

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

Before the researcher does the cycles in action, he will be done initial observation at first. Research design can be done with some steps as follows:

- a. Collect data such as documentation includes the number of the students, students' name list, and pre-test.
- b. After the writer collects the data, he does a pre-test. Its purpose is to know the score mean of students' writing in descriptive text before using wholesome scattering game.
- c. The writer assesses the result of students' writing in pre-test.

There will be two cycles in this study. There are four components in one cycle for doing classroom action research, they are:

a. Planning

Planning is a plane to conduct treatments or after making sure about the problem of the research, a researcher needs to make a preparation before doing an action research. Researcher prepared some materials that will be used in research process. Such as pictures with words, song to stimulate students in order that interest to lessons mainly in writing and spelling word, some written games, field note to take note about students activities and responses.

b. Acting

This section discusses about the steps and activities that would be taken by the researcher. Researcher tries to take how much students' abilities to understand in writing descriptive text, give students treatment ways to remember every word in spelling and writing, give them assignments bots in individual or group, evaluate their mistakes and make summarize about materials.

c. Observing

In this step, a researcher has to observe all events or activities during the research. Researcher observes the situation in class during lesson, response and attitude of students when they are given explanation, doing task, and to know their difficulties.

d. Reflecting

Reflecting is the inspection effort on the success or the failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to gate the final goals of the research.¹

B. Research Setting

The researcher conducts the classroom action at MTs Sunan Ampel Patean Kendal. The researcher chooses this setting because the geographical location is easy to reach by the researcher.

The subject of the research is student at the eighth grade of MTs Sunan Ampel Patean Kendal where total numbers are 31 students. There is only one class at the eighth grade and it is consist of 18 boy's and 13 girls. This research is done at second semester in the academic year of 2010/ 2011.

The researcher has time schedule for doing the research and uses the time to do observation and getting familiar with school condition, doing the research, and analyze the result. The researcher did the research start from 19 March until 15 April 2011. This is the schedule time for research:

No	Activities	Date
1.	Preliminary visit (Meet the administration officer)	17 th March 2011
2.	Contact the Headmaster and give research permission letter	19 th March 2011
3.	Meet the English teacher to ask data of students' as participant.	21 st March 2011
4.	Meet the English teacher to make sure the start of	22 nd March 2011

¹ Suharsimi Arikunto, *Procedur penelitian Suatu Pendekatan Praktik*, (Jakarta:PT Asdi Mahasatya, 2006), p.99.

	the research	
5.	Do to the research (pre-test)	23 th March 2011
6.	Firs cycle	28 th March 2011
7.	Evaluation cycle I	30 th March 2011
8.	Second cycle	4 th April 2011
9.	Evaluation cycle II	6 th April 2011
10.	Give the whole result to teacher and do interview	13 th April 2011
11.	Ask for principal signature	15 th April 2011

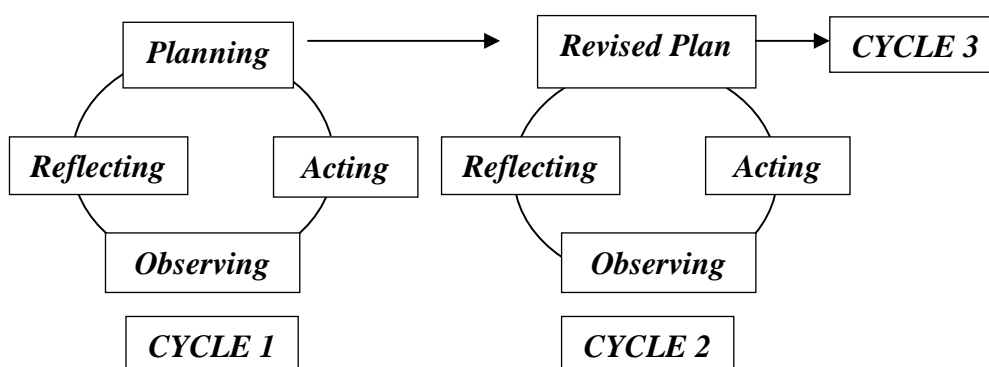
C. Collaborator

Collaborator in classroom action research is person who helps the researcher to collect the data. The collaborator in this research is English teacher who teach English in MTs Sunan Ampel Patean Kendal for eighth grade, he is Mr. Misbachus Siroj, S.Pd.

D. Procedure of the Study

In this classroom action research, the writer planed to conduct two cycles through wholesome scattering game in teaching writing descriptive text. This research was done in two cycles. Which is each cycle consists of four stages, they are: planning, acting, observing, and reflecting.

The procedure of classroom action research²



² <http://information.net/ir/1-1/paper2.html>. retrieved on 16 February 2011

The activities that will be done in each cycle is as follows:

1. Pre-Test

The first step in making classroom action research, the writer used pre-test to assess the students' writing in descriptive text. In this activity, the teacher taught students with conventional method. The teacher explained about descriptive text including; definition, generic structure, and significant lexicogrammatical features. Then, the teacher gave the example of descriptive text. After that, the teacher asked to the students to write a descriptive text according to their imagination. After the researcher gets the data from the pre-test and the observation, he analyzes the result to determine the use of wholesome scattering game in teaching writing descriptive text.

After recognizing the possible cause of problems faced by students, the researcher would explore ways that wholesome scattering game can become an aid in teaching writing descriptive text.

2. First Cycle

Researcher prepared for the research instrument such as lesson plan, game (key words), observation sheet, and evaluation test. As acting, teacher explains about descriptive text, after that the teacher asks three students to come forward and write the key words on the black board. The key words are dictated by teacher and discussed its meaning in the class together. After three students have finished writing the key word, teacher pronounces those words, then asks students (in pair) to arrange those words in paragraph, in this section each pair must finish doing evaluation in 25 minutes. After each pair finish doing the work, the teacher asks all pair to collect the work. Finally, the teacher gives evaluation test to students' interest during teaching learning process, and in reflecting he concluded the result of first cycle to make a plan to the next cycle. Then, the evaluation test would be done individually.

3. Second Cycle

The second cycle is done based on the result of reflection from the first cycle. If the result from observation tells that the quality is still low, so it is

needed another action in order the next cycle makes some improvement of the quality.

Researcher prepared for the research instrument such as lesson plan, teaching aid (key words), observation sheet, and evaluation test. In acting, researcher explained about descriptive text although it has been explained on previous meeting. Implement the wholesome scattering game in writing descriptive text, three students came forward and write single words on the black board, while other students write the single words on their book. After the teacher giving the single words, he asks all students to write descriptive text using those single words (in group); in this section each group must finish doing evaluation in 25 minutes. After each group finishing their work, the teacher assesses to each group and informs the best group. The group which get high value and be fastest in doing the work will became the best group. Finally, he gives evaluation test to each student. Then he observed the classroom activity and students' interest during teaching learning process. As reflecting, he concluded the result of the second cycle to make a plan to review and make analysis of whole meeting.

E. Data Collection Technique

Data collection is collecting information that relates to inquiry, information that be believed will respond to the research question. The data are not the answer to the research question; they are the row material out of which responses to the question will probably emerge.³

For collection the data, the writer uses two instruments: observation, and written test.

1. Observation

Observation will be used to monitor the students' activities during the teaching learning process. Researcher observed the situation in class during lesson, response and attitude of students when they were given explanation, doing task, and to know their difficulties.

³ Donald Freeman, *Doing Teacher Research from Inquiry to Understanding*, (Canada: Heinle and Heinle Publisher, 1998), p. 90.

In conducting this classroom action research, the researcher decided to use observation form. The observation appraised the activities during the teaching and learning process. How teacher carry out the material what teacher will arrange the classroom and also the students' response. It can also be used to appraise the students' motivation during teaching learning process, to see their difficulties, their problem, and their understanding to the material which given. To be more objective, the researcher considers of asking his colleague to help him to observe the classroom.

In this study, an observation checklist was used to observe the subject of the study in some aspects. The aspects that were observed were students' attendance, students' actively in asking question to the teacher, students' actively in answering question, students' actively in doing assignment from teacher, students' attention during the lesson, and students' cooperative attitude during the lesson.

2. Written test

Test is an important part of every teaching and learning experience. Test is a set of questions that is used to measure the skill knowledge, intelligence and talent of an individual of a group. As a stated by Brow says that a test is an instrument and a set of techniques, procedure, or items that requires performance on the part of the test takes. It measures an individual's ability, knowledge, or performance.⁴

The researcher for collecting data uses written test, A test is very useful to know the students achievement in understanding material which given by the teacher. In this research, the writer obtained data by giving pre test, and evaluation test. A pre test was given before the students get some activities of wholesome scattering game. Evaluation test was used during the cycle to measure the students' understanding. A post test was given after the students get some activities of wholesome scattering game. It was used to measure the student's achievement after being taught through wholesome scattering game.

In order to know the improvement of student's achievements, the writer analyzed the different between mean of pre-test and two evaluations of test scores.

⁴ Douglas Brown, *Language Principle and Classroom Practice*, (New York: Pearson, 2004), p.3.

F. Data Analyzing Technique

Data analysis is an effort which is done by teacher and researcher to embrace the data accurately.⁵ In this research that related to the title, the writer focused on the writing descriptive text, so he more focused on the students' result of their writing. Because the researcher wants to know whether there is improvement after the students being taught using wholesome scattering game or no?

In knowing whether the students' writing of descriptive text is improve or not, the writer used the steps which were done by the writer in analyzing the result students' writing in descriptive text. The writer used the criteria of assessment, that is, since the content of students writing covered the generic structures, they are identification and description. In generic structure of description consists of parts, qualities, and characteristics. In assessing the result of students' writing in descriptive text, the writer used the score as follows:

Matrix of Assessment for Students' Writing in Descriptive Text⁶

Score	Value	Description
80-100	Excellent	Describe all of the parts, qualities, and characteristics completely
60-79	Good	Describe parts, qualities, and characteristics. Somewhat choppy-loosely
40-59	Fair	Fairly describe parts, qualities, and characteristics. Some are missing
20-39	Poor	Poorly describe; many parts, qualities, and characteristics are missing
0-19	Very Poor	Does not describe the parts, qualities, and characteristics anymore

⁵ Igak Wadani and Kuswaya Wihardit, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2001), p. 189.

⁶ Alice C. Omaggio, *Teaching Language in Context*, (Heinle & Heinle Publishers, Inc.: Boston, 1986), p. 266.

The steps of data analysis:

1. After the writer assessed the result of the students' writing in pre-test, he found the mean of it.
2. After that, the writer assessed the result of students' writing of each cycle, and found the mean of it.
3. The last step is the writer compared the improvement of students score on pre-test and each cycle.

In knowing the mean of the students' score, the writer used the following formula:

$$\text{Mean of students' score} = \frac{\text{Total score}}{\text{Number of students}}$$

G. Achievement Indicator

The students' achievement and failure in doing the activities planned assessed by referring the criterion issued by MTs Sunan Ampel Patean Kendal, namely Kriteria Ketuntasan Minimum (Minimum Passing Grade Criteris). A material could be said that it was successfully taught if students had minimal score 60. It means that 60% of the material were mastered by students.