

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the form of research, the procedures of Classroom Action Research, the subject of research, technique and tools for collecting the data, and technique of data analysis. The explanation as follows:

A. Form of Research

In carrying out the research, the researcher applied Classroom Action Research. Classroom Action Research (CAR) is an action that was done by teachers in classroom. Action research methods were proposed by Kurt Lewin, as a research technique in social psychology. Classroom Action Research itself is very effective way to improve teachers' teaching, as Burns (2010:1) stated that "action research (CAR) can be very valuable way to extend our teaching skills and gain more understanding of ourselves as teachers, our classrooms and our students". Regarding to that statement, by doing action research the teachers will be able to find the problems faced by students in learning.

Mettetal (2001:7) also stated that "in CAR, a teacher focuses attention on a problem or question about his or her own classroom". Additionally, Mettetal also stated that "classroom action research is a method of finding out what works best in your own

classroom so that you can improve student learning”. According to the definition above, the researcher assumes that classroom action research is an appropriate way to increase teacher’s skill in teaching. Furthermore, the students' problems will be analyzed by teacher and taken by comparing students learning outcomes will help the teacher discover which teaching technique works best in classroom. By applying the technique chosen, teacher expects that students' problem can be solved.

Additionally, Cohen (2007:297) stated that “action research is powerful tool for change and improvement at the local level” and Creswell (2012:578) stated that “having teachers study their own classroom problems and issues has emerged as an important direction for school renewal today”. Related to those statements, teacher who knows everything happened in the class will be able to handle the problem in learning by doing classroom action research.

Moreover, Cohen (2007:297) also stated that “the scope of action research as a method is impressive. It can be used in almost any setting where a problem involving people, tasks and procedures cries out for solution, or where some change of feature results in a more desirable outcome”. In classroom action research the focus is on the practical significance of findings, rather than theoretical significance. The findings of classroom action research are usually disseminated

through brief reports to local colleagues. It can be used as a reference to other teacher who has the same problem on their own class.

Based on all of the definitions above, the researcher can conclude that, doing classroom action research the teacher will find students' problem in learning, analyze the causes, and decide what action should be taken to solve the students' problems. Those also related to Ferrance (2000:1) states "action research specifically refers to a discipline inquiry done by the teacher with the intent that the researcher will inform and change his or her practice in the future". In this action research, the researcher and teacher need to know the situation and conditions in classroom in order to the teachers are able to vary their teaching and learning technique in classroom.

B. The Procedures of Classroom Action Research

As the real teaching and learning process, classroom action research is conducted in a certain step. The general process of conducting action research is briefly introduced as a four-stage procedure according to Mertler and Charles (2011) the process of action research is not necessarily a linear one, but it does have a definite beginning. The first step, known as *plan*, consists of identifying the problem, collecting information and resources, and the preparation of an intervention, procedure or activity. The second step, *act*, is the actual implementation of the project or interventions. Step

three, *observe*, is the collecting of data and other information. The last step, the *reflection*, involves revising the project after examining and assessing the result. This cyclical process is repeated until the problem is resolved (Mertler and Charles,2011 cited in Taghaboni,2012). We can see the figure of four stages that is drawn as follow:

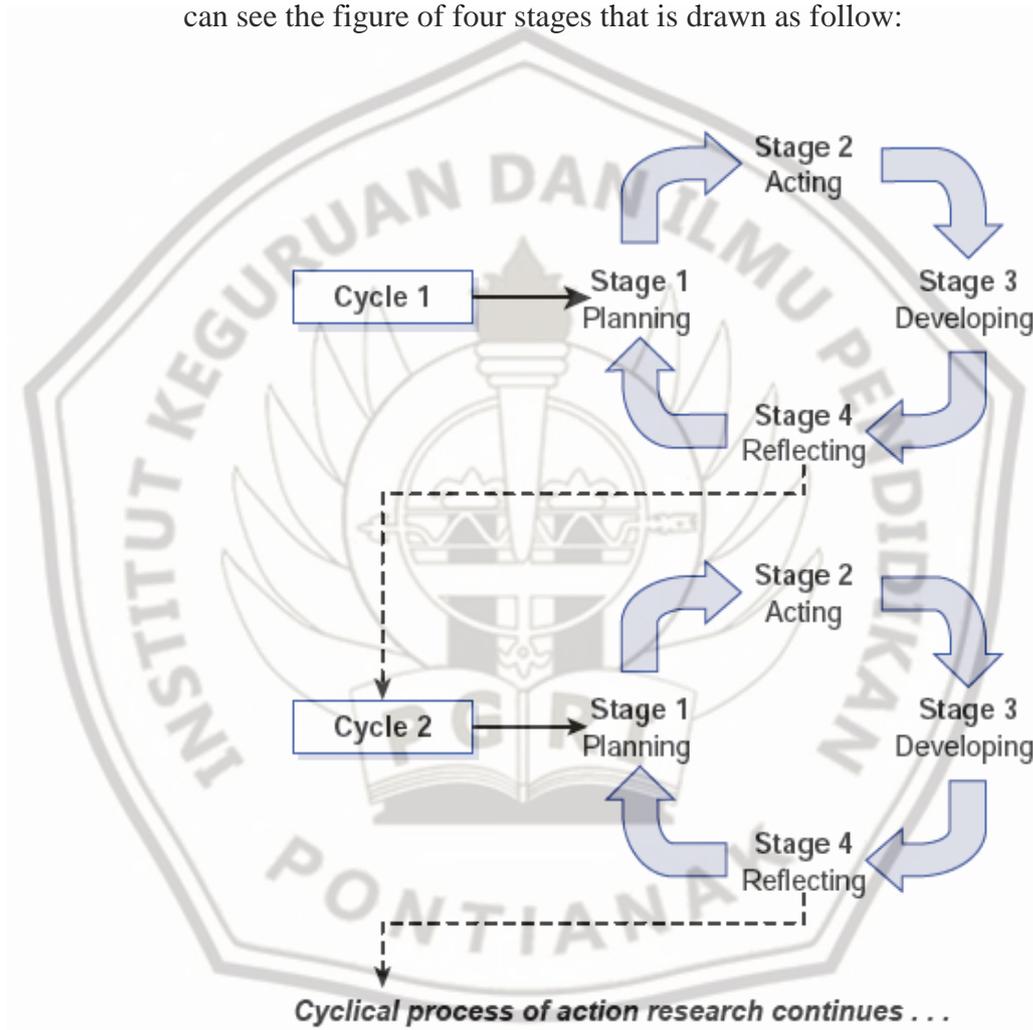


Figure 1.1 Cycling Process of Classroom Action Research

Source: Adapted from Mertler and Charles,2011

From the research design above, there are four steps of typical action research model divided into certain cycles of action such as planning, acting, observing, and reflecting. Firstly, this research will start from stage 1 (planning), after that it will continue into the stage 2 (acting), then into stage 3 (observing), and then the last stage 4 (reflecting). In this research, the cycle will stop if the students reached the target score which is stated from researcher. The researcher improve the students mastery of simple present tense, if the first cycle students get the poor of the score category then, the second cycle change become good category. Its mean this game can improve students mastery of simple present tense. In other hand, if the students couldn't changed the category score which is stated from researcher, this cyclical process of action research should continue. Furthermore, the procedure of classroom action research could be described as follow:

a. Planning Stage

Planning was made by the researcher and the teacher (as collaborator) starting from observation class and students condition. The collaborator's name is Mrs. Farida Harianti, A.Md then, the researcher and teacher will arrange the schedule plan to make sure this research was carried out according to the desired ability in simple present tense. After that, the researcher was make the lesson plan by using syllabus

at SMP N 16 Pontianak. In lesson plan, the researcher was design the activities for students to prepare and apply the lesson in the VIII B class of SMP N 16 Pontianak. Procedures, media, timing, techniques and resources are already described in the researcher's lesson plan.

b. Action Stage

The stage of action was done by the collaboration between researcher and teacher in VIII B class to carry out the lesson plan. This step was started from learning and teaching process where the researcher (to be as teacher) teach and implement the technique. Then, the collaborator (teacher) will observe the class condition by filling the observation table checklist and field note. That is for analyzing the beginning of technique that was used in learning process and the possible problems that might occur in the classroom. Beside that, the researcher and collaborator will do these steps every two meetings on each cycle according to the schedule of class meeting.

c. Observation Stage

In this stage, the researcher was helped by collaborator to observe the students' activity in teaching and learning process including the teachers' activity.

d. Reflecting Stage

The result of the observation, then, was used to do the reflection whether the action of teaching is effective or not. The researcher attempted to find the weakness of the action that has been done. Then, the researcher will repair the weakness in the next cycle and it is expected to get a better outcome of teaching.

C. The Subject of Research

The subject of this research was the students at VIIIIB in SMP Negeri 16 Pontianak. This class consist of 33 students, 24 students are female and 9 students are male. Most of them face the same problem in English class specifically simple present tense. Basically, the students already have the basic knowledge in English language since they started the school, but when they were in English class they sometimes did not have the opportunity to ask the teacher freely. The students became passive in English class because of too much fear that lead them and when it happened they prefer to choose kept in silent than talking much.

The subject in this research will be chosen based on the lowest grammar score, especially in Simple Present Tense.

The number of VIII classes such as below:

No	Level	Numbers of Students		
		Boys	Girls	Total
1	VIII A	15	20	35
2	VIII B	9	24	33
3	VIII C	16	18	34
4	VIII D	16	19	35
5	VIII E	15	21	36
6	VIII F	14	22	36
7	VIII G	17	19	36
8	VIII H	16	20	36
9	VIII I	11	24	35
10	VIII J	9	23	32
Total Number of Students		138	210	348

Table 1.2 the number of students grade VIII in SMP N 16 Pontianak

Source : (Data Peserta Didik Kelas VIII SMP N 16 Pontianak tahun 2015/2016)

A. Technique and Tool for Collecting Data

1. Technique of Data Collecting

In this research, the researcher was chose some ways which are appropriate with the research. The technique of data collection that was applied in this study is observation and measurement techniques.

The observation was done by using observation checklist and field note. In the observation technique, the researcher was used it to observe the events of teaching learning activity. The observation technique was used to assess the qualitative data in the form of improvement in the students' behavior toward the lesson. These both observations was be filled by the teacher as the collaborator.

The measurement technique was formed from the multiple choice questions consist of 30 questions. The students was asked to choose the correct answers provided in the answer sheet. In the measurement technique the researcher was got the quantitative data, where it involves a test to measure students' simple present tense mastery.

2. Tools of Data Collecting

The researcher used test, observation checklist and field note as the tools of collecting data in this research.

a. Test

After the researcher explains the material, the students were given a test to measure about the students' improvement in mastery of simple present tense. Subana, et al (2000:28) states that test is an instrument of collecting data consist of questions or exercises which will be used to measure of achievement, knowledge, skill, or talent that has been had by individual or groups itself. The data will be collected by giving the test. The test was given in multiple

choice form and the students was asked to chose the correct answer provided in the answer sheet.

b. Observation Checklist

This tool is a list of things that an observer was going to look at when observing a class. The observer marked the observation checklist based on the students' and teacher's activities, and the observer gave checklist mark (√) in column "yes" if students or teacher did suitable activities with the observation checklist, then the observer would gave checklist mark (√) in column "no" if the students or teacher did unsuitable activities with the observation checklist.

c. Field Note

Field note can be defined as the practical details about events, time date, and place or they can be considered in this research, field note was record the teaching learning process, such as students respond to the teacher's question about the text and classroom management by the researcher.

B. Technique of Data Analysis

Qualitative and quantitative used by the researcher in data analysis. In analyzing the qualitative data, the researcher used observation checklist and field note, while in quantitative data, the researcher uses mean score. There

are two techniques used by the researcher in analysis this data these are quantitative and qualitative analysis. Both of them classified as follow:

1. Quantitative Analysis

In analyzing the data by using quantitative analysis, the researcher used two type of scoring namely individual and group/mean score. The first way, the researcher calculates the individual score before getting the mean score. The explanation as follow:

a. Individual score

To calculate the individual score the researcher uses this formula. Here is the formula to measure of individual score:

$$\text{The students' individual score} = \frac{\text{The right answer}}{\text{Total of number items}} \times 100\%$$

b. Mean Score

After the researcher obtains/calculates the individual students' score, the next step that will be done by the researcher is calculating the students mean score in each meeting. To analysis the mean score the researcher uses this pattern, as follow:

$$\text{Students' mean score} = \frac{\text{The sum of individual scores}}{\text{The total number of individual}}$$

After the score of each student has been calculated into mean score, the researcher tries to categorize the students into some categories, namely: poor, average, good and excellent. It would be made in table, bellow:

Table 1.3 The Qualification of Score

Range Score	Classification
80-100	Excellent
60-79	Good
50-59	Average
0-49	Poor

Modified from Hadi (2004:46)

2. Qualitative Analysis

Qualitative analysis is considered important used by the researcher to analyze the data. In qualitative data analysis, the researcher classifies 3 steps of analysis that explain as follow: Miles and Huberman in Sugiyono (2010:247) classifies 3 steps of analysis the data in qualitative, as follow:

a. Reduction Data

The data obtained after conducting the research it may be more complicated, it could be simplelized. The first steps needed to do by the researcher which could enable to analyze the qualitative data by reducing the data. Reducing data means

that from all of the data which is obtained during conducting the research, the researcher need to decide or choose the important data that support the data that is need by researcher itself. Sugiyono (2010:247) states that reduction data means conclude, choose the important data/thing, focus on the important data and minimalize unimportant data. It is aimed to analyze the data easier.

b. Display Data

After the researcher has been done reducing the data, the next steps that should be done by the researcher is display data. Display data in quantitative analysis usually uses table, chart, pictogram, graphic and etc. It is different in form qualitative analysis used in shortnarration. As state by Miles and Huberman in Sugiyono (2010:249) that the most frequent form of display data for qualitative research in the past has been narrative text.

c. Conclusion Data

After reducing and displaying the data, the last step needed to do by the researcher is concluding the data. Here, the researcher looks for the meaning from the data that the researcher obtained. On the other word, the researcher tries to find out the model, theme, the similar data, the thing/data appeared. So, from the data the researcher obtained, the researcher tries to make the conclusion. The data could be

strange at the first time, but it could be analyzed easily after the researcher obtained the data that is enough which could enable to support the data that the researcher need/want to the researcher's research.

