

III. RESEARCH METHODOLOGY

A. Setting of The Research

In this research, the researcher used a classroom action research. This research was done at the first year students of SMA Kartikatama Metro. It was done based on the problem faced by the students and the teacher when they were in class. Based on the problem found by the researcher, the researcher examined the cause of the problem and then found the solution for that problem.

The subject of this classroom action research was the students of the first year students of SMA Kartikatama Metro which consists of 38 students. The students of this school were not so active when they are learning English. The students were only good at learning about language like mentioning the pattern of the tense but they were not good at using the language for both oral and written communication. According to the researcher's pre-observation towards those students, the researcher concluded that most of the students had low grammar achievement.

In this classroom action research, the researcher acted as the observer; meanwhile the teacher of SMA Kartikatama taught her own students by implementing Contextual Teaching Learning. The researcher made the lesson plan and told the teacher what she would perform in the class based on the lesson plan. So, during the research, the researcher observed everything occurred in the classroom when they were learning grammar.

B. General Description of The Research

The research was a classroom action research which was conducted based on the problem faced by the students and the English teacher. In doing the research, the researcher did collaboration with the English teacher to improve the students' grammar achievement through Contextual Teaching Learning (CTL).

While the teacher was applying CTL in the classroom, the researcher observed the teaching learning process and made some necessary points from that process. In that process, the teacher also held grammar test by asking the students to analyze a recount text. The focus of analyzing was on the grammar of that text.

After that, the teacher and the researcher analyzed the result of the observation, and also the grammar test. The teacher and the researcher also did reflection after knowing the result of the analysis. Based on the analysis and reflection, it was decided whether the next cycle would be held or not, and the next cycle would be focused on eradicating the weaknesses in the previous cycle.

C. Research Procedures

In this classroom action research, the researcher implemented two cycles depending on the result of the analysis and reflection in the first cycle. The first cycle was based on the problem of the research. The main steps of each cycle were as follows:

1. Planning

Based on the problem of the research, the researcher prepared the lesson plan and selected the material from the textbook. The material was recount text, which was taken

from the students' text book. Additionally, the researcher prepared observation sheet, and also the grammar test for the students.

2. Action

In this step, the teacher implemented the material by using Contextual Teaching Learning (CTL) while she was teaching grammar. The teacher taught the material about how to make a recount text based on past experience. In teaching, the teacher involved the students' participation, so that the students would become more active in teaching learning process. It was done in order to make the students familiar with what they would do. Next, the teacher let the students to practice doing it in-group of three. The researcher observed the situation in the class and made some necessary notes.

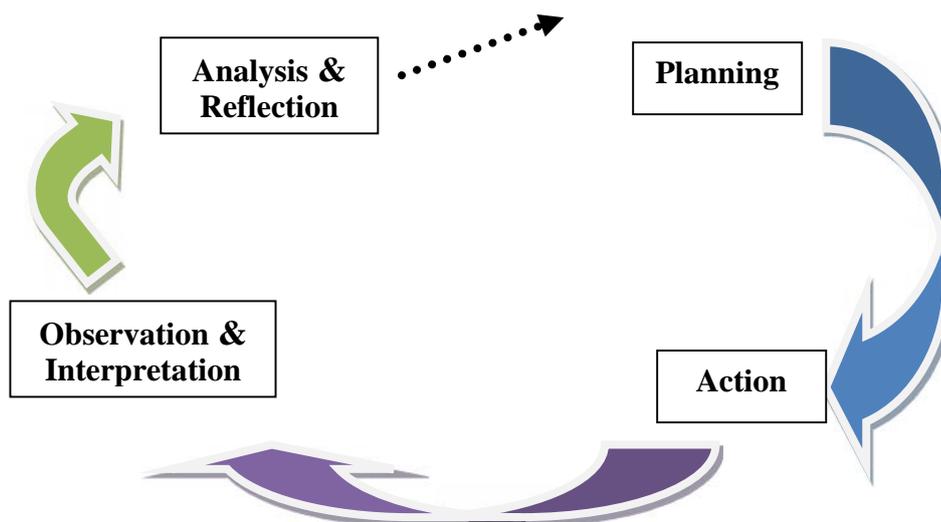
3. Observation and Interpretation

The researcher observed the activities happened in the classroom in every cycle and write the result of the observation in the observation sheets. The researcher also interpreted the result of the observation. This step was started when teaching learning process was occurring.

4. Analysis and Reflection

In this step, the researcher and the teacher analyzed the result of the grammar test of the students as the learning product. The researcher also analyzed everything occurred in the teaching learning process based on the observation sheets. It was done to find out the improvement after the teacher implements CTL in the classroom. In analyzing, the researcher together with the teacher did reflection to discover the weakness and strength of the implementation of CTL, and also to know the problems faced by both teacher and students during teaching and learning process. By doing so, the researcher and the

teacher knew what should be improved for the next cycle. If the indicators of the research haven't been fulfilled in the first cycle, the researcher together with the teacher will plan the next step to make betterment in the next cycle. On the other hand, if the indicators are already achieved the researcher and the teacher do not need to hold the next cycle.



The cycle of Classroom Action Research (Kurt Lewin : 1988)

D. Gaining Indicators of The Research

To find out the success of this Classroom Action Research, the researcher determined the indicators, which deals with the learning product and the learning process.

1. Learning product

The target of the learning product determined by the researcher and the teacher was 60 or more. It was done because 60 is the standard score or KKM (Kriteria Ketuntasan Minimum) stated by the school for English subject. So, if at least 80% of students' scores could reach 60 or more for the grammar test, it meant that the CTL could improve the students' grammar achievement.

2. Learning process

In learning process, there were two aspects which became the focus of this research, that were the students' activities and the teacher's performance.

The target determined by the researcher concerning the students' activities was 80%. So, if 80% of students are actively involved in teaching and learning activities when CTL is being implemented, it means that CTL can make the students active in teaching and learning activities. The researcher decides to set 80% as the target since according to Arikunto (1993:210), if more than 75% of students are actively involved in teaching and learning activities, it can be categorized as a good level. To set the target of the success of this CAR, the researcher also does a discussion with the English teacher of that school.

Besides observing the students' activities, the researcher also observed the teacher's teaching performance during the teaching and learning process. It was expected that the teacher could get score 80 in her teaching performance after implementing Contextual Teaching Learning. So, if the teacher can reach that target, it means that the teacher's teaching performance is very good. For the teaching performance, there are some aspects scored, that is, the teacher's activities in pre-activity, while-activity, and post-activity.

E. Instruments of the Research

To gain the data, the researcher applied two kinds of instruments. The instruments were the grammar test and observation.

1. Grammar test

Grammar test was done as the product of the teaching learning process. The test was about analyzing the text focused on the grammar that was used in the text. The text used was recount text in which students were asked to analyze the sentences in the text and changed them in three forms; positive (+), negative (-), and interrogative (?). The result of this test was considered as the data of students' improvement.

In scoring the result of students' test, the writer used Arikunto's formula (1989; 271).

The ideal highest score was 100. The writer calculated the score test by using this formula:

$$S = \frac{R}{N} 100$$

Where:

S : The score of the test

R : The right answer

N : The total items

2. Observation Sheet

Observation was conducted in every cycle during the teaching learning process. When teaching and learning process was occurring, the researcher observed the process happened in the classroom. The researcher used structured observation to know the students' activities and also the teacher's performance in the classroom. So there were two kinds of observation sheets that were filled out by the researcher, that are the observation sheet for the students' activities and the observation sheet for the teacher's performance. Besides, the researcher also made some necessary notes in the observation sheet concerning the students' activities and teacher's performance.

F. Data Analysis

In analyzing the data, the researcher will classify the data into two categories that is, the data of the learning process and the learning product. The data analysis was done during and after the data had been collected from every cycle (1st, 2nd, ...). the data from the first cycle had been collected, then the researcher together with the teacher analyzed the data and did reflection based on them. From the analysis and reflection, the researcher knew the weakness and strengths from the first cycle. Besides, both researcher and teacher knew what should be improved for the next cycle.

1. Learning product

To know the learning product, the researcher used grammar test to collect the data.

There were some steps used to analyze the data got from the test:

1.1. Giving the grammar scores to the students

After giving the test, the researcher checked the result of students' test to give the score.

Besides that, the researcher analyzed the result to know the errors mostly made by the students. This was very useful for betterment in the next cycle.

1.2. Calculating the number and the percentage of the students who get 60 or more

To know the percentage of students who get 60, the following formula was used:

$$\frac{\text{Number of students who get } \geq 60}{\text{Total number of students}} \times 100\%$$

2. Learning process

To get the data from the learning process, the researcher used observation sheets. The result of the observation sheet was analyzed after every cycle was conducted.

Since the observation was done for observing the students' activities and also the teacher's performance, the researcher analyzed the result of the observation separately.

2.1. Students' Learning Activities

In analyzing the data got from observing the students' learning activities, the following steps were done:

2.1.1 Counting the number of activities done by the students.

2.1.2 Calculating the percentage of the students' activities.

For calculating the percentage of the students' activities, the following formula was used:

$$\% A = A \frac{100\%}{n}$$

Note:

$\% A$: percentage of students' activities

A : number of students' activities observed

n : number of students in the class

2.1.3 Making a description from the data that had been analyzed.

2.2. Teacher's Teaching Performance

Meanwhile, in analyzing the data got from observing the teacher's performance, the researcher did the following steps:

2.2.1 Counting the total score

In this step, the researcher counted the sum of scores from all aspects. The aspects that were scored cover the teacher's activities in pre-activity, while-activity, and post-activity.

2.2.2 Making a description from the data that have been analyzed.

It was similar to analyze the students' activities, to analyze the teacher's performance the researcher also made a description from the collected data which could enrich and support the result of the analysis.