

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Classroom Action Research was first introduced by the American social psychologist named Kurt Lewin in. Kurt Lewin's core idea was then developed by other experts such as Stephen Kemmis, Robin Mc Taggart, John Elliot, Dave Ebbutt, and other experts.<sup>1</sup> This type of research can be done in the field of organizational development, management, health or medicine, education and so on.

In this research, the researcher uses Classroom Action Research.

According to Kemmis and Mc Taggart cited by David Nunan, Classroom Action Research is a group activity, and a descriptive research carried out by a teacher in his or her own classroom, without the involvement of others, which is aimed at increasing our understanding rather than changing the phenomenon under investigation, would not be considered by these commentators to be action research.<sup>2</sup>

It is reasonable that Classroom Action Research is different with other research. This research is done to improve and repair the teaching method which is done by teacher. Besides, Kemmis and Mc Taggart cited by David Nunan argues that the three defining characteristics of Classroom Action Research are; it is carried out by practitioners (for our purpose classroom teachers) rather than outside researchers, secondly that it is collaborative, thirdly that it is aimed at changing things.<sup>3</sup>

In the implementation of Classroom Action Research, the teachers need to do every step of this study together or collaborative from the beginning to end.

There are two cycles applied in this research. There are four components in one cycle for doing Classroom Action Research. They consists of (1) planning, (2) acting, (3) observing, (4) reflecting.

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<sup>1</sup> Subyantoro, *Penelitian Tindakan Kelas*, (Semarang: CV. Widya Karya, 2009), p.3

<sup>2</sup> David Nunan, *Research Method in Language Learning*, (Australia: Cambridge University Press, 1992), p.18

<sup>3</sup> David Nunan, *Research Method in Language Learning*, p.17

## 1. Planning

Classroom Action Research is like no other scientific researches ever to be prepared properly. The first step is to plan carefully and thoroughly.<sup>4</sup> It is a plan to conduct treatments. In order to improve students' understanding on Simple Present Tense, the researcher tended to use Jigsaw Strategy. It was hoped that by using Jigsaw Strategy as learning method, students would be improve their understanding on Simple Present Tense.

## 2. Acting

The second stage of Classroom Action Research is acting. Acting is to apply what has been planned at one stage, the acting in the classroom.<sup>5</sup>

After planning the concept, the researcher carried out the treatment referring to the plan has been made. The researcher conducted pre-cycle before applying the treatment.

## 3. Observing

The third stage of Classroom Action Research is observing. Observing is a tool to capture how much effect the action has reached the target.<sup>6</sup> In this step, the researcher identified and analyzed the data collected during the treatment.

## 4. Reflecting

The fourth and final stage of Classroom Action Research is reflecting. Reflecting is an activity to restate what has been done.<sup>7</sup> In this step, the researcher could observe whether the action activity result any improvement. To support the research, the researcher used observation, test, and documentation to gather the data.

The four phases of the Classroom Action Research cycle were conducted integrated. Each phase was conducted based on the previous one and the next phase. It means that the activities in the Classroom Action Research were based on the planing. The observation was done to collect the data from the four phases.

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<sup>4</sup> Suyadi, *Panduan Penelitian Tindakan Kelas*, (Yogyakarta : DIVA Press,2010), p.50

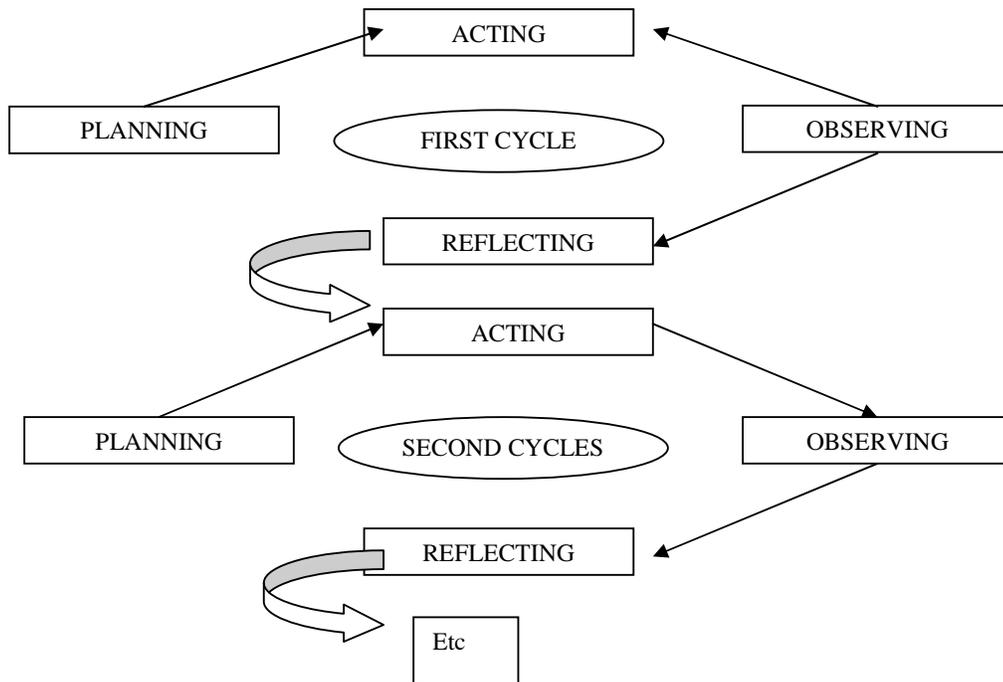
<sup>5</sup> Suyadi, *Panduan Penelitian Tindakan Kelas*, p.62

<sup>6</sup> Suyadi, *Panduan Penelitian Tindakan Kelas*, p.63

<sup>7</sup> Suyadi, *Panduan Penelitian Tindakan Kelas*, p.64

Then, the researcher does a reflection to determine the next cycle of planning lesson. In this research, the researcher improves the students' understanding on Simple Present Tense used Jigsaw Strategy.

Classroom Action Research cycle consists of four phases: planning, acting, observing, and reflecting. As illustrated by John Elliot, cited by Subyantoro is as follows.<sup>8</sup>



Picture 2. The Illustration of Classroom Action Research

Based on the description above, the researcher concludes that Classroom Action Research is a systematic study conducted reflective of the various actions taken by the teachers as well as researchers, since the formulation of a plan to assess the real action in the classroom in the form of teaching and learning activities, to improve the conditions lessons. In the meantime, including the implementation of Classroom Action Research to improve the quality of

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<sup>8</sup> Subyantoro, *Penelitian Tindakan Kelas*, p.9-10

education or teaching held by teachers or researchers themselves, the impact is expected no more problems that block class.

## B. Research Setting

### 1. Time line

Table 1  
Time Line of the Research

No	Activities	Date
1.	Meeting the administration officer	9 <sup>th</sup> October 2012
2.	Asking permission to the head master to do research and getting familiar with the school situation.	11 <sup>th</sup> October 2012
3.	Meeting the English teacher to ask data of students as participant and make sure the start of the research	11 <sup>th</sup> October 2012
4.	Doing observation by observing the teaching and learning process from the teacher in the class and getting familiar with the students	16 <sup>th</sup> October 2012
5.	Doing test (pre test)	18 <sup>th</sup> October 2012
6.	Doing first cycle (applying Jigsaw Strategy to teach Simple Present Tense)	23 <sup>th</sup> October 2012
7.	Evaluating first cycle	25 <sup>th</sup> October 2012
8.	Doing second cycle (Reviewing the material of Simple Present Tense and applying Jigsaw Strategy in teaching and learning process)	30 <sup>th</sup> October 2012
9.	Evaluating second cycle	1 <sup>th</sup> November 2012
10	Analyzing the data and writing the report	5 <sup>th</sup> November 2012

## 2. Place

The research was held at MTs N 02 Semarang. It is located on the street of Citandui Raya III, Mlatiharjo, Semarang. There is some reason why the researcher chooses the school as the research object. First, the geographical location was not far from the researcher to reach. Second, based on the information from English teacher, the students of MTs N 02 Semarang were still less in grammar especially Simple Present Tense. So, the researcher can apply the research in Seventh Grade students of MTs N 02 Semarang.

## 3. Subject of the Research

In this research, the researcher conducted research in MTs N 02 Semarang in the academic year 2012/2013. As subject of research, the researcher chooses VIIB class of MTs N 02 Semarang, which consists of 40 students.

The reason for choosing this class was the result of the meeting the Deputy Head of Curriculum and Seventh Grade English teacher. Another reason was the respond and ability of students in learning English was still less.

### **C. Collaborator**

One of Classroom Action Research's specific characteristic is collaboration between teacher and researcher. Collaboration between teacher and researcher is very important to discover and examine real problem faced. In Classroom Action Research, the position equivalent to a teacher researcher, in the sense that each have roles and responsibilities that need each other and complement each other to achieve goals.

In this research, the researcher collaborated with the English teacher of MTs N 02 Semarang, Mr. Nur Faiq

### **D. Research Procedure**

In this Classroom Action Research, the researcher planned to conduct two cycles. 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).

In this research, the teacher taught Simple Present Tense using Jigsaw Strategy. The activities that would be done in each cycle is as follows:

## 1. Pre Cycle

The researcher did the pre-test on 18<sup>th</sup> October 2012. After doing test, the researcher arranged the lesson plan and the material of research. Lesson plan was the sets of equipment of teaching. It was made by the teacher in teaching the students. It consisted of identity, standard of competence and learning activities. Then the researcher arranged the observation checklist, it was about sheet of observing. It was used to do observing of students in teaching and learning process. The researcher also arranged the instrument of evaluation. It was the set of equipment that used to get the result from the research.

## 2. First Cycle

The researcher did the research on 23<sup>th</sup> October 2012 by doing activities such as below:

### a. Planning

There was some planning of research which was doing by the researcher such as below:

- 1) Arranging a lesson plan based on the teaching material.
- 2) Preparing the material.
- 3) Preparing the test instrument.
- 4) Preparing the observation scheme.

### b. Acting

The description of some activities in the first cycle such as below:

- 1) Researcher and teacher visited the classroom.
- 2) The researcher introduced the Jigsaw Strategy.
- 3) The researcher gave overview and how to create this method.
- 4) The researcher taught Simple Present Tense using Jigsaw Strategy.
- 5) The researcher asked students about the problems on the previous lesson.
- 6) The researcher gave the test to check their understanding gave treatment.

### c. Observing

In this step, the researcher noted all of process in acting of teaching activities, then wrote the report from the result of first acting and noted the weakness in teaching and student's participation in observation checklist.

In the first cycle, the researcher observed 5 aspects such as below:

- A) Students concerned toward teacher’s explanation.
- B) Student’s cooperative in group.
- C) Student’s activeness in presenting the material.
- D) Students concerned toward other friends presentation.
- E) Students were active to do on the assignment given by teacher.

The criterion of scoring from the observation checklist such as below:

- 1) Score 1 if the student’s participation was poor.
- 2) Score 2 if the student’s participation was less.
- 3) Score 3 if the student’s participation was fair.
- 4) Score 4 if the student’s participation was good.
- 5) Score 5 if the student’s participation was very good.

Table 2

The example from the instrument of observation:<sup>9</sup>

No	Name	Aspect of Observation					Total Activities
		A	B	C	D	E	
<b>Total</b>							

Beside the researcher did the observation to students at class VIIB, he also gave the writing evaluation in the first cycle. The evaluation consisted of 10 multiple choices questions, it was related with the material.

d. Reflecting

After all of the data were complete, the researcher did reflection. The reflecting from the activities in the first cycle that were;

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<sup>9</sup> Wijaya kumamah dan Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*,(Jakarta: Permata Puri Media,2010), 3. Ed, p.154

- 1) Giving score in appropriate with the total of score in the first acting from student's worksheet.
  - 2) Evaluating the acting in the first cycle.
  - 3) Analyzing the result of observation in the first cycle to know the affect of the acting, so the researcher could repair the activity in the second cycle.
3. Second Cycle

The second cycle was done based on the result of reflection from the first cycle. The result from observation showed that the students got improvement score, but they were still difficulties in understanding English grammar, so it was needed another action in order get the better result. This activity was held on 30<sup>th</sup> October 2012

The forms of activity in the second cycle such as below:

a. Planning

The researcher planed some activities to get maximum result of the research. He tried not to do same weakness such as the first cycle. The planning of the second cycle such as below:

- 1) Arranging a lesson plan based on the teaching material.
- 2) Preparing the material.
- 3) Preparing the test instrument.
- 4) Preparing the observation scheme.
- 5) Arranging the improvement action to be developed become learning improvement point.

b. Acting

The description of some activities in the second cycle such as below:

- 1) Researcher and teacher visited the classroom.
- 2) The researcher introduced the Jigsaw Strategy.
- 3) The researcher gave overview and how to create this method.
- 4) The researcher taught Simple Present Tense using Jigsaw Strategy.
- 5) The researcher asked students about the problems on the previous lesson.
- 6) The researcher gave the test to check their understanding gave treatment.

c. Observing

The researcher noted the reprocess of acting in teaching Simple Present Tense by using Jigsaw Strategy. The researcher also noted the weakness in teaching and the students' respond in learning activities.

In the second cycle, the researcher observes 5 aspects such as below:

- A) Students concerned toward teacher's explanation.
- B) Student's cooperative in group.
- C) Student's activeness in presenting the material.
- D) Students concerned toward other friends presentation.
- E) Students were active to do on the assignment given by teacher.

The criterion of scoring from the observation checklist such as below:

- 1) Score 1 if the student's participation was weak.
- 2) Score 2 if the student's participation was little enough.
- 3) Score 3 if the student's participation was enough.
- 4) Score 4 if the student's participation was good.
- 5) Score 5 if the student's participation was very good.

Table 3

The example from the instrument of observation:<sup>10</sup>

No	Name	Aspect of Observation					Total Activities
		A	B	C	D	E	
<b>Total</b>							

d. Reflecting

The researcher made the notes from the result of second cycle. The reflecting activities in the second cycle that were:

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<sup>10</sup> Wijaya kusumah dan Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, p.154

- 1) Giving score in appropriate with the total of score in the second acting from students' worksheet.
- 2) Evaluating the acting in the second cycles.
- 3) Analyzing the result of observation in the second cycles to know the affect of the acting, so the researcher could repair activities in the next cycles if the result unsatisfied.

From the result of the second cycle the researcher could decide to stop the cycle if the research was enough for getting progress from the result of research. If students were not getting the progress so the researcher had to prepare to repair the acting in the third cycle.

After doing all of the cycles, the researcher gave the evaluation test to know the result of research teaching Simple Present Tense by using Jigsaw Strategy. It consisted of 10 multiple choice questions.

#### **E. Technique of Data Collection**

In gaining the data, the researcher attempt to employ these following methods:

##### **1. Observation**

Observation is an instrument to make observations on the activity and creativity of learners in learning, both in class and outside the classroom.<sup>11</sup> In conducting the observation, the researcher used the observation scheme to make it more systematic, containing list of activity or happening, which might happen. In this research, observation is used to know how the implementation of Jigsaw Strategy to teach Simple Present Tense. It used to know the condition of class, obstacles appeared during teaching learning process, and it used to saw the difficulties and problems about material given.

##### **2. Test**

Test is an instrument to collect data learning achievement of students, either through an oral, written, and deed.<sup>12</sup> In this research, test is used to measure

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<sup>11</sup> Mulyasa, *Praktik Penelitian Tindakan Kelas*, (Bandung: PT Remaja Rosdakarya,2011) p.69

<sup>12</sup> Mulyasa, *Praktik Penelitian Tindakan Kelas*, p.69

some skill, intelligent, knowledge or ability that is owned by individually or personality. The researcher carried out the writing test in this research. Writing test could represent someone's ability in using a language. Writing is an appropriate test for measuring the students' mastery of the whole language aspects that have been taught in the teaching and learning process.

### 3. Documentation

Documentation is a data collection techniques to collect and analyze the documents, both written documents, images, and electronic.<sup>13</sup> Documentation in this research is used to know some information of data such as, the data of profile of school of MTs N 02 Semarang. It is about the condition of students, teachers, staff and other. Beside that the researcher collects the photo in teaching Simple Present Tense by using Jigsaw Strategy and the collection of score the pre test, evaluation in every cycle.

### F. Technique of Data Analysis

Data analysis is an attempt by researcher to summarize the data that had been collected in a dependable, accurate, reliable, and correct manner. The data analysis 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 was gained from observation note and interview. Quantitative data was gained from the test in every cycle, it is used to know the students achievement of Simple Present Tense.

Then, the score of students' achievement would be calculated using this following formula bellow:<sup>14</sup>

$$\boxed{S = R}$$

Explanation:

S = Score

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<sup>13</sup> Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, (Bandung: PT Remaja Rosdakarya,2010), p.221

<sup>14</sup> Suharsini Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta; PT Bumi Aksara, 2006),6<sup>th</sup> Ed, p.172

R = Right Answer

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:<sup>15</sup>

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

Explanation:

M = the average of students score

$\sum x$  = total score

N = the number of students

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

#### **G. Achievement Indicator**

To know the success rate of this Classroom Action Research if:

1. The score who obtain and more than passing grade 65, and the average who obtains the score is 80%.<sup>16</sup>
2. The score of student's participation is good and very good categories which reached 70%.

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<sup>15</sup>, Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, (Bandung: Remaja Rosdakarya, 2001), p.109

<sup>16</sup> Documentation result on 9<sup>th</sup> November 2012