

CHAPTER III

RESEARCH METHOD

3.1 Research Design

The design of the study was Classroom Action Research (CAR). CAR aims to find out students' abilities in using personal pronouns in narrative text at Ninthgrade of SMP PAB 19 Manunggal. According to Anne Burns, Class Action Research (CAR) is part of a broad movement that has been going on in education generally for sometimes. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'. CAR involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts.

In action research, there was a reflection stage from every cycle. "The illustration of the cycle of the research could be seen in the following figure;

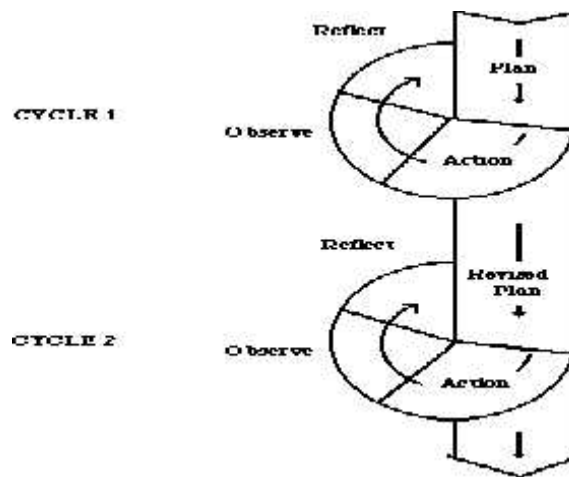


Figure 3.1: Cyclical Action Research

According to Burns (1999), there are several phases of an action research;

1) Planning; in this phase, the researcher identifies problems or issues existed in the field and develop a plan the action to solve the field problems, and also expect what potential improvements you think are possible happen through the action

2) Action; in this phase, the researcher implements the action which has been planned. The implementation of the actions would be done in a period of time.

3) Observation; after implementing the action, the researcher would observe the effect of the action systematically based on the data that has been collected during the implementation of the action.

4) Reflection; at this point, the researcher would evaluate the effect of the action and also describe the effects in order to explain what has happened during the action, and so to get deeper understanding to the problems. By doing reflection, the researcher can indicate the successful of the action, so that the researcher would be able whether to do further cycles or to stop the action.

3.2 Research Subjects

The subjects of this study were IX 2 grade students of SMP PABManunggal 19 Medan in the academic year 2022/2023. The researcher choose ninth grade because this research was very suitable to increase their knowledge in using personal pronouns and their creativity in making a narrative text.

3.3 Research Procedures

In conducting the research, there were several phases which have to be done, as follows;

3.3.1 Planning

The first step before conducting action research, the researcher prepares lesson plans for 8 meetings such as:

- 1) The opening: the teacher opened the class with an opening greeting.

The point: the teacher introduced about personal pronouns. The closing: the teacher made a conclusion about the lesson.

- 2) The opening: the teacher opened the class with an opening greeting.

The point: the teacher introduced about narrative text.

The closing: the teacher made a conclusion about the lesson.

- 3) The opening: the teacher opened the class with an opening greeting.

The point: the teacher gave a test of personal pronouns in the form of a sentence.

The closing: the teacher made a conclusion about the lesson.

- 4) The opening: the teacher opened the class with an opening greeting.

The point: the teacher gave a test of personal pronouns in the form of a sentence.

The closing: the teacher made a conclusion about the lesson.

- 5) The opening: the teacher opened the class with an opening greeting.

The point: the teacher gave a test of personal pronouns in the form of a sentence.

The closing: the teacher made a conclusion about the lesson.

- 6) The opening: the teacher opened the class with an opening greeting

The point: the teacher gave test to students in writing narrative text.

The closing: the teacher made a conclusion about the lesson.

- 7) The opening: the teacher opened the class with an opening greeting.

The point: the teacher gave test to students in writing narrative text.

The closing: the teacher made a conclusion about the lesson.

- 8) The opening: the teacher opened the class with an opening greeting.

The point: the teacher gave test to students in writing narrative text.

The closing: the teacher made a conclusion about the lesson.

3.3.2 Action

The action stage, the researcher was applied the lesson plan that has been owned has been discussed before. The researcher was acted as English teacher who teaches the use of personal pronouns in writing narrative text in class as a post-test, and as first cycle. The second cycle was an improvement of the

weakness or failure of learning in the first cycle.

3.3.3 Observing

The observation stage, the researcher was conducted Classroom Action Research observations learning process using personal pronouns in narrative text. There were some very important aspects in observation. These aspects were instruments used in collecting data and data source. The researcher was observed during the teaching and learning process. The researcher was followed students learning activities to completion what was observed was how students' ability to use personal pronouns in writing narrative text and what impact it has on them.

3.3.4 Reflecting

The reflection phase was the last phase in a cycle. The purpose of this phase was to evaluate the learning process and find out whether the action was successful or not. The researcher and the English teacher evaluate the whole process from the previous research stage together. This was done to find out whether the application of the technique has a positive effect on students' ability in writing narrative text in using personal pronouns. It can be analyzed based on student grades. There will be no next cycle if the result of the first cycle was successes. Meanwhile, it has to move to the next cycle if the results of the actions do not match achieve the success criteria.

3.4 Data Collecting Technique

The researcher was prepared and collect the data were as follows:

1. Test

Researcher was collected data based on the process of giving the treatment. Arikunto in Aini (2015) states that test is used to measure the students' skill and knowledge this test quantity of questions. To obtain data which includes pre-test and post-test, the purpose of the pre-test was to find out to what extent students were able to make sentences using personal pronouns and also introduce students to narrative texts. the purpose of the post-test was to measure how much the students' writing skills have improve after using that lesson. There were 2 kind of test:

2. Pre-Test

In the pre-test, the researcher was gave several tests about personal pronouns in the form of sentences so that the researcher can find out how many students already have prior knowledge about the material given and the researcher was explained about narrative texts.

3. Post-Test

Post-test was the result after being given treatment in the pre- test. the researcher was asked the students to write legends, fairy tales and other past stories to hone their imagination in making a story and the researcher can find out the progress of the students from pre-test to post-test.

4. Documentation

Documentation was a process that carried out by combining a collection of data sources together. Documentation was obtained by researcher through observation, interview, field noted and photo, it was strengthen the data both observation and interview so that the data become clearer and completed.

5. Observation

In this observation, the aspects that were considered consist of positive aspects and negative aspects. Researcher analyze whether activities in the learning process increased students' willingness to write well. Student activities were observed and noticed by the observer. Observations were made from the beginning to the end of the lesson by carrying out actions while providing an assessment by providing a list of names on the observation sheet provided.

6. Interview

The purpose of this interview was to collect data related to students' difficulties in writing, especially in narrative text. The researcher has interviewed the English teacher by asking several questions. Researchers usually analyze problems and research results. Next, the researcher developed questions and icebreakers to draw information from the interviewees. Depending on how the candidate answers, the researcher may ask follow-up questions to gain deeper understanding.

7. Field Noted

In the research process using field notes, researchers can make observations that were being studied. Field notes were also used to show students' description of the actual conditions in the learning process.

3.5 Data Analysis Technique

The data was collected from test result were analyzed and interpreted by using qualitative scores to get summary (Creswell, 2014; Silverman, 2004) In this case, the researcher's use 5 categories: very good, good, enough, less and bad.

Then the data from interviews were transcribed and interpreted using Huberman theory (Matthew B.M., A.M Huberman, Saldana, 2014). The formula used to describe the data quantitatively as follows;

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

P = Percentage

F = number of frequency N =
number of respondents

In order to find out the categories of students ability by using personal pronouns in narrative, the researcher's presents class friction of the scores are as follow: Very good

(A) : 80-100

Good (B) : 70-79

Enough (C) : 60-69

Less (D) : 50-59

Bad (E) : 0- 49