CHAPTER III

RESEARCH METHOD

This chapter discusses the procedure for conducting research with regard to the use of EGRA to improve students' grammar mastery. This chapter presents research design, setting of the research, research procedure, data collection and data analysis.

A. Research Design

To deal with research problem, the researcher employed classroom action research (CAR). The purpose of this research was to improve the students' grammar mastery in simple past tense and present perfect tense at SMAN 1 Papar. In classroom action research, there is a cycle that should be followed. There may more than one cycle are implemented if the objective does not meet yet. In the opposite, the research stopped when the result of research had reached the criteria of successful achievement by students. According to Latief (2015), there four steps in each cycle namely, planning, acting, observing, and reflecting.
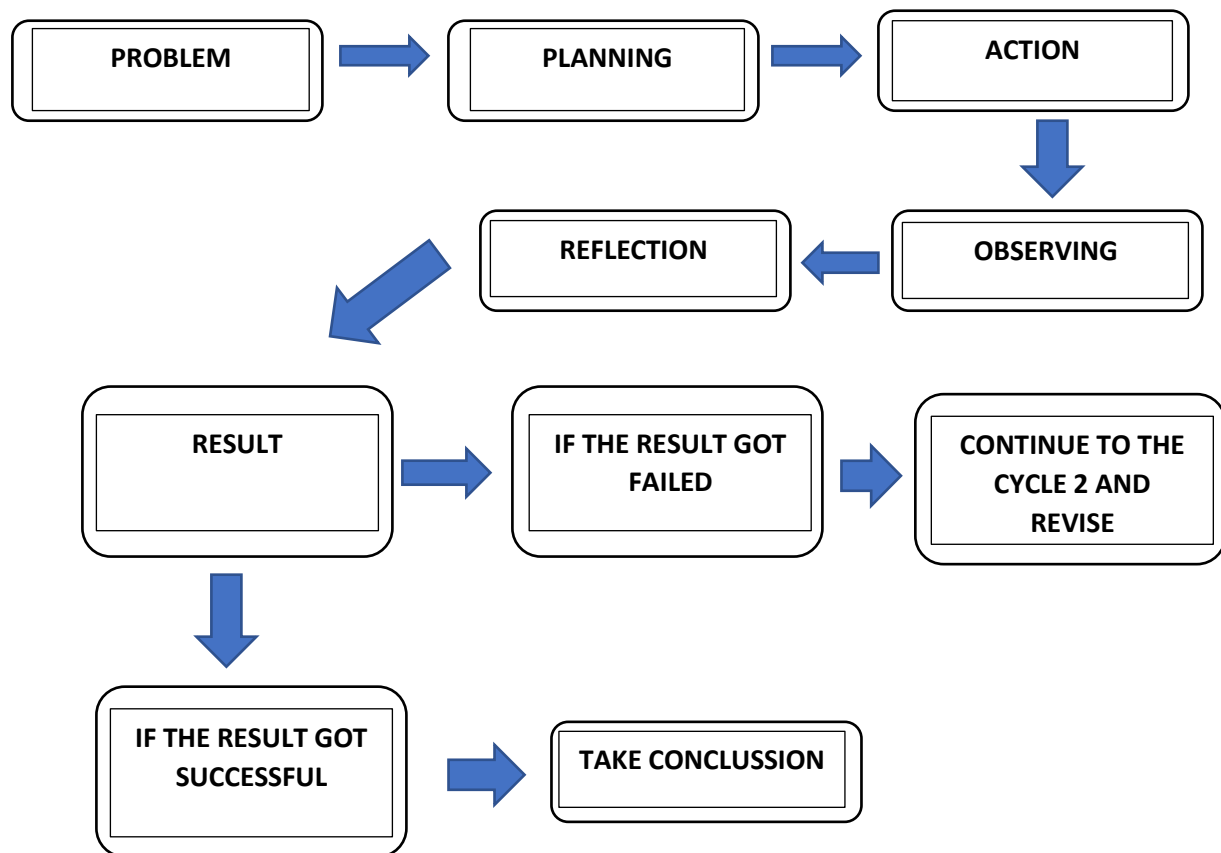
B. Setting of the Research

This research was conducted at SMAN 1 Papar Kediri. The researcher set the research at the first year of SMAN 1 Papar academic year 2019/2020. The researcher took 34 students from class X IIS 5. The reason of taking the class was because the researcher had experience teaching in this class while doing internship.

The research began from January 20th 2020 up to February 10th 2020. Before doing the research, the researcher prepared the instrument that used to measure the students improvement when using EGRA technique in learning grammar.

C. Research Procedure

This research used a classroom action research that consists of one cycle because the students got score more than the minimum score of KKM. The procedure of data collection of this research was conducted by implementing one cycle. The cycle was consisted of four steps namely planning, action, observation, and reflection. According to Sudjono (2014:74) the four steps could be seen in the following figure

```
PROBLEM ──▶ PLANNING ──▶ ACTION
                              │
                              ▼
REFLECTION ◀── OBSERVING

RESULT ──▶ IF THE RESULT GOT FAILED ──▶ CONTINUE TO THE CYCLE 2 AND REVISE
   │
   ▼
IF THE RESULT GOT SUCCESSFUL ──▶ TAKE CONCLUSSION
```

This classroom action research was departed from researcher preliminary study. At the preliminary study, the researcher found that the tenth-grade students of SMAN 1 Papar were having difficulties at understanding English language elements especially grammar. They were lacking differentiate simple present and simple past form. This became serious problem since grammar is core of English sentence building. It needs to be understood because it helps the students to understand how to build up the sentence, to communicate, and to differentiate when the event is happened. Then, after the problem was found, the classroom action research was employed to overcome the problem through several steps.

1. **Planing**

Planning is the first step to consider seriously since this becomes the important base that is used to plan the whole actions in the action research. To overcome the problems, this stage is covering selecting the instructional strategy, detail lesson plan and criteria of success measurement. This step is used to focus on the how the strategy will be elaborated to solve the problem, so that this does not focus on the outcome of the research (Latief, 2015). So that, the technical supports like instruments, lesson plan, and criteria of success need to consider clearly.

At this stage the researcher first, observing the school, the class and the students' condition, the class facilities, the method of learning that was used in the classroom at SMAN 1 Papar to know the problem. Then,

the reseracher made a purpose of learning based on the observation and prepared the lesson plan. The lesson plan was made and consulted to the teacher of the class. The lesson plan was consisted of standard competence, indicators, learning materials and sources, teaching and learning activities, media used, assessment instruments and evaluation. (see appendix 1 page 39).

The criteria of success were also determined at this stage. This would help the teacher ensure whether the implementation of strategy has fulfilled the objective. For criteria of success, the student's achievement improves if at least there were at least 70% of students who got score more than or equal to 75. In the opposite, if the number of students who achieved 75 were less than 70%, the cycle needed to be revised.

2. **Acting**

Action is the excecution of planning stage in the class. At this stage, the researcher must have mastered the planning well. According to (Latief, 2015), at this stage the researcher should not still be learning how the procedures of planning work. Before performing the strategy, the researcher presented the action in the following: The researcher gave a pre-test the question of which related to the selected material that was about simple past and present perfect tense.

Next, the acting was done for three weeks. After giving the pretest, the researchers introduced EGRA to the students. It was needed in order to

draw students' understanding about how the strategy work. Then, the researcher explained the materials collaborated with EGRA strategy. Some exercises were given to the students to be explored and discussed together. In the last meeting the researcher gave assignments to students related to the selected topic and to achieve the objective of the research.

3. **Observing**

In a research, there must be a data collection. In classroom action research, the data collection is done through the third step, observation. At this stage, the data are collected including all information related to the criteria of success and objective (Latief, 2015). The data should be collected carefully and stick to indicators. At collecting the data, the researcher need to recall the research question, about what is being observed, so that the data will truly reflect to research objective.

At this phase, the researcher needed to find the data that reflect to students' language achievement and condition of the class and the student. Next, pretest was administered to know students' current achievement and also become the base to determine whether the research was success or not. 20 items which were formulated in multiple choice item was used as pretest (see appendix 2 on page 57 and the blue print stated on appendix 3 on page 62). An instrument namely post-test was administered to collect data about students' progress of achievement after receieving EGRA. There were 20 items which were formulated in

multiple choice item (page 65) and the blue print (stated on appendix 5 on page 70). The questions of post-test were about the material which had taught in treatment. The result of both pre test and post test was analyzed wheter EGRA was able to improve students' grammar mastery or not.

4. **Reflection**

In a research, there must be data analysis. In this classroom action research, the data analysis is done through reflection stage.   This reflection was presented in the form of results from observation which had conducted in action. Moreover, this stage also focuses on reporting some factors that affect the results of the research and discuss them with the data analysis result (Latief, 2015). The result of analysis of the observation is performed by comparing the data collected with criteria of success. In other words, this stage confirms whether the criteria of success have been met yet. By confirming the data collected to criteria of success, the researcher knows whether the instructional strategy has solved the problem yet.

This study analyzed quantitative data in students' test score to know whether the students succeded at English language elements learning process by implementing EGRA technique. Through quantitative data, the researcher would know whether there was improvement or not on the students' grammar mastery through the implementation of EGRA

technique. To calculate the score of the test, here was the following formula:

Score $= \frac{X \times 100}{N}$

Where:

X = Total of right answered questions

N = Total number of questions.

Then, after calcultating each score of the students, the researcher used this following formula to know whether the criteria of success had met or not.

$$\text{Percentage} = \frac{\textbf{Total Students Get a Score 75 Minimally}}{\textbf{Total of Students in this Class}} \times \textbf{100}\%$$