**CHAPTER III**

**RESEARCH METHOD**

This chapter presents the methodology used in conducting this research. It presents research design, setting and subject of the study, preliminary observation, planning, implementing and reflection.

* 1. **Research Design**

Research design is important in the research. It is used to arrange the setting of the research in order to get the valid data. The research design in this study is Classroom Action Research. Adams (2004:76) defines an action research is a practical way for individuals to explore the nature of their practice and improve it.

Elliot (2008:93) states that classroom action research is the process through which teachers collaborate in evaluating their practice jointly, raise awareness of their personal theory, articulate a shared conception of values, try out new strategies to render the value expressed in their practice more consistent with the educational values they espouse, record their word in a form which is readily available to and understandable by other teachers and thus develop a shared theory of teaching by researching practice.

The researcher used classroom action research because the researcher wanted to apply the strategy to the certain class. the researcher expected that the strategy could improve the students’ ability in writing skill.

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In this study, the researcher collaborated with the English teacher of eighth grade at Mts. Darunnajah Tangunggunung. In conducting the classroom action research (CAR), the researcher used Kemmis and Mc Taggart model, show in the picture in which each cycle of four steps: planning, acting, observing and reflecting.

The spirals of the action research began after the problem was found and defined planning to solve the problem and preparing the actions were made. The next step was doing the action based on the planning and the preparation which had been made. The observation was done during the strategy implemented. Based on the observation the researcher to what happened and evaluated the result of the action. Then, the researcher decided that she needed to improve the action and the next cycle based on the reflection she made so, she did the second cycle with the revised plan to get the expected result.

**The Procedures of Classroom Action Research**

*(Adopted from Kemmis and Mc Taggart’s Model , 1989)*

Figure 1. The procedures of classroom action reseach

Preliminary Study

Observing students’ activities and score during the teaching and learning process in English writing class

Analysis and findings

* Students’ felt difficulties in writing section
* Less than 50 % students are able to a good paragraph with a good main idea and grammar structure. Peer assessment strategy is needed to stimulate their abilities.

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Planning

Preparation instructional material, research instrument and criteria of success.

Observing

* Observing the implementation of teaching writing recount text by using peer assessment by the students’ score.
* Collecting the data during the acting phase by using observation guideline, observation sheet, and interview both teacher and students

Failed

Reflecting

Data analysis and reflecting

Successful

Finishing

Conclusion/ report

* 1. **Subjects and Setting of the Study**

The study was conducted in MTs. Darunnajah Tanggunggunung on 16th March up to 14th April 2012. The subjects of this study were the English teacher and the VIII year students of the second semester of 2011/2012 academic year. This class consists of 23 students, 12 males and 11 females.

The researchers decided to choose this class because the students have less motivation and were not interested in teaching and learning writing.

* 1. **Procedures of the Study**

This section discusses the procedures of the study conveying preliminary observation, planning, socializing, implementing, observing and reflection.

* + 1. **Preliminary Study**

The researcher consulted with the teacher to find information about the situation of the class VIII, which the researcher found while she did the preliminary study, could be improved by using peer assessment strategy, especially in writing recount text.

The researcher found that the students lacked interest in learning English, especially in writing skill. There are many students chatted each other with their friends when the teacher was explain, some of the students did not pay attention and they were lazy to do the task that given by the teacher. In this study the researcher uses peer assessment as the new strategy to teach writing skill, especially the students’ ability in writing recount text. The researcher asked the students to write their experiences in pairs. So they can correct and give feedback with their pairs. In this step, the researcher made some preparations for the action, making lesson plan and constructing the model and preparing test.

The researcher administered a test to know the students’ ability in writing recount text at eight years in MTs. Darunnajah Tangunggunung in the pre-action. Researcher found out that students could not write recount text well. From the preliminary observation, it was found out that 4 students got 50 scores (17,4%), 6 students got 55 scores (26%), 7 students got 60 scores (30%), 4 students got 65 scores (17,4%) and 2 students got 75 scores (8,7%). On the score of the students above, teaching writing is not success. Since just two students who got the minimum of 75 score (8,7% of students means less than 85% of students for success).

* + 1. **Planning**
  1. Socializing the research program

The researcher socialized the program of study to the headmaster about the method and technique that would be used on Monday, 12th March 2012. The researcher shared with English teacher about target of teaching and learning process during the research.

* 1. Providing a suitable strategy

The researcher provides new strategy of teaching writing by using peer assessment. Peer assessment is interested by the students of eight years in MTs. Darunnajah. It can decrease their chatting that is not useful in the class. They can talk about their works, automatically all of the students are active in the class with their pairs. They also get motivation from the other students. From these benefits above, peer assessment is hoped to increase their writing ability, especially in writing recount text.

* 1. Design a lesson plan

Before implementing the strategy, the researcher and the English teacher designed the lesson plan. It was used by the researcher to guide the students to implement the strategy. Besides, the researcher made some instruments such as observation sheet, interviewing and administered the test to record the process during the implementation of making a match and get data on this research.

Scenario of peer assessment technique

|  |  |
| --- | --- |
| Teacher | Students |
| * Give the stimulation for the students about the material * Explain about the material, recount text. * Ask the students to write their experiences. * Ask the students to correct their work with their pairs * Ask the students to give feedback or comment each other of their work. * Monitor the students and help the students when they get the difficult words | * Pay attention what the teacher said * Listen carefully what the teacher’s explanation * Try to write their experiences * Work with their pairs (friend in one desk) * Read the partner’s work and then try to give feedback and comment * Ask some question to the teacher when the students get difficult words |

(Detailed lesson plan is attached in appendix)

* 1. Preparing the criteria of success

Criterion of success was set to determine whether the learning activities in the research were successful or not. It is determined based on the minimum standard (*Kriteria Ketuntasan Minimal*) for English subject in MTs Darunnajah Tangunggunung that is 75. Based on the criterion issued by department of religion education, a class was said to be successful if 85% of the members could pass the test that is 75 score (Depag, 2009:66).

In this study, the researcher used the scoring guidance that covers five aspect of writing; content, organization, vocabulary, grammar and mechanics.

* + 1. **Implementing**

In implementing the strategy, the researcher collaborated with the English teacher to conduct the whole class activities. In this case, the researcher conducted the teaching activities in the classroom. The researcher asked the English teacher to observe what was going on in the classroom during the teaching and learning process. The collaborator was given observation guide during the observation.

The researcher applied the peer assessment strategy to improve the students’ ability in writing recount text by asking the students to work with their own partners. The researcher monitored the students’ activities in the classroom and helped the students when they got difficult words. There are some steps of implementing the strategy. Firstly, the researcher decides the peers. Secondly, asking the students to write their experiences. Next, the students will discuss their works to their own peers and try to give comments and revisions. The last of the writing activities is rewriting the final draft of their writing.

In this study, both English teacher and researcher is observer. The English teacher observed during the action of each meeting in cycle. In this step the teacher gave check list on the observation sheet as the instrument to record the teaching learning activities and the students’ response. The English teacher focused on activities done by the students and the researcher. Meanwhile, the researcher observed the score of the students and found out the improvement of students.

* + 1. **Observing**

The stage of observing is an activity intended to observe the data. The data here was the effect of the strategy that implemented. They were three kinds of data: (a) students’ score of writing test; (b) report of observation sheet that was taken from the questionnaire and (c) interviewing from English teacher and students about the strategy.

Those data were gained by the used of some instruments. They were:

1. Observation sheet

Observation is conducted for observing the activities in the classroom during learning process (Hobri, 2009:17). Observation was conducted by using observation sheet.

Observation sheet was used to know closely and notes the classroom events. Related to the implementation of procedure, the observation sheet was used to observe the teacher and students’ activities during the teaching and learning writing. The researcher observed the students’ activities by using observation sheet in this research. The first was used to verify the lesson plan and instructional activity performed. The other one was used to observe the students’ performance.

1. Test

Testing is important for almost all people involved in the education process. The learners want to know how well he is doing and want the piece of paper at the end of the course that will help to open professional door. The teacher wants to know not only how the learner is progressing but also how the teacher is succeeding in his job (Dietsch, 2003:291).

The writing test was conducted to measure the students’ ability in writing recount text. The researcher tends to use subjective written test because it was faster, short time, effective and efficiency. Here, the researcher asked the students to write writing recount text based on their experience before and after the strategy was applied.

1. Interviewing

According to Morgan an interview is a purposeful conversation, usually between two people but sometimes involving more that is directed by one in order to get information from the other (Bagdan and Biklen, 1998:93).

In this study, the researcher used this instrument to interview the English teacher of eight grades. The researcher wanted to know how well the ability of students in writing recount text and other information.

The data in the form of student’s score, report of observation, and report of interviewing were collected by the following method:

1. Administered test. Test was given in ending of each cycle of this study. The test was asking the students to write recount text.
2. Observation. Observation was conducted during learning process in the classroom. The observers were both English teacher and researcher. While the objects of the observation were the researcher and the students of class VIII. It was aimed to know the effect of strategy.
3. Interviewing. Researcher interviewed the teacher and the students in order to find out their response toward a strategy applied in teaching writing recount text. It was conducted in the end of study.
   * 1. **Reflection**

Reflection is the last stage in conducting Classroom Action Research. It is an activity of reflected all collected data. It this part the researcher presents the result of data to determine whether the researcher has to continue with the next cycle or not.

The researcher collected the result of the test which was conducted in the end of every cycle. The score was computed quantitatively by using the formula of the percentage of success. The formula is:

%X = (Agustina, 1990:32)

Note:

%X : Percentage of the students (individual) success.

X1 : The score of the students (individual).

N : Total score maximum of the students.

The researcher will give 100 for the perfect score, so the students will get score 100 if they get excellent category in every aspect. To give score for students, the researcher also accumulates the score of each aspect, then she multiples four for each aspect.