

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter elaborates the research methodology which deals with the research questions, research design, participants and site, data collection, and data analysis.

#### 3.1 Research Questions

The research questions of this study as formulated in the previous chapter are described as the following:

1. How is *Mnemonic Device* implemented in reading short functional texts by seventh graders?
2. What are the students' responses to the implementation of *Mnemonic Device* in reading short functional texts?

#### 3.2 Research Design

This study employed *A Classroom Action Research* as a research design since it consisted of two cycles where each cycle was divided into some phases namely *Planning, Acting, Assessing, and Reflecting/Evaluating*. Kemmis & McTaggart (1992) explained that *a classroom action research* is proceeding in spiral steps, each of which consists of several phases, then the results of the actions united into a cycle. Each cycle of this study took place of two meetings with ninety minutes' duration for each meeting. So, there were four meetings altogether to implement *Mnemonic Device* as a learning technique to learn short functional texts.

Moreover, the following figure is the cycle of *a classroom action research* according to Kemmis & McTaggart (1992):

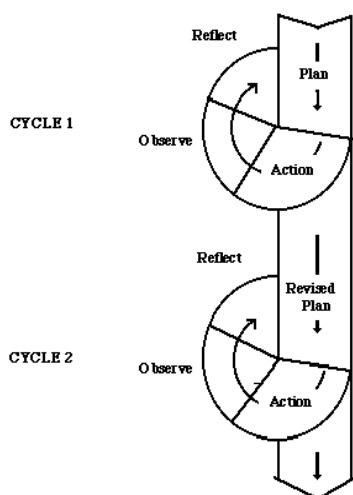


Figure 3.1  
The Cycle of Classroom Action Research (According to Kemmis & McTaggart, 1992)

In addition, as this study aimed to help seventh graders in reading short functional texts through *Mnemonic Device*, *a classroom action research* was appropriate to be conducted as a research design. According to Burns (2010), *classroom action research* purposes to intervene in a deliberate way in the problematic situation in order to bring about changes, and even better, improvements in practice.

Since this *classroom action research* conducted into several cycles, there were two cycles done to answer the research questions. In the first cycle, the *Planning phase* was conducted by preparing some aspects that would be implemented in the *Acting phase*. When all of the activities in *Planning phase* were done, the other phases (*Acting, Assessing, Reflecting/ Evaluating*) of this cycle were conducted. The following table is the list of activities done in each cycle of the first cycle:

Table 3.1  
Activities in the First Cycle

No	Phases	Activities
1	Planning	a. Determining the school (a research site) b. Determining the external observer c. Designing lesson plan <ul style="list-style-type: none"> <li>• Determining the standard of competences;</li> <li>• Determining the basic of competences;</li> <li>• Setting the learning objectives;</li> <li>• Choosing appropriate medium (pictures);</li> <li>• Determining the procedures of assessment.</li> </ul> d. Designing the research instruments <ul style="list-style-type: none"> <li>• Designing the observation guide</li> <li>• Designing the students' assessment</li> </ul> e. Determining the Minimum Mastery Criterion for the students' score.
2	Acting	a. Implementing <i>Mnemonic Device</i> to the learning activity; b. Discussing the material explained with the students.
3	Assessing	a. Assessing the students (games); b. Matching pictures with the text in group; c. Written test.
4	Reflecting	a. Reflecting the acting phase based on the observation result; b. Analysing the students' evaluation (test) c. Organizing another plan to be conducted in the next cycle.

As the result of the first cycle has not been reached the Minimum Mastery Criterion, another cycle of this research was conducted. The activities done in the second cycle were similar with the previous cycle by considering the weaknesses found in the first cycle. The following table describes the activities conducted in the second cycle:

Table 3.2  
Activities in the Second Cycle

No	Phases	Activities
1	Planning	<ul style="list-style-type: none"> <li>a. Re-consulting the teacher to conduct another cycle of the research;</li> <li>b. Designing lesson plan <ul style="list-style-type: none"> <li>• Determining the basic competence;</li> <li>• Determining the standard competence;</li> <li>• Determining the learning objectives;</li> <li>• Revising the learning objectives.</li> </ul> </li> <li>c. Creating the research instruments <ul style="list-style-type: none"> <li>• Clarifying instruction in the students' assessment</li> <li>• Designing observation guide.</li> </ul> </li> <li>d. Choosing the pictures as the medium of learning.</li> </ul>
2	Acting	<ul style="list-style-type: none"> <li>a. Implementing <i>Mnemonic Device</i> to the students</li> <li>b. Discussing the material explained with the students;</li> </ul>
3	Assessing	<ul style="list-style-type: none"> <li>a. Assessing the students (games);</li> <li>b. Matching pictures with the text in group;</li> <li>c. Written test.</li> </ul>
4	Reflecting	<ul style="list-style-type: none"> <li>a. Reflecting the acting phase based on the observation result;</li> <li>b. Analysing the students' scores.</li> </ul>

### 3.3 Participants and Site

This research was conducted in SMP Negeri 1 Lembang. The participants of this study involved a class of seventh grade students. It consisted of 31 students, 10 of them were boys and 21 of them were girls. Since the students involved in this study ranged in age from 13-14, they were categorized into young learners. Nunan (2011) explained that the term of young learners covers a large of chronological span that is around 3 to 15 years old and they begin to develop the ability to think logically. Therefore, they were considered as the proper subjects of the study since they were considered to be able to think logically.

### 3.4 Data Collection

As the intention to collect the data, some instruments were employed in this study, which include classroom observation, students' assessment, interview with the students.

#### 3.4.1 Classroom Observation

Classroom observation was employed as one of the instruments to collect the data. As stated by Hamied & Malik (2014), during the fieldwork, the behaviours, actions, and communication patterns were observed and write in more detail. Since this study used observation guide during the process of observation, this kind instrument was categorized into *systematic observation*. This statement is also supported by Arikunto (2002) who mentioned that *systematic observation* involves observation guide which consists of list activities that will be observed and acts as a portrait of behaviors, actions, and communication patterns from the objects of the study.

During the implementation of this study, the students and the teacher were observed and it involved one external observer to observe both of the students and the teacher. It was aimed to make the result of the study gained from this kind of data collection to be more objective which not only seen from one perspective.

#### 3.4.2 Students' Assessment

In order to obtain the data from the students, the students were assessed three times in this study, namely *Pre-test*, *Assessment in the first cycle*, and *Assessment in the second cycle*. *Pre-test* was conducted before the students were taught *Mnemonic Device* in reading short functional texts. It was aimed to know the students' understanding related to the short functional texts, especially notice. The students were given some questions which divided into three sections, namely true-false, multiple choices, and matching. When the scores of the students in *Pre-test* have been gained, the learning technique of *Mnemonic Device* was implemented in the first cycle. After that, the students were assigned to complete the assessment/ test in form of some questions similarly with the previous test. If the students' scores in this cycle have not been reached the Minimum Mastery Criterion (KKM), another cycle of this cycle was conducted. This study was expected to improve the number of the students who reached the score above the Minimum Mastery Criterion (KKM) after reading short functional texts through *Mnemonic Device* was 70% of the total students' in the class.

#### **3.4.3 Interview with the Students**

As another data collection technique, interview was employed in this study. Interview was conducted with the aim to know the students' opinion regarding to the implementation of *Mnemonic Device* in reading short functional texts. Stainback (1998) stated that through interview more information of participants in responding the situation or phenomenon that cannot be gained from the observation will be obtained.

In order to make the students be comfortable in answering the questions without any worry or making them hiding something, a *semi-structured interview* was employed in this study. Furthermore, Arikunto (2001) stated that a *semi-structured interview* is a kind of interview which is freer rather than the structured one.

### **3.5 Data Analysis**

The data gained from those data collections explained above were analyzed by using *descriptive qualitative* data analysis. Qualitative data analysis method is more appropriately applied to action research than quantitative method (Gay, Airasian & Mills, 2005) cited in Hamied and Malik (2016). Alwasilah (2011) also supported that basically one of action research characteristics is qualitative. Therefore, qualitative data analysis was employed in this research.

In order to answer the research questions, there were some steps to analyze the data obtained from the classroom observation and interview, namely data reduction, data display, and conclusion (Alwasilah, 2011). While the mean score of the students' tests/assessments were calculated by using frequency distribution suggested by Hasan (2001) as explained below:

$$M_x = \frac{\sum X}{N}$$

$M_x$  : Mean

X : Individual Score

N : Number of the Students

In order to gain the class percentage that passes the Minimum Mastery Criterion, the following formula was used:

$$P = \frac{F}{N} \times 100\%$$

P = The class percentage

F = Total percentage

N = Number of students