

### **CHAPTER III**

#### **RESEARCH METHOD**

This chapter is intended to present some points related to this study, including: Research Design, Setting and Subject of the Research and Research Procedures – preliminary study, analysis and identifications, planning, acting and observing, and reflecting.

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

The research design in this study is Classroom Action Research. Classroom action research. According to Cresswell (2011:577), Action Research designs are systematic procedures done by teachers (or other individuals in educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their students learning. Furthermore in the context of teaching English, CAR is aimed at developing innovation interactional strategy that can help enhance the success in students' learning English (Latief, 2011:145).

In this study, CAR is conducted to help the students improve their public speaking skill. The technique offered is by using oral presentation. The researcher did collaborative CAR, because the researcher directly works together with the English teacher of the fifth grade at MIN 4 Tulungagung. As a collaborator, the

teacher was involved in the whole process of the activities. The researcher played as the real teacher meanwhile the English teacher is assigned to be an observer.

According to Latief (2011:145) Classroom Action Research activities involve repeated cycles, each consisting of planning, acting or implementing, observing and reflecting. The result of one cycle is used to determine the need for the following cycle, until the problems get solved by the strategy. In this study, the researcher used the spiral model as suggested by Kemmis and Taggart (1988) in Arikunto (2010:132). The model consists of four steps; planning, implementing or acting, observing and reflecting.

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

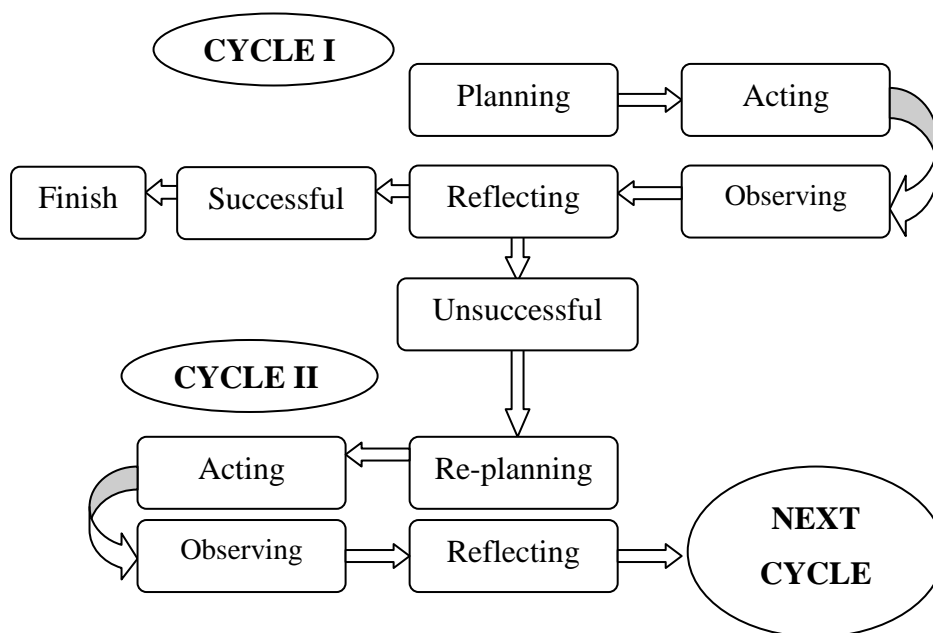
This classroom action research is conducted at MIN 4 Tulungagung located on Raya Pucung Lor Street Ngantru district the city of Tulungagung, East Java Province. The classroom action research is held during the second semester.

The subject of this study was the fifth grade students of MIN 4 Tulungagung which consist of 29 students

## **C. Research Procedures**

In this thesis, the researcher used Kemmis and Taggart's model because in this treatment, the researcher needed some cycles to improve the student's reading comprehension.

### 3.1 The Action Research Spiral



**Note :**

If the result in reflecting was satisfactory, the cycle I finished. But, if the result in reflecting was unsatisfactory, it will be continued in cycle II.

#### 1. Preliminary Observation

In preliminary observation, the researcher identifies the problem before planning the action. The researcher conducted the pre-research at MIN 4 Tulungagung to measure student's reading ability. There are four ways to identify the problem. They were as follows:.

##### a. Observation during the process of teaching learning

Observation is held to know the student's behavior during the teaching learning process in the classroom, to know how far students understand about their reading comprehension, to know the teacher technique

during the teaching learning process, to know the class situation during teaching learning process. And the results are the students are passive and less cooperative in the class.

#### **b. Preliminary Test**

Preliminary Test is conducted to know the student's reading skill and their reading comprehension

### **2. Planning**

In this point, the researcher prepared everything needed for applying the action; (1) preparing teaching strategy, (2) designing lesson plan, and (3) setting criteria of success.

#### **a. Preparing Teaching Strategy**

In conducting this study, the researcher uses bilingual fable as the teaching technique or strategy of teaching reading under the consideration that bilingual could facilitate students in increasing their reading mastery. Bilingual fable with picture was also used as the teaching media to make an interactive teaching learning process.

#### **b. Designing Lesson Plan**

A lesson plan was made as the guideline for the teacher to conduct the teaching activity. By using lesson plan, the success of teaching learning process was shown. Look at page 58. During teaching learning process, the researcher made a note about the weaknesses or the strength of the teaching. Setting criteria of success.

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

There were three major indicators used as the criteria of success of this research, which are as follows:

1. The students understand about what story about, in that time the students can understand the question and give a good answer according the story.
2. The students can find all of the information from the fable story.
3. The mean score of the test in each cycle should be greater or equal to 70.00.

### **3. Implementing**

The researcher took classroom action research to conduct the study with meetings at the class. The implementing is as the second step deals with the implementation of the Bilingual Fable with picture in reading comprehension. During the application of the strategy, observing the action was also done whether the learning-teaching activities in class were in accordance with the prepared lesson plan. The observation was conducted by the researcher itself. The researcher observe the students' behaviour during teaching learning using Bilingual Fable with picture.

### **4. Observing**

The observation of this study are used four instruments, they are: observation sheets, questionnaire sheets, field notes, and tests.

- a. Observation Sheet

Observation is the most desirable measurement method. The researcher uses observation to collect data during the instructional process. It deals with performance of both students and teacher. To attain the purpose, there are two observation sheets are prepared: the observation of the students' reading mastery, and the teacher's performance which are observed by the English teacher at school.

The observation sheet filled during the teaching learning process. In each meeting, the teacher filled the observation sheet about the teaching learning process.

b. Questionnaire Sheets

In this study, the questionnaires are given to the students to collect the data about the students' responses in implementation of bilingual fable and the improvement of reading mastery after using bilingual fable (with picture). The researcher conducts the questionnaire by giving the question sheets to the students.

When the researcher gives questionnaire sheet to the students, he/she should explain clearly to the students how to answer the questions in order to avoid the mistakes. The researcher asks to the students to be honest and answer the questions based on the real condition.

The questionnaire consists of ten items which identified the students' interest in learning English by using bilingual fable and the effectiveness of using bilingual fable in learning English.

c. Field Notes

Field notes also prepared as the instrument for obtaining the necessary information. Field notes is used to record the important data that included in the observation. The researcher writes field notes about teacher and students activity during teaching and learning process.

5. Tests

“Test is a short examination of knowledge or ability, consist of question that must be answered or activities that must be carried out” (Oxford:2008:459).

In this study, the researcher gave a preliminary test before the cycles to know the ability of the students. At the end of the cycles, the researcher gave post test to know the improvement of students’ reading mastery. The post test is the same as the preliminary test. The test depends on the materials which were given by the teacher to the students, so the test is not too difficult or too easy for the students.

In this study, The result of analysis is to see whether the implementation of action is successful or not, so that the decision to stop or continue the next cycle can be taken. The data were obtained from the result of observation to the teacher’s performance, the students’ reading mastery; field note, they are qualitative data. Meanwhile students’ involvement and test are classified as quantitative data. The qualitative data are presented in the table. The

data obtained from observation checklist of the students' involvement is calculated in percentage. The test is presented in table in order to see the improvement of students' reading mastery.

The data is acquired from the result of students' reading mastery, and qualitative data of questionnaire.

The calculation and range for scoring the students are analyzed by using percentage method as follows:

$$P = \frac{F}{N} \times 100\%$$

Legend:

P = percentage

F = frequency

N = number of the students

The data from the test is analyzed by using calculating the mean score.

To obtain the mean score use the following formula:

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

Legend:

$\bar{X}$  = Mean

$\sum$  = Sum of the Score



$F$  = Frequency

$x$  = Total Score

$N$  = Number of Student

## **5. Reflection**

Reflection is a significant way to develop the next cycle. The weaknesses of the first cycle will be improved to the second cycle.

Through reflection, the action employed is evaluated to see whether or not the next cycle is still needed for this reason. The result of the data analysis is consulted with the criteria of success predetermined to draw conclusion. The decision to continue the action in the next cycle is done when the first cycle is not success or not fulfilled. If all the problems are solved and the criteria of success have been fulfilled, the action is stopped but if not, the research is continued to the next cycle by improving.