CHAPTER III

RESEARCH METHOD

This chapter presents the research method. It covers the research design, subjects and setting of the study, and procedures of the study which consists of preliminary observation (reconnaissance), planning, implementing, observing, and reflecting.

A. Research Design

In this research, the researcher is going to use Classroom Action Research (CAR) as the research design. Kemmis and Mc Taggart (1982) as cited in Sukardi (2003: 210) stated action research is the way groups of people can organize the condition under which they can learn from their own experiences and make their experience accessible to others. Action research has three superiorities than other research methods: (1) a researcher can do a research without leaving the work place; (2) a researcher can give treatment to the respondents of the research; (3) respondents can result of treatment that was given by the researcher (Sukardi, 2003: 217).
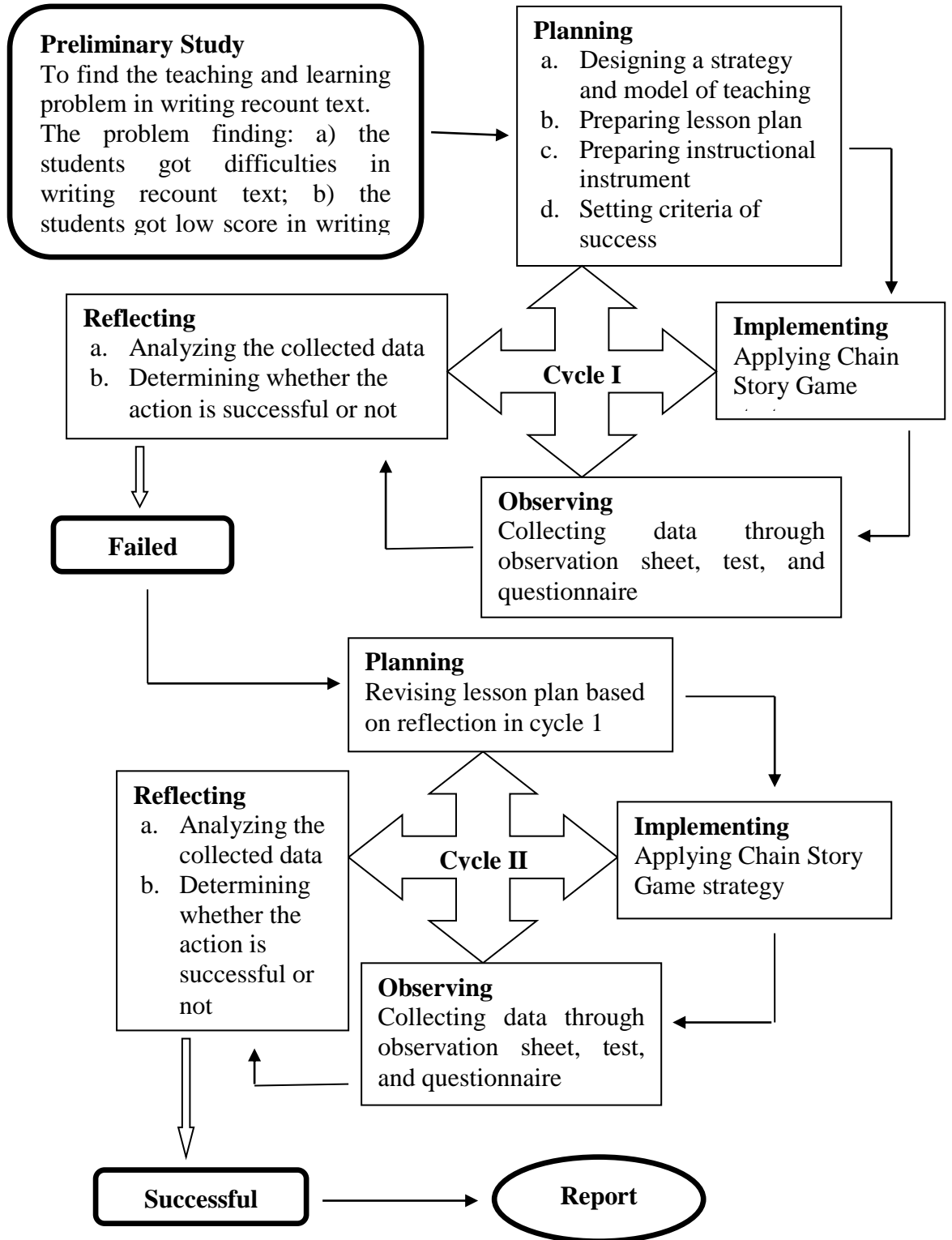
Suhardjono (2006: 58) stated that classroom action research is action research that is done in a class to improve the quality of learning practice. Meanwhile, according to Supardi (2006: 104), classroom action research is an investigation that is reflective participative, collaborative and spiral, which has a purpose to improve the system, work method, process, content, competence, and situation.

According to Arikunto (2006: 3), classroom action research is a scrutiny of learning activities in the form of an action, which is deliberately raised and occur within a class together. Classroom Action Research has four steps; they are planning, acting/implementing, observing, and reflecting. Planning is to arrange a research plan that concerned with what, why, when, where, who, and how the research is done. In planning, the researcher determines the event that must be observed then make an instrument of observation to record the facts that occur during the research is going on. The second step is acting, that is implementing of the planning. Then, observing is the activity of observation that is done by the observer. Observing and acting are done simultaneously. The last is reflecting, that is activity to investigate what was done (Arikunto, 2006: 16-19).

The procedure of Classroom Action Research in this research adapted from Kemmis and Mc Taggart which consisted of four steps. The steps were planning, implementing, observing, and reflecting. In this research, the action was conducted in 2 cycles. The procedure is presented in the figure below.

Figure 3.1 Procedures of Classroom Action Research

(Modified from Kemmis and Mc Taggart, 1988)

Preliminary Study
To find the teaching and learning problem in writing recount text.
The problem finding: a) the students got difficulties in writing recount text; b) the students got low score in writing

Planning
  a. Designing a strategy and model of teaching
  b. Preparing lesson plan
  c. Preparing instructional instrument
  d. Setting criteria of success

Reflecting
  a. Analyzing the collected data
  b. Determining whether the action is successful or not

Cycle I

Implementing
Applying Chain Story Game

Failed

Observing
Collecting data through observation sheet, test, and questionnaire

Planning
Revising lesson plan based on reflection in cycle 1

Reflecting
  a. Analyzing the collected data
  b. Determining whether the action is successful or not

Cycle II

Implementing
Applying Chain Story Game strategy

Observing
Collecting data through observation sheet, test, and questionnaire

Successful

Report

Based on the figure 3.1 above, there are four principal steps in Classroom Action Research for a cycle. Planning is the first step. Before doing planning, the researcher conducted a preliminary study to find the problem in teaching and learning. In planning, the researcher prepared the strategy and model of teaching, lesson plan, instructional instrument, and criteria of success of the research that would be reached. In this step, the researcher prepared observation sheet and field note for collecting data. The second step is implementing. The researcher implemented what had been prepared in planning. This step deals with the implementation of Chain Story Game as the strategy in teaching and learning process. The next step is observing. The observation is conducted during the implementing of the strategy to collect the data. Reflecting is the last step. In reflecting, the researcher analyzed the collected data to find the result of the action. In this step, the researcher can determine whether the action reached the criteria of success or not. If the criteria are achieved, it means that the research is successful and the action can be stopped. If the criteria are not achieved, it means the research is failed and the researcher must revise the planning to conduct the next cycle.

B. Subject and Setting of the Study

This research was conducted at MA Nurul Ulum Munjungan, which is located in Jl. Raya Munjungan. The subject was X IPS-2 graders of MA Nurul Ulum Munjungan in academic year 2015/2016. It had 37 students that consisted of 20 males and 17 females.

The classroom environment of X IPS-2 in MA Nurul Ulum Munjungan was rather crowded. Some of students looked bored because English subject is on the last school hours. So, they talked to each other when the teacher explained the material. They couldn't focus on what their teacher was explained. In the other side, the students were very enthusiastic when the teacher asked them to do an exercise or a test although they often asked many questions in doing the test.

C. Procedures of the Study

In this research, the procedures of taking the data that used by the researcher are preliminary observation, planning, implementing, observing, and reflecting.

1. Preliminary Observation (Reconnaissance)

This research was started by asking permission from the headmaster of MA Nurul Ulum Munjungan. After the researcher got the permission to conduct a research, the researcher conducted an interview to the English teacher on Tuesday, April 19th 2016. The interview was conducted to get information about teaching and learning of writing recount text.

English teacher said that she used a conventional method in teaching recount text writing like the teaching method in last years. The teacher mostly focused on grammar because she expected the students can produce a good text grammatically. She considered that the students knew how to write a recount text because they just retell about their experience. The students gave less attention to the generic structures and language

features of recount text. Thus, the students lacked of writing practice, especially in producing a piece of recount text that covered all component of the text. From the interview, the teacher suggested to the researcher to conduct a study in X IPS-2 class.

On Wednesday, April 20th 2016, the researcher entered in the classroom of X IPS-2. The researcher introduced herself to the students and informed the students that the researcher would teach writing recount text by using chain story game as a new strategy to improve the ability of the students' recount text writing. The researcher gave pre-test to the students to know the students ability in learning writing recount text when taught by using a conventional method. The researcher asked the students to write their experience on a piece of paper and then they submitted their writing.

From the result in pre-test, the researcher knew that the students' ability in recount text writing was low based on their score. There were 9 students who got the score above 75 as the minimum passing score. Meanwhile, 28 students got the score that lower than 75. The data of the students' score in preliminary study is presented in table 3.1.

Table 3.1 The Students' Score in Pre-Test (Preliminary Study)

No.	Score Range	Frequency	Percentage
1.	20-45	7	18.9%
2.	50-70	21	56.8%
3.	75-100	9	24.3%
Total		**37**	**100%**

Based on the percentage of the students' score, it showed that 24.3% of the students passed the test and 75.7% failed in the test.

2. Planning

Planning is the first step which the researcher planned the teaching strategy that would be applied. The researcher prepared everything that needed in conducting the research. This step covers socializing the research program, providing the strategy, designing the lesson plan, preparing the criteria of success, and training the collaborator teacher.

a. Socializing the Research Program

After got permission from the headmaster, the researcher met the English teacher of X IPS-2 grade, Mrs. Iis Setyaningsih, S.Pd.I. The researcher shared and discussed about the teaching strategy that would be applied and the time allocation needed in this research. The researcher also explained the role of English teacher as the collaborator teacher during teaching and learning was done by the researcher.

b. Providing the Strategy

Based on the students' problem that occurred in writing recount text, the researcher proposed a strategy as the solution. The strategy named Chain Story Game which to improve the students' ability in writing recount text. Chain Story Game is a fun game which written some ideas and then organized into a paragraph. In Chain Story Game, the students will helped by some questions in create an

ideas. So, the students can write a good recount text by arranging the ideas chronologically.

c. Designing the Lesson Plan

Before implementing the strategy, the researcher designs a lesson plan. Lesson plan is the teacher's detailed description of the course instruction for an individual lesson. A lesson plan was created by the teacher to manage and guide a class instruction. In designing the lesson plan, teacher must pay attention to the curriculum and the syllabus. The lesson plan must be practical and operational, so it can be implemented in a class effectively. A lesson plan consists of:

1) School identification; it consists of the school name, subject, level, time, allocation, and stating curriculum standard.

2) Indicator; it describes the standard for each student which should be mastered well in the last of learning.

3) Instructional Objective; it is the learning outcome from the lesson.

4) Instructional Material; it describes the material that will be given to the students.

5) Instructional Method; it is the technique or strategy that will be applied in teaching and learning process.

6) Instructional Procedure; there are some items that must be considered in the procedure of a plan. They consist of introduction, technique and activities, and closure.

7) Material Source; it covers about the resource of material that will be delivered in teaching.

8) Assessment; it describes kind of test that will be used in assessing the students' writing skill.

In this research, the teaching scenario of Chain Story Game is presented in followed table.

Table 3.2 Teaching Scenario of Chain Story Game

Teacher	Students
Explains the material about recount text	Pay attention and listen carefully
Explains about Chain Story Game	Pay attention and listen carefully
Divides the students into some groups, consisting of 5-6 students for each group	Work in group
Gives the students some WH questions about their experience	Answer the questions on a piece of paper
Asks the students to arrange or write a recount text based on the answer	Work in group
Asks the students to share their recount text	Pay attention and ask when they don't understand
Monitors and helps the students when they get difficulties	Ask some questions when they get difficulties

In this research, the lesson plan consisted of three meetings for a cycle. The researcher explained the material about recount text and Chain Story Game in the first meeting. In the second meeting, the researcher applied Chain Story Game and the students shared their recount texts to the others in front of the class. Then, in the third meeting, the researcher would give a test to know the students' achievement in writing recount text after conducted Chain Story Game.

d. Preparing the Criteria of Success

A criterion of success was determined to know whether the teaching and learning activity was successful or not. The required criterion was the students of X IPS-2 at MA Nurul Ulum Munjungan can write recount text well using Chain Story Game strategy. The criteria of success in this research was at least 75% of the students got score higher than or equal 75 in writing test of recount text because the minimum standard of KKM for English was 75 and felt enjoy in teaching and learning process of writing recount text.

e. **Training the Collaborator Teacher**

In this research, the researcher collaborated with English teacher to conduct the whole class activities. Based on the suggestion from the English teacher, the researcher will take a role as the English teacher who conducted the planning about Chain Story Game teaching strategy in X IPS-2 grade of MA Nurul Ulum Munjungan that has been prepared. The researcher showed to the collaborator teacher the sample of strategy, lesson plan, and the criteria of success. Moreover, the researcher explained clearly to the collaborator teacher about the steps of implementing Chain Story Game in teaching recount text. Then, the researcher implemented Chain Story Game strategy. Meanwhile, the English teacher got a position as the observer who observed the activity during teaching and learning process by using Chain Story Game. The collaborator teacher was given observation sheet to conduct observation. After that, the researcher and the

collaborator teacher reflected the teaching and learning process in class that was done.

3. Implementing

In this research, the researcher played a role as teacher and the collaborator played as the observer. We worked collaboratively. The researcher implemented Chain Story Game strategy, while the collaborator observed the teaching and learning process. The researcher conducted the steps of Chain Story Game. Firstly, the researcher decided the students into some groups. Secondly, researcher asked some questions to the students. Thirdly, the students arrange a text from the answers of the questions. Then, the students shred their text to their friends. In conducting the steps, the researcher monitored the students' activities and helped them when they got difficult in vocabulary. The observer observed the activities of the teacher and the students as the subject in implementing the strategy. After teaching and learning activities were finished, the researcher and the collaborator analyzed and discussed the teaching and learning process that had been done.

4. Observing

Observing is a step for collecting the data to know the effect of an action in reaching the target (Supardi: 2006, 127). The researcher prepared some instruments to collect the data. The instruments that were used in this research were test, observation sheet, and questionnaire.

a) Test

The first instrument of the research was test. Test was given in preliminary study named pre-test and in the end of a cycle named post-test. Pre-test was conducted to identify the students' achievement in writing skill of recount text before using Chain Story Game. Post-test conducted to measure the students' improvement after implementing Chain Story Game. The students' score in writing recount text test were assessed by using the scoring rubric.

Table 3.3 Scoring Rubric

(Adapted from Isnawati, 2014)

Aspect	Score	Criteria
Content	1	Main ideas not all clear or accurate, change of opinion very weak
	2	Main ideas not clear or accurate, change of opinion weak
	3	Main ideas somewhat unclear and in accurate, change of opinion somewhat weak
	4	Main ideas fairly clearly and accurately, change of opinion relatively clear
	5	Main ideas stated clearly and accurately, change of opinion very clear
Organization	1	No organization, incoherent
	2	Ideas disconnected, lacks logical sequencing
	3	Loosely organized but main ideas clear, logical but in complete sequencing
	4	Fairly well organized and generally coherent
	5	Well organization and perfectly coherent
Vocabulary	1	Very limited range, very poor knowledge of words, idioms, and word forms

	2	Limited range, confused use of words, idiom, and word forms
	3	Adequate choice of words but some misuse of vocabulary, idioms and word forms
	4	Effective choice of words and use of idioms and word forms
	5	Very effective choice of words and use of idioms and word forms
Grammar	1	Dominated by errors, no control of structure
	2	Many errors, poor control of structure
	3	Some errors, fair control of structure
	4	Almost no errors, good control of structure
	5	No errors, full control of complex structure

Total score = Total achieved/20 x 100

The standard score:

a. Excellent   : 75 - 100

b. Good   : 50 - 70

c. Poor   : 20 – 45

The students' test will be assessed and calculated based on the scoring scale above.

b) Observation sheet

Observation sheet was the second instrument of this research. The researcher used the observation sheet that was observed by the collaborator teacher and field note that was made by the researcher. Those contained some important points about the students' behavior,

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interaction, and activity during teaching and learning process using Chain Story Game.

c) Questionnaire

In the research, the researcher used questionnaire as the third instrument. Questionnaire was to find out the students' impression toward the implementation of Chain Story Game as the teaching strategy in writing recount. It was used at the end of the last cycle.

5. Reflecting

In reflecting, the researcher analyzed and reflected the result of this research. The researcher drawn the conclusion based on the analysis data whether the action have reached the criteria of success or not. The researcher found weakness in the first cycle and it would be revised. The result of the reflection was taken into consideration as the feedback to enhance the implementation of the strategy in the next cycle. The researcher would use information gathered to re-planning for second cycle. The action of the second cycle will be arranged by considering the teaching technique, the procedure of action, or the time allocation. What had been well obtained in the first cycle will be implemented again in the second cycle.

The score of the students' test was calculated by using the formula of percentage of success. The formula is:

$$P = \frac{F}{N} \text{ X } 100\%$$

Notes:

P : the class percentage

F : total of successful student

N : number of students