

CHAPTER III

RESEARCH METHOD

This chapter presents the methodology used in conducting this research. It presents the research design, subject and setting of the study, research procedure, data and sources of data, data collection method and data analysis.

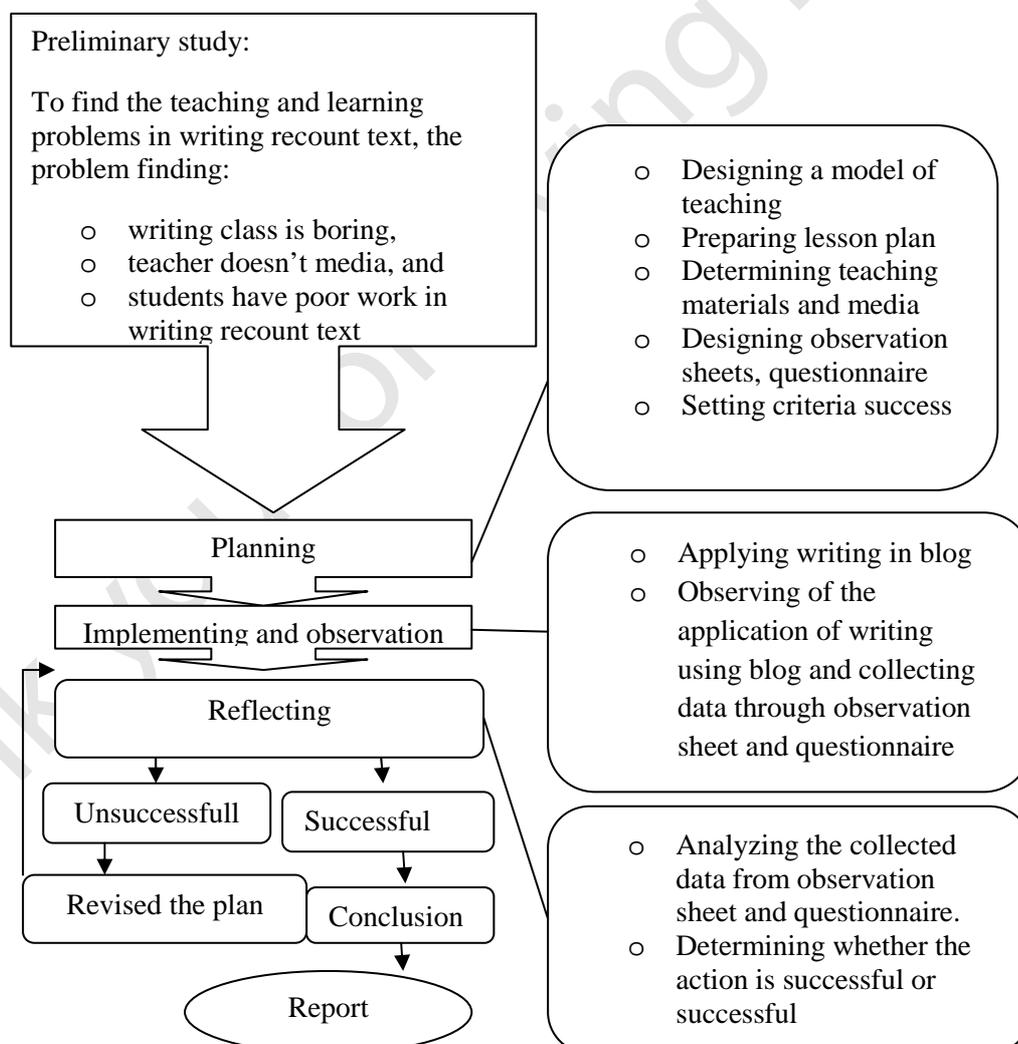
A. Research Design

The research design of this study was a Classroom Action Research (CAR). A Classroom Action Research was chosen because the problem comes from teaching and learning in the class. According to Hopkins (1993), Action Research is a form of self-reflective inquiry undertaken by participants in a social (including education) and justice of (1) their own social or education practices, (2) their understanding of these practices, and (3) the situation in which practices were carried out. Action research was designed to improve all participants in the educational process (students, instructors, and other participants) with the means to improve the practices conducted within the educational experience. It can be said that action research was learned by doing action a group of people or a person (researcher) identifies a problem, does something to resolve it, sees how successful the efforts which have been made, and if the result was not satisfied, that group of that person would be strayed again the efforts in the next action.

The Classroom Action Research (CAR) was done for the sake finding out an elaborated teaching strategy of writing ability that was more applicable mainly for the students of SMAN Ngunut Tulungagung, so that it improved their writing ability. The research was directed to find an elaborated teaching strategy concerning with writing ability of recount text.

Figure 3.1 The Procedure of Classroom Action Research

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



Based on the procedure as shown in Figure 3.1 above, the action research begins as the preliminary study done to find out what kind of problem faced by the students in the classroom. The second step was planned to solve the problem and prepared the action made. The next step was done the action based on the planning and the preparation which have been made. The observation was done at the same time as the action being done. This observation was done by the collaborator who acts as the observer. Based on the observation, the researcher makes reflection to what happens and evaluates the result of the action. Then, the researcher decided that he needs to improve the action in the next cycle based on the reflection she made.

B. Subjects and Setting of the Study

This study was conducted at SMAN 1 Ngunut, Tulungagung, which is located on Sumberingin Kidul village, Ngunut, Tulungagung. SMAN 1 Ngunut takes approximately 45 minutes from the town center. This school has 27 classes; nine classes for the Tenth grade students, also nine classes for the eleven-grade students, and nine classes for the twelve-grade students.

In this research, the researcher takes X-H year students of the second semester of 2013/2014 academic year. This class had 36 students that consisted of 11 boys and 25 girls. The researcher chosen this class because this class had the fewer score in English subject among other classes and the students had less motivation or were not interested in teaching and learning process of writing activity.

C. Procedures of the Study

The procedure of taking the data used by the researcher in this study was presented in each phase as follow; the researcher conducted interview with the teacher to find information about situation of the X-H class students, which the researcher found while he did the preliminary study. This study discussed about improving the students' writing ability on making recount text using blog and practice the strategy to the X-H year students of second semester. The implementation was in practice cycle I and practice cycle II.

a. Preliminary observation

It was necessary to be done to define the real problems in writing class. It was done before the researcher started the action research to see what problems really existing during writing teaching and learning process.

It was done in the X-H year students of SMAN 1 Ngunut on 15th of April 2014. In this stage, the researcher would conducted a pre-test to measure the students' writing ability by using write a short paragraph recount text.

Besides that, the researcher does observation during the pretest. It was important to know the students' attitude and behavior in the classroom. The researcher also does observation during teaching and learning process. By doing this observation, the researcher also got information dealing with the writing ability faced by the students and its causes.

b.Planning

The planning was as the first step concerned with teaching preparation design by the researcher. The preparation was made by the researcher before actions of the cycles were given to the students in class. They were some instrument concerning with (1) strategy, (2) lesson plan, (3) criteria of success, (4) implementation of the plan, (5) observation, and (6) reflection.

1. Strategy

The researcher graves the material about recount text by used presentation technique. The first step, the researcher guided the students to make a blog. Then the students did the task about recount text in their blog by group work. The second step, each group was required to give the comment to other blog. The purposes were the students can do interaction with their friends and share the ideas each other. The researcher also asked the groups to modify their blog with interested background. The next step was done like the first step till the last step. The strategy can be developed either in individual work.

2. Lesson plan

A lesson plan was a teacher's detailed description of the course of instruction for an individual lesson. A lesson plan was created and developed by a teacher to guide the class instruction. Normally, lesson plan was designed by the teacher in the beginning of the semester or before the teaching process was conducted.

In designed the lesson plan, teacher must pay attention to the curriculum and then make the plan based on the appropriate competence standard and basic competence mentioned in it. The lesson plan must be practical and operational so it can be effectively implemented in the classrooms

A lesson plan was developed by the researcher to guide the instruction. In this research, the researcher prepared lesson plan before conduct the classroom while action was implemented. It consists of:

- 1) Identify of School, it consists of name of school, subject, level; time allocated, and state curriculum standards.
- 2) Indicators, it describes the standards of each student that should be mastered in the last of the learning.
- 3) Instructional Objectives, it means the learning outcomes for the lesson.
- 4) Instructional Methods, it describes the materials that will be given for the students suitable with curriculum standards.
- 5) Instructional Technique, it describes the technique that will be used in teaching and learning process.
- 6) Instructional Procedure, in this part of lesson plan, there are kind of items to consider in the procedure action of the plan. It consists of instruction, technique, activities, and share.
- 7) Material sources, it explains the materials that will be delivered.
- 8) Assessment, it describes kind of tests that will be used in assessing students skill.

3. Criteria of Success

A criterion of success was set to determine whether the learning activity in the research was successful or not. The criteria required were:

- The students of X-H at SMAN 1 Ngunut can write recount text using the media of blog. The students can improve their ability in writing either individually or group.
- The target of success is 80%. It means that 80% of the student's total of the research get writing score more than 75 as the minimum standard of KKM (Kriteria Ketuntasan Minimal).

4. Implementation of the Plan

For implementation, this research concludes in cycle 1 and cycle 2. During the application of blog, observing the action was also done to see whether the learning-teaching activities in class were in accordance with the prepared lesson plan. The observation was conducted the researcher's classmate who acted as the observer of the study. The time allocated for implementing the strategy was 90 minutes for each meeting. In the pre-activity, firstly, the teacher arranged the student group work.

Secondly, the teacher explained the objectives of the instruction to achieve in class. Lastly, the teacher introduced the topic to be learnt by giving illustration. In the main activity, firstly teacher explains the material about recount text. Then he guides students to make a blog.

In post activity was focused on the evaluation of the students' understanding. In the phase the teacher gave some tasks to be accomplished by the students. During the activity, teacher walked around the classroom to monitor the students' activity and help or guide them when they find difficulties. Then the teacher instructed the students to share their answers with other friends.

5. Observation

The observation was done during the action by the English teacher who was been the observer in the classroom. While the researcher does him actions in implementing the use of strategy in the class, the collaborator does him observation. Observer collects the data of the teaching and learning process that included the researcher activity, student activities, and the whole facts which occur in teaching and learning process in the classroom.

6. Reflecting

In this stage, the researchers reflected and analyzed whether the teaching learning process was done successfully or not to reach the objectives of the lesson plan in the first cycle. The researcher finds out more problems and weakness of the first cycle, it will be reflected and revised. The result of the reflection was taken into consideration as the feedback to enhance to implementation of the strategy in the next cycle. Then, the researcher would use all information gathered to re- planning the next cycle. After that, the researcher decides to take some new steps in the cycle in order to overcome the problem.

D. Data and Source of Data

They were two kinds of the data collect in this research are qualitative and quantitative data. In this research, qualitative data was the result of observation concerning the researcher planned; the assessment processed which include the activities of both teacher and students, and evaluation. Quantitative data was related to the students' score in writing test.

The sources of data of this study were test, the students' questionnaires, field notes, interview, and documentation. Field notes was the description of what was been heard, seen, experienced and thought in the course of collected and reflected on the data.

E. Data Collection

This part was concerned with the schedule and the data collection.

1. The schedule of the Action Research

Table 3.1 the Schedule of the Action

Research

No.	Action	Time		
		Day	Date	Hour
1.	Conducting pre-test +interview	Tuesday	15/04/2014	2
2.	Cycle - Meeting 1 - Meeting 2	Tuesday	22/04/2014	2
		Monday	28/04/2014	2
3.	Reflecting 1+ planning	Tuesday	29/04/2014	2

4.	Cycle II - Meeting 1 - Meeting 2	Monday Tuesday	05/05/2014 06/05/2014	2 2
5.	Reflection 2	Monday	12/05/2014	2
6.	Posting	Friday	16/05/2014	2

2. Data Collection Method

Data collection method was a written document viewing the specific procedure to be used to gather the evaluation information or data. The document viewing who collected and how it was obtained. To get a complete data and possible valid, the researcher used some instruments to help him. There are some ways in collecting the data; they are observation sheet, interview, test, the teacher and the student's questionnaires.

1) Observation Sheet

Observation is the process of collecting data as it was viewed as the suitable technique to collect the data about the process of teaching and learning in Classroom Action Research. There were two kinds of observation sheet, for the teacher's activity and for the student's activity. When the observation tokens place, the researcher collected the data of the teaching and learning process.

That was drawn of observation sheet when the teacher joined in class. He was give sign in yes or no when suitable with observation. There were Pre-activity, Main activity and Post activity.

Indicators were 24 items. When researcher done teacher sign in yes, and then sign no when the researcher not done. (See appendix 5)

2) Interview

Interview was a set of structured question were prepared and developed to got the information needed (Arikunto, 2010: 198). Interview is a form of data collection in which question was asked orally and the students' responses are recorded. Interview in this research was used to get the supported data. The researcher interview the English teacher of tenth year class at SMAN 1 NGUNUT to got information needed by the researcher.

Interview guides were seventh item, there were: what do you teach to the students? What problem do the students have? And the others question. (See appendix 4)

3) Test

Test was tool to measure the students' achievement. Test was a method of measuring a person's ability or knowledge in a given domain. According to Arikunto (2006:150) test is set of question or exercises or other instrument is used to measure skill, knowledge, intelligent, and aptitude of an individual or a group.

The result of writing test was compared with the criteria of success to know whether the students had got improvement in writing ability or not.

The research conducts the test by task base learning. There were students write down your own word base on last experience and unforgettable moment. The task would be account by scoring rubric. (See table 2.1 page 14)

4) Questionnaire

The questionnaires were administrated to the students in order to get information about the content, practically, and effectiveness the use of blog. In questionnaire, the question are usually set out in a very systematic way and very often the questionnaire by the reading the question and then ticking response or writing short answer.

The questionnaires were five items. There were five short questions during the teaching use media Blog. They were only sign in yes or no. say yes when agree and say no when not agree. (See appendix 6).

F. Data Analysis Method

Data analysis is specific aspect of the reflectivity of action research. The research point of view was in the data analysis result. The whole points of action research was that analyzed the data, interpret it and developed theories about what means were constantly feed back into practice (Burn 1999:155). The researcher used descriptive analysis and percentages. The descriptive analysis was used to analyze the data of point written in the lesson plan, while percentages was used to analyze the teacher's and the students' answer of the questionnaires and the writing tests.

1. Data Analysis of Questionnaire

To analyze the questionnaires answer, he used Gutman Scale. "Yes" answer scored 1 and "No" answer scored 0, (Ridwan, 2003:17). Each item in the questionnaire can be counted using this formula as follows:

Each item in the questionnaire can be counted using, this formula as follows: (Ridwan, 2003:17)

$$\%S = \frac{1 \times Y}{1 \times N} \times 100$$

Note : %S: percentage of score

Y : number of students who answer "Yes"

N : total of students

The percentage is compared to the criteria of interpretation score. It is shown as follows

The percentage of successes	The category of successes
0% - 20%	Is very weak
21% - 40%	Is weak
41% - 60%	Is average
61% - 80%	Is strong
81% - 100%	Is very strong

2. Test

The students' score of pre-test and post-test obtained from the process are used to see the improvement of understanding and the students' achievement.

The formula was used to know successful or not as follows (Agustina, in Dwi 2010: 34).

- The percentage of individual success

$$\%X = \frac{X1}{N} \times 100\%$$

%X = the percentage of individual success

X1 = obtained score

N = the maximum score

The researcher compares the result with criteria of success. If the percentage of success is 75% or more, it means that the class was successful. But the percentage of success less than 75% the class is unsuccessful.