

CHAPTER III

RESEARCH METHOD

In this chapter, the writer will discuss about research design, subject of the study, types and sources data, research instrument and data compilation.

3.1 Research Design

This study is conducted to know whether or not eleventh grade students of SMA Kristen 1 Kupang in the school year 2017/2018 are able to use the English Present Progressive tenses in affirmative, negative, and interrogative, and to know the level of their ability after being taught present progressive tense using pictures.

In order to measure the students' ability, the writer used the normative survey method, the method is used in order to describe systematically a situation or interest factually and accurately (Isaac, 1984:2). So, in this study the method is used to describe and to analyze the data based on the test given to the eleventh grade students of SMA Kristen 1 Kupang regarding the use of English Present Progressive Tenses in affirmative, negative, and interrogative.

The study is a classroom action research. In this classroom action research there are two kinds of tests which use in evaluating the mastery of present progressive of students namely: initial reflection (IR) or pretest intended to evaluate the pre – existing the mastery of present progressive tense, then Reflection (R) or post test is administrated at the end of each session in every cycle in order to get comparison result scor before the research taught the subject by using picture and after the technique used in this teaching process. In this classroom action

research, the teaching process is divided into two cycles moreover each cycle consist of two sessions. Each session consisted of four interconnected activities, namely: planning (P), Action (A), Observation (O), and Reflection (R). The first step is a planning how to solve the weakness or even problem. The second and third steps are to apply the method in teaching learning process, and the last step is measure how far the method could improve the mastery of present progressive of the students. To describe about four interconnected steps in improving the mastery of present progressive tense of the students by using media pictures which mentioned P, A, O, and R are dedicated to the following discussions:

3.1.1 Planning

Planning is needed for whole session; in order to make the classroom action research (CAR) could be successfully done. Moreover, C.R. Kothari (2004;32) states that the one of important features of research design is a planning that specifies the sources and types of information relevant to the research problem. In addition before the teaching learning process is done, the researcher had to prepare the appropriate planning for all sessions in each cycle. In conducting the classroom action study, the undertaking of it was totally based on the fact that the subjects under the study had low mastery of present progressive tense. Therefore, media pictures will use to help the students in overcoming the problem. It is strongly hope that this method will be the appropriate and efficient in improving the mastery of present progressive of the students.

3.1.2 Action

This one of the important activities is conduct in the part of classroom action study. Conducting the previous planned teaching scenarios is the main

activity in this class action study. In line with the objective of the study, action or classroom activities referred to what the researcher really do in the classroom setting during the process of improving the mastery of present progressive tense. Action step is important to make sure the data was collected in the appropriate procedure. Therefore, the researcher tried to implement and conduct the previously planned classroom activities in teaching scenarios. So the objectives of improving the mastery of present progressive tense for every session become most effectively and efficiently achieved. The classroom activities are classified into three main parts, namely: pre – activity, whilst – activity, post – activity. These kinds of activities will be described:

1. Pre – activities

Teaching learning process will started with pre – activities. In these activities, the researcher also act as a teacher asked valuable question used present progressive and the students will answer the question used present progressive tense based on the question that given by the teacher. It is important action because pre – activity is intended to activate the subjects' prior knowledge related to the topic. This activity also aimed to focus subjects' mutual interests and attention. Beside warming up the subjects under the study, in this activity the tacher also tell the students about the principally use of pictures.

2. Whilst – activities

In whilst – activities the researcher who act as a classroom teacher apply pictures. The researcher give the explanation of the expressions to the subject under the study, in order to make comprehensible situation of students in studying the present progressive tense. The reearcher also give the example

using expressions of present progressive tense. The teacher will give some pictures to the students and after that the students will discuss the material given based on the pictures. From this media (picture) is stress in the students understanding about the concept of material in order to check it in end of whilst activity all students had to express their opinion about the material and giving the example about the using of the certain expression.

3. Post – activity

Post – activity is the last activity. In this activity, the teacher conclude the lesson that had been given and gave the students chance to ask question about the lesson.

3.1.3 Observation

In this present study, the researcher also act and behave as a classroom teacher as well as an observer. The classroom observation should be done during the teaching and learning process is very useful to recognize the effect of the treatment given. There are two kinds of observation done in this study. First, the researcher observe the students' attitude toward the teaching and learning process and find out the progress of the mastery of present progressive of the students. Second, the researcher also investigate the students' response toward the application of pictures, in addition, it can be see after the students fill out the questionnaire. The questionnaire is in form of multiple choices. It is construct in ten questions, this is also provide in Indonesian to avoid confused or misunderstanding of the students in answering the questionnaire. The result of questionnaire show how many students look interest, enjoy, and understand to the commands being instructed.

3.1.4 Reflection

Reflection is given to the students being studied which focuses on teaching present progressive tense through media pictures. As previously mentioned, the classroom action study is divided into two cycles where in every cycle consists of two sessions. It means that the reflection is provided for four times, twice are administered in Cycle I and twice in Cycle II. The reflection or post – test is designed in the form of describing pictures using present progressive tense. The students will describe the pictures that are given by the teacher using present progressive tense. The results of the reflections are corrected and scored at home and the subjects' errors are soon discussed in the following sessions. The result of reflection in cycle I is used as feedback and complement in planning and carrying out the actions in cycle II.

3.2 Subject of the Study

In doing the writing, the writer chooses the eleventh grade students of SMA Kristen 1 Kupang as the population of this research. The total number of eleventh grade students in SMA Kristen 1 Kupang is 70 students. The writer took one class XI IPA 2 which consists of 18 students as the samples of this study. The writer chooses this class because when the writer spent the teaching practice in this school especially in this class, the writer found that the students in this class had some problems in using present progressive tense. Their knowledge about present

progressive tense is so low. So, the writer choose this class as the sample. The sampling method apply in this study is purposive sampling.

3.3 Research Instrument

The instrument used by the writer to gather the data is lesson plan, observation sheet, pre-test and post-test. The writer prepared all the instruments that need to help the writer in do the research and also some pictures and ask the students to make a sentence according to the picture by used Present Progressive Tense. the writer also used simple completion to gathering the data. To obtain the data, the students are asked to make a good sentence use present progressive tense to following sentence based on the picture. The total number of the test items is 20. In doing the test the writer prepares 20 questions of present progressive tense. The research gave 30 minutes to the students to do their exercise.

3.4 Procedures of Data Gathering

The procedure of the classroom action research consists of cycles. The cycles are administrated based on the progress being achived. To identify the mastery of present progressive of the students, the students were given diagnostic test functioning as initial evaluation. This initial observation is conducted in order to determine appropriate action in increasing students' mastery of present progressive.

The steps can be expanded into five steps, namely:

1. Conducting Pre-test

The writer conduct the pre-test and the writer collect the data of pre-test so the writer can do the action.

2. Planning the action

The writer prepared everything related to the implementation of the action

3. Implementing the action (cycle 1)

The writer applied the pictures in teaching present progressive to the students.

4. Monitoring the action

The writer asked help from a collaborator, that is the English teacher to observe when the writer conduct the teaching learning process.

5. Reflecting the result

The writer made an evaluation to know the result and the students' progress during the teaching learning process.

6. Collect all the data (students' worksheets to be analyzed later on)

The writer collect all the dataof the students to be analyzed on.

3.5 Procedure of Data Analysis

Procedure of data analysis are:

1. The writer reads the students answers sheet.
2. The writer correctted students' answers
3. The writer scored students work

The writer used techniques in analyzing the numerica data as follow:

$$x = \frac{x}{N} \quad y = \frac{y}{N}$$

In which:

X = means for pre-test

Y = means for post-test

N = the number of sample

The standard of measurement in detail is presented below:

- 9.6 – 10 : Excellent
- 8.6 – 9.5 : Very Good
- 7.6 – 8.5 : Good
- 6.6 – 7.5 : Fairly Good
- 5.6 – 6.5 : Average
- 4.6 – 5.5 : Below Average
- 3.6 – 4.5 : Poor
- 2.6 – 3.5 : Very Poor
- 1.6 – 2.5 : Bad
- 0.0 – 1.5 : Very Bad

The total score that they obtained indicate their success and failure. The degrees in quality observed through the scores range from the highest level **“Excellent”** and the lowest one **“Very Bad”**.

4. Tabulating students' scores from pre-test and post-test
5. Described the scores presented in the table
6. Concluding the data analysis