

CHAPTER III

METHODS OF INVESTIGATION

There are five points to be discussed in this chapter. They are research setting and subject, methods of research, technique of data collection, technique of data analysis and research procedure.

A. Research Setting and Subject

This research is conducted at the second grader students of MTs. Al Hidayah Getassrabi in the academic year of 2009/2010. It is located in Srabi Kidul Getassrabi Gebog Kudus 59354.

The researcher takes 'A' class as a research subject. 48 students as participants; it consists of 27 female and 21 male. Most participants are 13 – 14 years old.

This school is chosen to conduct the research since the students usually fell bored and less motivated when they get English subject, especially in writing. Therefore, it needs to create a way to increase the students' motivation by using medium. In this research, the medium that used is wall magazine. Wall magazine is useful for students of this school to improve their interest in writing since there isn't English wall magazine at there.

B. Methods of Research

1. Design of Research

The design of research used by the researcher is classroom action research. Sukmadinata stated that it is a process to give a trust to develop the strength of reflective thinking, discussion, decision making, and to solve the

problem that faced in the research.¹ According to Harmer, action research is the name given to 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 appropriacy of certain activities and procedures.² Arikunto state that action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence, and situation.³ Kemmis and Mc. Taggart in Nunans' book explain that action research is a group of activity and a piece of descriptive research carried out by the teacher in his or her own classroom, without the involvement of others, which is aimed at interesting our understanding rather than changing the phenomenon under the investigation that would not be considered by these commentators to be 'action research', the essential impetus for carrying out action research is to change the system.⁴

From all the definition above, the researcher concluded that classroom action research is a classroom action in a research, which can be done by teacher, researcher, and teacher with his or her colleague, etc with involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson. This research uses data observation toward learning descriptive text using wall magazine, this data is analyzed through some cycles in action.

2. Characteristics of a Classroom Action Research

Kemmis and Mc. Taggart in Nunan's book said that there are three defining characteristic of action research, they are:

¹Nana Saodih Sukmadinata, *Metode Penelitian Pendidikan*, (Bandung: Remaja Rosda Karya, 2005), p.142.

²Jeremy Harmer, *op.cit.*, p. 344.

³Suharsimi Arikunto, et. Al, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), p. 104.

⁴David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1993), p.18.

- a. It is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers,
- b. It is collaborative, and
- c. It is aimed at changing things.⁵

3. Aim of an Action Research

According to Harmer there are many possible reasons for conducting a classroom action research as follow: we want to know more about our learners and what they find motivating and challenging. We want to learn more about ourselves as teachers how effective we are, how we look to our students, how we would look to ourselves if we were observing our own teaching. We want to gauge the interest generated by certain topics, or judge the effectiveness of certain activity types. We want to see if an activity would work better done in groups rather than pairs, or investigate whether reading is more effective with or without pre-teaching vocabulary.⁶ In other words, it can be said that by doing an action research, teachers develop their skills in giving the material to the students. They have desires to solve the problem that they have found in the class. They have intrinsic motivation to do this research because they aware of their advantages, their class situation need a spiral treatments and a direct action. Therefore, this situation creates a good environment among teachers to do the best thing for the students.

Action research is regularly done to improve a learning process. With this research, the teacher will know his or her weakness in teaching their students. They will know the effective methods in teaching students.

4. Procedure of Classroom Action Research

There are four components in one cycle for conducting classroom action research. It consists of planning, acting, observing and reflecting. The four phases of the classroom action cycle are conducted integrated like spiral.

⁵*Ibid*, p.17.

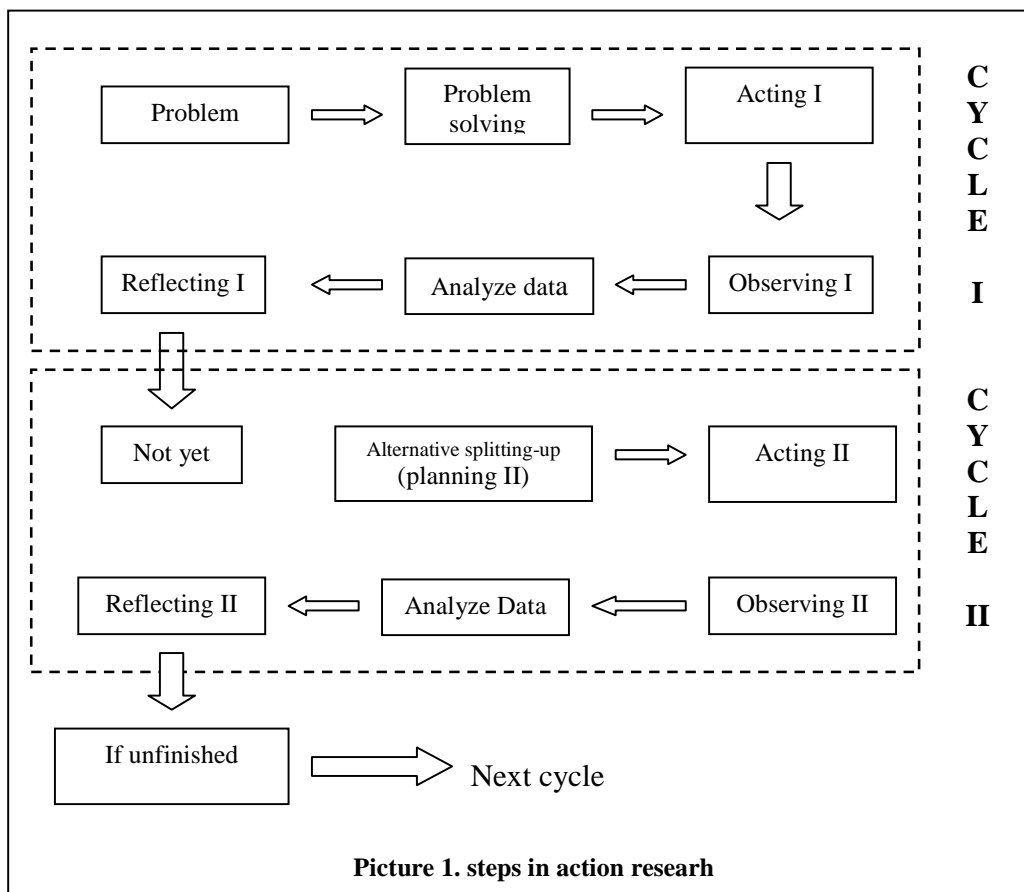
⁶Jeremy Harmer, *op.cit*, p. 345.

Each phase is concluded based on the previous one and the next. It means that the activities in the classroom action research were based on planning, acting, and observing, then, the researcher could make a reflection to determine the next cycle. In this study, the researcher use wall magazine to improve students' motivation in learning writing descriptive text.

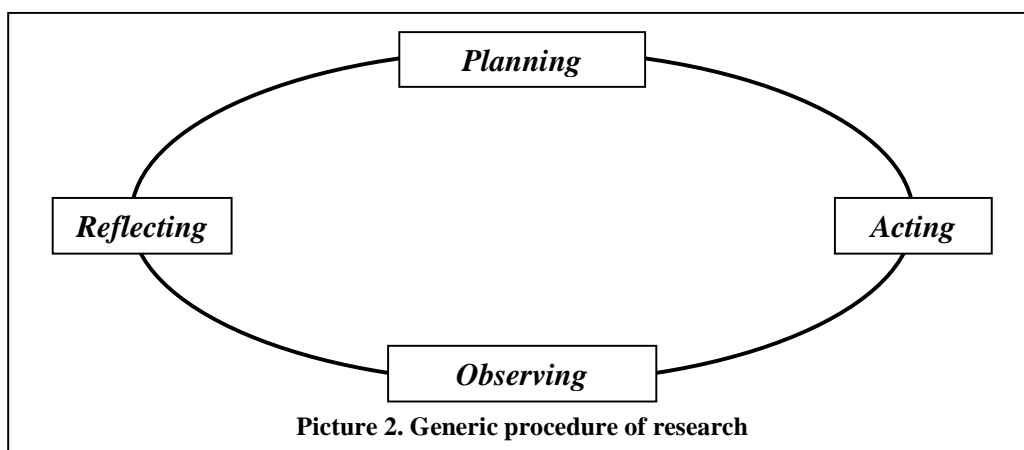
The classroom action research consists of four phases as follows:

- a. The first step is planning. In this step, the researcher will identify and make an alternative of problem solving, plan of learning that will be implemented in the planning of teaching learning process, make a lesson plan and prepare the source of learning.
- b. Second step is acting. In this step, the researcher will conduct an activity as it has planned in the lesson plan, organize the class and collecting data while repair the problem.
- c. The third step is observing. This step will be done by the researcher to observe the activity by using observation format, evaluate the results, collect the data and monitor the teaching learning process. It is used to find out what extend the action result reaches the objective.
- d. The fourth step is reflecting. The researcher will evaluate the actions that have been done; it consists of quality, number and time from each action. The researcher will repair that refers to the result of evaluation that will be used in the next cycle. If there is found that the cycle is not yet showing any improvement of students' motivation, the researcher should continue to next cycle until the problem is solved.

Procedure of classroom action research⁷



Picture 1. steps in action research



Picture 2. Generic procedure of research

⁷Tim MEDP, *Materi Pelatihan Penelitian Tindakan Kelas (PTK) dan Penulisan Karya Tulis Ilmiah bagi Guru Madrasah, Madrasah Education Development Project (MEDP)*, (Semarang: Direktorat Pendidikan Madrasah Direktorat Jenderal Pendidikan Islam Departemen Agama RI, 2008), p. 28

C. Technique of Data Collection

A classroom action research needs the data to support the investigation. There are several ways to collect data like questionnaire, observation, field notes, interview, documentation, test, etc. In this research, the writer gathered the data to support above. The writer chooses some of which are appropriate to her school environment, and can be done there. The instruments which are used by the writer to collect the data are questionnaire, documentation, observation, test, and interview.

1. Questionnaire

Arikunto defines that a questionnaire is a number of within question, which are used to gain information from respondent themselves, or their knowledge, belief, etc.⁸

Questionnaire that used is closed questionnaire. It is used to measure students' motivation in writing descriptive text using wall magazine. It is consist of 25 questions, each item is followed by four options, namely absolutely agree, agree, less agree, and disagree.

2. Documentation

It refers to archival data that can help the writer to collect the data. The writer uses this method to obtain documents which is related with this research. This method is used to find out the list of students' names that are going to be the participants of this research, geographical location, and also to have pictures of what students do during engaging in teaching learning activity.

3. Observation

Observation is the activity of giving total concern to research object by the sense.⁹ The purpose of observations is to explain the situation in class

⁸Suharsimi, *Op. Cit.* p.226

⁹Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT Rineka Cipta, 1998), 2nd ed., p. 149.

activities, individuals involved in some activities and relation between situation, activity, and individual. An observation is used to know how the process and the action of the implementation of wall magazine as a media for learning writing in descriptive text. Beside that, observation is used to know students responds and the improvement of students' motivation while teaching learning process using wall magazine.

4. Test

Test is important part of every teaching and learning experience. Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. Tests may be constructed primarily as devices to reinforce learning and to motivate the students' performance in the language.¹⁰ Test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria.¹¹ This research uses test to get the students' achievement that used as supporting data in measuring the improvement of students' motivation in writing descriptive text.

5. Interview

Interview is the process of getting explanation by asking questions face to face between researcher and respondent using interview guide.¹² In this research, interview is used to get the data from an English teacher and students. To result a good interview, the writer sets up interview outline dealing with specific topic in this research.

1. ¹⁰J.B. Heaton, *Writing English Language Tests*, (London: Longman Group Limited, 1975), p.

¹¹Douglas Brown, *op.cit.*, p. 401.

¹²Moh Nazir, *Metode Penelitian*, (Jakarta :Ghalia Indonesia, 1999), p. 234.

D. Technique of Data Analysis

1. Method of analyzing questionnaire

The analyzing is going to find out the students' motivation in writing descriptive text using wall magazine. The data comes from the questionnaire analyzed by using motivation scale. To score scale, the response options are credited 4, 3, 2, and 1 from absolutely agree to disagree statements.

2. Method of analyzing Observation

The observation in this research will be conducted three times, in pre cycle, cycle 1 and cycle 2. The observer will give check in the observation checklist. In the end, it will be analyzed by calculating the percentage from the checklist.

3. Method of analyzing test

The writer conducts test in each cycle. The score in each cycle will be calculated by finding the mean of the writing descriptive text score. After calculating, the writer can compare it.

To analyze the students' test in writing descriptive text, the writer focused on the items in the elements of writing as states by Heaton. The elements of writing are content, organization, vocabulary, grammar and mechanic.

Scoring Guide and The explanation of Criterion¹³

Item analysis	Score	Criterion of scoring
Content	30-27	Excellent: knowledgeable-substantive etc
	26-22	Good: some knowledgeable of subject-adequate range.
	21-17	Fair: limited knowledgeable of subject-little substance

¹³Alice C. Omaggio, *Teaching Language in Context*, (USA: University of Illinois, 1986), p.266

Item analysis	Score	Criterion of scoring
	16-13	Very poor: does not show knowledgeable of subject-non substantive.
Organization	20-18 17-14 13-10 9-7	Excellent: fluent expression-ideas clearly stated. Good: somewhat choopy-loosely organized but main ideas stand out Fair: not fluent-ideas confused or disconnected Very poor: does not communicate-no organization
Vocabulary	20-18 17-14 13-10 9-7	Excellent: sophisticated range-effective word/idiom choice and usage. Good: adequate range-occasional of word/idiom form, choice, usage, but meaning is not obscured Fair: limited range- frequent errors of word/idiom form, choice, usage. Very poor: essentially translation- little knowledge of english vocabulary.
Grammar	25-22 21-18 17-11 10-5	Excellent: effective complex grammar construction. Good: effective but simple constructive in grammar. Fair: a major problem is simple/complex construction in grammar. Very poor: virtually no mastery of sentence construction rules.
Mechanic	5 4	Excellent: demonstrates mastery of construction. Good: occasional errors of spelling, punctuation, capitalization.

Item analysis	Score	Criterion of scoring
	3	Fair: frequent errors of spelling, punctuation, capitalization.
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing.
Total of score	1-100	

The mean score of the class will be searched by using this following

formula:
$$M = \frac{\sum X}{n}$$

Where: M : The average of student score

$\sum x$: Total score

n : The number of students¹⁴

E. Research Procedure

In this research, the writer conducted classroom action research. It is done in cycles and each cycle consists of planning, acting, observing, and reflecting. Those four steps are interrelated to each other. An action is carried out as the result of reflection of previous step, and this goes on continuously to the next cycles. Thus the steps carried out repeatedly many times.

Before cycle I and cycle II implemented, it is started by pre cycle. Pre cycle has purpose to know initial condition of students' motivation in learning writing descriptive text.

1. Cycle 1

Before the teacher teaches writing descriptive text to students using wall magazine, the writer gives example of English, it could accessed by students for about 1 week. Procedures in cycle are as follows:

¹⁴Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi)*, (Jakarta: Bumi Aksara, 2002), 3rd Ed. p. 264

a. Planning

- 1) Make lesson plan (attached).
- 2) Prepare the teaching material.
- 3) Prepare observation sheets.
- 4) Prepare students' attendance list.

It has purposes to guide the teacher in teaching learning process.

b. Acting

The activities are as follows:

- 1) The teacher asks the students whether they were read the wall magazine.
- 2) The teacher explains about descriptive text.
- 3) The teacher gives example of descriptive text from wall magazine
- 4) The students pay attention to the teacher explanation
- 5) The teacher divides the students into 8 groups
- 6) The teacher asks students to write descriptive text. individually
- 7) Each group create wall magazine as well as possible. Each student must adhere their writing on wall magazine
- 8) Wall magazine that is created by students displayed

c. Observing

Observing activity is done by using observation format in order to evaluate the results, collect the data and monitor the teaching learning process. The steps are as follows:

- 1) Observing the teaching learning process in order to know the improvement of students' motivation to write descriptive text by using wall magazine.
- 2) Monitoring the students' activeness, enthusiasm and concern on the lesson during engaging in teaching learning process.
- 3) Observing the students' responses when they write descriptive text and make wall magazine.

- 4) Writing the success and the problems when the teaching learning in progress which is not enough sufficient in reaching the objectives.

d. Reflecting

Analyzing and evaluating the actions that was done; it consists of quality, number and time from each action. The steps are as follows:

- 1) Analyzing the result of the observation. Then, it is continued with making reflection which one is should be maintained and which one is should be overcome in the next cycle. If in the first cycle has no significant improvement of students' motivation, it is continues to the second cycle until the problems are solved.

- 2) Make a conclusion from cycle 1.

2. Cycle II

The second cycle is done based on the result of reflection from the first cycle. If the result from observation tell that the quality is still low, it is needed another action in order to make improvement of the quality for the next cycle. The procedures are as follow:

a. Planning

- 1) Identify the problem and make the solution for the problem.
- 2) Prepare the teaching material.
- 3) Arrange the lesson plan based on the teaching material. (attached)
- 4) Prepare observation sheet.
- 5) Prepare students' attendance list.

b. Acting

The second cycle is done appropriate with lesson plan as follow up from evaluation of cycle 1. Procedures of teaching learning process are as follows:

- 1) The teacher asks the students about their problems on the previous lesson.
- 2) The teacher explains the problem.

- 3) The teacher explains about the material.
- 4) The students pay attention to the teacher explanation.
- 5) The teacher divides the students into 8 groups.
- 6) The teacher asks students to write descriptive text individually.
- 7) The teacher guides the students in writing.
- 8) After finish their writing, students adhered it on wall magazine paper.
- 9) Each group create wall magazine as well as possible.
- 10) Students' creation will be displayed.

c. Observing

Observing activity is done by using observation format, in order to evaluate the results, collect the data and monitor the teaching learning process. It is used to find out to what extent the action result reached the objective. The steps are as follow:

- 1) Observing the teaching learning process in order to know the improvement of students' motivation to write descriptive text by using wall magazine.
- 2) Monitoring the students' activeness, enthusiasm and concern on the lesson during engaging in teaching learning process.
- 3) Observing the students' responses when they write descriptive text and make wall magazine.
- 4) Write the success and the problems when the teaching learning in progress which is not enough sufficient in reaching the objectives.

d. Reflecting

Second cycle reflection is made in order to make a conclusion of all the teaching learning process of the class by using wall magazine which is hoped that can improve students' motivation to write, especially in writing descriptive text.