

The diagram illustrates the progression of the reflective cycle through three stages, represented by numbered circles (1, 2, and 3) and their associated processes.

Stage 1: A circular flow with four stages: **Observe**, **Act**, **Plan**, and **Reflect**.

Stage 2: A circular flow with four stages: **Act**, **Observe**, **Reflect**, and **Revised plan**. An arrow points from Stage 1 to Stage 2, indicating progression.

Stage 3: A single point labeled **3**. An arrow points from Stage 2 to Stage 3, indicating the final outcome or goal.



C. Place and Time of Research

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

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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 8th 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.⁴ 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

⁴Arief Furchan, *Pengantar Penelitian Dalam Pendidikan*, (Surabaya: Usaha Nasional, 1982), 46

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.⁵ 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

⁵ 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.⁶

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.⁷ 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.⁸ The researcher conducted tests consisting of post test 1 and post test 2 (see appendix 3). Post test 1

⁶Anne Burns, *Collaborative Action Research for English Language Teachers*,.....87-140

⁷ Anne Burns, *Collaborative Action Research for English Language Teachers*,.....117

⁸H. Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey: Prentice Hall Regents, 1994), 252

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

n : The number of pairs⁹

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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