CHAPTER III
METHOD OF INVESTIGATION

A. Research Approach

In this research, the researcher uses the form of action research as stated by Wallace that is a kind of research which is done systematically in collecting the data on the lesson and analyzing it in order to come to some decisions about what the future lesson should be.[1] It means that in action research, a researcher not only need the theories which is supports research but also need to practice and to act with the subject of research. Action research is the name given a 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 suitability of certain activities and procedures.[2]

The researcher intends to elaborate Classroom Action Research. It is a kinds of research to be used in her research and it could be done by a teacher in which involve a group of students to improve the teaching and leaning process.

There are four steps in Classroom Action Research, they are planning (identify the problems), acting (collect the data), observing (analyze and interpret data), reflecting (develop an action).[3]

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[1] Michael J Wallace, *Action Research For language Teachers*, (New York: Cambridge University, press, 1998), p. 17

[2] Jeremy Harmer, *The Practice Of English Language Testing*, (New York: Longman, 2002), p. 344

[3] Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik,* (Jakarta: PT. Rieneka Cipta, 2006), 6th Ed., p. 92

B. Variable and Indicators

Variable is something that will be object of the research. Variable that use in this research as follows:

1. Independent Variable

It is a variable that influences or causes of change or emergence of the dependent variable.[4] Independent variable in this research is using bits and pieces game or the medium used in teaching and learning process. These are the indicators; true and fast in arranging stripping pictures, good description of the picture, and team work.

2. Dependent Variable

It is variable that is affected resulting, because of the existence of the independent variable.[5] Dependent variable in this research is students' writing skill on descriptive texts. The indicators are making sentences into many paragraphs, choosing appropriate words/idiom, and appropriate tense and good mechanism of writing.

C. Source of Data

The source of data was the subject where the data can be got in detailed, those data were the field data, they are:

a). Data from the teacher especially English teacher of seventh grade involves teaching learning process and students' name.

b). Data from the students involves: students' participation, students' scoring test, data observation from students and teacher during teaching learning process took place, data from the picture documentation during the research.

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[4] Sugiyono, *Statistika Untuk Penelitian,* (Bandung : CV Alfabeta, 2007), p.4

[5] *Ibid.*

D. Research Subject and Participant

This classroom action research will be held at the seventh grade of MTs Darul mujahadah Prupuk-Margasari-Tegal. There are three classes at the seventh grade; they are class VII A, VII B and VII C. The writer only uses one class as the subject of the study. They are students of class VII C at MTs Darul Mujahadah Prupuk-Margasari-Tegal which consist of 26 students.

E. Time and Setting

The research was conducted from January 19th, 2011 until February 16th 2011. The research time schedule as follows:

In 19th January 2011, the researcher asks permission to the head master to do research and gets familiar with the school situation. The researcher conducts preliminary research in 26th January 2011. Then she conducts the first cycle in 2nd of February 2011. The second cycle is conduct in 9th February 2011 and the last cycle (third cycle) is conduct in 16th February 2011. The researcher it is explains the definition, generic structure, language features and applies Bits and Pieces game in every cycle of this research.

F. Technique of Data Collection

The method that will be used by the researcher to get the data in this research is as follows:

1. Test

Test is a set of questions and exercises used to measure the achievement or capability of the individual or group.[6] In this research, the writer uses written test. A test is very useful to know the students achievement in understanding material which given by the teacher. A pre test was given before the students get some activities of bits and pieces

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[6] Suharsimi Arikunto, p. 150

game. Evaluation test is use in every cycle to measure the students' writing skill on descriptive text. A test is give after the students get some activities of bits and pieces game. It is use to measure the students' achievement after being given some activities of teaching.

2. Documentation

Documentation is searching the data. It is about note, book, newspaper, magazine, etc.[7]it is refers to archival data that can help the researcher to collect the data. The researcher uses this method to obtain documents which is related with their research. This method is used to know documentation of the previous teaching process in English subject, especially writing class. The list of students' name and other documents at MTs Darul Mujahadah Prupuk-Margasari-Tegal.

3. Observation

Observation is observing an object. In this research will be used to monitoring the English teaching learning process by using bits and pieces game to improve students' writing skill on descriptive text. In conducting this classroom action research, the researcher decides to use observation form. The observation appraises the activities during the teaching learning process.

G. Instrument of The Study

Research instrument is tool or facilities that use by researcher to collect data. It is easier his work and the result of research are better, more accurate, complete and systematic. So it is easier to be worked.[8]

An instrument could be form of questionnaire, observation checklist,

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[7] *Ibid*, p. 158

[8] *Ibid*,. p. 160

interview guided, and test.

In this research, the researcher uses observation checklist, test and documentation.

1) Observation checklist

In arranging observation checklist, the researcher lists some students' observable participation that indicated their activeness during teaching and learning process.

In observation stage, the researcher was helped by the teacher in observing what happen in the class during the lesson from opening until closing. In addition, the researcher also observes what was going on in the classroom then the teacher and researcher observe the effect of the teaching to improve students writing skill on description text. Observation was carried out four times; preliminary, cycle I, II and III. The observation checklist which use in this study is as follow:

Table 1

Form of observation checklist

No	Name	Descr.1				Descr.2				Descr.3				Descr.4				Descr.5				Descr.6				∑	%	Category
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1	Aisy Rezki Adibti																											
2	Arum Tyas Pakarting I																											
3	Dewi Nopiawati																											
4	Dini Cahya Charunnisa																											
5	Eka Hariyanti Putri																											
6	Evita Maharani Dewi																											
7	Febrian Restu Setiani																											
8	Fifi Royan Kamelia																											
9	Ghina Al-Hani																											
10	Haliza Ummu Najibah																											

11	Herdianti Anggoro Kasih																											
12	Indana Zulfa																											
13	Intan Nahdiyyah A S																											
14	Intan Putri Perdani																											
15	Kiki Nur Fadillah																											
16	Lia Wulandari																											
17	Leli Asmaul Husna																											
18	Mahda Ayu Nur Fitria																											
19	Nabella Bahitta																											
20	Nida Ash ary																											
21	Nor Kaidah Fitriyani																											
22	Nur Azizah																											
23	Nurul Istikhoroh																											
24	Putri Amanah Nur Sofa																											
25	Rina Aulia																											
26	Titin Lely Setyawati																											

Description   :

1. Students give attention to teacher's explanation.
2. Students respond or answer to teacher's question.
3. Students ask question to teacher relating the lesson.
4. Students show their activeness and enthusiasm in joining the game.
5. Students respond the other students' question during discussion.
6. Students discipline in doing the task.

Criterion

Score 4, if the student's condition is exactly the same as the criteria.

Score 3, if the student's condition is close to the same as the criteria

Score 2, if the student's condition is far from the same as the criteria

Score 1, if the student's condition is totally different from the criteria

Table 2

The Observation Checklist for Teacher

No.	Description	Notes	
		Yes	No
1	The teacher explains the materials systematically		
2	The teacher teaches students using English		
3	The teacher warns students who did not pay attention when teaching learning process		
4	The teacher gives reward to students' activeness and participation		
5	The teacher can manage classroom well.		

2) Test

In this research, the researcher uses writing tests. Researcher gives test in after treatment for every cycle. The purpose is to measure the improvement of students' writing skill on descriptive text in every cycle.

3) Documentation

The researcher uses documentation which relate with this research. They are students' name list, lesson schedule, students' worksheet and photo of teaching and learning process by using bits and pieces game.

H. Technique of Data Analysis

After the researcher collected data trough test and observation, the researcher analyzed the data used percentage descriptive quantitative analysis in giving the score to find out the improvement of students' writing skill on descriptive texts by using Bits and Pieces game.

1) Method of Analyzing Observation Checklist

Researcher uses observation checklist during the teaching and learning process in preliminary research, cycle I, cycle II and cycle III. Then the result of observation checklist will be analyzed by calculating the percentage as following:

a) Measuring the students individual Participation

The formula to measure the student's participation is:

$$\text{Percentage \%} = \frac{n}{N}\,100\%$$

 n   = the score of students

 N   = the sum of total score

 %   = the percentage of the expectation.

b) Measuring the Mean of Students' Participation

The formula that used to measure the mean of students' participation as follow:

$$\text{The average of the student participation}: \frac{\text{total of the Percentage}}{\text{number of students}} \text{ x } 100\%$$

Data from observation describe as detail as the researcher gets. Data from observation are grouped based on students' behavior and students' response that can be taken as a clue or indicator for students' understanding when the descriptive thought.

2) Method to Analyze Students' participation

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

The instrument consists of 4 aspects of participation. The criterion of scoring is:

a. Score 1 if the students' participation is little.

b. Score 2 if the students' participation is enough.

c. Score 3 if the students' participation is good.

d. Score 4 if the students' participation is excellent.

Criterion:

a. Little participation

The aspect of activity that was observed above reaches out for about 25% from overall percentage 100%.

b. Enough participation

The aspect of activity that was observed above reaches out for about 50% from overall percentage 100%.

c. Good   participation

The aspect of activity that was observed above reaches out for about 75% from overall percentage 100%.

d. Excellent

The aspect of activity that was observed above reaches out for 100%.

3) Method of Analyzing Test Result

a) Measuring the students individual ability

In every cycle, after treatment researcher gives writing test. The result of the test will be analyze by using 5 elements proposed by Alice C. Omaggio, who suggest those 5 elements to be used in scoring, and the maximal score for each item is 100; content 30 points, organization 20 points, vocabulary 20 points, language use 25 points, and mechanics 5 points. She thought that those elements were suitable and completes to score a writing test, those elements are:

a. Language use which refers to appropriate tenses

b. Vocabulary which refers to diction

c. Mechanic which refers to punctuation and spelling

d. Content which refers to the relation to the task demanded of the
    students

e. Organization which refers to style and ease of communication.[9]

Table 3

Scoring guidance and the explanation of criterion

Score	Level	Criteria
Content	30-27	Excellent to very good: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	26-22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to the topic, but lacks details
	21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic
	16-13	Very poor: does not show knowledge of subject, non-substantive, not permanent, or not enough to evaluate
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, 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: non-fluent, ideas focused or disconnected, lacks logical sequencing and development
	9-7	Very poor: does not communicate, no

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[9] Alice C. Omaggio, *Teaching Language in Context Proficiency-Oriented Instruction*, (USA: Heinle & Heinle Publisher, inc., 1986), p. 266

		organization, or not enough to evaluate
Vocabulary	20-18	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	17-14	Good to average: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	13-10	Fair to poor: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	9-7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
Language use	25-22	Excellent to good: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to average: effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	Fair to poor: major problems in simple/complex constructions, frequents errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured
	10-5	Very poor: virtually no mastery of sentence constructions rules, dominated by errors, does not communicate, or not enough to evaluate
Mechanics	5	Excellent to very good: 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, hand writing illegible, or not enough to evaluate
Total Score	1-100	

Then, to provide the students' score, researcher uses the formula below:

$$Score = \frac{\sum x}{Smax} \times 100\%$$

Where:

$\sum x$ = score got

Smax   = score maximum

These are the criterion of writing mastery;

Table 4

The criterion of writing mastery

The percentage of skill	Scale change of five		Criteria
85% - 100%	5	A	Excellent
75% - 84%	4	B	Good
60% - 74%	3	C	Fair
40% - 59%	2	D	Poor
0% - 39%	1	E	Fail

Then, the researcher determines the frequency of students score as below:

b) Calculating the result of study

The result from the achievement of study

$$\text{The average of the student results: } \frac{\text{The total of the Percentage}}{\text{The number of students}} \text{ x } 100\%$$

c) Measuring the Mean of Test

The researcher calculated the mean of test to measure the improvement of students' score in every cycle after calculated the percentages of individual students' score. The mean are formulated as follow:

Calculate the mean of test.[10]

$$M \quad \frac{\sum X}{N}$$

M = the mean of score

X = the total of score

N = the sum of students number.

From the result of analyze the score of test and observation checklist. Researcher finds out the improvement of students' writing skill on descriptive text by using bits and pieces game.

I. **Procedure of Collecting Data**

This research will be held in January at the class VII C of MTs Darul Mujahadah Prupuk-Margasari-Tegal.

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[10] Sutrisno Hadi, *Metodologi Research*, (Yogyakarta: Andi Publisher, 2000) 3 edition, p.272

In this research, the researcher uses three cycle. Before the researcher does a cycle, she will conduct pre cycle to know the students' ability in understanding genre especially descriptive text.

This is the procedure of research:

1). Preliminary

The first activity before the researcher did the cycle. The researcher gets the score by using conventional method from teacher class on Wednesday, 26th January, 2011. Then the researcher gives written test to measure the student's ability before the researcher implements the bits and pieces game.

2). Cycle of Action Research

(a) First cycle (1st meeting)

For the first cycle, will be done on Wednesday, February 2nd, 2011 the researcher begins with the teaching learning process.

No	Steps	Researchers' Activity as Collaborator	Teachers' Activity
1	Planning	- Arranging a lesson plan based on the teaching material. - Preparing the teaching material. - Preparing the test instrument. - Preparing the observation checklist.	- Preparing the teaching material. - Preparing students' attendance list.

| 2 | Acting | - The researcher as observer during the teacher teaches writing descriptive text using bits and pieces game.

- Researcher and teacher together enter the classroom | - The teacher explain about descriptive text including; definition, generic structure and language features.

- The teacher gives introduction about bits and pieces game.

- The teacher divides the students in 5 groups.

- The teacher distributes stripping pictures to every group.

- The teacher asks every group to arrange the stripping pictures to be good picture.

- The teacher asks |

			students to describe the picture in good writing based on the material that have been learned as test or evaluation. - Teacher asks students about the problems on the previous lesson.
3	Observing	- The researcher observes the teaching learning process using observation checklist. - Observe students' respond toward bits and pieces game.	- The teacher applies this game.
4	Reflecting	- The researcher and teacher discuss about teaching learning process	- The teacher and researcher evaluate the step in teaching

		that have been done to find weakness and how to improve in the next cycle.	learning process and discuss the result of observation for the students' ability in writing. - Teacher and researcher discuss the results of the observation for the improvement of students' ability in writing class.

(b) Second cycle (2nd meeting)

After conducting the first cycle, the researcher conducts cycle II. The second cycle will be 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 is conduct on Wednesday, February 9th 2011. The designs of the second cycle are:

No	Steps	Researchers' Activity as Collaborator	Teachers' Activity
1	Planning	- Arranging a lesson	- Preparing the

		plan based on the teaching material. - Preparing the teaching material. - Preparing the test instrument. - Preparing the observation checklist.	teaching material. - Preparing students' attendance list.
2	Acting	- The researcher as observer during the teacher teaches writing descriptive text using bits and pieces game. - Researcher and teacher together enter the classroom.	- The teacher explain about descriptive text including; definition, generic structure and language features. - The teacher gives introduction about bits and pieces game. - The teacher divides the students in 5 groups. - The teacher

			distributes stripping pictures to every group.
			- The teacher asks every group to arrange the stripping pictures to be good picture.
			- The teacher asks students to describe the picture in good writing based on the material that have been learned as test or evaluation.
			- Teacher asks students about the problems on the previous lesson.
3	Observing	- The researcher observes the teaching learning process using	- The teacher applies this game.

		observation checklist. - Observe students' respond toward bits and pieces game.	
4	Reflecting	- The researcher and teacher discuss about teaching learning process that have been done to find weakness and how to improve in the next cycle.	- The teacher and researcher evaluate the step in teaching learning process and discuss the result of observation for the students' ability in writing. - Teacher and researcher discuss the results of the observation for the improvement of students' ability in writing class.

(c) Third cycle (3rd meeting)

The third cycle will be done based on the result of the second cycle. There are several aims of cycle III to improve the teaching learning process, to give more opportunities to students, to improve their writing skill on descriptive text. The third cycle is conduct on Wednesday, February 16th 2011. The designs of third cycle are:

No	Steps	Researchers' Activity as Collaborator	Teachers' Activity
1	Planning	- Arranging a lesson plan based on the teaching material. - Preparing the teaching material. - Preparing the test instrument. - Preparing the observation checklist.	- Preparing the teaching material. - Preparing students' attendance list.
2	Acting	- The researcher as observer during the teacher teaches writing descriptive text using bits and pieces game. - Researcher and teacher together	- The teacher explain about descriptive text including; definition, generic structure and language features. - The teacher gives

		enter the classroom.	introduction about bits and pieces game.
			- The teacher divides the students in 5 groups.
			- The teacher distributes stripping pictures to every group.
			- The teacher asks every group to arrange the stripping pictures to be good picture.
			- The teacher asks students to describe the picture in good writing based on the material that have been learned as test or evaluation.

			- Teacher asks students about the problems on the previous lesson.
3	Observing	- The researcher observes the teaching learning process using observation checklist. - Observe students' respond toward bits and pieces game.	- The teacher applies this game.
4	Reflecting	- The researcher and teacher discuss about teaching learning process that have been done to find weakness and how to improve in the next cycle.	- The teacher and researcher evaluate the step in teaching learning process and discuss the result of observation for the students' ability in writing. - Teacher and researcher discuss

			the results of the observation for the improvement of students' ability in writing class.