#### **CHAPTER III**

#### METHOD OF INVESTIGATION

## A. Setting of the Study

There were some reasons why the researcher chosen MTs Sudirman as a research object. First, the researcher has known on strength and weakness of student in English lesson especially in writing. Second, research objects location near to the researcher's home so it made easier for the researcher execute research.

## **B.** Participant of the Study

In this study, the researcher conducted in MTs Sudirman in the academic year of 2009/2010. The researcher only used one class as the subject of study. Because descriptive text was taught at seventh-grade student therefore the researcher chose in VII A class students of MTs Sudirman, consists of 29 students as a subject of study.

## C. Research Design

Research design is a plan and Investigation structures are compiled systematically so the researcher will get answer for her research question. Generally this research has purpose to improve students' writing organization of descriptive text. This research is classroom action research (CAR) that uses data observation toward teaching learning process in writing descriptive text. This data is analyzed through some cycles in action. "Action research is a method of professional self-development which involves the systematic collection and analysis of data related to practice". From the statement above, it could be concluded that action research emergence was caused by the existence of awareness actor activity which feel less satisfied with his job result. Constituted of awareness alone, actor activity tried to complete his job,

<sup>&</sup>lt;sup>1</sup>Michael J. Wallace, *Action Research for Language Teachers*, (New York: Cambridge University Press, 1998), p. 255.

the actor activity conducted work repeatedly, and the process was controlled seriously for getting a better result.

Action research is a form of self-reflective inquiry undertaken by participants (teachers, students or principals for example) in social situations in order to improve their rationality and justice of their own social or educational practice, their understanding of these practices and the situations in which the practices are carried out.<sup>2</sup>

By the definition of action research above, it could be concluded that action research was a series of procedures carried out by a researcher in the classroom to improved aspects of teaching and evaluated the success in appropriateness of certain activities and procedures. Also some educators think that research is impractical, irrelevant, and simply not feasible for practitioners given the exigencies and pressures of working in a school, research, properly used, could have immeasurable benefits, for it:

- 1. Creates a system wide mindset for school improvement, a professional problem ethos.
- 2. Promotes reflection and self assessment.
- 3. Instills a commitment to continuous improvement.
- 4. Creates a more positive school climate in which teaching and learning are foremost concern.
- 5. Impact directly on practice.
- 6. Empowers those who participate in the process.<sup>3</sup>

## **D. Research Procedure**

In this classroom action research, the researcher planned to conduct three cycles through TGT in teaching writing organization of descriptive text. This research was done in three cycles. Each cycle consists of four stages, they are: planning, acting, observing, and reflecting.

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

<sup>&</sup>lt;sup>2</sup>Fakultas Tarbiyah, *Pelatihan Penelitian Tindakan Kelas Bagi Mahasiswa IAIN Walisongo*, (Semarang: IAIN Walisongo, 2008), p. 3.

<sup>&</sup>lt;sup>3</sup>Jeffrey Glanz, *Action Research: An Educational Leader's Guide to School Improvement*, (Norwood: Christopher-Gordon, 1998), p. 21

#### 1. Pre-Test

The first step in making classroom action research, the researcher used pre-test assess the students' writing organization. In this activity, the researcher taught students with conventional method. The researcher explained descriptive text including; definition, generic structure, and significant lexicogrammatical features. Then, the researcher gave the example of descriptive text. After that, the researcher asked the students write a descriptive text according to their imagination. After the researcher get the data from the pre-test and the observation, the researcher decided to analyze the result. This score becomes the guidance for researcher determines the student groups in different ability.

### 2. First Cycle

### a. Planning

In this stage were done the activities as follows:

- 1) The researcher made a lesson plan.
- 2) The researcher prepared arrangement of team list consisting of 3-4 students in each team.
- 3) The researcher distributed worksheets containing the material that was given.
- 4) The researcher prepared the paper contains some questions and answer key for quizzes in games of tournament's tables. And also 30 cards with the box.
- 5) The researcher prepared the paper of grouping tournament's tables and game score.

## b. Acting

In this stage things had been planned in the planning will be done according to regulation of TGT cycles. In this stage was done teaching scenario that had been planned by researcher with the teacher. The teaching scenario is as follows:

1) The researcher gives motivations to the students related to the material that will be taught, its purpose are: in order the students understand

- the material exactly, to concentrate students' attention on the learning situation, achieving the material punctuality.
- 2) Researcher explained the material descriptive text, including; the definition (social function), generic structure and significant lexicogrammatical features.
- After teaching the lesson, researcher divided students to the heterogeneous team and managed their seats so that they could work collaboratively.
- 4) Researcher distributed the worksheets containing English certain organization of descriptive text. And researcher suggested students to work in pairs within their groups and have them check their work among students. Researcher suggested students to teach each other when one of them find difficulties in understanding the material given.
- 5) After working on the worksheets, researcher assigned students to participate in tournament. Here, they had work individually and compete to do the worksheets in tournament table with the other member from other team. After completing the tournament, they are assigned to check their works.
- 6) Researcher appreciated their work by giving reward to the team for their work in tournament.
- 7) Researcher asked students to make paragraph descriptive. After the students finishing their writing, the researcher asked them to collect their result.

# c. Observing

- 1) Observing the teaching learning process focus on students' observable behavior that indicates their enthusiasm and concern on the lesson that was touch by using TGT.
- 2) Observing the students when they were studying in groups, games, tournament, and writing descriptive paragraph.

# d. Reflecting

Evaluate the steps in teaching learning process and discussed the result of observation for the improvement of students' writing organization.

## 3. The 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.

### a. Planning

- 1) The researcher arranged the lesson plan based on the teaching material
- 2) The researcher improved the teaching strategy
- 3) The researcher improved the explanation about the rules of TGT.
- 4) The researcher made sure the students understand the procedure of TGT
- 5) The researcher prepared the reward

# b. Acting

In this step what had been planned in the planning would be done according to the schedule that was arranged. In this step the researcher was conducted the teaching scenario that had been planned by her and teacher.

The teaching scenario in the cycle II was the same with teaching scenario in the cycle I, but in the cycle II was done improvements that did not complete in the cycle I. The activities in teaching learning process are:

- 1) The researcher explained about the material, although it had been explained on the day before but in this cycle the theme was different from previous cycle. If the theme in the first cycle was My Classroom and the theme in the second cycle was My Favorite things.
- 2) The researcher asked the students about their problems on the previous lesson.

- 3) The researcher explained the problem and discusses.
- 4) The researcher helped the students to translate Indonesia difficult words in to English.
- 5) The researcher asked the students their understanding about TGT that had been given in the day before.
- 6) The researcher asked the students to back in their groups and work cooperatively
- 7) The researcher asked the students participate in tournament
- 8) The researcher asked the students to write a descriptive text after their work in tournaments
- 9) The researcher guided the students in writing
- 10) After the students finishing their writing, they were asked to collect their writing to the researcher

# c. Observing

- 1) Observing the teaching learning process focus on students' observable behavior that indicates their enthusiasm and concern on the lesson
- 2) Observing the students when they were studying in groups, games, tournament, and writing descriptive paragraph.

Observation in the learning activity was done when the implementation, it was to knowing the teaching process. Observation was done using the technique of collecting the data; it was same with the cycle

### d. Reflecting

Evaluate the steps in teaching learning process, discussed the result of observation, and assessed the result of students' writing for the improvement of students' writing organization in descriptive text.

### 4. The Third Cycle

The third cycle is done based on the result of reflection from the second cycle. The result from observation tells that the students got improvement score, but they still had some missing words, so the researcher and teacher collaborative made lesson plan for schedule in teaching and

learning next cycle. It was needed other action in order the next cycle is better.

### a. Planning

- 1) The researcher arranged the lesson plan based on the teaching material
- 2) The researcher improved the teaching strategy
- 3) The researcher improved the explanation about the rules of TGT.
- 4) The researcher made sure the students understand the procedure of TGT
- 5) The researcher prepared the reward

# b. Acting

The researcher and the students done the same activities with the second cycle.

The activities in teaching learning process are:

- The researcher explained about the material, although it had been explained on the day before. But if in the previous cycle explained describing place and things, in this cycle the researcher explained how to describe some special.
- 2) The researcher asked the students their problems on the previous lesson
- 3) The researcher explained the problem and discusses.
- 4) The researcher helped the students to translate English words in to Indonesian language.
- 5) The researcher asked the students their understanding about procedure of TGT that had been given in the day before.
- 6) The researcher used their friends that will be described
- 7) The researcher asked the students to observed her
- 8) The researcher asked the students to write a descriptive text according to the classmate body and her or his performance
- 9) The researcher guided the students in writing
- 10) After the students finishing their writing, they were asked to collect their writing to the researcher

### c. Observing

- 1) Observing the teaching learning process focus on students' observable behavior that indicates their enthusiasm and concern on the lesson
- 2) Observing the students when they were studying in groups, games, tournament, and writing descriptive text.

### d. Reflecting

The result that was obtained on the observation is analyzed in this phase. Then, the teacher and researcher reflected the activities that have been done. Beside that, the researcher assessed the students' writing result. The result of assessment could be used as consideration the use of TGT method in teaching writing descriptive text.

### 5. Post Test

The last activity in classroom action research, the researcher would evaluate the students' writing by giving a post test to know the improvement of the students' writing organization result in descriptive text. After they finished, they were asked to collect their writing result. The researcher assessed the students' writing result of post test and compared the improvement of students' score on pre-test, each cycle, and post test. As a result, the researcher can make conclusion in conducting classroom action research.

### E. The Method of Collecting Data

As other research, classroom action research also needs to collect data to support the investigation. It was a fundamental thing to be well throughout by a researcher before conduct a research.

There are several ways to collect data like questionnaire, observation, field notes, interview, documentation, and test. In this research, the researcher gathered the data to support above. The researcher chosen some of which are appropriate to her school environment, and could be done there. In gaining the data, the researcher attempted to employ the following methods.

#### 1. Documentation

Documentation is to get data involved note, book, newspaper, magazine, or every written data. It refers to archival data that helps researcher to collect the needed data. Documentation method is to get a researcher data linked to research object that will be elaborated in this research. This method is used to collect data dealing with geographical location, profile, documentation of teaching and learning process in English subject, and other documents. The writer used documents which are elated with this research. They are school file like the data of the students' name list, lesson schedule and students' worksheet.

#### 2. Observation

Observation is the activity of giving total concern to research object by the sense.<sup>5</sup> In conducting observation, the researcher used the sheets of check list to note the activity that might happen in the teaching learning process. Observation is intended to see and to know about the condition of class and students, and the obstacles appear during the teaching learning process. It can also used to appraise the students' motivation during teaching learning process, to see their difficulties, their problem and their understanding about the material given. In arranging observation checklist, the researcher lists some students' observable behaviour that indicates their improving writing organization of descriptive text that after being taught the use of TGT and it can be seen from the activeness and response during teaching learning process. The instrument is attached.

### 3. Test

In this classroom action research, the researcher provided pre-test, three times of evaluation test, and post-test. These test used to measure the students' ability in organize the words to be simple sentences, and expand to the paragraph of descriptive text.

<sup>5</sup>*Ibid.*, p.149

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<sup>&</sup>lt;sup>4</sup>Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT Rineka Cipta, 1998), 2<sup>nd</sup> ed., p.231

In this research, the researcher used achievement test because it is made to measure the students' achievement after they learned the material. According to H. Douglas Brown:

An achievement test is related directly to classroom lesson, units, or even a total curriculum. Achievement test are limited to particular material covered in a curriculum within a particular time frame, and are offered after a course has covered the objectives in question. Achievement test can serve as indicators of features that students need to work on in the future, but the primary role of an achievement test is to determine acquisition of course objectives at the end of a period of instruction. <sup>6</sup>

Test is done to know students' achievement, so that the researcher knows the students' improvement and students' mastery learning can be achieved by students. In this research, the researcher uses an evaluation test to measure that students' progress in improving student's achievement.

### F. Technique of Analyzing Data

In this research that related to the title, the researcher focused on the writing organization, so she more focused on the students' result of organization in their writing. Because the researcher wants to know whether there is improvement after the students taught using TGT or no.

In knowing whether the students' writing organization of descriptive text is improve or not, the researcher used the steps which were done by the researcher in analyzing the result students' writing organization.

The researcher 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 organization of descriptive text, the researcher used the score as follows:

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<sup>&</sup>lt;sup>6</sup>H. Douglas Brown, *Teaching by Principles "An Interactive Approach to Language Pedagogy"*, (San Francisco State University: Longman, 2001) 2<sup>nd</sup> Ed., p.391

Matrix of Assessment for Students' Writing Organization<sup>7</sup>

Score	Value	Description
5	Excellent	Describe all of the parts, qualities, and
		characteristics completely
4	Good	Describe parts, qualities, and
		characteristics. Somewhat choppy-loosely
3	Fair	Fairly describe parts, qualities, and
		characteristics. Some are missing
2	Poor	Poorly describe; many parts, qualities, and
		characteristics are missing
1	Very Poor	Does not describe the parts, qualities, and
		characteristics anymore

The steps of data analysis:

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

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

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

<sup>&</sup>lt;sup>7</sup>Alice C. Omaggio, *Teaching Language in Context*, (Heinle & Heinle Publishers, Inc.: Boston, 1986), p. 266.

5. From the mean of the result students' score we know the value students according the matrix assessment above. Students are regarded have reached the passing grade when the value of their result is fair. It based on the minimum passing grade of MTs Sudirman Magelang, which are 55.8

 $^8Based$  on interview to headmaster of MTs Sudirman Mr. Suparman Effendi, S.Pdi on Thursday  $1^{\rm st}\,$  july 2010.