#### CHAPTER 3

#### RESEARCH METHOD

### A. Research Design

The research design that is used in this study is collaborative classroom action research (CCAR). There are some definitions of collaboration classroom action research proposed by some experts. Butt and Townsend state that, "Collaborative action research can be defined as a variety of stake holders cooperating together to explore questions of mutual interest through cycles of action, experience, and reflection, in order to develop insights into particular phenomena, create frameworks for understanding, and suggest actions which improve practice".<sup>1</sup>

From the explanation stated by Butt and Townsend earlier, it can be summarized that collaborative classroom action research has some characteristics:

- 1. It designs a systematic learning process to improve the education by change.
- 2. It involves the collaboration among educators to work together in order to improve their practices in empowering relationship.
- 3. It has a cycle of planning, acting, observing, and reflecting.

Those theories above become the fundamental reason to hold collaborative classroom action research as the research design of this study. This study involved the English teacher of SMPN 5 Surabaya. The researcher itself was the teacher assistance to teach students of VIII H for a month. It needed the teacher assistance because in that time English teacher of VIII H

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<sup>&</sup>lt;sup>1</sup> R. L. Butt, D. Townsend, et.al., *Bringing Reform to Life: Teacher's Stories and Professional Development*, Cambridge Journal of Education, 20 (3), (London: Routledge, 1990), 255-268.

was busy in preparing school's competition. During the learning and teaching process, the researcher always consulted to the English teacher about the class situation of VIII H. One of the discussions in process consulting was the students' problem in writing. Both of the researcher and the English teacher felt that the students of VIII H had problem in writing with correct grammar. This problem became the goal of the researcher and the English teacher in which they want to solve the problem. After that, they discussed about the research that might solve the problem and improve the class situation. In the part of the research, the English teacher became the observer of this study. He observed the teaching and learning process of each cycle. He also gave the comment and suggestion to the researcher. From these descriptions, it can be seen that the research is relate to the characteristics of collaborative classroom action research.

It can be concluded that the research is a collaboratively systematic study that is conducted by the researcher and teachers to overcome the learning problem in order to make improvement. In this study, the collaborative classroom action research is an attempt to investigate the use of color contras text to enhance students' understanding of grammatical feature in English narrative writing.

#### B. Model of Action Research

Kemmis and McTaggart developed the model of action research. According to them, "classroom action research is composed of cycles consisting of four steps; planning, action, observation, and reflection."<sup>2</sup> Visually, the steps can be illustrated in the figure 5 below. It can be seen that

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<sup>&</sup>lt;sup>2</sup>S. Kemmis and R. McTaggart, *The Action Research Planner*, Third Edition, (Geelong, Victoria: Deakin University Press, 1988), 10.

the steps make a spiral. It means that when we do one step, we can come back to previous step to see what we are already done or we can start the new cycle not from beginning.

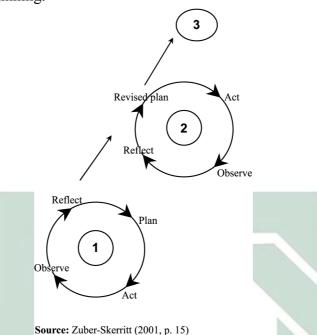


Figure 3.1: Kemmis & McTaggart Concept<sup>3</sup>

### C. Place and Time of Research

This research was conducted at SMPN 5 SURABAYA. It is one of the public schools in North Surabaya. It is located at Jl. Rajawali no. 57 Surabaya. The school consists of 25 classes. The school has facilities that support students' activities, such as school yard, laboratories, mosque, even parking area.

The research was carried out from December 2013 until February 2014. This research implemented color contrast text as a means to enhance students' understanding of grammatical features in English narrative text for the eighth grade students of SMPN 5 Surabaya. This research aimed to examine the use of color contrast text to enhance students' understanding of

<sup>&</sup>lt;sup>3</sup>Herbert Altrichter, Stephen Kemmis, Robbin McTaggart, Ortrun Zuber-Skerritt, *The Concept of Action Research*, vol 9, (Arizona: Emerald Group Pbublishing, 2002), 125 - 131

grammatical feature in English Narrative writing and to know students' responses dealing with the implementation of color contrast text.

## D. Research Subject

The subject of the research was the students of year eight in SMPN 5 Surabaya. The eighth grade consisted of eight classes. In this case, the researcher took VIII H class which had 39 students as a subject of the research. The reasons for choosing students of VIII H is because the researcher know the situation of VIII H class and VIII H class is filled by the best students of 8<sup>th</sup> grade in SMPN 5 Surabaya.

### E. The Procedures of The Research

Furchan proposed that the procedure of the research consisted of four steps, which are identifying the problem, analyzing the problem, choosing the research strategy and its instrument. However based on his model the procedures consisted of cycles in which each cycle had four steps. Those were planning, implementing, observing, and reflecting the action. These steps were ended by revising the action. The procedures of the research were combination of both theories as follows:

## 1. Identifying problem

First of all, the researcher identified the problem before planning. In this research the problem was students' writing ability. To identify the problem, the researcher used test and interview.

## a. Using test

The researcher used diagnostic test to measure the students' ability.

The diagnostic test helps the teacher identify problems that they have

<sup>&</sup>lt;sup>4</sup>Arief Furchan, Pengantar Penelitian Dalam Pendidikan, (Surabaya: Usaha Nasional, 1982), 46

with the language. This test was about narrative in which measure student's ability to comprehend English narrative text (See appendix 1).

## b. Questionnaire

The researcher used ended questionnaire to know students' opinion about English (See appendix 2).

## 2. Planning the action

After identifying the problems and the causing factors, the researcher determined the way to solve the problem. In this plan, the researcher tried to improve the students' writing ability using color contrast text that focuses on narrative. Before implementing the plan, the researcher prepared everything needed in this research as follows:

- a. Finding the available time for the implementation
- b. Preparing list of students' name and scoring
- c. Preparing materials for the teaching
- d. Making lesson plan
- e. Preparing students' worksheet
- f. Preparing teaching aids (color contrast text)
- g. Preparing pre test and post test

## 3. Implementing the action

The researcher implemented the teaching learning activity using color contrast text to teach narrative writing.

## 4. Observing the action

The researcher observes all activities in teaching. In this step, the researcher makes a note to record the important occurrences during the

learning process. The researcher used observation checklist that is filled by the observer.

## 5. Reflecting the action

The researcher made an evaluation on what the researcher had observed. The researcher evaluates the situation whether the students active or passive during the learning by using color contrast text. The researcher also compare between the pre test and post test. If the scores increased, it means that the researcher could continue to the next cycle with same action. But, if their scores decreased, it means that the researcher needs to revise the action. The evaluation was written down as field notes.

## 6. Revising the plan

The researcher revised the action for the next cycle if the evaluation showed the weaknesses of the action. The classroom action research took two or more cycles until the goal of the research can be reached.

### F. Data Collection Technique

Burns proposed that there are two kinds of techniques in collecting data; observational technique and non- observational technique.<sup>5</sup> In this study, the researcher used observational and non – observational technique for collecting data. The following are the detailed explanation of each technique

# 1. Observational technique

Observational technique was used to find out the situation of the teaching learning process when the color contrast text was applied and the students' responses toward the implementation of color contrast text. The

<sup>&</sup>lt;sup>5</sup>Anne Burns, *Collaborative Action Research for English Language Teachers*, (Cambridge: Cambridge University Press, 1999), 79.

researcher used notes, photograph, and documentation. They can be explained as follows:

#### a. Notes and field notes

Notes or field notes are factual descriptions which were written by the researcher that included non – verbal information, physical settings, group structures, interaction between participants.

### b. Photographs

Photographs are a way to report and present the data visually.

#### c. Documentation

Document consists of students' portfolios of written work, students' record and profiles, lesson plan, classroom materials, letters, class's memos, newsletters, examination papers. Documents can provide information, which was relevant to the issues and problem during the research.<sup>6</sup>

## 2. Non – observational technique

Non – observational technique was used to obtain data of personal and individual account of events, attitudes, and beliefs. This technique encouraged respondents to "self-report" their perspectives on phenomena during the research.<sup>7</sup> The non- observational techniques used in this research are:

### a. Writing test

Brown states that test is a method of measuring a person's ability or knowledge in a given area. <sup>8</sup> The researcher conducted tests consisting of post test 1 and post test 2 (see appendix 3). Post test 1

<sup>7</sup>Anne Burns, Collaborative Action Research for English Language Teachers,.....117

<sup>&</sup>lt;sup>6</sup>Anne Burns, Collaborative Action Research for English Language Teachers,.....87-140

<sup>&</sup>lt;sup>8</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey: Prentice Hall Regents, 1994), 252

was conducted in the first cycle ends and the post test 2 was held in the end of the second cycle. These tests were conducted in order to know the result of quantitative data from students' writing skill before and after the action. The test was scored using narrative scoring rubric (see appendix 4).

#### b. Questionnaire

The researcher gave questionnaire to students (see appendix 5). The questionnaire was designed to get students' opinion about the implementation of color contrast text. In this research, the questionnaire was used in order to know students' feeling, perceptions, and opinions to the activities in English class.

## G. Data Analysis Technique

The researcher analyzed the test score of written test using statistical technique to find the students' mean score. It can prove whether or not color contrast text can improve the understanding of grammatical feature in narrative text.

In this research, the students' mean score of the post test 1 was compared to the students' mean score of the post 2 to know whether color contrast text could improve the understanding of grammatical feature in narrative text. The mean of pre-test and post-test can be calculated with the formula as follows:

$$\overline{\mathbf{X}} = \frac{\sum X}{N}$$

$$\overline{X}$$
 = mean score

$$\sum X$$
 = the sum of all scores

$$N$$
 = the number of students

To prove whether there was significant difference between pre test and post test 1. Post test 1 and post test 2, and so on. The researcher used t-test formulation, in which the formulation is:

$$t = \frac{\frac{\overline{D}}{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}}$$

t : The t-value for non-independent (correlated) means

D : The differences between the paired scores

The mean of differences

 $\sum D^2$  : The sum of the squared differences score

n: The number of pairs  $^9$ 

The result of the questionnaire was presented in form of percentage. The result of the percentage described the students' responses to the use of color contrast text in English narrative text. So there were two kinds of analysis, the first is the comparison between pre test and post test analysis as well as questionnaire analysis.

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<sup>&</sup>lt;sup>9</sup>Arief Furchan, Pengantar Penelitian Dalam Pendidikan,.....216.