CHAPTER III

RESEARCH METHOD

This chapter discusses the research methodology employed in the study. In general, the discussion covers research design, setting and subject of study, and research procedures.

A. Research Design

The design of this research was Classroom Action Research (CAR). According to Latief (2011:144) Classroom Action Research is an effective media in improving the quality of English teachers' performance in instruction as well as students' achievement in learning English in the classroom. While Kemis and Mc.Taggart (in Atmono, 2008:1) describes Classroom Action Research as a type of research which has reflective character by doing a certain action in order to improve the process of teaching and learning in the classroom.

The application of CAR is intended to improve the professionalism of the teacher in the teaching and learning in the classroom by looking at various indicators of the success of the teaching and learning process and outcomes that occur in students where the teacher can improve learning practice become more effective. The efectivenes of the new model of teaching is

indicated by the solution of the practical problem during teaching and learning process.

Classroom Action Research is called a collaborative study. Muslich (2011:13) states that the teachers do not have to be alone in an effort to improve classroom learning practices. However, it can be carried out by means of collaborating with other teachers in order to solve practical problem during the teaching and learning in the classroom.

In the classroom action research, English teacher assess the effectiveness of their own teaching activities and plan the improvement based on the result of their own assessment. Classroom action research for English instruction is aimed at developing an innovative instructional technique that can be contributive to enhance the success in students' learning English.

Based on the spiral model of the classroom action research presented by Kemmis and Taggart (in Hamzah, 2011:69) the researcher conducted the research in cycles, each of which consisted of four steps: planning, implementing, observing, and reflecting. This classroom research is done through two cycles including trying out semantic mapping technique, to test how much semantic mapping technique can improve the students' comprehension ability in recount text.

In conducting this research, first preliminary study was conducted to know what kind of problems faced by the students in the classroom. Second, planning was done to overcome the problems and prepare the action research. In addition, implementation was conducted based on the planning which had

been determined. Then, when the implementation was conducted, the observation was also done. Based on the result of the implementation, the researcher conducted reflection about the result of the implementation. The researcher decided whether she needed to improve the implementation in the next cycle or not.

The following is the classroom action research procedure used which is adapted from Kemmis and Taggart (in Hamzah, 2011:71)
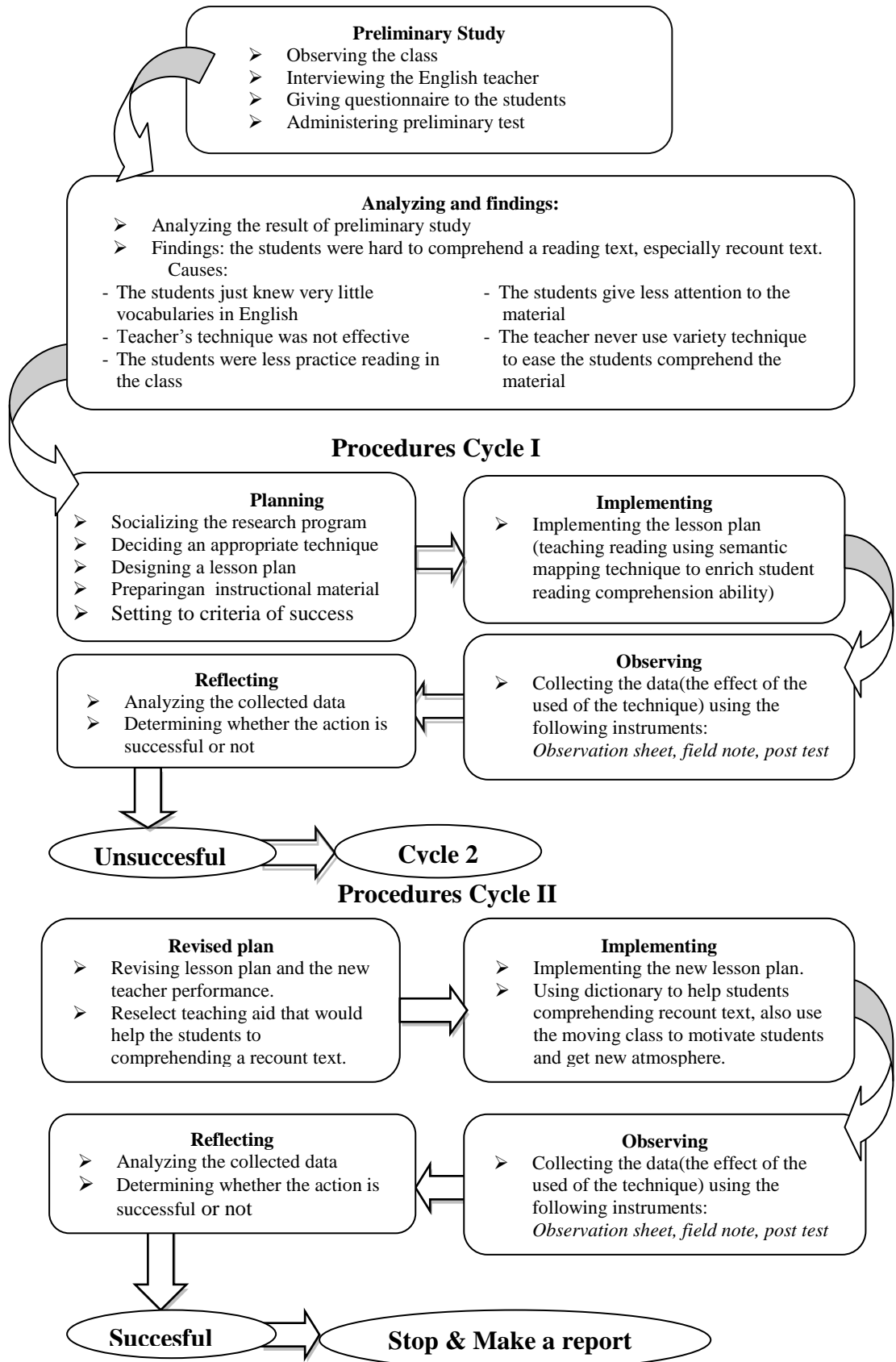
Preliminary Study
➢ Observing the class
➢ Interviewing the English teacher
➢ Giving questionnaire to the students
➢ Administering preliminary test

Analyzing and findings:
➢ Analyzing the result of preliminary study
➢ Findings: the students were hard to comprehend a reading text, especially recount text.
  Causes:
- The students just knew very little vocabularies in English
- Teacher's technique was not effective
- The students were less practice reading in the class
- The students give less attention to the material
- The teacher never use variety technique to ease the students comprehend the material

Procedures Cycle I

Planning
➢ Socializing the research program
➢ Deciding an appropriate technique
➢ Designing a lesson plan
➢ Preparingan instructional material
➢ Setting to criteria of success

Implementing
➢ Implementing the lesson plan (teaching reading using semantic mapping technique to enrich student reading comprehension ability)

Reflecting
➢ Analyzing the collected data
➢ Determining whether the action is successful or not

Observing
➢ Collecting the data(the effect of the used of the technique) using the following instruments:
Observation sheet, field note, post test

Unsuccesful → **Cycle 2**

Procedures Cycle II

Revised plan
➢ Revising lesson plan and the new teacher performance.
➢ Reselect teaching aid that would help the students to comprehending a recount text.

Implementing
➢ Implementing the new lesson plan.
➢ Using dictionary to help students comprehending recount text, also use the moving class to motivate students and get new atmosphere.

Reflecting
➢ Analyzing the collected data
➢ Determining whether the action is successful or not

Observing
➢ Collecting the data(the effect of the used of the technique) using the following instruments:
Observation sheet, field note, post test

Succesful → **Stop & Make a report**

Figure 3.1 The Classroom Action Research Model adapted from Kemmis and Taggart

B. Setting and Subject of the Study

This research was conducted at SMPN 1 Durenan which is located on Jl. Raya Durenan-Trenggalek No.10. The researcher was chosed this school as the setting of study because in her preliminary study, in term of the teaching learning activities she found that it needed some improvements to enhance students' achievement. So, it urged the researcher to do her research at this school based on the problems found in the preliminary observation.

This research was conducted for 1 month in the second semester of the academic year of 2013/2014. It was three times of teaching using semantic mapping in each cycle. While the preliminary study was conducted before the implemention of the technique. This research started on February 12nd until March 12nd 2014.

The subject of this study were 34 students of VIII C class. As it was stated in the previous parts, based on the result of preliminary study the students of the VIII C class got some problems in learning recount text. It consisted of 9 male and 25 female. The eight graders were chosen since, based on the curriculum, recount text is taught to eight graders. That is why in this research the focus was on the use of modified semantic mapping to improve the students' reading comprehension ability in recount text. Considering the students' problems in reading comprehension and its conformity with the research, then the researcher chose the students of class VIII C as her research subject.

C. Procedure of the Study

In the classroom action research, there are four stages within one cycle. They are planning, implementing, observing and reflecting. But before doing the first stage (planning), the researcher took a preliminary study. It was intended to find out practical problems of the class.

The preliminary study was done by observing students activities in the classroom, interviewing the English teacher informally, giving questionnaire to the students, and administering a preliminary test. Based on the observation, it was found that the teacher employed a teacher-centered and it was not effective to help the students comprehend a reading text, especially recount text. Besides, the students just knew a little about vocabularies in English and less practice in comprehending reading text. So, the students didn't participate actively in the classroom

Meanwhile, the result of interview showed that there were 70% of students have difficulties in comprehending reading recount text. In spite of from the result of questionnaire showed that the students have motivation in teaching learning English but they feel hard to comprehend reading recount text. Then, the result of preliminary test showed that there were 7 students of 34 students or 20.6% of students passed the Minimum Mastery Criterion (*KKM/Kriteria Ketuntasan Minimal*).

Based on those problems above, it could be interpreted that the students needed innovation technique to improve their ability in comprehending recount text. The researcher applied semantic mapping as a

innovation technique in comprehending recount text. After found those problems, she began to conduct a classroom action research in cycle. This cycle covering planning, implementing, observing, reflecting. The researcher took 2 cycles.

1. Planning

Planning was a phase done for the purpose of preparing the instructional technique to be developed to solve the instructional problem found during the preliminary study. The instructional technique was selected based on her belief that the technique theoretically could solve the problems. Semantic mapping was a technique selected to improve the reading comprehension ability of VIIIC at SPMN 1 Durenan.

In the planning stage of Cycle 1, the researcher socialized the research procedure, prepared the semantic mapping procedures, designed a lesson plan, prepared the research instrument, the instructional material, and set the criteria of success. While in the Cycle 2, the researcher made a revision and designed new lesson plan.

Those were planning in the Cycle 1:

a. Socializing the Research Program

The researcher was made a meeting with the English teacher as a collaborator. The researcher explained how this technique could be employed a recount text. The main purpose of this activity was introducing this technique, determining schedule, and discussing the roles of teacher in conducting the research. This research used

Kemmis and Taggar't cycles and every cycle divided into three meeting.

Table 3.1 presents the activities done by the researcher in conducting classroom action research.

Table 3.1 The Schedule of Classroom Action Research

No	Action	Time		
		Day	Date	Hour
1.	Preliminary observation	Friday	February 14th 2014	07.00-08.30
		Saturday	February 15th 2014	07.30-09.00
	Cycle 1			
2.	a. Meeting 1	Friday	February 21st 2014	07.00-08.30
	b. Meeting 2	Saturday	February 22nd 2014	07.30-09.00
	c. Meeting 3	Friday	February 28th 2014	07.00-08.30
3.	Analysis and preparation			
4.	Cycle 2			
	a. Meeting 1	Saturday	March 01st 2014	07.30-09.00
	b. Meeting 2	Friday	March 07th 2014	07.00-08.30
	c. Meeting 3	Saturday	March 08th 2014	07.30-09.00
5.	Data analysis and reporting the finding.			

b. Providing a Suitable Strategy

The researcher provided the technique of semantic mapping to solve students' problem in comprehending a recount text. To improve the students' reading comprehension ability in recount text, the researcher guided the students to implement the semantic mapping. The practice of employing the modified semantic mapping was applied in the whilst reading. The steps of implementing semantic mapping were as follows:

1. The researcher asked the students to review about recount text.

2. The researcher explained the use of semantic mapping in comprehending a recount text.

3. The researcher gave example about using semantic mapping in comprehending recount text.

4. The researcher divided the students into group of 4 students.

5. Teacher gave recount text and semantic map to each group.

6. Each group completed semantic map based on recount text.

7. The teacher proposed comprehension question.

8. The teacher asked the students to make summary.

9. Each group discussed the recount text, semantic map, and task related to it.

10. Each group presented the result of their discussion.

c. Designing a Lesson Plan

The lesson plan was arranged and developed based on the syllabus of the second semester of eight year class. The lesson plan comprised identify of school, indicator, instructional objective, instructional material, teaching and learning activities, source of material and evaluation.

(See Appendix 1)

1. Identify of school

It consisted of name of school, subject, level, time allotment, standard competency and basic competence that used.

2. Indicators

It described the standards which the students had to master the knowledge well.

3. Instructional objectives

Instructional objectives were the learning outcomes by the teacher which due students learned.

4. Instructional material

It consisted of the material that is used by the teacher. The material used was in the form of a recount text. The recount text prepared were 'Pangandaran Beach', 'A Funeral in Toraja' and 'Vacation to London'. Those texts were taken from internet and book.

5. Instructional media

The instructional media that she used in the teaching and learning process were laptop and LCD to explained recount text and introduced their technique. The researcher also used paper consisted picture of semantic mapping technique that gave to each group

6. Teaching and learning activities were divided into three stages:

➢ Pre-reading activities

a. The teacher opened the lesson by explaining the objectives of the lesson.

b. The teacher divided the students into eight groups: each group consisted of 4-5 members. Some activities done in the groups were:

- First, there was a small discussion about recount text and its parts.

- Second, teacher asked students in the group to explain about recount text.

- Third, the teacher led a brainstorming session about the major characters of recount text.

➢ Whilst reading

a. The teacher selected a recount text.

b. The teacher explained the organization of the story in the recount text as a beginning, middle, and end.

- The beginning talked about the place, time and the characters.

- During the middle of the story, there must an event.

- The end of the story talked about the conclusion of the story.

c. The teacher explained semantic mapping and related it to the story then she gave the printed semantic map to be filled out by students.

d. The students read the story carefully.

e. Each group then discussed the story and filled out the semantic map together.

f. Each group then presented the result of the discussion.

➢ Post-reading

In the post-reading activity, each student was assigned to answer comprehension questions in the form of the quiz. This was aimed to find out how far the students comprehend the main idea of the reading text. The teacher also asked the students to make summary of the text.

7. Source of material

It covered the source of materials that were used in teaching learning process.

8. Evaluation/assessment

This part contained a description of assessment in teaching reading recount text.

Because the researcher took this research trough two cycles, so the researcher also made a planning for cycle 2. The whole planning in this cycle was almost same with cycle 1. But there were two points that made them different. Those were by using dictionary and moving class. In this planning the researcher made a new lesson plan with the 2 points revision. This was a design of new lesson plan for cycle 2. (See Appendix 2)

1. Identify of school

   It consisted of name of school, subject, level, time allotment, standard competency and basic competence that used.

2. Indicators

   It described the standards which the students had to master the knowledge well.

3. Instructional objectives

   Instructional objectives were the learning outcomes by the teacher which due students learned.

4. Instructional material

   The material used was in the form of a recount text. The recount text prepared were 'My Holiday in Bali', 'My Adventure at Leang Cave', and 'Travelling to Indonesia'. Those texts were taken from internet and book.

5. Instructional media

   The instructional media that she used in the teaching and learning process were laptop and LCD to gave more explanation of semantic mapping. The researcher also used paper consisted picture of semantic mapping technique that gave to each group

6. Teaching and learning activities were divided into three stages:

   ➢ Pre-reading activities

   a. The teacher opened the lesson and used moving class to motivate the students.

b. The teacher explained the objectives of the lesson.

c. The teacher divided the students into eight groups: each group consisted of 4 members.

d. The teacher asked the students used dictionary to comprehending recount text for their discussion in the group. Some activities done in the groups were:

- First, there was a small discussion about recount text and its parts.

- Second, teacher asked students in the group to explain about recount text.

- Third, the teacher led a brainstorming session about the major characters of recount text.

➢ Whilst reading

a. The teacher selected a recount text.

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    d. The students read the story carefully.

    e. Each group then discussed the story and filled out the semantic map together.

    f. Each group then presented the result of the discussion.

➢ Post-reading

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7. Source of material

It covered the source of materials that were used in teaching learning process.

8. Evaluation/assessment

This part contained a description of assessment in teaching reading recount text.

d. Setting the Criteria of Success

Setting the criteria success was intended to know whether or not the problems were solved by using the semantic mapping. The criteria of success were derived from the problems to be solved

through the implementation of the modified technique. Based on the result of discussion between the researcher and the collaborator, thus there were two indicators of students' success in teaching learning process.

1. The students have to pass the minimum mastery criterion (*KKM*) at the score 75 and it's proven successfully when 25 or 75% of 34 students achieved score ≥ 75.

2. The improvement of students' participation in the teaching and learning recount text using semantic mapping. It determined by 80% activeness based on observation sheet.

2. Implementing

The second step after planning was implementation, to implement the instructional technique that had been planned in the lesson plan. The researcher had already mastered the instructional scenario before starting implement the technique. In implementing the technique the researcher used Kemmis and Taggart procedure of classroom action research. Each of cycle consisted of 3 meetings i.e. 2 meetings for implementation the semantic mapping technique and 1 meeting for a test. This was act as in the cycle 1 or cycle 2.

3. Observing

Observing was the process of collecting data about the effect of the applied semantic mapping during and after the implementation of the technique. At this observation stage, the researcher and the collaborator

had determined the instrument to collect data. The instrument consisted of interview guide, questionnaire, observation sheets, field note, and test.

In this classroom action research, the researcher used qualitative and quantitative data. The qualitative data were taken from doing observation within activities in the class, conducting interview to English teacher, and giving questionnaire. Meanwhile, the quantitative data were taken from result of post test administered at the end of each cycle.

The researcher took unstructured *interview* to the teacher. The interview would be accomplished after the implementation of CAR to know the teacher's response toward the idea of semantic mapping technique. (See Appendix 4)

Questionnaire was a record of students' feeling, responses, and reactions to the semantic mapping implementation. The students' responses were used to identify the students' response and attitude.

The *observation sheet* was used to collect data during the instruction process. The observation focus for the students and the researcher activities during the implementation of semantic mapping in the classroom. The observation was checked by the collaborator teacher while the teaching and learning process happening. The collaborator is Sriniswati. She was an English teacher of VIII C.

Field notes was a written record of events of the semantic mapping implementation kept by the researcher. Field notes were used to know the

progress and record activities, or events in the teaching and learning process.

The *test* was used to get students' scores or to measure the students' achievement in comprehending the material at the end of each cycle. The test was administered in the third meeting of each cycle to measure quantitatively whether or not the criteria of success had been achieved. In this study, the test is done in form of open-ended question and summary of the story. There were 5 questions of open-ended questions related to the text.

4. Reflecting

Reflecting is an effort to appraise whether action of teaching learning has been successful or not. Moreover, in other hands, reflecting implied an activity to analyze the data taken during conducting observation whether or not the criteria of success had been achieved. Reflecting is a significant way to develop the next cycle. The researcher tried to find weaknesses of the three meetings and made it better. Reflection was also intended to defend some factors supporting the success of the technique.

The reflecting stage was aimed at evaluating which criterion on the target of success had been achieved, which one had not been achieved, and determining the possible reasons what made those targets were not achieved yet. The result of reflection was used to determine part of the technique needed improvement.

The researcher analyzed data using qualitative and quantitative method. The qualitative data were obtained from the result of interview, observation of the students' response during teaching activities by using semantic mapping, field note, and questionnaire. Meanwhile the result of the test was classified as quantitative data.

The data from the test were analyzed by calculating the mean score. To obtain the mean score the following formula was used: (Thomas, 1971:25)

$$\bar{X} = \frac{\sum fx}{N}$$

Notes $\bar{X}$: Mean   x   : Total score

       $\sum$: Sum of the score   N   : Number of The student

       f   : Frequency

To get the class percentage which pass minimum mastery criterion criteria 75 in 75% of 34 students the researcher used this formula:

$$P = \frac{F}{N} x100\%$$

Notes P : The class percentage

       F   : total percentage score

       N   : number of students

The improvement score of students' comprehension ability in recount text from preliminary test up to students' average score in cycle 1 and cycle 2 can be analyze by using this formula: (Metzer, 2008:3)

$$P = \frac{y_1 - y}{y} x100\%$$

Notes P   : percentage of students' improvement

y   : result of preliminary test

y_1 : result of post test 1

$$P = \frac{y_2 - y}{y} x100\%$$

Notes P   : percentage of students' improvement

y   : result of preliminary test

y_2 : result of post test 2

Meanwhile, in analyzing data to get percentage of questionnaire result, the researcher used this formula:

$$\% = \frac{n}{N} x100\%$$

Notes n   : number of students who answer the option

N   : number of all students in the class.

Then, in analyzing data of observation sheet, the researcher used this formula:

$$\%O = \frac{x + y}{\text{the activities total}} x100\%$$

Notes %O   : the percentage of observation

X   : the activities were done by the teacher in the class based on the observation sheet.

Y   : the activities were done by the students in the class based on the observation sheet.