflecting

Reflecting is analyzing the result of observation and test in cycle I. The activities in this stage were:

- 1) Teacher analyzed the data from the observation checklist and result of the test to find out the improvement of the students' ability in using WH-questions after using information gap technique.
- 2) Teacher discussed the teaching learning process that did in order to know the weakness found in the previous activities and to plan the better activities in cycle II.

### **3. Cycle II**

It was conducted on Friday, October 19<sup>th</sup> 2012 and Wednesday, October 24<sup>th</sup> 2012. Basically, the students do the same activities as the first cycle. The researcher used information gap technique during the teaching learning process the following procedures are as follow:

- a. Planning
  - 1) Teacher identified the problems in cycle I and formulated the problems.
  - 2) Teacher arranged improvement lesson plan about the material of analytical exposition text.
  - 3) Teacher prepared the test instrument.
  - 4) Teacher prepared teaching facilities.
  - 5) Teacher prepared the students' attendance list.

b. Acting

- 1) Teacher divided students into pairs.
- 2) Teacher distributed the worksheet.
- 3) Teacher put the information sheets face down in front of the class.
- 4) Students accepted the worksheet.
- 5) Students listened to the teacher and do the teacher's instruction.
- 6) Teacher showed the example of Analytical Exposition text to students.
- 7) Teacher explained the material. In this activity the teacher explained the use of WH-questions in the sentence.
- 8) Teacher gave an example of WH-question usage in a sentence by using information gap technique.
- 9) Teacher asked students to work in pairs, each has accessed to some information.
- 10) Each student completed the missing information in sentences.

c. Observing

- 1) Teacher observed classroom activity such as students' interest, students' behavior and students' response by this technique.
- 2) Teacher observed the group discussion/participation students in their group work.
- 3) Teacher observed the teaching learning process.

d. Reflecting

The teacher evaluated the steps in teaching learning process, discussed the result of observation, and concluded the result of students' understanding after using information gap technique for the improvement of students' achievement in learning WH-questions.

**E. Data Collection Technique**

Method of data collections is very important in a research. According to Arikunto data source in a research is basically source of which a researcher

gets data, depends on the necessity and kind of information which is needed.<sup>2</sup> In this research, the researcher used observation, interview, and test. These are as follow:

**a. Observation**

Observation is the process of observe and write the phenomena that happened in class systematically.<sup>3</sup>

In this research, observation was done during the action research as a method to observe the teaching process and the students' activity. The researcher observed the event in class during the lesson or the treatment using check list to get data. Observation checklist used to make the observation process easier, the aspect that observation concerned to teacher explanation, being enthusiastic, seriousness in discussion, responding to question and accomplishing the task.

**b. Interview**

Interview is the interaction process between the interviewer and the man who gives the information (interviewee). Interview was used to get information from the students in order to know the students' activeness during the treatment in the classroom, and to know whether the use of information gap can improve students' ability in using WH-questions.

**c. Test of speaking and writing**

They are the instrument to measure the students' progress in every step during research. As stated by Brown, a test is a method of measuring a person ability, knowledge, or performance in a given domain.<sup>4</sup>

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<sup>2</sup> Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktek*, (Jakarta: PT Rineka Cipta, 2006), 2<sup>nd</sup> Ed, p.149.

<sup>3</sup> Sutrisno Hadi, *Metodologi Research*, (Yogyakarta: Andi Publishing, 2004), p.151.

<sup>4</sup> Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*. 2<sup>nd</sup> Ed. (A Pearson Education Company: Longman, 2001), p. 384.

Test of speaking and writing were used by the researcher to get the students' achievement that used as supporting data in measuring the improvement of students' speaking ability.

The researcher conducted test to know how students' ability in comprehend WH-questions in sentences. In this research there will be two types of test those are : pre-test (which is conducted before using information gap technique) and post test (which is conducted after using information gap technique).

## F. Data Analysis Technique

### 1. Data analysis technique from the observation

After giving observation in every cycle, the data from observation can be analyzed. The result from the observation can be analyzed by using percentage scoring as formula.

$$\text{Score} = \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\%$$

### 2. Data Analysis technique from the test

In every cycle, after giving a treatment the researcher gives test to students. The result of the test can be analyzed using scoring.

The researcher gives score on pronunciation, grammar, vocabulary, fluency and comprehension. There are some aspects that are scored as follows:<sup>5</sup>

**Table 4. Score of Aspect**

Categories	Score	Description
Pronunciation	5	Has view traces as foreign action
	4	Always intelligible, through one is conscious of a definite action
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding

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<sup>5</sup> David P. Harris, *Testing English as a Second Language*, (George: Georgetown University, 1969), p. 84.



	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat
	1	Pronunciation problems. So severe as to make speech virtually unintelligible
Grammar	5	Make view (if any) noticeable error of grammar or word order
	4	Occasionally makes grammatical and or word order error which do not, however, obscure meaning
	3	Makes frequent error of grammar and word order occasionally obscure meaning
	2	Grammar and word order errors make comprehension difficult, often rephrase sentence and or restrict himself to basic patterns
	1	Error in grammar and word order so severe as to make speech virtually unintelligible
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker
	4	Sometimes uses in appropriate terms and or must rephrase ideas because of inadequacies
	3	Frequently uses the wrong words; conversation somewhat limited because inadequate vocabulary
	2	Misuse of words and very limited vocabulary make comprehension quite

	1	difficult Vocabulary limitation so extreme as to make conversation virtually impossible
Fluency	5	Speech as fluent and effortless as that of a native speaker
	4	Speed of speech seems to be slightly effected by language problems
	3	Speed and fluency are rather strongly effective by language problems
	2	Usually hesitant, often forced in to silence by language limitation
	1	Speech is as halting and fragmentary as to make conversation virtually impossible
Comprehension	5	Appears to understand everything without difficulty
	4	Understand nearly everything at normal speed, although occasional repetition may be necessary
	3	Understand most of what is said at slower than normal speed with repetition.
	2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetition.
	1	Can not be said to understand even simple conversation English.

Based on the table above, score 5 as the highest mark for the indicator of successful achievement. To find the score of the test, the researcher counts up all scores from the five indicators of the students. The maximum score: 25 x 4 items = 100 and the minimum score: 5 x 4 items = 20

The mean score of the class will be searched by using this following formula:<sup>6</sup>

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

Where: M : The average of student score  
 $\sum X$  : Total score  
 n : The number of students.

#### G. Achievement Indicator

The improvement of the students' ability in using WH-questions score can be seen in the achievement indicator as follow:

**Table 5. Achievement Indicator**

No	Score	Criteria	Note
1	85 – 100	Excellent	The students get the excellent criteria score in every category
2	70 – 84	Good	The students get the good criteria score in every category
3	55 – 69	Fair	The students get the fair criteria score in every category
4	40 – 54	Poor	The students get the poor criteria score in every category
5	0 – 39	Very Poor	The students get the score under the poor criteria in every category

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<sup>6</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi)*, (Jakarta: Bumi Aksara, 2002), 3<sup>rd</sup> Ed., p. 264.