

CHAPTER III

RESEARCH METHOD

This chapter present the description of the research method used in this study. the researcher discusses the issues dealing with the outline of the classroom action research process. The discussion covers the research design, subject of the study, action research procedures, techniques of data collection, and techniques of data analysis.

A. Research Design

This study uses Classroom Action Research (CAR) as the design research, because it attempts to overcome students' problem in their teaching-learning activities. In accordance with the objective of the research was to improve students' ability in Speaking through the use of English comic among the tenth graders students of MTsN 9 Kediri.

Burns (2010:2) states, "action research is related to the idea of reflective practice, which involves a self-reflective, critical, and systematic approach to explore our own teaching context". Beside Mills, as cited by Creswell (2012:577), states that action research is "systematic procedures done by the teachers (or other individuals in an educational setting) to gather information about, and subsequently improve the ways their particular educational setting operates, their teaching, and their student learning.

B. Subject of the Study

The subject of this study is focus on the tenth graders students of MTsN 9 Kediri academic year 2021/2022 the researcher on took one class as the subject and the sample of the study.

C. Action Research Procedures

This section describes preliminary study and procedure of the action research. The researcher used guiding question as a technique. The classroom action research be

conducted in a cycle consist of planning, implementing, observing and reflecting. The action plan is made by considering the analysis of the preliminary study. It is to know the detail problems of condition in classroom.

1. Pre-Cycle

The first in doing the research, the researcher conducted pre-cycle to know the student's ability in retelling story. The researcher also identifying the problem in the class as like the method, student's ability, lack of motivation and student's nature in the classroom.

2. Cycle

In improving the student's ability in retelling story, the researcher decided to conduct an action research study based on Kemmis and McTaggart model as cited by Burns (2010:7-9) there were four steps in each cycle involved in this research. Those are planning, action, observation, and reflection.

- a. Planning

In this phase, the researcher identifies a problem or issue and develops a plan of action in order to bring about improvements in specific area of research context. This is a forward-looking phase where the researcher considers: 1) what kind of investigation is possible within the realities and constraints of the teaching situation, and 2) what potential improvements he thinks possible.

Researcher provides a lesson plan and instruments in this study and criteria of success. Researcher prepared the materials that will be used in research process.

- a) Lesson Plan

b) instrument

The instrument consisted of several documents. According to Burns (2010:17) document in action research are relevant to the research questions which can include the students written works, students records and profiles, course overviews, lesson plans, and classroom materials. The document used for this research were course overviews, lesson plans, and classroom materials. In order to gain the valid data on the students' speaking performance, some instruments were used such as retelling story performance rubric.

c) Criteria of success

The criteria of success is also used to identify things which still needs to revise for the action in the cycle. The researcher used criteria success based on the criteria of success of the school, that is 70%. Therefore the use of English comic to improve student ability in retelling story is success if 70% of the students get score equal or more than 71 in the student retelling story test, because the standard of passing grade is 71 based on the KKM.

b. Acting

The plan is carefully considered one which involves some deliberate intervention into the researcher's teaching situation that he puts into action over an agreed period of time. The interventions are 'critically informed as the researcher question his assumptions about the current situation and plan new and alternative ways of doing things.

c. Observing

This phase involves the researcher in observing systematically the effects of the action and documenting the context, actions, and opinions of those involved. It is data collection phase where the researcher uses ‘open-eyed’ and ‘open-minded’ tools to collect information about what is happening.

d. Reflecting

At this point, the researcher reflects on, evaluates, and describes the effects of the action in order to make sense of what has happened and to understand the issue the researcher has explored more clearly. He may decide to do further cycles of CAR to improve the situation even more, or to share the ‘story’ of his research with others as part of your ongoing professional development.

D. Technique of Data Collection

The technique will be used by the researcher to get the data, both qualitative data and quantitative data, in this research is as follows:

1. Observation

Arikunto (2013:201) said, observation is the activity of giving total concern to the sense. Observation will be used to monitor the student activities during the teaching learning process. Researcher observed the situation in the class during the lesson, respond and behavior of students when they were given explanation, doing task, and to know their potential problem.

2. Test (Pre-Test and Post-Test)

Arikunto (2013:193) said, test is a set of questions and exercises used to measure the achievement or capability of the individual or group in cognitive aspect. In this research, the researcher uses speaking test. The pre-test was conducted before the actions, before getting some activities using English comic

as media. While the post-test was done after the action were carried out. Both of the pre-test and post-test were conducted in the form of speaking performance tests.

3. Documentation

The documentation technique is used to look for the data concerning matters or the variable that took the form of the note, transcript, book, inscription, agenda, etc. documentation is also the way to collect and gain the existing data. In this research, documentation technique is done to get source of teaching material, such as lesson plan and textbook, students name list, and the result of the test.

E. Techniques of Data Analysis

The data showed the opinions, obstacles, and expectation of the action implemented from the research members. To analyze the data obtained, the researcher used two techniques. In order to know the significance of the process, mainly in the implementation of the action, the researcher used documentation. Furthermore, the researcher tried to interpret the data. Here, the researcher analyze the data both qualitatively and quantitatively. The data were analyzed by adapting the process of analyzing data by Burns (1999:157).

1. Assembling the data

This step was to assemble the data that would be collected during the research including journal entries, questionnaires and other.

2. Coding the data

This process was removing the larger number of data that was collected to more manageable of concepts, themes or types.

3. Comparing the data

The main purpose of this step was to describe and show the data rather than to interpret or explain them.

4. Building interpretation

In this step, the researcher was supposed to be more creative since this step is concerned with articulating underlying concepts and developing theories about why particular pattern of behavior, interactions or attitude come out.

5. Reporting the Outcomes

This was a stage where the account of the research presented. The main point here was making sure the finding and outcomes were well supported with examples from the data.