

## **CHAPTER III**

### **RESEARCH METHOD**

#### 3.1 Classroom Action Research Model

Action research is activities that use self-reflective inquiry process by providing self-evaluation, professional development and practices for solving classroom management problems which can be conducted by teachers individually or in a group (Wai-Shing, Ming-tak, & Li, 2008). There are some models of action research that usually used in classroom setting for teachers. As a teacher candidate who was in teaching practice, the researcher used classroom action research that was suitable for her position. Type of action research used by the researcher was Classroom Action Research (CAR) based on Pelton model. According to Pelton (2010) action research is a set of steps that organized, proven, and reliable to achieve teachers and students' needs with high transparency. In Pelton model, CAR process is conducted in five steps: issue identification, data collection, action planning, plan activation, and outcome assessment (Pelton, 2010). These five steps are not always implemented in order as sometimes the researcher needs to look back to the previous step before moves forward to the next step.



Figure 3.1 Classroom Action Research (Pelton, 2010)

### 3.2 Subject, Location, and Time of Research

#### 3.2.1 Research Time

The researcher conducted CAR in 5 meetings, 3 meetings for issue identifications, 1 meeting for the first implementation and another one for the second implementation. Below is the timeline of this CAR:

Table 3.1  
CAR Timeline

Activity	Date	Explanation
Issue Identification	Monday / August 6, 2018 Thursday / August 9, 2018 Monday / August 13, 2018	Issue identification, discussion with teacher mentor, action Planning
1 <sup>st</sup> Implementation	Thursday / August 16, 2018	Action planning, plan activation, data collection, outcomes assessment
2 <sup>nd</sup> Implementation	Monday / August 27, 2018	Action planning, plan activation, data collection, outcomes assessment

*Source: Researcher*

### 3.2.2 Research Location

This research was done at the one of Christian Schools located in Tangerang.

The school has 5 levels: Nursery, Kindergarten, Elementary, Junior and Senior.

This research was conducted in Junior level.

### 3.2.3 Research Subject

The subject of this research is 9<sup>th</sup> Grader students and there are 18 students in total, 9 boys and 9 girls. Grade IX in this school has 3 classes, and the researcher did a CAR in one of the classes, IX-A. The research was conducted in English (reading and writing) class.

## 3.3 Research Procedure

### 3.3.1 Issue Identification

Issue identification is the initial step of CAR where the researcher investigates any number of problems that can be solved or identify numerous opportunities to enrich and expand in already successful learning environment (Pelton, 2010). The researcher identified the problem that needed to be solved by CAR based on 3 weeks observation in mentor teacher's classroom, 3 meetings' observation in the researcher's classroom and long discussion with mentor teacher.

The activities done by the researcher before implemented the method were called as issue identification step.

### 3.3.2 Data Collection

Data collection is a continuous process beginning from the initial to the entire process of class action research, as data takes essential role (Pelton, 2010). Researcher collected the data using some instruments which are reflection journal, mentor teacher's observation sheets, and student's questionnaire. The researcher used checklist form in both teacher's observation sheet and student's questionnaire. The checklist form used was Guttman model with "Yes" and "No" question/statement.

### 3.3.3 Action Planning

Action planning is a step where the researcher explores identified issue as reflect of expert input and then create a plan that address it (Pelton, 2010). In this step, the researcher explored some strategies that could help teacher to improve students' discipline. After having discussion with mentor teacher, the researcher decided to implement classroom procedure to overcome the problem. In this step, the researcher discussed some instruments to help the teacher got the result of that implementation.

### 3.3.4 Plan Activation

Plan activation is a stage to implement all things that have been prepared during action planning (Pelton, 2010). Before the teaching and learning process began, the researcher had told the students about their classroom condition and how an effective classroom supposed to be. The researcher introduced the classroom

procedure to the students and told the goal. This implementation was done through 4 steps, they are:

1. Explain the classroom procedures
2. Rehearse and practice the classroom procedure under teacher's supervision
3. Reinforce the classroom procedure by reminds the class of the procedure and have the class experience it
4. Consistent in applying the classroom procedure

#### 3.3.5 Outcome Assessment

Outcome assessment is a stage where researcher reflects upon all experiences (data) to explore the outcomes of the action that had been took during plan activation (Pelton, 2010). The researcher took all the data using three instruments: questionnaire in form of checklist from the students, observation sheets in form of checklist from the mentor teacher, and Reflection Journal from the researcher. Each instrument measures students' discipline improvement and the reflection journal used to measure the implementation of classroom procedure.

#### 3.4 Research Data Instrument

##### 3.4.1 Reflection Journal

The researcher used Reflection Journal to evaluate the learning process and to see whether the classroom procedure was successfully applied or not. The researcher wrote the Reflection Journal on the day that classroom procedure was implemented. By having Reflection Journal, the researcher could prepare a better way of implementing the steps for applying classroom procedure. The Reflection Journals were read and signed by the mentor teacher.

### 3.4.2 Questionnaire: Student's Checklist

The researcher used student's checklist to measure students' discipline improvement. The researcher only used a page of checklist sheet to take the data of problem variable. There were 20 statements in the checklist sheet: 9 statements for problem variable, 5 statements for action variable and another 6 statements to see the quality of procedures that applied in the classroom. In this research, the researcher only focused on problem variable, so there would be no analysis and discussion about the 5 statements of action variable and the 6 statements contained in the student's checklist form. The guideline is shown in the table below.

Table 3.2  
Student's Checklist on Discipline

Indicator	Statement Number	Statement
Students follow classroom procedures	1	I asked permission before I go to the toilet and I go after I got the permission
	2	If I wanted to talk during the learning process, I would ask permission based on class procedures
Students pay good attention along the learning process in classroom	5	I listened attentively while the teacher and friends were explaining or talking in learning process
	7	I became silent and attentive while the teacher gave quiet signal
Students maximize the time of learning in the classroom	3	I came on time to class and seated on my own chair before the class began
	4	I had prepared my stationeries that needed in learning process before the class began
Students respect other students in classroom activities the learning process	8	I did not do the activities that have no connection with the learning process
	9	I did not do any action that could disturb the learning process

*Source: Researcher*

Based on some considerations and discussion with field supervisor, the researcher only took 8 statements out of 9 statements as the data. The researcher excluded statement number 6 which is "I followed and did all instruction that given by the teacher" because another 8 statements were enough to cover all the indicators

in detail. Statement number 6 was considered as a redundant statement (see Appendix 2 Student's Checklist on Discipline).

### 3.4.3 Observation Form: Mentor Teacher's Checklist

The researcher also used mentor teacher's checklists to measure students' discipline improvement. This questionnaire was filled by the mentor teacher (Mr. LB) along the learning process as observant. The researcher also only used a page of checklist sheet to take the data of problem variable. The first part of the sheet is a checklist form that contains 5 questions towards students' discipline and the second part is a checklist form with 4 questions towards teacher's performance in implementing the steps of classroom procedure. In this research, the researcher only used the 5 questions about the students' discipline improvement and did not put the 4 questions of action variable as the data. The guideline is shown in the table below.

Table 3.3  
Mentor Teacher's Checklist on Discipline

Indicator	Question Number	Question
Students follow classroom procedures	3	Does the student use hand signals to get any permission?
Students pay good attention along the learning process in classroom	4	Does the student follow the teacher's instruction attentively?
Students maximize the time of learning in the classroom	1 2	Does student come on time to the class? Does student bring her/his English book and stationeries?
Students respect other students in classroom activities the learning process	5	Does student follow the classroom procedures orderly so there is no disruption along the learning process?

*Source: Researcher*

There were 5 questions in this checklist form arranged based on the indicators of discipline. In the checklist sheet, the researcher provided the 18 names of the students in order to let the mentor teacher filled the form based on his observation towards each student. (see Appendix 3 Observation Result 1)