

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses the methodology of this study which answer the two questions previously stated in chapter one, and it is divided into five sections, namely research design, research setting, data collection, research procedure and data analysis.

#### **3.1 Research Design**

Classroom action research was used as the method in the research because it is aim to obtain detail information by doing some actions which were accordance with the problems occurred. Kemmis and McTaggart (1990) states that action research is a self-reflective inquiry that is done by a person which aims to improve his or her social or educational practices by evaluating his or her own practices. It means that in action research, a teacher has to evaluate his or her instructional practices in class to improve his/her instructional practices.

As a part of qualitative research, action research has two approches; individual and collaborative approaches (Wallace,1998:39). This study had collaborative approache. It was carried out in collaboration with the students and the English teacher. The main characteristics of action research is the spiral activity consisting of planning, acting, observing, and reflecting (Kemmis and McTaggart, 1998). the inquiry of action research has two types: inductive and deductive. It is called inductive action research if the inquiry is derived from data collection. The inquiry of deductive action research is to apply the principle of

good teaching methodology. Based on these two types of action research, this study is characterized as inductive action research because the starting point of the research is to explore students' problems in reading, find the reasons, and provide treatments to students in a certain context.

### **3.2 Research Site and Respondents**

The research was carried out to the fifth grade students in one Elementary School in Bandung District. They are twenty five students. They are chosen because they belong to low level students. They got low score in English especially reading.

### **3.3 Data Collection**

The data collection involved three instruments; namely tests, interviews and observations.

#### **3.3.1 Tests**

Tests were used to find out someone's knowledge or ability in a certain field. In this study test was used to measure the improvement of the student's reading comprehension ability. There were several test in this research, at the beginning of the research pre-test was given to the students to find out students' reading descriptive texts skill before the English teacher implemented Jigsaw technique, and at the end of the cycle, a post test was given to the students' teaching reading text skill after the teacher implemented Jigsaw technique. It was expected at the end of cycle 3, all of the students' score were higher than 65, because English subject's Passing Grade in this Elementary School is 65.

### 3.3.2 Observations

Observation was used to collect data about students' activities in teaching and learning process and the implementation of Jigsaw technique in teaching reading descriptive texts' description. It was carried out to reveal the real condition of reading descriptive texts in the class and problems that they faced by students in reading descriptive texts. Moreover, observation during the intervention is carried out to reveal the students' reading development during the intervention by using the Jigsaw technique.

There were two kinds of observation sheet in the research. The first was teacher observation sheets and the second is students' observation sheet. In teacher observation sheet, observers observed the teacher based on the teacher criteria in the form (see Appendix 3), the criteria were divided in these activities; opening activities, whilst activities, and closing activities. The second observation sheet was students' observation. Observers observed students' activity in their groups when the action plan was implemented.

### 3.3.3 Interviews

Interview was carried out after three cycles are given. It was carried out to know the students' improvement after they were given the jigsaw technique and to find out the students' responses toward the teaching and learning process.

## 3.4 Research Procedure

During the research, the role of English teacher was taken by researcher. The research involved several steps as described below.

### 3.4.1 Preparation

The first step in the study was preparation. The teacher conducted this step before practicing the first cycle. In this step, data about students' condition were collected. The data were obtained from teacher's notes and observation. Teacher's note and observation explained that many students got difficulties in reading text especially descriptive text, and also many students got low score in English examination, especially in reading examination.

### 3.4.2 Planning

The teacher arranged the concept of the cycle in this step. The School Based Competence was analyzed and a lesson plan with Jigsaw model was prepared. The other instruments like worksheets, observation sheets, were prepared too. Furthermore, topic, materials, and time of study were discussed by the researcher and observers. The researcher and the teacher discussed the topic of discussion and time of the study. The teacher and the researcher decided to choose three topic of discussion, they are describing someone, describing something, and describing places.

### 3.4.3 Acting

In this step, the teacher implemented planning of the research and it observed by the partner of the teacher. Acting itself means instructional activities that were done by the teacher and the students in the classroom based on the planning that has been made before. However, the instructional activities sometimes didn't fit the planning because they are very affected by the condition

of the students in the classroom. Jigsaw technique was used in the instructional activities.

The acting step involved several things as described as follows.

a. Teaching material

The teacher used four descriptive texts were taken from recommended book by the school as the teaching materials.

b. Teaching Method

Lecturing method and Jigsaw technique were used in each cycle. Lecturing method was used when the teacher explained about the Jigsaw technique and the keywords of descriptive texts. Jigsaw technique was used when the students worked in their group to discuss the materials.

c. Evaluation

Evaluation in each cycle was individual evaluation system. In this evaluation system, the teacher evaluated the ability of each student in reading comprehension.

There were three main activities in the present research namely pre activity, main activity, and post activity.

1. Pre activity

Pre activity was done by the teacher with greet to the students. After that, the teacher checked students' attendance and reviewed the last materials.

2. Main activity

There were three parts in first cycle's main activity, there were pre reading activity, main reading activity, post reading activity.

In the pre reading activity students were divided in five groups by the teacher and she asked her students to joint their friend in home group. After that teacher asked some question related to the materials. And then the teacher explained what the students were going to do next in the teaching and learning process and explained the worksheets too.

In the main reading activity students were asked to understand the materials, after the teacher divided the materials. All of the first students in every group have to understand the first text. The second students in every group have to understand the second text. The third students in every group have to understand the third text. And the fourth students in every group have to understand the fourth text. After that, each group found the keywords of the text and wrote it in their book. After ten minutes, the students were asked to join the expert group. In these groups they discussed and found the specific information of the text with other students who have same materials.

In the post reading activity the students were return to their home group and explain their findings to their home group. Then, the teacher and the students discussed unfamiliar words and understand the materials.

### 3. Post activity

In post activity, students shared their opinions and asked some questions about the materials. After the materials discussed clearly, the teacher gave the students worksheet and they have to answer the questions individually.

And then the class was closed.

In acting step, the teacher and the students' activities in the classroom were observed by observers by ticking the format of observation sheets. This



observation was very important for making some analysis on everything that happened in the class during implementing Jigsaw technique.

#### 3.4.4 Analyzing and Reflecting

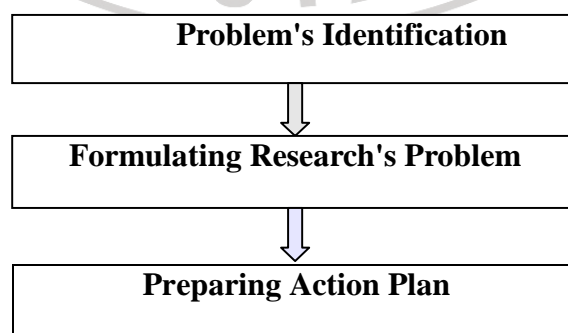
In reflecting step, the researcher and the observers analyzed and reflected the planning and acting step by analyzed the result of observation in the class. Then, the researcher and the observers revised the lesson plan to find out some weaknesses in the instructional activities that have been done before to improve the instructional activities in the classroom and as a basis to formulate the lesson plan in the next cycle.

#### 3.4.5 Feedback Discussion

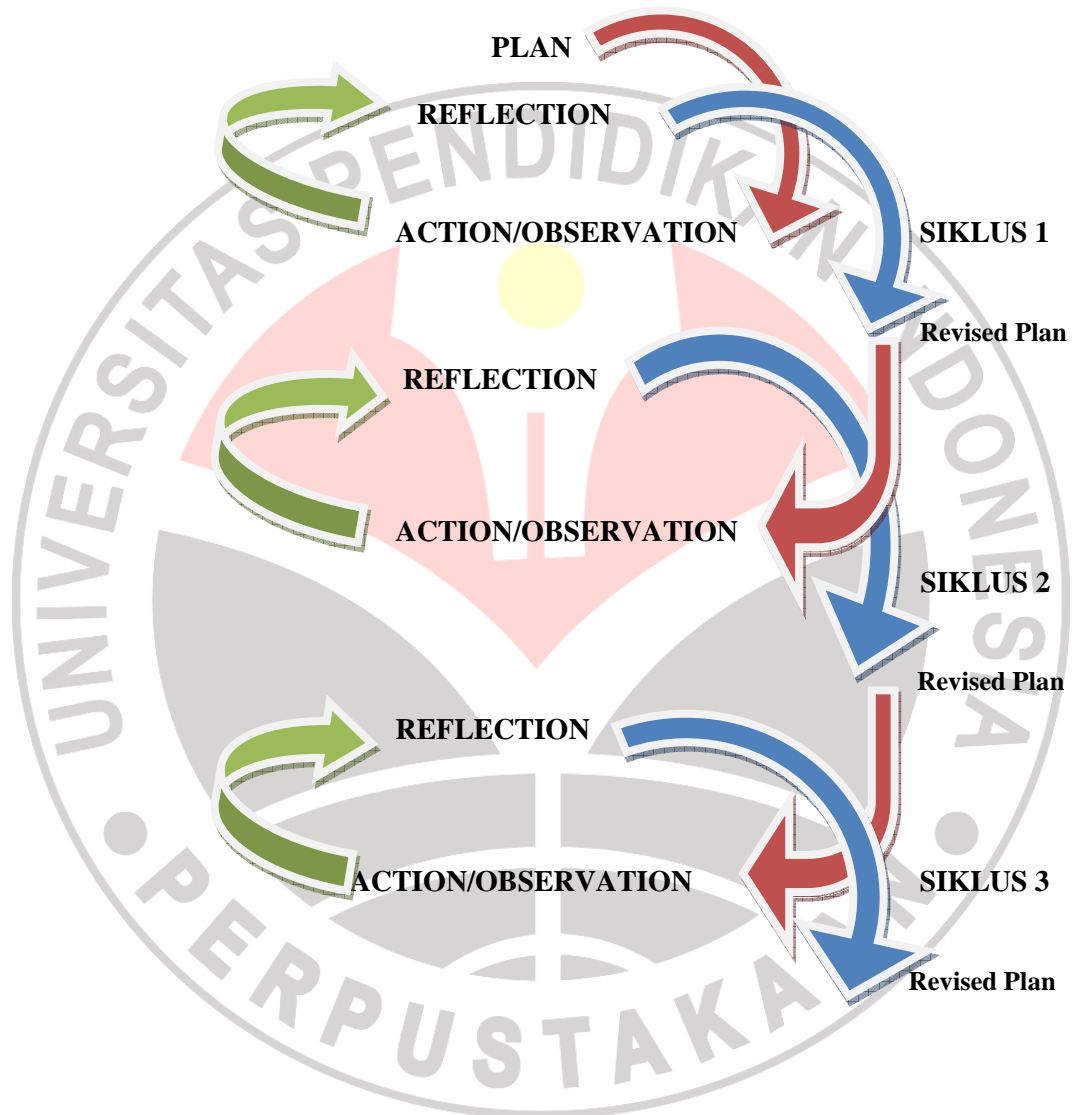
In present research, feedback discussion was a reflective collaboration between the researcher and observers over the result of observations in the class. It was done based on the observation sheets during the acting step, the result of the feedback discussion was discussed together by the researcher and observers to be interpreted. The result became a basis for formulating the instructional planning in the next cycle.

Below is the diagram of activities in the present research

Figure 3.1  
Diagram of the Research



## Action Research Spiral



### 3.5 Data Analysis

#### a. Data Reduction

In this study the data were obtained through observation sheet, test and also interview. Then data reductions were done. Significant data that related to the



research problem were selected. Next, selected data were analyzed and coded into several categories into several categorization based on the research questions. Coding is employed to make easier the analysis process and interpreting step.

**b. Data Display**

Result of the analysis and interpretation drawn inform of text, table, and graph to simplify the description of the data.

**c. Conclusion**

Data analyzed lead to findings and discussions to find out the answer of the research questions; (1) To what extent can the implementation of Jigsaw technique improve students' reading ability especially in descriptive text? (2) What are the students' responses toward the strengths and the weaknesses of teaching reading especially in descriptive text using Jigsaw technique?