CHAPTER III
RESEARCH METHOD

A. Research Design

In this research, the researcher used design of the research called classroom action research. McNiff stated his opinion which was explained in Arikunto's book that classroom action research is a reflective research done by teacher to curriculum, developing school, improving study achievement, and development of professional teaching.[1] Mulyasa said that classroom action research is an effort to improve the work of organization system and people in order to be more effective and efficient, includes to improve the work of education system.[2] Arikunto stated that classroom action research is one of the type of investigation that has characteristic reflective participative, collaborative, spiral that has purpose to repair and increase the system, method, process, substance, competence, and situation.[3]

From all definitions above, it could be concluded that classroom action research is the research done by the teacher or researcher with his collaborator to improve the teaching and all of units dealing with education system. The purpose was to make

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[1] Suharsimi Arikunto, *Penelitian Tindakan Kelas,* (Jakarta: Bumi Aksara, 2010), P.102

[2] H.E. Mulyasa, *Praktik Penelitian Tindakan Kelas,* (Bandung: PT. Remaja Rosdakarya, 2010), P. 33

[3] Suharsimi Arikunto, *Penelitian Tindakan Kelas,* (Jakarta: Bumi Aksara, 2010), P.10

the learning process to be effective and efficient, and students could feel a change of that improvement that makes the learning so easy to understand.

There was only simple form of statistic, such as finding out *Mean, Modus, Median, etc.* The content of the report was the researcher's description of the research subject development after implementing technique used by the researcher in every cycle.

A classroom action research was the procedure of the classroom activities. According to the definition stated from *Division of Education, Indiana University, South Bend,* it is said that classroom action research is designed to help a teacher find out what is happening in his or her own classroom, and to use that information to take action for future improvement.[4] Then it needed steps in its process. The steps of this research would be arranged in some phases, there are cycle 1, cycle 2, and so on. The cycle would be continued till the target achieved. There were four activities in each cycle: planning, acting, observing, and reflecting. The model and explanation of four components in every cycle can be looked as follow:[5]

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[4] Basrowi dan Suwandi, *Prosedur Penelitian Tindakan Kelas,* (Bogor: Ghalia Indonesia, 2008), P.27

[5] Suharsimi Arikunto, *Penelitian Tindakan Kelas,* (Yogyakarta: Aditya Media), P.17

1. Planning

    Planning is a plan prepared by researcher to conduct treatment or after making sure the problem of the research. It is focused on *who, where, when, why,* and *how* the researcher does the research.

2. Acting

    It is the step where the researcher implements the preparation on previous step. It contains activities that would be taken by the researcher during the research.

3. Observing

    It is taken to observe and monitor the activities during teaching learning process. The purpose is to get the data from the result of action. The researcher prepares the observation checklist as an instrument to observe the teaching learning process. The researcher also asks the collaborator (the English teacher) to do the observation.

4. Reflecting

    It is meant to analyze based on the data that has been collected to determine the next action in the next cycle. In this phase, the researcher can observe the activity that results any process, the progress that is happened, and also the positive and negative sides.

    Reflection explores analysis procedure to the result of monitoring and reflecting of process and action effect of

the done improvement, with criterion and action planning in the next cycle.[6]

B. **Research Setting**

The study was conducted on the second semester in academic year of 2015/2016 at March 2016. It was a classroom action research, was conducted at Islamic Junior High School Al Anwar Sarang. The participants of this study were 8th grade students of Islamic Junior High School Al Anwar Sarang in academic year of 2015/2016. There were about 30 students in the class.

C. **Collaborator**

Collaborator in the classroom action research was a person who helped the researcher to collect the data. The collaborator in this study was an English teacher subject who taught English to students of 8th grade at Islamic Junior High School Al Anwar Sarang.

D. **Research Procedure**

As explained above, the researcher used a classroom action research as the research method which was consist of some cycles, such as pre cycle, cycle 1, and cycle 2. Then there were four steps in every cycle (planning, acting, observing, and reflecting) that the researcher should do.

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[6] H.E. Mulyasa, *Praktik Penelitian Tindakan Kelas*, P. 71

The researcher collaborated with collaborator (the English teacher of 8th grade students of Islamic Junior High School Al Anwar) during research process.

The activities that was done in every cycle can be seen as follow:

1. **Pre cycle**

    This cycle was taken before applying comic strips as a technique medium. The researcher's activity was to find out the information of student's ability in English subject. Here, the researcher was helped by the English teacher, as collaborator to get the data.

2. **First cycle**

    In this cycle, the researcher with the collaborator conducted the first cycle. The media had to teach the students in this cycle using comic steps by procedure as follow:

    a. Planning
        1) Preparing the material that relates to the topic.
        2) Making the lesson plan.
        3) Preparing a comic strips dealing with the topic.
        4) Preparing student's observation checklist.
        5) Preparing formative test.
    b. Action
        1) Teacher asked (stimulated) students about the kind of narrative text (legend, tale, and folktale) they know.

2) Teacher asked students to give other example of narrative.

3) Teacher asked students the purpose of narrative text and its definition.

4) Teacher told more about narrative text.

5) Teacher explained the generic structures of narrative text.

6) Teacher gave a written example of narrative text.

7) Teacher asked students to identify the generic structures of the text.

8) Teacher asked students to find out new vocabularies in the text.

9) Teacher gave some questions orally related the text to test their comprehension.

10) Teacher gave a paper to students containing incomplete narrative text.

11) Teacher started applying the comic strips related to the text given.

12) Students read a comic strip to understand and get information to complete the text.

13) Teacher gave a chance to students completing the story after reading a comic strip.

14) Teacher allowed students to use a dictionary to help them.

15) Students submitted the paper after finishing completing the text.

c. Observation

The observation in cycle 1 was to know:

1) The student's activity during constructing English.

2) The student's response during teaching learning process.

3) The student's development of writing ability.

d. Reflection

1) Evaluating the activity that has been done.

2) Analyzing the data from the test and observation in the second cycle and knowing the development of student's achievement so that the researcher could improve the activities in the next cycle if the result was unsatisfied.

3) If cycle 1 was not successful to achieve the target, it would be done the next cycle.

3. Second cycle

After analyzing the data get from the first cycle, then the researcher was helped by collaborator to do the next cycle as a decision. The researcher used the same topic of comic strips that was used as media in the classroom activities. The same topic was chosen to make students more familiar with the story so that they would get imagination to continue writing the story. Because the researcher and

teacher used the same media, so in this cycle was same also.

The procedure as follow:

a. Planning

    1) Preparing the material that relates to the topic.

    2) Making the lesson plan.

    3) Preparing a comic strips dealing with the topic.

    4) Preparing student's observation checklist.

    5) Preparing formative test.

b. Action

    1) Teacher reviewed the material.

    2) Teacher asked students to give examples of narrative.

    3) Teacher asked students the purpose of narrative text and its definition.

    4) Teacher gave a written example of narrative text.

    5) Teacher asked students to identify the generic structure of the text.

    6) Teacher gave the good way to write a text.

    7) Teacher gave some questions orally related to the text to test their comprehension.

    8) Teacher gave a paper to students containing incomplete narrative text.

    9) Teacher started applying the comic strips related to the text given.

10) Students read a comic strip to get some information to complete the text.

11) Teacher gave a chance to students to complete the story after reading a comic strip.

12) Teacher allowed students to use a dictionary to help them.

13) Students submitted the paper after finishing completing the text.

c. Observation

The observation in cycle 2 was to know:

1) The student's activity during constructing English.

2) The student's response during teaching learning process.

3) The student's development of writing skill.

d. Reflection

The reflection in cycle 2 was to know:

1) Evaluating the activity that has been done.

2) Analyzing the data from the test and observation in the second cycle and knowing the development of student's achievement so that the researcher could improve the activities in the next cycle if the result was un satisfied.

3) If cycle 2 was not successful to achieve the target, it would be done by the next cycle.

E. Technique of Data Collection

In collecting data, the researcher used some ways:

1. Observation

It was used to monitor the student's activities during teaching learning process. By doing observation, the researcher could do something for documentation and reflection systematically to activities and interaction in the classroom.[7] In this classroom observation, student's activities in English language teaching were the object of observation. Then the researcher used the checklist observation to make it more systematic, containing list of student's activities and response which happen. Observation was intended to see and to know the obstacles appear during teaching learning process, the student's motivation, to see their difficulties, their problem, and their understanding about the material given that could be seen from their attitude, behavior, and response.

In this observation, the researcher used checklist of students as an instrument. All of activities during teaching learning process in the class was measured by this instrument.

2. Test

Other technique to collect the data was using a test. It was caused the matter was dealing with the weakness of

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[7] Basrowi dan Suwandi, *prosedur Penelitian Tindakan Kelas,* P.127

student's achievement, so test was an appropriate instrument to use.[8] Test was used to measure the ability of the students. There were two stages of test, pre-test, test 1. In these tests the researcher provided written test, and the test could be like multiple choice, matching words, essay, etc. in the pre-test session, there was provided an easier test. The purpose is to measure the student's ability in the beginning so the researcher knew what stage of material that was applied during doing research.

Then after doing pre-test, the researcher applied tests in every cycle to know student's achievement. Test 1 was given in cycle 1 of research after applying the comic strips of the medium in teaching writing in narrative. The test was more complex than the test in pre-test. Here the researcher got the data of student's improvement by scoring the test. If cycle 1 was not successful, then cycle 2 was applied by the researcher. It could be called the posttest if there was no a next cycle needed. By getting the data of every test helped the researcher determine the result of research.

3. Documentation

Document is a note of events which happened in the past.[9] Document could be writing, pictures, or other created

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[8] Basrowi dan Suwandi, *prosedur Penelitian Tindakan Kelas,* P. 108.

[9] Sugiyono, *Metode Penelitian Pendidikan,*(Bandung: Alfabete, 2008) P. 329.

things made by someone. In this research, data got from documentation were used to complete the use observation and interview method. For example, in this research, the data was collected by the researcher are pictures of student's activities in the class during teaching learning process, the student's score which was gotten by them as a prove of student's achievement.

The result of research was gotten from interview and observation was more believable when it was supported by student's name, schedules, and student's score of writing in the previous class.

F. Technique of Data Analysis

Technique of data analysis comes from the interpretation of the data collection. In analyzing the data, the researcher got the data from observing teaching learning process, interviewing and the resulting of student's test score.

In processing the data, it was used descriptive analysis. It was to explain in raising indicator achievement every cycle, and to describe the success of teaching learning process by conducting command game as a technique of teaching to improve student's vocabulary. Also, it needed statistic formula during analyzing data of the test. The quantitative method just to support the validity of data because it was only find out simple result, such as *mean, median, modus, percentage, etc.*

Data from the observation which was gotten by field note was analyzed using some steps. It was edited, and her researcher made a categorization and tabulation. Finally, the result of data could be described clearly.

After getting the data, the researcher did the following:

1. Scoring the student's test

   After doing the step above, the next was scoring the written test produced by the students.

2. Comparing percentage of the student's score in pre-cycle, first cycle, and second cycle.

   The student's score in each cycle was compared to get the percentage of student's score. The scores of student's achievement was calculated using the following formula. [10]

$$Score = \frac{\sum right\ answer}{\sum items} \times 100\%$$

   Written test involves pre-test, cycle 1, cycle 2, and so on. The researcher arranges data from the writing test using "*mean*". Its purpose was to know the average mark of the students.

   The mean score of the class was searched by using this following formula:

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

[10] Slamet, *Evaluasi Pendidikan,* (jakarta: Bumi Aksara, 2001), P. 189

Where:

M   : the average of student's score

$\sum x$: total score

n   : the number of students

After computing all of the data and finding the result of it, the researcher compared the "mean" of pre-cycle, cycle 1 and cycle 2, etc. by using the result of data to knew the significant improvement of student's writing ability of narrative text.

G. Achievement Indicator

It was a creation made by the researcher in the research as a success standard limit during the research. It means that the research would be stopped if the majority of the subject's achievement in the research accomplished the indicator. Students were regarded to be success in the study if they could achieve 70 as minimum standard score. The information of this minimal passing grade got by the researcher while having talk with the English teacher.