

CHAPTER III

RESEARCH METHOD

This chapter discussed the description of research design, research procedure, research attendance, setting and subject of the research, data and source of data, data collection method and data analysis.

A. Research Design

The design in this research is a Classroom Action Research (CAR). The researcher conducted a classroom action research to know and learn the phenomenon which occurred in teaching learning process and purposely tried to offer the solving for the problem happened. Classroom Action Research is different from quantitative and qualitative research, but has characteristics of both. An action research utilizes and appropriates intervention to collect and analyze data and implementations of address educational issues.

In this research the researcher tried to explain some theories related to definition of action research according to the expert. Burn, (2010: 2) stated that:

Action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher’. Action research involves taking a self-reflective, critical, and systematic approach to explore your own teaching contexts. In action research, a teacher becomes an ‘investigator’ or ‘explorer’ of his or her personal teaching context, while at the same time being one of the participants in it.

It meant that one of the main aims of action research is to identify problematic situation or issue that the participants who may include teachers, students,

managers, administrators, or even parents consider worth looking into more deeply and systematically.

Another expert accepts definition of classroom action research according to Kemmis, 1983 (in Hopkins, 2008: 48):

Action research is a form of self-reflective enquiry undertaken by participants in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out. It is most rationally empowering when undertaken by participants collaboratively, though it is often undertaken by individuals, and sometimes in cooperation with ‘outsiders’.

Those statements above become the foundation for the researcher in considering how important the research design for doing a research is. It is because Classroom Action Research is called a unique research. In plan definition, classroom action research is an action research done by the teacher who seeks for solution in teaching learning process in order to improve the students’ achievement.

Implementing the principle of an action research, this study involved four steps: (1) plan, (2) act, (3) observe, (4) reflect. The procedure of this action research was taken from the design proposed by Kemmis and Mc Taggart shown in figure 3.1

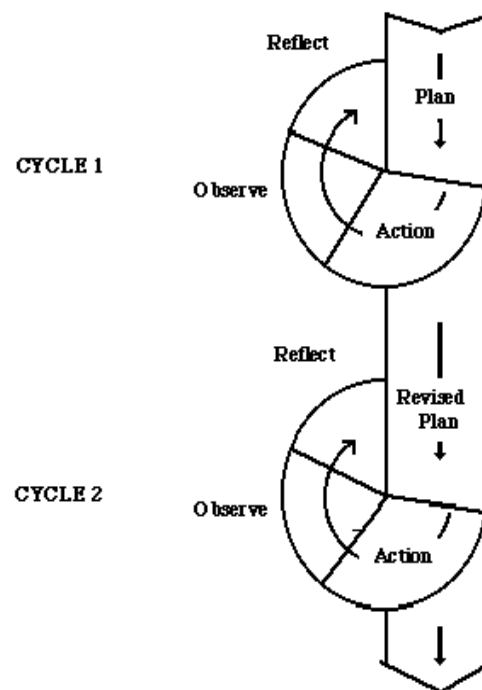


Figure 3.1 Cyclical AR model based on Kemmis and Mc Taggart (Burns: 2010:9)

Figure 3.1 clearly displays the iterative nature of CAR along with the major steps of planning, action, observation and reflection before revising the plan. This may be thought of as similar in nature to the numerical computing technique known as successive approximation - the idea is to close in upon a final goal or outcome by repeated iterations.

B. Subject and Setting of the study

This study was conducted at the eighth grade H of SMPN 1 Sumbergempol. There are 31 students in this class. The research was conducted from January 29th 2016 to 28th March 2016.

The researcher conducted the research for this class because the English teacher in this class said that: (1) it was difficult for them to understand about

what they read, (2) they did not have good ability to answer the question from text, (3) they did not master many vocabularies, and (4) they did not pay attention during the teaching and learning process. Based on the situation and the condition of the class mentioned before, the researcher feel interested in conducting the research proposed a Strategy Five W's Stars diagram to solve such problems.

C. Procedures of The Study

Research procedure was a set of procedures or steps done in order to get the most accurate result. The research began with the preliminary study as problem identification, and then continued by some stages namely planning, implementing, observing and reflecting.

1. Preliminary Observation

The researchers did preliminary observation on Friday, 29th of January 2016 at 08.00 a.m. by doing interview with an English teacher from SMPN 1 Sumbergempol, Mrs. Sudarwati S.Pd. From the result of interview by the researcher got some information. It was difficult for the students to understand about what they read; they did not have a good ability to answer the question from text. In addition, they did not master many vocabularies well. And they did not pay attention during the teaching and learning process.

After that, the researcher conducted the preliminary reading test to measure the students' reading before the researcher taught the material and also made criteria of success in process or the result of

teaching learning. She used written test to know students' reading by test. The reason was to reinforce the data of interview from the English teacher. After to know the result of preliminary test, the researcher hoped can be improve in teaching learning process in reading narrative text by using Five W's Stars diagram in the class VIII-H.

Table 3.1 The Result of Preliminary Reading Test

No	Name	M/F	Score
1.	AF	M	70
2.	ANH	F	80
3.	AOW	F	60
4.	ANI	F	70
5.	DEK	F	70
6.	EJ	F	75
7.	FPA	F	40
8.	FRH	M	60
9.	IA	F	75
10.	KM	M	70
11.	MDTBA	M	75
12.	MAS	F	90
13.	MAA	M	75
14.	MR	M	40
15.	MRK	M	75
16.	MCM	M	65
17.	MISI	M	45
18.	MRAS	M	70
19.	NS	M	40
20.	NKN	F	90
21.	NQN	F	70
22.	NAZN	F	85
23.	OC	M	70
24.	PW	F	80
25.	RWP	M	70
26.	RH	M	80
27.	SUS	F	65
28.	TZP	F	75
29.	TA	M	65
30.	TAS	F	70
31.	YDR	F	40

2. Planning

In the planning stage, the researcher prepared socializing the research program, providing a suitable strategy, preparing the learning instrument, designing the lesson plans, preparing criteria of success.

a. Socializing the Research Program

The researcher began to introduce Five W'S Stars diagram to the selected class. She showed the example of the Five W'S Stars diagram in the narrative text. The researcher explained how to improve reading in Narrative text by Five W'S Stars Diagram in the classroom to the students. The socialization was conducted February 2nd 2016.

b. Providing the Strategy

To solve the problem of the students reading in narrative text, the researcher used Five W'S Stars Diagram strategy to teach reading. In the first cycle, there were four meetings conducted by the researcher. In the first meeting, the researcher explained about the purpose, the generic structure, and the language feature of narrative text. The researcher provided the process of reading strategy to solve the practical problems that occur in the teaching and learning reading. In this case the researcher used Five W's Stars Diagram strategy to teach reading.

c. Designing the Lesson Plan

A lesson plan was developed by the teacher to guide the instruction. In this research, the researcher developed lesson plans to manage the classroom situation while the action implemented. It consisted of: (1) identify of school: it consisted of name of school, subject, level, 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 change and information growth. (3) Learning objectives: learning objectives were the learning outcomes for the lesson. (4) Learning material: it described the materials that would be given for the students suitable with curriculum standard. (5) Learning methods: learning methods were the teaching strategies will be used in this lesson. (6) Learning steps: in learning steps, there are of number of items to consider in the procedure section of the plan. it consist of open the lesson, gave explanation about Narrative text by using Five W'S Stars Diagram and teacher gave students reading test about Narrative text. (7) Material source: it mentions what materials, resources, and technology will be needed for the lesson. (8) Evaluation or assessment: this section contains a Narrative text of the assessment process to measure the students' success. The complete form of the lesson plan could be seen by appendix 1.

d. Preparing the Criteria of Success

The criterion of success in this study was emphasized with the effort to maximize the students' reading skill in narrative text. First, the students' were active and motivated in reading class. It could be identified from the direct observation and questionnaire. The action was considered run successfully if 70% of the students got score 75 in the reading test. It meant that the student who got score 75 or more was classified into passed and who got less than 75 was classified into failed based on *Kriteria Ketuntasan Materi (KKM)*. KKM or Minimum Mastery Criteria is criteria that should be achieved by the students. This criteria prescribed by the teacher according to the some matter. In this case the minimum score of completeness is 75.

Thus, when one of the indicators in the selected criteria had not been achieved yet, the researcher moved to the next cycle of action by making revision on the next planning. On the other hand the study stopped when the result of data analysis showed that all indicators in criteria of success were fulfilled.

e. Training the Collaborator Teacher

It was an implementation of the planning. It could be done by the teacher, the researcher, or the collaborator. In this research, the English teacher acted as observer and the researcher acted as practitioner of the strategy and as the observer too. The action should be in line with the planning that had been made before. The

implementation of this step, the researcher explained how to use Five W's Star Diagram in understanding narrative text. To collaborator teacher the use of five W's stars diagram in teaching. The researcher gave instruction, material, and discussion about Five W's stars diagram together with the teacher before the Five W's stars diagram was implemented in the class.

3. Implementing

The researcher introduced the strategy Five W's stars diagrams to class VIII H Grade students, using Five W's stars strategy diagram in understanding narrative text. In the implementation there are four meeting on the cycle 1 and cycle 2.

In the cycle 1 there were four meetings. At the first meeting, the researcher focused on introducing the technique used, and test. At the second meeting, of teachers provided materials in narrative text using Five W's stars strategy diagram. After that the researcher gave materials to evaluate students' understanding in understanding the text narrative using stars Diagram and the teacher gave exercises to students. At the third meeting, the researcher to give students worksheet by using Five W's stars diagram. After that the researcher and students discussed the questions that had been given. And the last meeting, the researcher give students worksheet and then, the researcher give test written by using Five W's Stars diagram.

In the cycle 2 the researcher used four times meeting with the steps same with the cycle 1.

4. Observing

Observation was process of recording and collecting data about any aspects or events which happened during teaching learning process. The observation was done during the action. It was very important in order to monitor the activity concerning with the implementation of Five W's Stars Diagram method in teaching reading.

The researcher used instruments of the research, they were observation sheet, questionnaire, test, and field note. The observation sheets in the form of checklist were used to record the student and the teacher's activity during the teaching and learning process. She observed and wrote down the process happens during the action. Besides, the researcher used questionnaire sheet was to know the response from the students during the teaching and learning process using Five W's Stars Diagram method. The next, the researcher gave reading test about "Narrative Text" to know whether the students' reading learning have improved through Five W's Stars Diagram. The result of test was compared to the criteria of success. And in the end of this step, the observation teacher used the field note to record the unexpected event during the observation.

a. Interview

Interview was a data sources of information that gotten from the interview. The researcher used interview to know some information related with the research. She was interview the teacher to get information about the English lesson in the classroom and to know the reading. In collecting the data from interview, the researcher used steps as follow: (1) the researcher prepared some questions related in narrative text that would be asked to selected teacher. The researcher also prepared recorder to record the answer. (2) The researcher asks and talk based on the questions that had been prepared. (3) The researchers write her answer in the note. From the interviewing with the English teacher the researcher knew that she sometimes uses this strategy and the students low in reading ability. (See appendix 2).

b. Test

According Arikunto, (2010: 193) states that: The test is a series of questions or exercises and other tools used to measure the skills, knowledge, intelligence, ability or talent possessed by individuals or groups.

The researcher gives reading test in narrative text on preliminary study and test on cycle I and cycle 2 for the students. Test on preliminary study is intended to know how well the students have mastered the reading ability before being taught about Five W's Stars

diagram. And test on cycle I and cycle 2 was aimed at knowing the students' ability on reading after being taught Five W's Stars diagram. The result of test was compared with the criteria of success to know whether the students had got improvement in reading ability. In the step; (1) the researcher prepared the materials to test. (2) The researcher joined in the classroom. (3) The researcher gave test for the students. (4) The researcher asked students submit the test.

c. Observation Sheet

The researcher got the data by observing the students and the class activity. The researcher used observation sheet to collect data during the instruction process. According to Arikunto (2010:78) that observation is the most desirable measurement method.

The observation focused for the students and the researcher activities concerning the implementation of Five W's stars diagram in the classroom. She conducted observation sheet also which had been prepared of time and situation before. When the observation takes place, the observer collected the data of teaching and learning process that included the teacher's (researcher) activity, students' interaction with the teacher, students' interaction with other students, students' interaction with the material, and students' interaction with technique. (See on Appendix 3).

d. Questionnaire

Hopkins (2008:118) states that “Questionnaires that ask specific questions about aspects of the classroom, curriculum or teaching method are a quick and simple way of obtaining broad and rich information from pupils”. The questionnaire was something that we used to collect the data and to know the response of students about the use of Five W’s Stars Diagram in reading. To obtain the data, the researcher used the questionnaire items of herself. She used closed questionnaire after did applying in reading narrative text by using Five W’s stars diagram. It had a list of possible options or answers from which the respondents must choose. It consisted of ten questions. Through questionnaire, the researcher gets all information that he wants to know. The researcher uses questionnaire in order to know the students’ opinion related to the reading learning through the use of Five W's Stars diagram strategy. The options are “Yes” and “No”. The researcher analyzed it by using Guttman Scale. “Yes” answer scored 1 and “No” answer scored 0 (Riduwan, 2005:17).The questionnaires were distributed to the students after teaching and learning process. (See the Appendix 4). The step: questionnaire gave after teaching reading in narrative text by using Five w’s stars diagram.

e. Field Note

Field notes was a written record of events of Five W's Stars diagram implementation kept by the researcher. Field note was used to know the progress and record activities or events in the teaching and learning process. Field notes were used to collect the data during the teaching and learning process in every cycle which was not included in the observation sheets. In this study, there are three components that the researcher will observe, they are:

a) The Class Situation,

If there are a lot of students enthusiastically asking how to fill the Five W's stars diagram perfectly, it will be included that the students give much attention to learning process.

b) The Participation of the Students

If the students do what the researcher order, she will conclude that they are motivated to be active in learning process.

c) The Reading of the Students

If the students can comprehend the text given and fill the Five W's stars diagram perfectly, she will conclude that they can achieve a better progress in filling graphic organizer.

(See the appendix 5).

5. Reflecting

In this stage, the researcher reflected and analyzed whether the teaching learning process was done successfully or not to reach the objectives of the lesson plan in cycle 1. It was intended to know whether the actions that had been done had weaknesses or not. The researcher also compared the results of the study with the criteria of success. The researcher analyzed whether the actions in the first cycle had achieved the objective of the teaching learning process or not. Then the information was used to revise the lesson plan of the first cycle to make the lesson plan for the second cycle. In other words, the weaknesses in the first cycle were revised to make a better lesson plan for the second cycle.

3.2 Table of Researcher' Schedule during the Action Research:

DATE	TIMES	ACTIVITIES
Friday, 29-01-2016	08.00-09.00 10.00-11.20	Interview Preliminary study
Tuesday, 2-01-2016 Friday, 5-02-2016 Tuesday, 9-02-2016 Friday, 12-02-2016	10.40-12.00 10.00-11.20 10.40-12.00 10.00-11.20	Cycle 1 - Meeting 1 - Meeting 2 - Meeting 3 - Meeting 4 - Preliminary reading test cycle 1
Tuesday, 16-02-2016 Friday, 19-02-2016 Tuesday, 23-02-2016 Friday, 26-02-2016 Tuesday, 1-03-2016	10.40-12.00 10.00-11.20 10.40-12.00 10.00-11.20 10.40-12.00	Cycle 2 - Meeting 1 - Meeting 2 - Meeting 3 - Meeting 4 - Preliminary reading test cycle 2 - Questionnaire