CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher describes the research design, which is used in this study, the source of data, research instrument, data collection technique, research procedure, data analysis technique. To make them clear and avoid bias, the researcher himself elaborates them one by one in the following section.

A. Research Design

In this research, the researcher chooses Classroom Action Research (CAR) because this school has not used this lessons method (using CALL in task-based learning). Moreover, the researcher wanted to know the students' improvement in reading ability using CALL in task based learning and to solve the classroom's problems in the teaching of reading. Action research is a kind of research which is becoming increasingly in language education research. Elliot has opinion about it. He states "I'm anticipating that action research will become highly recommended as a strategy for helping teachers to maximize pupils' achievements of national curriculum targets' 146.

⁴⁶ Elliot, John. 1991. Action Research for Educational Change. Buckingham: Open University Press. P.52

Arikunto states that classroom action research is an observation about activity, which is expressly appeared and happened in a class.⁴⁷ In this case, the researcher will collaborative with the teacher. As Arikunto states that someone who does the action is teacher, and the researcher as the observer.⁴⁸ More succinct definition is,

"Action research...aims to contribute both to the practical concerns of people in an immediate problematic situation and to further the goals of social science simultaneously. Thus, there is a dual commitment in action research to study a system and concurrently to collaborate with members of the system in changing it in what is together regarded as a desirable direction. Accomplishing this twin goal requires the active collaboration of researcher and client, and thus it stresses the importance of co-learning as a primary aspect of the research process.⁴⁹

Kemmis and Mc Taggart as quoted by Nunan state that action research is a group of activity and a piece of descriptive research carried out by a teacher in his or her own classroom, without changing the phenomenon under investigation⁵⁰.

The goal of this Classroom Action Research is to improve teaching in classroom, department, or school; this research will help us to formulate new perception implementation CALL in task-based learning in teaching reading.

While Harmer argued that action research is a series of procedures teachers can engage in, either because they wish to evaluate the success and/ or appropriacy of certain activities and procedures⁵¹.

⁴⁷ Arikunto, Suharsimi, *Prosedur Penelitian, Edisi revisi VI*, (Jakarta: Rineka Cipta, 2006), page.91 ⁴⁸ Ibid, page. 93

Thomas Gilmore, Jim Krantz and Rafael Ramirez, "Action Based Modes of Inquiry and the Host-Researcher Relationship," Consultation 5.3 (Fall 1986): 161.

Nunan, David. 1992. Research Method in Language Learning. Cambridge: Cambridge University Press. P. 18

By the definition of action research above, it can be concluded that action research is a series of procedures, a group of activity and a piece of descriptive research carried out by a teacher in the classroom in order to improve aspects of the 23 teaching or to evaluate the success and/or appropriacy of certain activities and procedures, without changing the phenomenon under investigation. From the definition above, it also can be identified the special features characterizing an action research. Its characteristic is stated in Kemmis and Mc Taggart definition as quoted by Nunan that action research is a group of activity. They also argued the three defining characteristics of action research are; it is carried out by practitioners (for the purpose, classroom teacher) rather than outside researchers; secondly, it is collaborative; and thirdly, it is aimed at changing things⁵². Elliot adds the central characteristic of action research is the join reflection about the relationship in particular circumstances between processes and products⁵³.

Each kind of research must have goal in order to solve the problem which is being researched. Allwright and Bailey state that "the goals of action research are achieving local understanding and developing variable solutions to problems". Furthermore, Elliot states that "the fundamental aim of action research

⁵¹ Harmer, Jeremy. 2001. The Practice of English Language Teaching. New York: Longman. P.344

52 Nunan, David. Opcit P. 18

⁵³ Allwright, Dick and K.M Bailey. 1991. Focus on the Language Classroom. Cambridge: Cambridge University Press.

is to improve practice rather than to produce knowledge"⁵⁴. While according to Cohan and Manion as cited by Nunan, "the aim of action research is to improve the current state of affairs within the educational context in which research is being carried out"⁵⁵.

Zuber-skeritt sugesst that: emancipator action research is collaborative, critical and self-critical inquiry by practitioners into a major problem or issue or concern in their own practice. They own the problem and feel responsible and accountable for solving it through teamwork and through following a cyclical process of:

- 1. Strategic planning
- 2. Action (implementing the plan)
- 3. Observation (evaluation and self-evaluation)
- Critical and self critical, reflections on the results, of points 1-3 and making decisions for the next cycles of action research⁵⁶.

In this study, the researcher collaborates with the English teacher as teamwork at the second grade of SMA Muhammdiyah 2 Surabaya, to prepare to be implemented based on the result of the preliminary study from planning, acting, observing, and reflecting.

55 Nunan. Opcit. P. 18

⁵⁴ Elliot, John.opcit P.52

⁵⁶ Louis cohen lawrence manion, keith marison, research method in education, p. 234

This research was done in three cycles. Each cycle, researcher collaborative with English teacher to implemented the method. The researcher not only collaborative in learning process, they also cooperation to made the lesson plan, made the instrument teaching learning process. For the pre-test and pos-test, the researcher to count the students' achievement. And in first, second and third cycle, the researcher collaborative with English teacher to implemented the method. The researcher collaborative with English teacher in implemented the method as observer who observed the process of teaching learning process. And also the researcher and collaborative English teacher conducted the reflection with analysis and feedback and made judgment whether the study successful or not.

B. Subject of the study

According to Susant subject states the person (people) and the number of people you study, why those people and so on⁵⁷. The subjects of this study are the students at the second grade of SMA Muhammadiyah 2 Surabaya. The researcher chooses this the second grade because he has assumption that the reading skill of the students at the second grade are quite good, therefore it is suitable to make the students speaks or active in class. Actually, there are ten classes at the second grade, which are from XI-1 until XI-7. One class in the second grade consist 33 students from XI-1 until XI-7.

⁵⁷ Susanto, Penelitian tindakan kelas, (Jakarta: Rineka Cipta, 2000), page.6

The researcher chooses XI-2 because according to the English teacher there, the reading skill of the students in XI-2 class are not good than the other class. With a lot of reading skills, they can be easy to learn task based learning. It is different with the students, which is in lack of reading skill. If the students are in lack of reading skills, they feel difficult to learn task based learning Finally, the researcher concludes that students of the second grade in XI-2 class can improve their reading skill using task based learning technique.

C. Setting of the Study

The data of this study will be taken from the second grade of the students at SMA Muhammadiyah 2 Surabaya. The researcher chooses this school for some reasons. First, this school is including one of famous school in Surabaya. Second, the location of this school is easy to be found because this school is located near the highway. Finally, CALL in task based learning technique has never been implemented in SMA Muhammadiyah 2 Surabaya.

D. Research procedure

1. Preliminary Study

Preliminary study was conducted by the researcher to identify and get information about the model of teaching and learning process at SMA Muhammadiyah 2 Surabaya, especially in teaching reading. The aim of activity was to get information about students' problem in teaching learning process.

In the first preliminary study, the researcher met with the chief of the curriculum to talk about the plan to do in the research at that school. In the second preliminary study, the researcher met the English teacher of second grade students for an informal interview and doing observation in teaching learning process in the reading class. It was held on July, 28 and 29 2010.

After conducting the informal interview with the English teacher and classroom observation, the conducted the analysis. From this analysis, it was found that the students' reading achievement and responses was still lack. It might be caused the teaching learning process the strategy and method was not interesting and effective. After the researcher knew about the problem and got the data from those, then the researcher used it to setup action next.

2. Planning

In the classroom action research, the researcher and the English teacher prepare to be implemented based on the result of the preliminary study. At this stage, both of them prepare a suitable model of lesson plan, instructional material, and prepare media. Planning is follow up for the identifying media to find out solutions for problems. This study was intended to find out:

- 1) The students' response during the learning process,
- 2) The students' improvement of reading mastery.

The researcher was going to conduct three cycles to know the improvement of reading mastery. To know the students' response toward the

activity in teaching learning process, a questionnaire was used in the last activity.

a. Lesson plan

In this research, the researcher and his collaborative English teacher make lesson plan of CALL in task based learning technique in teaching reading. In the lesson plan usually there are three steps to do reading activity, namely pre-teaching, while-teaching, and post-teaching. To be more specific, below are the steps of using CALL in task based learning technique in teaching reading. (see apendix 1,2,3)

b. Instructional material and media

In this research, the researcher and his collaborative English teacher prepare the instructional and media that are suitable to the topic for reading class. Both the material and media are taken from textbook, newspaper, internet or other sources. The material and the media must be interesting, and are able to support the teaching and learning process.

3. Implementing

After making the lesson plan, the researcher implements the CALL in task based learning technique to the second grade of SMA Muhammadiyah 2 Surabaya. The researcher act as the English teacher who teaches the students in reading class based on the lesson plan has been made. And the English teacher as the observer in doing teaching and learning process in reading class. The

implementation of plan for each cycle in three meeting in which each meeting takes about 2x45 minutes.

The criteria of success are set up in order to judge whether the implementation of the action is effective or not. Therefore, it will use to see whether the application of the use of extensive reading in improving students' reading mastery is success or fail. There are three criteria used in the research to measure the success of the action. They are as follows:

- a. The teacher has good performance in implementing extensive reading materials
- b. The students are motivated and approximately 75 percent of their participation during the teaching learning process.
- c. More than or equal to 60 percent of the students' total score of reading mastery is greater than or equal to 80.

4. Observing

Observation is done to identify the classroom activities during the teaching and learning process. It is done while the action is being implemented. The researcher uses observation checklist and taking notes when the researcher is doing observation. The researcher does observation is to monitor whether the teacher does each step of the action well or not. Beside, the observation is to monitor the students' responses of the action is given by the teacher during the

teaching learning process. In addition, the result of the observation and taking notes can be input for the teacher in the next meeting. (see apendix 4, 5 and 6).

5. Reflecting

Reflection is conducted with analysis and feedback. The result of the reflecting can be input in next cycle to be better.

E. Research Instrument

In order to be easier to collect the data, the researcher needs some instrument. The instruments are an observation checklist, notes taking, assessment, and questionnaire.

1. Observation Checklist.

Observation is data collection of human behaviour that most commonly involves sight or visual data collection as well as that via other senses, such as hearing, touchinh or smelling⁵⁸.

They are used to inspect, observe, and record the implementation of using CALL in task based learning technique during the teaching and learning process. The observation checklists for the teacher are used to check the teachers' activity when she teaches in the classroom. The observation checklist for the students is used to observe the students' activity during the teaching and learning process in the classroom. The researcher conducts the observation

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⁵⁸ Susanto, Opcit. P. 22

checklist while CALL in task based learning technique was applied. And it is always done by the researcher for four meetings. (see apendix 4, 5, 6)

2. Notes Taking

Notes taking contain the description of what the observer heard, saw, experienced and thought when collecting the data during the teaching and learning process in the classroom. The aim of researcher uses note taking is to prepare the possibility of losing the relevant data during the implementation of action.

In research, field notes are used to observe and to know the situation and the activities during the teaching and learning process, such as how the teachers carry out the material and the students' response. In this study, there were three components that the writer would observe, they were:

- The Class Situation If there were a lot of students enthusiastically raising their hands when she asked them, she would conclude that they gave much attention to her explanation during the study.
- 2) The Participation of the Students If the students did what the writer ordered, she would conclude that they were motivated to be active.
- 3) The comprehension of the Students If the students could comprehension the reading given in the last of each cycle better than in the beginning of

each cycle, she would conclude that they were in progress. However, she would not take any scores of it. (see apendix 7,8 and 9)

3. Assessment form for result of the students' ability in reading in the classroom.

It contains some scores to measure the students' ability in reading with task based learning technique. The criteria of assessing the students' reading ability are about comprehension. The researcher conducts the assessment after CALL in task based learning technique was applied. Moreover, it is always done for three meetings. (See appendix 10, 11 and 12)

a. The Criterion of Assessment

The researcher would know the students' success and the failure in doing this action research by referring to the criterion of Department of Education and Culture. The criterion says that the students can be said to be successful if he or she can achieve 65% of the material and a class can be said to have mastered in learning if it can achieve 85% of the material presented⁵⁹. In this action research, the writer would use that indicator to determine whether a cycle could be continued to the next cycle or should be repeated by applying the amended plan.

Depdikbud. 1994. Sistem Penilaian Untuk SLTP dan SLTA. Jakarta: Departemen Pendidikan dan Kebudayaan.P. 29

4. Questionnaire

To collect the data-using questionnaire, the researcher must make some question. This instrument is used to gather other information to find what the student feels after the implementation of CALL in task based learning technique. The researcher gave the questionnaire in the last meeting. The questionnaire consists of 15 questions. (see apendix 13)

In this action research, the questionnaire was intended to find out some additional information from the students after being taught by using CALL in task based learning to teach reading. It was used to support the primary data. There were five information questions about four things. They were:

- 1) The students' interest in some activities in using CALL in task based learning given by the teacher during the action research.
- 2) The advantages that the students gained after the teacher introduced them English vocabulary through using CALL in task based learning.
- 3) The relevance between the vocabularies offered in this action research and the vocabularies that the students used and needed in their daily activities.
- 4) The sustainability of the action research program.

The result of the questionnaire data analysis of each issue can be classified into a range of mean below as stated by Heaton⁶⁰.

Table 1. Classification of Graded Score

Range of the mean	Students' interest	The advantage	Students' achievment	The relevancy	Sustainability
0.00-1.00	low	Not help full	Not achievment	Not relevant	Not necessary
1.01-2.00	Medium	Help full	achievment	relevant	necessary
2.01-3.00	High	Very help full	High	high	High

5. Recording The Students' Reading While CALL In Task Based Learning Technique Is Applied.

This instrument is used to know about the weakness of the students because the teacher cannot directly about the students' discussion.

F. The Data Collection Technique

Data collection was the process of gathering information in a disciplied and systematic way about the research problems⁶¹.

The data of this study were divided by two as follows:

1. Primary data

The primer data that the researcher uses is from the research that the researcher does. The researcher does the research in SMA Muhammadiyah 2

⁶¹ Freeman. 1998. Class room action research. New York. Person education P. 54

Heaton, J. B. 1975. Writing English Language Test. London: Longman Group Limited. P.172

Surabaya. The object of the research is the students of the second grade. The data that the researcher gets are from observation, questionnaires, test that given to the students and the last data is from the documentation.

2. Secondary data

The secondary data that the researcher uses is related to articles based on the internet that support the research that the researcher do. The writer also uses other supporting data that related to the research.

In collecting the primer data, the researcher uses observation, questionnaires, test that given to the students and the last data is from the documentation.

1. Observation

Observation is an evaluation by observing to the objects directly, accurately, and systematically⁶². It can be about the situation of teaching and learning process when the observer implements CALL in task based learning in the teaching of reading. The situation that will be observed are about the implementation of CALL in task based learning in teaching reading, how the students' respond during the activity, and how about the material which is used in the classroom activity.

The activity must be followed by giving thick (V) to the observation checklist and making note to the object which is observed. It means in this

⁶² Burhan Nurgiantoro, *Pengajaran dalampengajaran bahasa dan satra*, Third Edition, (Jogjakarta: BPFE anggota IKAPI), P. 57

research the researcher must make form of observation then give checklist to every item.

2. Questionnaires

The next way in collecting the data is questionnaire. A questionnaire is a research instrument consisting of a series of questions and other prompts for gathering information from respondents. It means that in this study, the students will be given some questions about some problems that have aim to get opinion of the students. The students must answer about the question based on what they got after the study applied CALL in task based learning in teaching reading, the question will be not aimed to measure students' reading ability but those question on the questionnaires to know the information about the implementation of CALL in task based learning in teaching reading.

3. Test

A test constructed primarily as devices to reinforce learning and to motivate the students or primarily as a means of assessing the students' performance in the language. Arikunto states that a test is needed to measure the ability of the respondents. This test is also aimed to measure students' ability after CALL in task based learning implemented in the teaching of reading⁶⁴.

⁶⁴ Arikunto, Suharsimi. *Opcit*. p.20.

⁶³ http://en.wikipedia.org/wiki/Questionnaire, Retrieved on 2009-11-18

4. Documentation

The documentation is about the data of the students' reading score from the test result, and all of the media that used by the researcher and the students. The students' worksheet and the students' activities record in the class. The writer gets the data from the classroom in the teaching-learning process.

G. Data Analysis Technique

1. Observation Checklist

Observation checklist was in the term of "yes" and "no" answer. This instrument shows the process of teaching learning process of reading discussion text by using CALL in task based learning in reading teaching.

2. Questionnaires

In the other hand, in analyzing the student' responses, the researcher used the result of questionnaire. The results of the questionnaire were analyzed using percentage. The technique of percentage is formulated as follows:

The Number of Students Who Answer the Option The Number of All Students $\times 100\%$

Furthermore, those data would be interpreted in descriptive manner.

The questionnaire will be explained completely in order to prove the successfulness of the technique which had been applied.

For the questionnaire, the writer firstly described the information based on what was going on in the classroom while the teacher applying using call in task based learning to teach reading by using strategies, web quest and comprehension. The writer described the teacher and the students' activities. Then, he represented each part of the cycle: acting planning, observing, and reflecting. Next, the writer discussed all information concerning with the study to get research findings. He also reflected all information, which was got from the study with the related theory as stated in chapter II.

3. Students test

Test was done in order to know the progress made by the students before they were the applying the technique until they were applying using call in task based learning to learning reading. The students' score then analyzed by counting the students' average score. The technique is formulated as follows:

Formula: Mean = $\frac{\sum FX}{N}$ or = $\frac{The total of Percentage}{The Number of The students}$

Note: mean = Students' average score

 $\sum FX$ = Total of the score

N = The number of the students of XI 2 IPS.