

CHAPTER III

RESEARCH METHODOLOGY

This chapter present the description of the research method employed in this study, it contains of research design, research procedure, setting and subject of the study, data and source of the data, criteria of success and data analysis.

A. Research Design

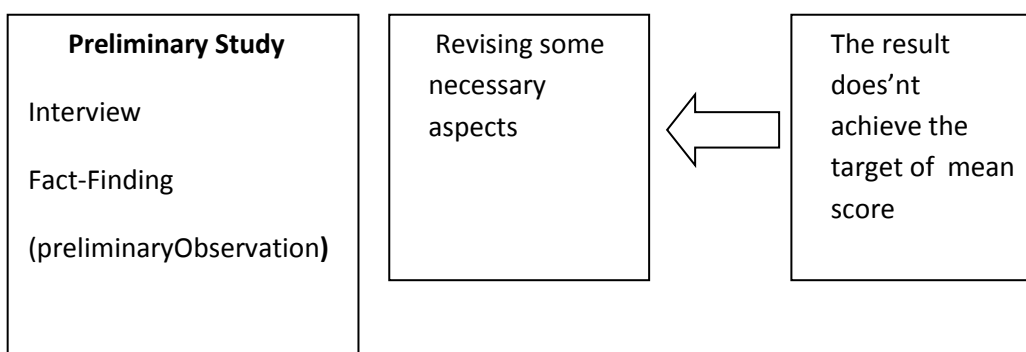
The design of this research was a classroom action research. Classroom action research was a research based on the classroom's fact. According to Ferrance (2000), action research is a process in which participants examine their own educational practice systematically and carefully by using the techniques of research. Moreover, Mettal (2001) said that action research makes the teacher know about the focus to improve the students' ability. This design will do in collaboration with the English teacher to conduct the study. The role of English teacher helps the researcher to observe teaching and learning activities in the classroom.

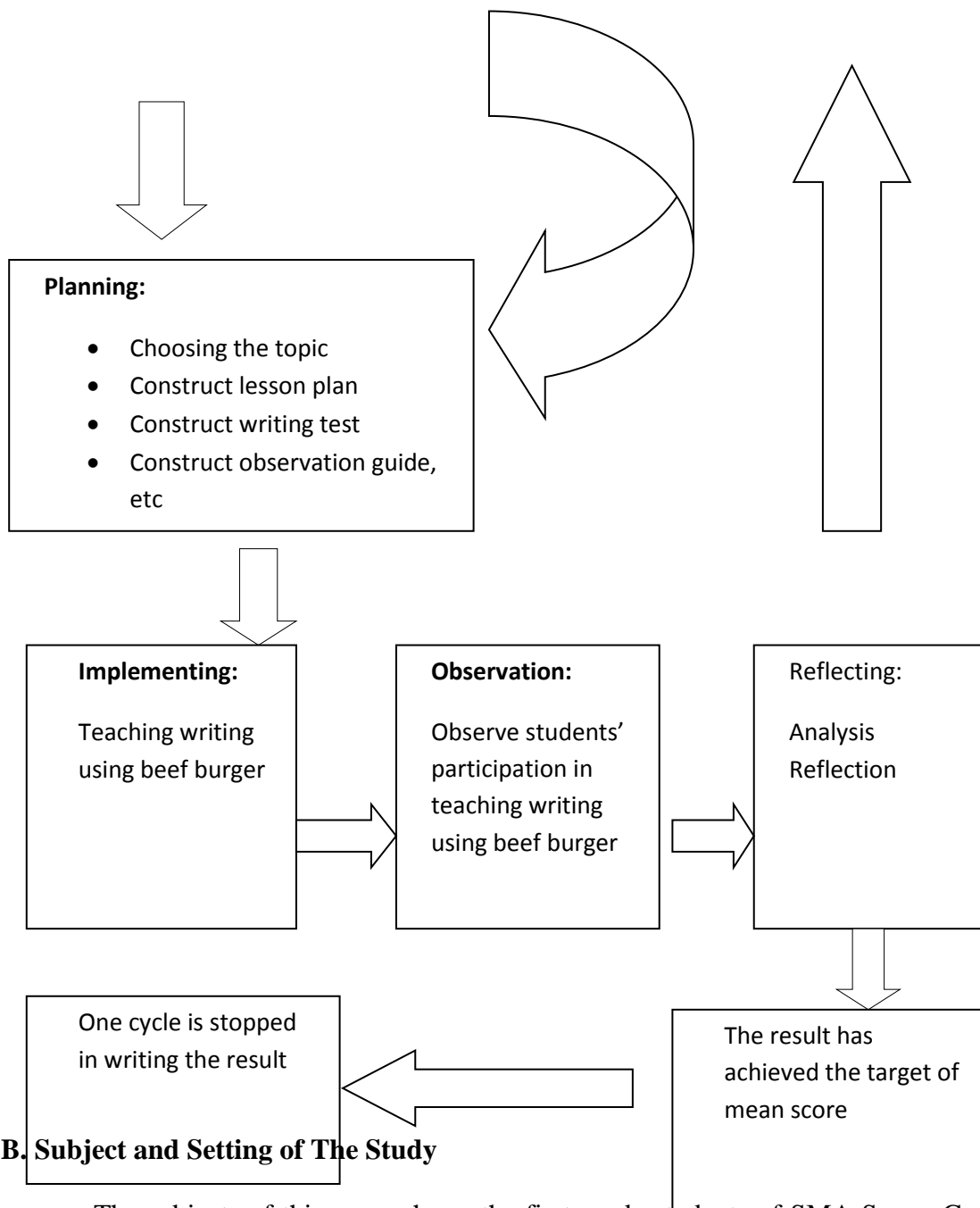
In conducting a classroom action research, the researcher conducted this research into cycle models based on the model of Elliot (1991:70), in which each cycle covers four stages of activities: the planning of the action, the implementation of the action, classroom observation and the reflection of the action. The action had given to the subjects in teaching writing in recount text using beef burger.

This research composes in a cycle each of which consists of four steps: plan, implementation, observation and reflection. In one cycle needs three meetings. This action research is illustrated in figure 3.1

Figure 3.1 : The design of the Classroom Action Research.

(adapted from Lewis, in Elliot,1991:70)





The subjects of this research are the first grade students of SMA Sunan Gunung Jati in the 2016-2017 academic years. There are seven classes of the first grade at SMAI Sunan Gunung Jati. The researcher uses school documents in the form of the students' previous writing

assignment results and the previous interview with English teacher as the guideline to decide the class as the subjects of the research. One class which has the most complex problem in writing. Such as difficulties in composing sentences, less understanding about generic structure of recount text, creating the topic and arranging the essay in the recount text was chosen as the subject of the study. The class that has the problem is X E class with 30 students, this class also has the low mean score that is $M = 60$. Therefore, this class was chosen as the subject of the research. This research will be carried out from February to March 2016. This school is located on Ngunut, Tulungagung.

C. Procedures of The Study

The procedures of CAR in this study dived into five steps as follow:

a. Preliminary Observation (Reconnaissance)

The researcher did preliminary study on Saturday, 13rd of February 2016 at 11.00 AM by doing interview with an English teacher from SMAI Sunan Gunung Jati_Mr. Syaiqul, M.Pd._From interview, the researcher found problem faced by most of students at SMAI Sunan Gunung Jati that was writing ability. The researcher choose this school because she got some information from English teacher in this school, that in teaching and learning writing the teacher and students got some problem as follows:

1. When the topic is teaching genre of text, the English teacher only focused on teaching grammar, so it make students have less knowledge about it.
2. The English teacher seldom asks the students to create the idea into the text. The English teacher often explains the topic and asks them to answer the question of text. So the activities of writing are not effective enough.

3. Students have not enough knowledge about generic structure of text. So it make them difficult in recognizing the genre of text.
4. The students had low motivation or were not interested in teaching and learning writing process. It was proved by the poor result of students' writing ability. The table 3.1 explained the result of preliminary study:

Table 3.1 The Result of Preliminary Test

| | Name | P/L | SCORE |
|----|------|-----|-------|
| 1 | AN | P | 40 |
| 2 | FS | P | 40 |
| 3 | HA | P | 50 |
| 4 | INZ | P | 55 |
| 5 | IVU | P | 40 |
| 6 | IRN | P | 70 |
| 7 | LL | P | 55 |
| 8 | MA | P | 40 |
| 9 | MUA | P | 40 |
| 10 | NIS | P | 50 |
| 11 | NUA | P | 55 |
| 12 | NURA | P | 60 |
| 13 | NUAZ | P | 70 |
| 14 | NUIS | P | 50 |
| 15 | NUM | P | 40 |

| | | | |
|----|-----|---|----|
| 16 | RIZ | P | 40 |
| 17 | RUI | P | 40 |
| 18 | SAN | P | 50 |
| 19 | SIN | P | 40 |
| 20 | SIH | P | 40 |
| 21 | SIK | P | 45 |
| 22 | SIR | P | 60 |
| 23 | SUR | P | 50 |
| 24 | TIK | P | 40 |
| 25 | TUM | P | 40 |
| 26 | TRI | P | 55 |
| 27 | TUH | P | 40 |
| 28 | UL | P | 40 |
| 29 | UM | P | 40 |
| 30 | QUM | P | 40 |

b. Planning

In the planning stage, the researcher prepare the socializing the research program, providing a suitable strategy, preparing the learning instrument, designing the lesson plan and preparing the criteria of success.

1. Socializing the Research Program

The site of this research is SMA SUNAN GUNUNG JATI. This school is determine purposively for some consideration, ie:1) Beef Burger has never been applied by

English teacher in teaching of writing, 2) as informed by the English teacher in the preliminary study, the first year students still have problems with English writing, and 3) it is accessible, means that the both the headmaster and the teacher give the researcher permission to conduct the research in that school.

2. Providing the Strategy

The researcher and the English teacher prepare step that will be done in learning recount text using beef burger with activities which have to be done by the students of SMAI SUNAN GUNUNG JATI class X-E.

The steps and activities are described as follow:

- 1) Teacher greets the students to open the teaching learning process and the students respond her greeting
- 2) Teacher Check students' attendance list
- 3) Teacher Ask things that related to material to engage their background knowledge with the material
- 4) Teacher explains the Recount Text about the definition, generic structure and language features.
- 5) Teacher giving text cards which are contain example of text with having different genre of texts. It used to make students recognize the text according to its genre.
- 6) Teacher explains about beef burger that will be used in writing recount text
- 7) Teacher gives the example of writing recount text with used beef burger as media.

- 8) Teacher gives the bubble of cards to the students to arrange them became beef burger.
- 9) Teacher asks students to write about recount text through beef burger with a topic is Holiday.
- 10) Teacher gives help the students about difficult words write recount text.
- 11) Teacher asks students to submit their works.
- 12) Teacher gives a reflecting to the students and teacher make conclusion of learning that day and greeted the students, on the other hands, the students pay attention to the teacher's conclusion and answered her greeting.

3. Designing the Lesson Plans

In this research, the researcher used lesson plan to manage and guide the students in instructional process.

1. Identify of school

It consist the name of school, subject, level, time location and stating standard curriculum.

2. Indicators

It described the standard which each student had to master the knowledge well.

3. Instructional Objective

Instructional objectives were the learning outcomes from the lesson which the students learned.

4. Instructional Material

It described about material that would be taught to the tenth grade students of senior high school.

5. Instructional Method

Instructional method was teaching strategies or techniques that would be used in the lesson.

6. Instructional Procedures

In instructional procedures, there were number of items which were planned to do in the process of teaching. They consisted of introduction, technique, activities and closure.

7. Material Resources

It covered about materials and resources that were used in teaching.

8. Evaluation of Assessment

This part contained a description of the assessment to measure the students' writing skill.

4. Preparing Criteria of Success

The criteria of measure the success of using community language learning method are follows:

- a. The students are actively involved during teaching and learning process.
- b. If 75% of the student score get greater than or equal 75.
- c. Students feel enjoy in writing recount text through beef burger

Thus, when one of the indicators in the selected criteria has not been achieved yet, the researcher moved to the next cycle of action by making revision on the next

planning. On the other hand the study is stopped when the result of data analysis shows that all indicators in criteria of success were fulfilled.

5. Training the Collaborator Teacher

In this sub heading, the researcher gives training the collaborator teacher in implementing the strategy. In training the collaborator teacher first, the researcher asks to the collaborator teacher what her title is improving the students' ability in writing recount text. Then the researcher was suggested by the teacher to conduct a study in X-G class with the recount text as the topic to be taught. After that, the researcher shows the collaborator teacher sample of strategy, lesson plan and the criteria of success. Then the researcher implements the strategy. On the other hand, the collaborator teacher observes the process of teaching learning in the class. Then give score to all students' activities. After finishing in process teaching learning in the class the researcher and the collaborator teacher reflect the result of teaching learning during opening activity until closing activity. Finally, the researcher makes a decision to stop or continue the next cycle.

c. Implementing the Action

The researcher as the teacher learn about how to implement of writing material teaching technique in order to improve the students writing skill. The implementation will be done in the classroom by applying beef burger, beside the teacher also used recount text as a model to the topic caused more interest by the students. The teaching and learning process runs well as written in lesson plan.

d. Observing

Observing is a step for collecting data. The data to be collected are determined by targeted criteria of success to be achieved. In this study, the researcher collected the data represent the achievement of the criteria success. The researcher used the data of observation in reflection process whether one more cycle is needed or not. The data to be collected are indicators of the result of the implementation of the strategy. In collecting the data, the researcher used some instruments of collecting data

1. Observation sheet

The researcher used observation sheet in this research. Observation sheet was printed to record students' participation during teaching and learning process. It showed students names and a kinds of participation performed. Besides that it was intended to know whether the action is suitable with the lesson plan. The collaborator teacher was needed to give certain mark in the column to record students' participation.

2. Questionnaire

The researcher got all information that she wanted to know through questionnaire. Questionnaire was supposed to give some information dealing with students' personal learning experience before and after the implementation the media. The researcher used questionnaire in order to know students respond and feeling related to the use of beef burger as media in teaching writing recount text.

3. Test

Test is series of questions, problem or physical response designed knowledge, intelligence or ability (American Heritage: 2003). The researcher gave writing preliminary test and evaluation test for the students. Preliminary test was intended to

know how well the students had mastered the generic structure of recount text and writing ability before taught by using beef burger. It was given in the preliminary study. While evaluation test was aimed at knowing the students' ability on writing after taught by using beef burger. The result of evaluation test was composed with criteria of success to know whether the students got improvement in writing ability.

b. Reflecting

In reflection, both teacher and observer will evaluate the process and the result of the implementation. The researcher and the observer analyzed and interpreted the data obtained to decide whether the action was done successfully or not by matching the result of observing phase with the criteria of success determined before. The result of reflection was used as information for considering the following action. The action was considered successful if the criteria have been fulfilled. If it was not successful the study was continued to the next cycle by revising and improving the plan.