

## **CHAPTER III**

### **RESEARCH METHOD**

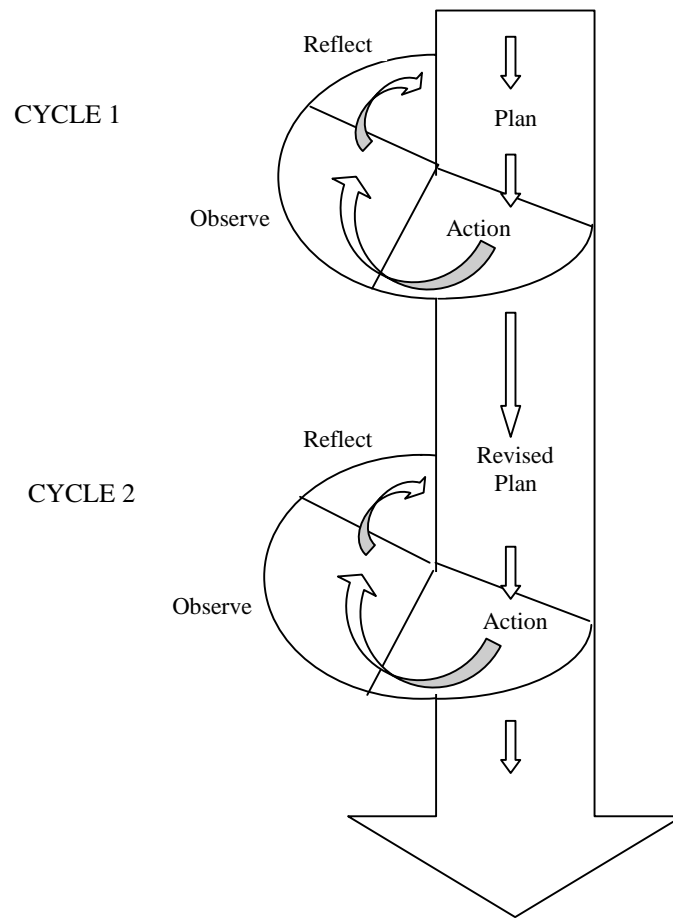
This chapter contains the description of the method employed in the study. The description covers research design, setting and subject of the study, preliminary observation, procedure of the study, planning, implementing, observing, reflecting and data analysis method.

#### **A. Research Design**

The research design conducted is Classroom Action Research (CAR). Little and Hewitt (2005:2) Action research is a model of professional development that promotes collaborative inquiry, reflection, and dialogue. The aim of an action research is to bring about development in his or her practice by analyzing existing practice and identifying elements for change. The process is founded on the gathering of evidence on which to make informed rather than intuitive judgments and decisions. Perhaps the most important aspect of action research is that the process enhances teacher professional knowledge makers, rather than simply as professional knowledge users. In age of centralization and the proliferation of national guidelines and strategies, action research can help teachers feel in control of their own professional situation. The action research process involves four phases: (1) Identifying a classroom problem (2) Developing and implementing an action research plan (3) Collecting and analyzing data (4) Using and sharing results.

Whitehead, J and Mc.Niff, J (2002:12) Action research (for that matter all kinds of research) is more than just doing activities. It is a form of practice which involves data gathering, reflection on the action as it is presented through the data, generating evidence from the data, and making claims to knowledge based on conclusions drawn from validated evidence.

Applying the principle of an action research design, this study involves the spirals of planning, action, observing, and reflecting. The researcher takes the model of an action research proposed by Kemmis and Taggart in which each cycle consists of four steps. They are planning of action, implementing of action, observing and reflection. Those four main steps are preceded by reconnaissance (preliminary study). The spirals of action research proposed by Kemmis and Taggart are shown in figure 3.1 as follows:



The spirals of the action started after the problem was found and defined in preliminary study. The second step was constructing a plan of the action based on the findings in the preliminary study. The next step was implemented the action based on the planning and preparation which have been made before. The observation was done during the action. To apply this step, the researcher needs collaborator to help him. The researcher acts as the practitioner and the teacher as the observer. The teacher observed how the researcher implemented the action. Based on the observation, the researcher made reflection to what happened and

evaluated the result of the action. Then, the researcher decided that he needed to improve the action in the next cycle based on the reflection he has made.

## **B. Setting and Subjects of the Study**

This study was conduct at the eight class of MTs Assyafi'iyah Gondang, Tulungagung. There were 5 classes in the eight years students, there were A class consisted of 36 students, B class 36 students, C class 34 students, D class 36 students, and E class 33 students. The researcher choosen B class as the subjects of this study because in this class has problems in comprehending reading, its appears when the researcher did practice teaching in eight years students B class in MTs Assyafi'iyah Gondang Tulungagung..

## **C. Research Procedures**

In the research procedure contains the procedures of taking the data used by the researcher in this study, they were: Preliminary study, planning, acting, observing, and reflecting.

### **a. Preliminary observation (Reconnaissance)**

Preliminary observation was important to be done to find and define the real problems in reading mastery. It was done before the researcher started the action research to see what problems really exist during teaching and learning reading.

The reasercher consulted to the teacher to find information about the situation of the class VIII B, which the reasercher found while he did practice teaching in MTs Assyafi'iyah Gondang Tulungagung as preliminary study on Friday 27 September 2013 and Monday 7 October 2013, It could be improved by using graphic organizer strategy, especially in reading descriptive text.

Based on findings of preliminary observation, the reasercher proposed solution for solving the problem used graphic organizer as the new strategy to teach readig skill, especially the students' ability in reding descriptive text. In this step, the researcher made some preparations for the action, maked lesson plan, constructed the model and prepared test.

#### **b. Planning**

Based on findings of preliminary study, the reasercher purposed a solution for solving the problem occured during the teaching and learning process by did some planning activity during January, 2014. The study was done by employing Graphic Organizer technique to improved the students ability in comprehending reading descriptive text. In this step, the researcher made preparation needed in conducting the research. This step covers socializing the research program, providing a suitable strategy, design a lesson plan, preparing the criteria of success, and training the collaborator teacher.

## **1. Socializing the research program**

The researcher socialized the program of the study to headmaster Mr. Akhmad Mukhsin M.Pd and the English teacher Mrs. Anik Rahmatuningsih S.Pd in MTs Assyafi'iyah Gondang on 13 February 2014. In this meeting, the purpose of the researcher was to get permission, the researcher also showed his purposes in research before he collaborate with the English teacher to arranges the research schedule and discussed about the instructional materials. The materials selected based on the topic in research and they are must be appropriate with syllabus in English lesson for eight grade of Junior High School. In this research, The researcher used Kemmis and Taggart's cycles and every cycle devided three meetings. And this research will be conducted on March 7 until 22 March 2014, in every cycle consisted of three meetings with a post test in the end of every cycle, the first cycle will be conducted at March 7 until 14, 2014, and then cycle 2 will be conducted at March 17 until 22, 2014.

## **2. Providing the suitable Strategy**

The researcher provided the strategy of Graphic Organizer method to solve the students' problem in reading mastery especially in descriptive text in the class. To improve the students' reading mastery by using Graphic Organizer method, the researcher guided the students to implement the Graphic Organizer method.

Before conducting the research, on March 4, 2014 the researcher prepared the strategy to solve the problem, the researcher collaborated with the English

teacher to make strategy and the scenario of teaching learning, and for the first cycle, it will be conducted in three meetings.

### **3. Designing a Lesson Plan**

A lesson plan was developed by the teacher to guide the instruction. In this research, the researcher made lesson plan to manage the classroom situation while the action implemented. During March 6 until 21, 2014 the researcher made the lesson plans to teach, then consulted to English teacher as collaborator in the class. In the lesson plan consists of: (1) Identity of school: It consists of school name, subject, levels, time allocated, and state curriculum standards. (2) Indicators: It described the standards that each student should master to function effectively in their future that was characterized by great changed and information growth. (3) Instructional Objectives: Instructional objectives are the learning outcomes for the lesson. (4) Instructional material: It describes the materials that will be given for the students suitable with curriculum standard. (5) Instructional Methods: Instructional methods are the teaching strategies will be used in this lesson. (6) Instructional Procedure: In instructional procedure, there are a number of items to consider in the procedure section of the plan. It consists of introduction, technique and activities, and closure. (7) Material Resource: It mentions what materials, resources, and technology will be needed for the lesson. (8) Evaluation or assessment: This section contains a description of the assessment process to measure the students' success.

#### **4. Preparing the Criteria of Success**

Based on the problems found through conducted preliminary observation, in this study the researcher employed graphic organizer as the method in teaching reading especially descriptive text to determine whether the researcher should stop or continue his study, he sets criteria of success of the study is based on the criterion referenced scoring of MTs Assyafi'iyah Gondang Tulungagung, if the reading scores of 75% students in the class reach the Minimum Standart Competence (KKM) of English in MTs Assyafi'iyah Gondang, the researcher was classified into succes. The main score of reading test was equal or more than 65 (75% of the students). So, the student who gets 65 or more was classified into pass and less than 65 is classified into failed.

#### **5. Discussing the Strategy to the Collaborator Teacher**

In this research, the researcher as English teacher who applied Graphic Organizer method in the class, the researcher asked the English teacher of MTs Assyafi'iyah Gondang Tulungagung to be a collaborative teacher, before apply the Graphic Organizer method, The researcher collaborated with the English teacher also to provide the strategy to implementing the graphic organizer method in the class. The purposed of this collaborator between researcher and teacher is to create a good atmosphere of classroom and to handle them easily.



### c. Implementing

In this step the researcher implemented the materials, especially, the selected method, that had been planned before. the steps and activities in implementing the action were based on the scenario of teaching. So in this step, it was real action to solve the founded problem through the process of preliminary observation. In implementig the method, the researcher used Kemmis and Mc Taggart's procedure of classroom action reasearch with three meeting in each cycle. Researcher will conduct for first meeting on March 7, 2014, in the first until two meeting, researcher as the teacher will focus on introduction and implementing the method about graphic organizer for descriptive text. So, the students can use the method briefly. In those meetings, the researcher also eveluate the result of students work in each meeting to get the progress of the students. In the last meeting, the researcher will conduct the post test by using Graphic Organizer method. If in the first cycle is success, the researcher will be stop his research and make a report of the result in research. But it is not, the researcher will continue to the second cycle.

**3.1 Table of researcher' schedule during the action research:**

Cycle	Meeting	Day and Date	Time	Activities
<b>Cycle 1</b>	1	Friday, March 7 2014	07.00-08.30	Explaining descriptive text
	2	Monday, March 10, 2014	07.00-08.30	Explaining Graphic Organizer Method and training the method
	3	Friday, March 14	07.00-08.30	Post test cycle 1

		2014		
<b>Cycle 2</b>	1	Monday, March 17, 2014	07.00-08.30	Reviewing the lesson about Graphic Organizer
	2	Friday, March 21, 2014	07.00-08.30	Training the method
	3	Saturday, March 22, 2014	07.00-08.30	Post test cycle 2

#### **d. Observing**

Observation is the process of collecting data about the effects of the applied strategy which happened during and after the implementation of the action. The instruments used to collect the data, as follows :

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

Observation sheets was used by the researcher during the observation of the teaching and learning process, there were contains about the researcher and the students activities during implementation of Graphic Organizer in learning reading descriptive text in the classroom. Observation sheet concerned to the teacher observation sheet, it gave to the teacher when teaching and learning process in every meeting. Observation sheet has a list of possible options or answer from which the collaborator must choose, the options are “yes” and “no”.

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

The researcher need test to know the students achievement in reading discriptive text throught Graphic Organizer method. There were two kinds of the

test are used, there were pre-test and post-test, pre-test had been done before the researcher doing the research at February 28, 2014, and post-test will be conducted after the researcher doing reasearch at March 14 and 22, 2014, the tests were used to comphare the students achievement before threatment and after threatment.

### **3. Questionnaires**

The questionneire was used to take the data from the students in order to know their problem on learning reading. Questionnaire was one of the methods to collect the data in this research. It gave to the students after they following teaching and learning process in the last meeting. It will be used to get more information about the teaching and learning process and the student's respond in learning activity in the class, whether the students can improve their skill or no by used the strategy and the method during learning reading in the class. For the questionnaire, the writer prepared some question for the respondents.

### **4. Field Note**

The field notes were used to note the important things during the teaching and learning process in every cycle which has not included in observation sheets. It written by collaborator teacher during teaching and learning process in the classroom. Field notes not only written note about what researcher hear, see, do and think but the researcher also written note about the students respons during following learning process, what the students enjoy following study or no and

what are make the students enthusiasm following the study, it was conducted to collect the data and to make the reflection of the data in qualitative research.

#### **e. Reflecting**

In this stage, the researcher reflected and analyzed whether the teaching learning of reading was done successfully or not to reach the objectives of the learning in the first cycle. If the reasearcher find some problems in learning reading, the researcher will makereflection from the action in cycle I based on the observation sheet and the result of post-test to decide and plan the next cycle's steps.

#### **f. Data Analysis Method**

Data analysis is an important aspect in action research. Data analysis is the process of looking at and summarizing data with the intent to extract useful information and develop conclusions

The researcher uses statistical analysis method to analyze the data. He uses Guttman Scale to analyze questionnaire's answers. "Yes" answer scored 1 and "No" answer scored 0. The researcher will analyzes in every item, and found the percentage of score by using the formula as follows:

$$\% S = \frac{1xY}{1xN} X 100\%$$

$\% S$  = percentage of score

$Y$  = number of students who answer "Yes"

$N$  = total of students

Then the researcher compares the percentage with the criteria of interpretation score. It is shown as follows:

0% - 20% is very weak

21% - 40% is weak

41% - 60% is average

61% - 80% is strong

81% - 100% is very strong

To analyze the result of test, the researcher uses the formula of the percentage of success. The formula is:

$$\% X = \frac{X_1}{N} \times 100 \%$$

% X = percentage of success

$X_1$  = number of students who passed the test

N = total of the students

The researcher will compares the result with the criteria of success that has been determined by the school.