

## **CHAPTER III**

### **METHODOLOGY OF THE RESEARCH**

#### **A. The Location and Time of the Research**

This research the writer took the place at Junior High School MTs AL-Khairiyah Karang Tengah Cilegon. It located on Jl. Pabean No.05 Link. Pabean, Kel. Pabean, Kec. Purwakarta, Kota Cilegon – Banten.

#### **B. Subject of the Research**

The subject of this research is students will get reading class at the time, they were from 2 C class students of MTs AL-Khairiyah Karang Tengah Cilegon. The students consist of 22 students. The writer chooses the class C because they are more expert in English reading such narrative text in order to fulfill their research assignment. Choosing the students class C as the subject of the research is one part of exertion in improving their ability in reading especially in identifying main ideas of paragraphs and through Jigsaw as technique will be interest to learning reading.

### C. The Method of Research

This research the writer chosen a classroom action research because it is suitable based on the title of this study (Improving Students' Ability in Identifying Main Ideas of Paragraphs by Using Jigsaw Technique). Cohen and Manion said that action research is first and foremost situational, being concerned with the identification and solution of problem in specific context.<sup>1</sup> Another experts Michael J. Wallace said that action research is the process of answering questions by using various kinds of evidence in some kind of reasoned way. The mean that action research is a form of research which is becoming increasingly significant in language education. Therefore, the main function of action research is to facilitate the reflective cycle and in this way provide an effective method for improving professional action.<sup>2</sup>

Kemmis and Mc Taggart stated that there are three characteristics of action research are: it is carried out by practitioners like classroom teacher, it is collaborative or a group activity and it is aimed at changing things.<sup>3</sup> The mean is the aim of action research is to improvement and for evaluating the result of strategies.

Based on explanation above that Classroom Action Research is kind of qualitative research and experiment. Classroom action research can tell by qualitative research because when analyze the data used qualitative method without statistical accounting. It can tell experiment

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<sup>1</sup>David Nunan, *Research Method in Language Learning* (New York: Cambridge University Press, 1992), 18.

<sup>2</sup>Michael J. Wallace, *Action Research for Language Teacher* (New York: Cambridge University Press, 1998), 18.

<sup>3</sup>David Nunan, *Research Method in Language Learning*, 17.

research because in the research start by planning, there is an action to subject of research, and there is evaluation to the result after action.

#### **D. The Procedure of Action Research**

There four procedures to conduct the action research. They are follows : Planning, action, observation, and reflection.<sup>4</sup>

a) Planning

Planning action is arranged based on the identification of problem planning. This stage includes action relating to learning processes and to planning and executing behavioral changes in the client organization. Planning action snap at all of procedures of action, begin prepare material lesson, lesson plan, teaching technique until observation technique.

b) Action

This cycle is implementation of all planning. It takes place in the classroom. Action is guided by planning in the sense that it looks back to planning for its rationale. As a result, plan for action must always have a tentative and provisional quality; they must flexible and open to change in the light of circumstances. Action is thus fluid and dynamic, requiring instant decision about what is to be done, and the exercises of practical.

c) Observation

The observation is done simultaneously with action. The data is collected in the cycle. Observation has the function of

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<sup>4</sup> Louis Cohen, Lawrence Manion and Keith Morrison, *Research Methods in Education*, Sixth Edition (London: Routledge Falmer, 2007), 303.

documenting the effects of critically informed action. It looks forward, providing the basis for reflection now, but more so in the immediate future as the present cycle runs its course.

d) Reflection

Reflection in classroom action research consist of analyses, synthesis and calculation toward the result of action. Reflection seeks to make sense process, problems, issues and constraints made manifest in strategic action. Reflection is usually aided by discussion among participant.

Kemmis's model of the action research process and several revised shows a self-reflective spiral of planning, acting, observing, reflecting and re-planning as the basis for understanding how to take action to improve an educational situation. The diagrams shows the principles in action, the movement from one critical phase to another, and the way in which progress may be made through systematic steps.<sup>5</sup>

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<sup>5</sup> Michael J. Wallace, *Action Research for Language Teacher*, 41 & 46.

To be clear here is the figure of the action research:

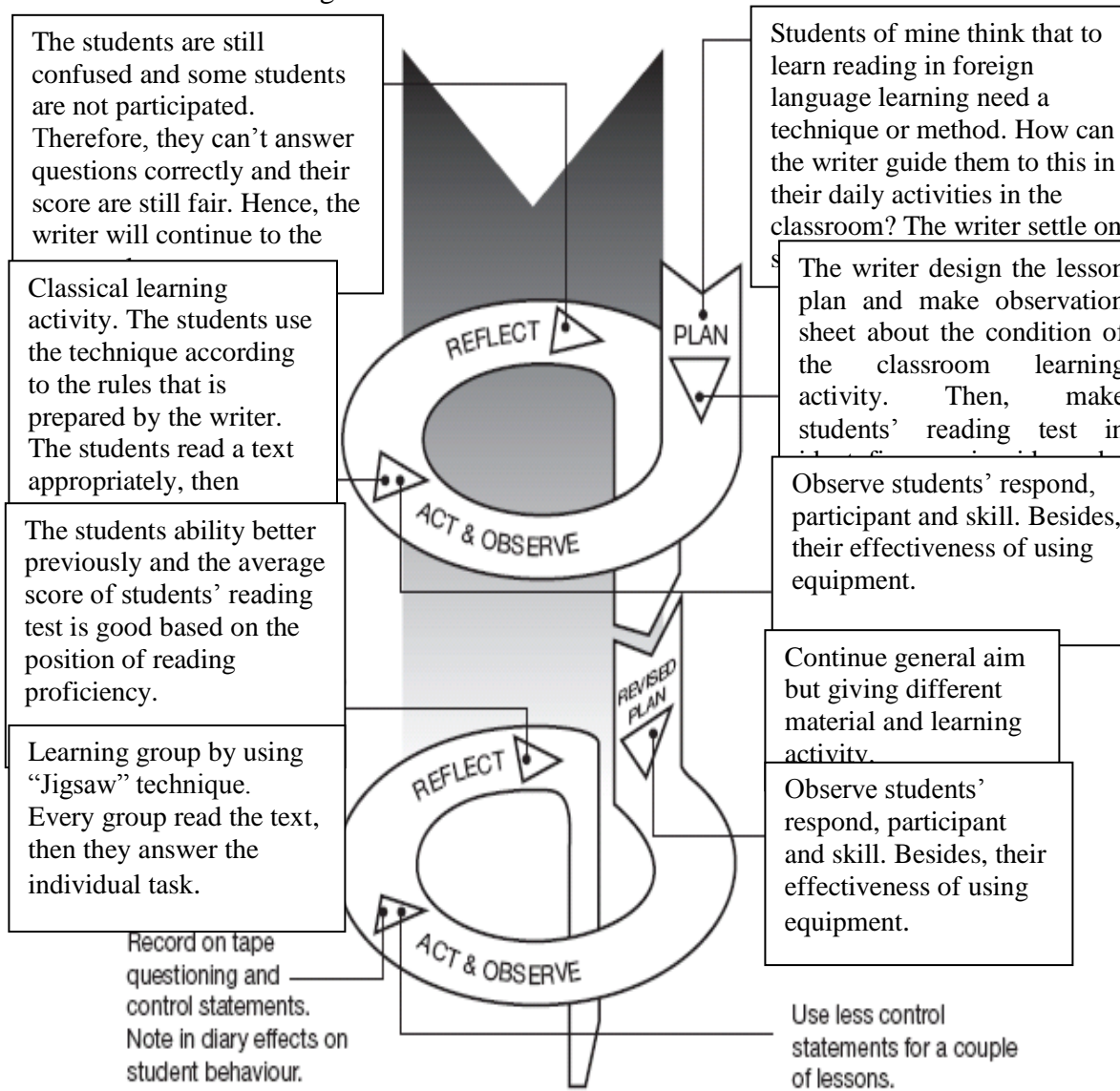


Figure 3.3 The individual aspect in action research

Source: Kemmis and McTaggart (1988)

## **Cycle 1**

### **a. Planning**

- 1) To get legal permission from the school to conduct this action research.
- 2) To do observation and interview to English teacher and students to know the condition of teaching and learning process of English lesson in MTs Al-Khairiyah Karang Tengah Cilegon.
- 3) To identify and analyze the problems of teaching and learning process, especially in reading English ability.
- 4) To know the method and technique of English teaching which applied by English teacher.
- 5) To determine the method or technique and learning process. The method or technique will use by the researcher is grouping technique.
- 6) To prepare the source of the study and instrument, like lesson plan and test.
- 7) To design evaluation tool of students' reading ability.

### **b. Acting**

After know the information of condition in teaching and learning process, the teacher plans to use English language when interact with students. In this cycle the writer material about narrative text the title of "The Golden Snail & Cinderella" and the students make a note from the material to measure students reading skill, the writer give text by using Jigsaw technique in teaching learning and order students to and answers question.

c. Observation

- 1) Observing is focused to students reading skill ability in identifying main ideas of paragraphs.
- 2) The writer gives the opportunity to students an explain on their group.
- 3) The writer gives the test to know far of students in identifying main ideas of paragraphs and students have to answer it.

d. Reflection

- 1) In this phase, the writer will analyze the data, the writer conduct a reflection after accomplishing each cycle of the study.
- 2) Renewing the medium of study on the previous evaluation and observation. In this step the researcher will sets the new design of discussion to renew action that will be done in cycle 1.

## **Cycle II**

a. Plan

Explanation the material of next day is about narrative text the title of “The Legend of Sura and Baya & The to be King Poor Monkey Wants” furthermore, the writer will give test too. The form of test is using Jigsaw technique.

b. Action

Acting after know the information of condition in teaching and learning of the cycle 1. In this cycle the writer material about narrative text the title of “The Legend of Sura and Baya & The to be King Poor Monkey Wants” and the students make a note from the material to measure students reading skill, the writer give text

by using Jigsaw technique in teaching learning and order students to and answers question.

c. Observation

Observing the activity that is focused how far the effectiveness of using Jigsaw technique in improving students' ability in identifying main ideas of paragraphs.

d. Reflection

Evaluating the result of the practice and analyze the data on the basic of the format arranged, that is to know the effectiveness and achievement on the practice.

## **E. The Technique of Data Collection**

Collecting data is important of this research. Below are some steps that used in this research in order to get valid information that will support the research. There are:

1. Observation

Observation is data collecting technique through observing this systematically toward phenomena that to be researched. The purpose of this observation is asking permission of the head master to do research at his place, by observation the writer can know the situation of the population and sample directly is available or not. Other activity, the writer observes a method or technique that used by English teacher in teaching reading especially to identifying main idea at MTs AL-Khairiyah Karang Tengah Cilegon.



## 2. Interview

Interview is the way or the method of data collecting in which the research asks the information directly. The writer interviews the teacher before applying classroom action research. It is to know general description about process of learning English, to know the students' difficulties in identifying main ideas of paragraphs, to know the students' situation in process of learning English and the method or any strategies usually implemented by the teacher in teaching reading. The writer also interviews the teacher to know his reaction toward the suggestion of Jigsaw technique of classroom action research.

## 3. Test

Test was used to measure the ability of students' to identifying main ideas in paragraph. The writer uses test that relate to reading acquisition. The tests are pre-cycle test and evaluation in cycle I & cycle II. The pre-cycle test is done before implementing guided questions. It is to evaluate students' reading skill score at first. On the other hand, the evaluation is implemented after using guided questions. The test is held on the action of each cycle. It is to get learning outcomes data. It was taken by giving test to the students after teaching. This data is the achievement of students.

## **F. Technique of Data Analysis**

To analysis the data, the writer will apply the following steps:

1. Collecting and scoring the students test sheets.
2. Computing the percentage of the correct answer on the test.

3. The students' score is used to determine the level of their ability to identify main idea in particular. To score the right answer of the students, the writer uses this formula:

$$S = \frac{R}{N} \times 100 \%$$

S = Students' score

R = The sum of the right answer

N = The sum of the item

4. To interpret the students' score. The writer determine by using ration scale, internal scale, ordinal scale or nominal scale. For this reason, the writer use it as the measurement tool the students' ability. The level to group the students' score are as follow:

LETTER	VALUE	DESCRIPTION
A	90 - 100	Excellent/ extremely good
B	75 - 89	Good
C	60 - 74	Fair/ satisfactory
D	45 - 59	Low/ almost satisfactory
E	0 - 44	Extremely low

Table 1: The Qualification Score of Students Achievement

Score Attainment : 80 %

Standard Score (KKM) : 75

To find the mean score, the writer uses the formula as follow:

$$\bar{X} = \frac{\sum fX}{N}$$

$\bar{X}$  = Mean

$\sum$  = The sum of

$fX$  = The student's score

$N$  = The number of students