CHAPTER III

METHOD OF RESEARCH

A. Research Design

Based on the problem and the expectation to identify the improvement of students' ability in writing narrative text after using animated film, it was considered that the research design that would be suitable to apply in this research is Classroom Action Research (CAR). This study is a descriptive quantitative study. This study is carried out by involving a group of students and provides many benefits for practicing teachers through action research. "Classroom Action Research is an effort to pay attention to the students' learning activities by giving treatment that appeared deliberately. It is done by the teacher and his or her students or the students with teachers' guidance to repair and improve learning qualities".[1] Another definition, "Classroom Action Research is a method of finding out what works best in our own classroom so that we can improve student learning".[2] According to Harmer, "action research is the name which is given to series of procedures teachers can engage in, either because they wish to improve aspects of their teaching or because they wish to evaluate the success and or appropriacy of certain activities and procedures".[3]

From all definition above, the researcher concludes that classroom action research is an action in a research, which can be done by the teacher, researcher, and the teacher with his/her colleague, etc in the classroom. This involves a group of students to improve learning and teaching-learning process or to enhance the students' understanding of the lesson.

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[1]H.E. Mulyasa, *Praktik Penelitian Tindakan Kelas: Menciptakan Perbaikan Berkesinambungan,* (Bandung: PT. Rosdakarya, 2010), p. 11.

[2] http://www.julianhermida.com/algoma/scotlactionresearch.htm accessed on March, 19th 2011 12:43 pm

[3]Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2003), p. 344-345.

Generally, the steps of action research can be described in diagram below:[4]

Figure 2.

The Steps of Action Research
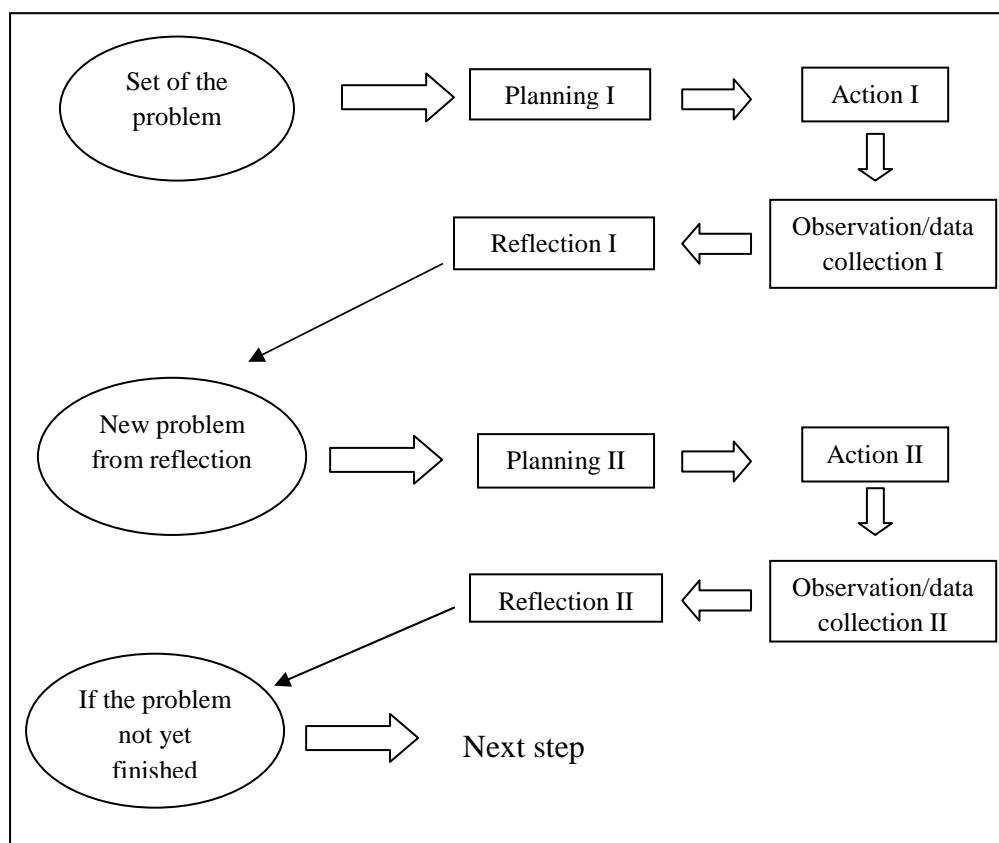
There are four components in conducting classroom action research. It consists of planning, action, observation, and reflection. Each step was concluded based on the previous one and the next. It means that the activities in the classroom action research were based on planning, acting, observation, and reflecting the activities in each cycle. All those steps can be explained as follow:

1. Planning

Planning is a plan to conduct treatment or after sure about the problem of the research. At planning stage, the researcher prepares some

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[4] Panitia Sertifikasi Guru Rayon 12 LP3, *Pendidikan dan Latihan Profesi Guru (PLPG) Sertifikasi Guru Dalam Jabatan PTK*, (Semarang: UNNES, 27) p. 39.

procedural acts how to improve students' ability in writing narrative text using animated film. The procedures are put in some lesson plans. They are formulated based on observation and reflection note of the previous teaching learning process.

2. Acting

   This section discusses about the steps and activities that would be done by the researcher. At acting stage, the researcher tries to implement some procedural acts that have been formulated at planning.

3. Observing

   Observation is the next step monitoring and watch closely teaching and learning process to collect the data from result of action. When the researcher is implementing some procedural acts to improve students' ability in writing narrative text using animated film, the researcher is also observing the teaching and learning process to get any data.

4. Reflecting

   Reflection means to analyze the result based on the data that have been collected to determine the next action in the next cycle. After observation process is done, the researcher and the teacher make a reflection to evaluate teaching learning process and the improvement of students' ability in writing narrative text.

B. Research Subject and Setting

Madrasah Aliyah Negeri Pemalang located in Jl. Tentara Pelajar No.12 Pemalang is purposively chosen as a research setting because the writer had observed that the students' ability in writing English in this school were low especially for class X.5. So, the writer chose them as a research subject. The second reason was the teacher of English subject in this class still taught his students with text book style without any media. The writer also thought that learning writing in senior high school was more complex and difficult than junior high school, so the writer chose 10th grade. This grade was the first basic of learning English writing in senior high school. If teaching English

writing run effectively and enjoyable, they will understand about the lesson that they have been learned.

C. Research Procedure

This study is classroom action research; it means that there must be cycles in this study. The cycles of classroom action research project involve identifying a problem (planning), collect data (acting), analyze and interpret data (observing), and develop an action (reflecting). There will be 4 cycles including pre-cycle and each cycle is ended by final test. There are 4 steps in action research, they are planning (plan to use animated film), acting (implement the animated film in teaching writing narrative text), observing (the researcher observes the teaching learning process and student's activity in the classroom), and reflecting (teacher and researcher).

1. Pre – Cycle

Before the cycle, the researcher found an institution as an object of research to conduct preliminary observation to know the teaching method and the initial condition of students' ability in writing narrative text. First, the researcher met the English teacher and talked about his method when he teaches his students. In this activity the teacher taught students using conventional method. He used *LKS* and English handbook to teach his students. Because the teacher had taught about narrative text, so the researcher has to do pre cycle treatment by herself. The researcher came to the class on Wednesday, 26th, January 2011. Although the teacher didn't teach about narrative, the researcher still observes to get the information about students' initial condition and to know their problems in learning writing in common. After the researcher got the data from observation and the test, the researcher decided to analyze the problems faced by the students. After analyzing the problems faced by students, the next step which is done by the researcher is designing a plan to continue into the next cycle to overcome the problem in the previous cycle. It was going on Monday, 31st, January 2011 the researcher did the pre cycle treatment to

the students. The researcher taught writing narrative text to the students using conventional method and ended with pre cycle test. After conducting pre cycle research, the researcher conducted cycle I, II, and III.

2. The First Cycle

    The first cycle conducted on Wednesday, February 2nd and Monday, February 7th, 2011. In this cycle the researcher prepared some activities which is done in this first treatment, those are:

    a. Planning

        1) Identifying the problems in pre-cycle, and then formulating the problems.
        2) Making lesson plan and preparing material.
        3) Preparing some instruments needed such as observation checklist and test worksheet.
        4) Preparing animated film that will be used in cycle 1

    b. Acting

        The activities in this stage are implementing the lesson plan that was prepared, the main activities are:

        1) Teacher explains about narrative text and the generic structures.
        2) Teacher explains that they are going to watch animated film.
        3) Teacher gives the questions based on the film and explains about the rule.
        4) Teacher plays an animated film
        5) Teacher asks the students to answer the questions and make a narrative paragraph based on the film.
        6) Teacher discusses the students' answer.
        7) Teacher asks the students to work in pairs.
        8) Teacher asks the students to find out the generic structures from narrative paragraph.
        9) Teacher and students discuss the students' answer and the generic structures of narrative text.

10) Teacher explains that they are going to watch animated film

11) Teacher gives the questions based on the film.

12) Teacher asks the students to take note while watching film.

13) Teacher plays an animated film

14) Teacher asks the students to answer the questions and make a narrative paragraph based on their answer.

c. Observing

1) Observing the activities of the students and teaching-learning process to get the data.

2) Evaluating students' writing test in cycle I

d. Reflecting

Reflecting is analyzing the result of observation and test in cycle I. The activities in this stage are:

1) Analyzing the data from the observation checklist and result of the test to find out the improvement of students' ability in writing narrative texts after using animated film.

2) Discussing the teaching learning process that has been done in order to know the weaknesses found in the previous activities and to plan the better activities in cycle II.

3. The Second Cycle

After conducting the first cycle, the researcher conducted cycle II. The second cycle was done based on the result of the first cycle, if the result from observation shows that the students score still low, it is needed to be continued to the next cycle to fix the previous weakness. The second cycle conducted on Wednesday, February 9th, and Monday, February 14[th,] 2011. The designs of the second cycle are:

a. Planning

The activities in this stage are:

1) Identifying the problems in cycle I, and then formulating the problems.

2) Making lesson plan and preparing material.

3) Preparing some instruments needed such as observation checklist and test worksheet.

4) Preparing animated film that will be used in cycle II

b. Acting

The activities in this stage are implementing the lesson plan that prepared, the main activities are:

1) Teacher explains about past tense briefly.

2) Teacher asks the answers of previous film's questions.

3) Teacher plays and pause the previous film to correct the students' answer.

4) Teacher discusses the students' narrative writing together with the students.

5) Teacher asks the students to work in group of 3 or 4 to find out the generic structures and language feature from narrative paragraph.

6) Teacher and students discuss the students' answer.

7) Teacher explains that they are going to watch animated film

8) Teacher gives and explains the questions based on the film to the students

9) Teacher asks the students to take note while watching film.

10) Teacher plays an animated film

11) Teacher asks the students to answer the questions and make a narrative paragraph based on their answer.

c. Observing

1) Observing the activities of the students and teaching-learning process

2) Evaluating students writing test in cycle II

d. Reflecting

1) Analyzing the data from the observation checklist and result of the test to find out the improvement of students' ability in writing

2) Discussing the teaching learning process that has been done in order to know the weaknesses found in the previous activities and to plan the better activities in cycle III.

4. The Third Cycle

       The third cycle was done based on the result of the second cycle. There are several aims of cycle III; to fix the weaknesses in cycle II, to improve the teaching learning process, to give more opportunities to students to improve their ability in writing narrative text. The third cycle conducted on Wednesday, February 16th and Monday, February 21st, 2011. The designs of third cycle are:

a. Planning

    The activities in this stage are:

1) Identifying the problems in cycle II, and then formulating the problems.
2) Making lesson plan and preparing material.
3) Preparing some instruments needed such as observation schema and test worksheet.
4) Preparing animated film that will be used in cycle III

b. Acting

    The activities in this stage are implementing the lesson plan that prepared, the main activities are:

1) Teacher plays the previous film to the students.
2) Teacher asks the students to answer the previous film's questions while plays and pause the film.
3) Teacher and the students discuss the writing narrative paragraph based on the film
4) Teacher asks the students to work in group of 3 or 4 and to find out the generic structures and language features from narrative paragraph.

5) Teacher and students discuss the students' answer.

6) Teacher explains that they are going to watch animated film

7) Teacher gives and explains the questions based on the film to the students

8) Teacher gives key words from the film.

9) Teacher asks the students to take note while watching film.

10) Teacher plays an animated film.

11) Teacher asks the students to answer the questions and make a narrative paragraph based on their answer.

c. Observing

1) Observing the activities of the students and teaching-learning process

2) Evaluating students writing test in cycle III

d. Reflecting

1) Analyzing the data from the observation checklist and result of the test to find out the improvement of students' ability in writing narrative texts after using animated film.

2) Discussing the teaching learning process that has been done in order to know the weaknesses found in the previous activities and to plan the better activities in the next cycle

D. Data Collection Technique

"Collecting data is the conscious to get data by systematic method, based on standard procedure".[5] The purpose of collecting data in this research is to get the relevant, accurate, and reliable materials. This research uses some techniques to collect data, there are: observation and writing test.

1. Observation

Observation studies involve collection data without manipulating it. The researcher simply observes on going activities, without making any

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[5]Arikunto, Suharsimi: *Prosedur Penelitian: Suatu Pendekatan Praktek,* (Jakarta: Rineka Cipta, 2002), p.222.

attempt to control or determine them**.** Through the observation the researcher tries to get the information about students' ability and problems in writing, especially in genre based (narrative text). The basic steps in this study are: planning, acting, observing, and reflecting, there are called one cycle. If one cycle has not showed any improvement the research activity maybe continued in the following research cycle and so forth until the researcher is satisfied. The board outline of Classroom Action Research Procedures.

2. Test

A test is a method for collecting data by using questions. In this research, the researcher uses achievement test for individual because it is made to measure the students' achievement after they have learned about material.

E. Data Analysis Technique

Analysis data techniques are the critiques sequence in research.[6] In this research, the writer analyses the data by using statistical analysis. Test is used to describe the success of improving students' ability in writing narrative text after using animated film. Data analysis technique that the researcher will do is as follow:

1. Technique of analyzing data from the observation.

This research uses the instrument of observation to know the student's participation.

The writer will give check list in the observation form. In the end it will be analyzed by describing the result of percentage from the check list using descriptive analysis.

2. Technique of analyzing data from the test

a. Measuring the students individual ability

In every cycle, after giving a treatment the writer will give test

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[6]Suryabrata,Sumadi, *Metodologi Penelitian,* (Jakarta: PT.Raja Grafindo Persada: 2006) , p. 40.

to assess the result of students writing ability in narrative text. The result of the test will be analyzed by using the scoring guidance as follow:

Table 2.

Writing Score Guidance [7]

Item Analysis	Score Criteria
Content	30-27 Excellent to Very Poor: knowledgeable substantive, thorough development of thesis, relevant to assigned topic.
	26-22 Good to Average: some knowledgeable of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	21-17 Fair to Poor: limited knowledgeable of subject, title substance, inadequate development of topic.
	16-13 Very Poor: doesn't show knowledgeable of subject, non substantive, non pertinent, or not enough to evaluate.
Organization	20-18 Excellent to Very Poor: fluent expression, ideas clearly stated, succinct, well-organized, logical sequencing cohesive.
	17-14 Good to Average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10 Fair to Poor: not-fluent, ideas confused/disconnected, lacks logical sequencing and development.
	9-7 Very Poor: does not communicate, no organization, or not enough to evaluate.
Vocabulary	20-18 Excellent to Very Poor: sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate

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[7] Arthur Hughes, *Testing for Language Teachers*, (NY: Cambridge University Press, 2003), 2nd ED, p.104.

	register. 17-14 Good to Average: adequate range, occasional of word/ idiom form, choice, usage, bit meaning is not, obscured. 13-10 Fair to Poor: limited range - frequent errors of word/ idiom form, choice, usage but meaning confused or obscured. 9-7 Very Poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.[8]
Language Use	25-22 Excellent to Very Poor: effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions. 21-18 Good to Average: effective but simple construction, minor problems, in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition but meaning seldom obscured. 17-11 Fair to Poor: major problems in simple/ complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-on deletions, meaning confused or obscured. 10-5 Very Poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

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[8] Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra*, p. 308.

Mechanic	5	Excellent to Very Poor: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair to Poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	Very Poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.[9]
Total Score	The lowest score is 34 and the highest score is 100	

After collect the data, the researcher will analyze it. In gives scoring of the writing test, the researcher processes the result of the students' test. The researcher gives the score for each element of writing as follow:

1) Content   : the lowest score is 13 and the highest score is 30
2) Organization   : the lowest score is 7 and the highest score is 20
3) Vocabulary   : the lowest score is 7 and the highest score is 20
4) Language use   : the lowest score is 5 and the highest score is 25
5) Mechanic   : the lowest score is 2 and the highest score is 5

In order to make the raw scores become more meaningful, they should be converted to numerical data, which had been processed to the scale of 34 to 100. Then, the processed scores could be used as a basic to make decisions. The measurement of the students' achievement that was cited on Sofiyatin's thesis could be interpreted with the following table:

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[9] Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra*, p. 308.

Table 3.

The Measurement of Students' Achievement Criteria[10]

Criteria of mastery	Grade	Level
90 – 100	A = Excellent	Outstanding
75 – 89	B = Good	Above average
60 – 74	C = Fair	Satisfactory
50 – 59	D = Less	Below average
0 – 49	E = Poor	Insufficient

b. Measuring the mean

After calculate the percentage of students score, the writer calculates the mean to measure the improvement of students score in every cycle. The mean is the arithmetical average that is obtained by adding the sum offset score and dividing the number of the students.[11]

$$\overline{X} = \frac{\Sigma X}{N}$$

Where: $\overline{X}$ = the mean

X = the sum offset score

N = the number of the students.

From the result of this formula the researcher will find out the improvement of students' ability in writing narrative text by using animated film.

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[10]Sofiyatin, "The Implementation of Twenty-Question Game as a Teaching Technique to Improve Students' Ability In Writing Descriptive Texts (A Classroom Action Research at the Eight Grade Students of MTs Subulul Ikhsan Kersana Brebes in the Academic Year of 2010/2011), 063411036", (Tarbiyah Faculty: Walisongo State Institute for Islamic Studies Semarang, 2010), p. 40.

[11]Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2002), p. 222.

F. Achievement Indicator

Indicator is basic competence attainment markers which can be marked by behavior changes that can be measured include attitude, knowledge, and skill. Achievement indicator of this research is same with indicator that written on lesson plan. In each cycle, lesson plan that was used by the researcher can be seen in appendix 2-5.