

## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Setting and Participant of The Study

SMP N 18 Semarang located in Jl. Purwoyoso I Ngaliyan Semarang is purposively selected as the research setting because of two major reasons. Firstly, its location is near for researcher to conduct the research. Secondly, the researcher has practiced teaching there, so she feels unfamiliar with SMP N 18 Semarang. She has known that students' of grade VIIG have difficulties in writing. So, actually she wants to help the English teacher to improve students' ability in writing. This condition matches to the realia as a media which can be applied in the teaching of procedure text in classroom. The researcher chooses students' of grade VIIG which is consist of 36 students as participant, look at appendix 2.

#### B. Design of Study

Research method is a systematic activity using certain method to find new thing or to prove a theory. This research is classroom action research (CAR), it is kind of research that is conducted in the classroom by a teacher. This research can offer new ways and procedures to improve and increase teacher's professionalism in teaching learning process and students' learning result.

Action Research is one type of applied research<sup>1</sup> and a form of research which is increasingly significant in language education. Usually that is carried out by practitioners (for our purposes, classroom teachers) who have the essential impetus to change the system<sup>2</sup>.

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<sup>1</sup> Applied Research is conducted chiefly in order to improve practice by solving some sort of specific problem. Attempts at applying learning theory to solve practical problems that teachers face in the classroom are examples of this category of research, from: Jeffrey Glanz, *Action Research: An Educational Leader's Guide to School Improvement*, (Norwood: Christopher-Gordon Publication, Inc., 1998), p.8.

<sup>2</sup> David Nunan, *Research Methods in Language Learning*,(Cambridge: University Press,1992),p. 17-18.

According to Harmer,

“Action research is the name given to series of procedures teachers can engage in either because they wish to improve aspect of their teaching, or because they wish to evaluate the success and or appropriacy of certain activities and procedures”<sup>3</sup>.

Stephen Kemmis taken by D Hopkins in his book “A teacher’s Guide to Classroom Research” said that action research is a form of self reflective inquiry undertaken by participants in a social (including education) situation in order to improve the rationality and justice of their own social or educational practices, their understanding of these practices and the situations in which practices are carried out<sup>4</sup>.

According to Kemis and Mc. Taggart in Nunan, Action research is a group of activities and a piece of descriptive research carried out by a teacher in his or her own classroom, without changing the phenomenon under investigation<sup>5</sup>. They have argued that the characteristic of action research are:

- it is carried out by practitioners (for our purposes, classroom teachers rather than outside researchers)
- it is collaborative, and
- it is aimed at changing things

From the definition of action research above, the researcher concluded that action research is an action in research that can be done by teacher, researcher and teacher with his or her colleague, etc which involves a group of student to improve the quality of teaching and learning process or to enhance students’ understanding to the lesson.

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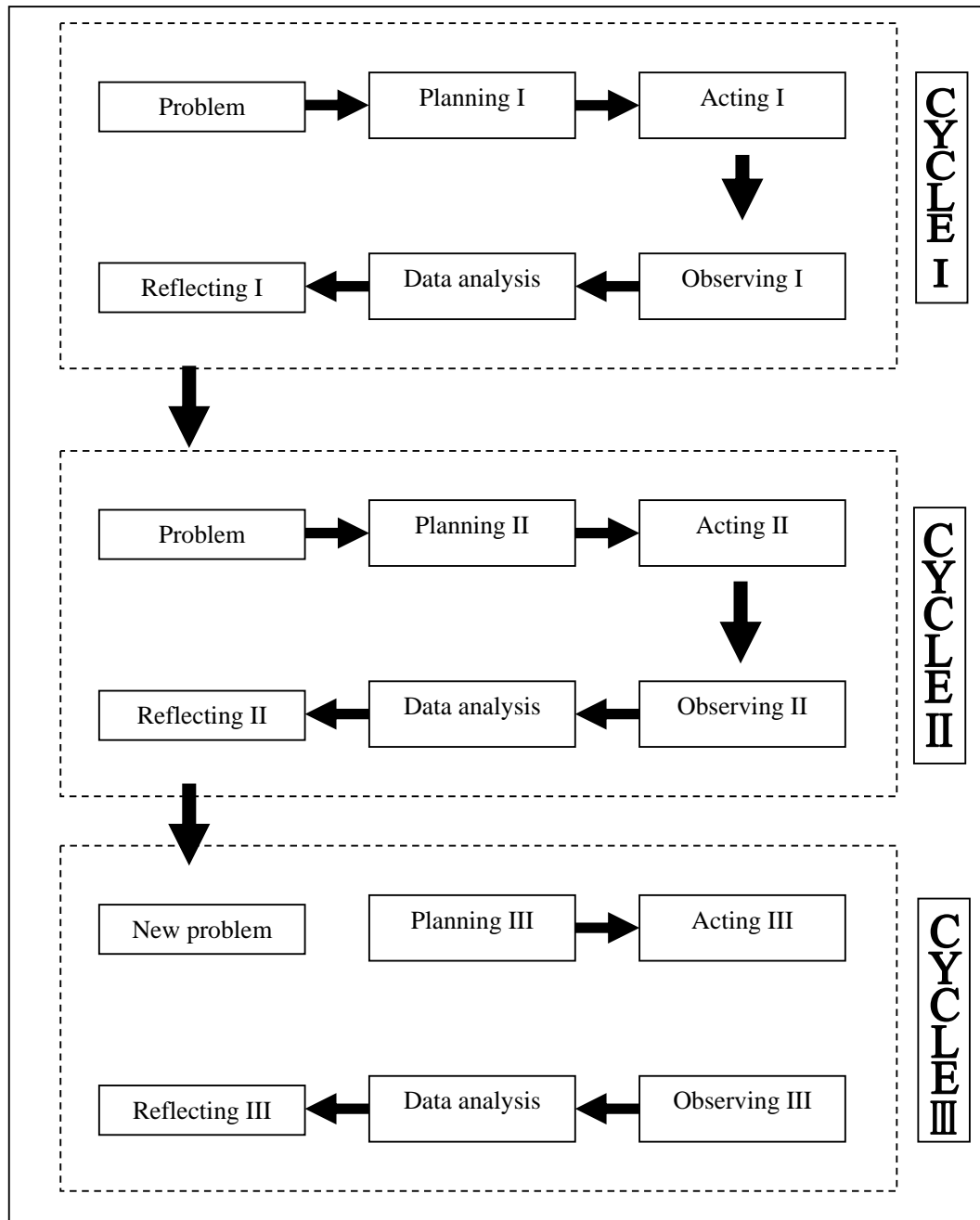
<sup>3</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2003), p.344.

<sup>4</sup> D. Hopkins, *A Teacher’s Guide to Classroom Research*, (New York: Bristol open University Press, 1993), p. 44.

<sup>5</sup> David Nunan, *loc.cit.*

Action Research engages teachers in four steps processes, namely: to identify an area of focus, collect data, analyze and interpret data, also develop an action plan.

### The steps of action research<sup>6</sup>



<sup>6</sup> Fakultas Tarbiyah IAIN Walisongo Semarang, *Pelatihan Penelitian Tindakan Kelas (PTK) Bagi Mahasiswa IAIN Walisongo*, (Semarang: Fakultas Tarbiyah, 2008), p.8.

These cycles of classroom action research will involve identify of problem (planning), collect data (acting), analyze and interpret data (observing), and develop an action plan (reflecting)<sup>7</sup>. Before the writer does the cycles in action, it will be done preliminary at first. Research design can be done with some steps as follows:

1. Preliminary Research

In this preliminary research, the researcher intended to find out:

- The data such includes the number of students and students' name list.
- Students' writing score of grade VIIG before they are taught writing procedure text using realia.

2. Planning in Action

In this research, the writer planned to conduct three cycles of classroom action research. There are four steps process in each cycle for doing classroom action research:

a. Planning

Planning an action by focusing on who, what, when, where, and how the action will be done.

b. Acting

The planning strategy will be applied in teaching learning process.

c. Observing

In this phase, the writer observes and takes notes during teaching learning process.

d. Reflecting

Reflection means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this phase, the researcher could observe whether the acting activity had resulted any progress, what progress happened, and also about the positives and negatives.

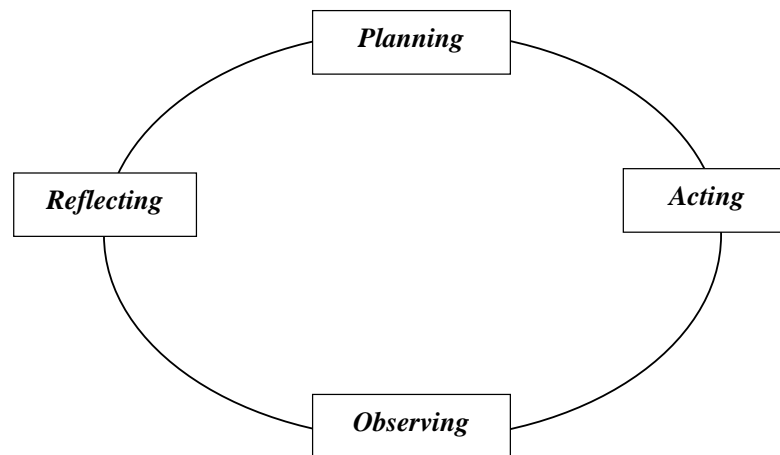
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<sup>7</sup> *Ibid*, p.7

### C. Procedure of The Research

In doing this research, the researcher will focus on the improvement of students' ability in writing procedure text. This research will use a Classroom Action Research as a field research method. In writing this research, the researcher will use Qualitative design using mini test in each cycle to know the improvement of students' ability in writing procedure text. The steps of this research were arranged in four phrases, those were: preliminary research, cycle 1, cycle 2 and cycle 3. There were four activities that should be done in cycle 1, cycle 2 and cycle 3. Its steps in this kind of research where using some cycles and it was implemented to improve students ability .The four components consisted of planning, acting, observing and reflecting.

The Broad Outline of Classroom Action Research Procedures<sup>8</sup>



#### a. First cycle

The researcher as an English teacher will give explanation about procedure text, although it had been explained on the day before. Researcher will use realia as an aid at this evaluation test with the topic "How to eat gum". After that, they have to make its report in written form. So the researcher gets the data from the first evaluation test which is

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<sup>8</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), 6<sup>th</sup> Ed., p.92.

applied using realia. Start from here, the researcher can make hypothesis:  
is realia give contribution to the students' ability in writing procedure text?

|           |  |
|-----------|--|
| Planning  | <ol style="list-style-type: none"> <li>1. Preparing the teaching aid.</li> <li>2. Making a lesson plan.</li> <li>3. Preparing present list in order to know students' activeness in joining teaching learning process.</li> </ol>  |
| Acting    | <ol style="list-style-type: none"> <li>1. The researcher (as a teacher) greets students.</li> <li>2. The researcher will introduce herself to the students.</li> <li>3. Ask and answer about various things related to the students' condition</li> <li>4. The researcher calls the role.</li> <li>5. 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.</li> <li>6. The researcher explains the material.</li> <li>7. The process of transformational of material by contextual approach first.</li> <li>8. The researcher gives an example of procedure text in practice to the students in front of class.</li> <li>9. The researcher asks students to practice it using realia, together.</li> <li>10. The researcher asks students to make it in written form.</li> <li>11. After the students finishing their writing, the researcher asks them to collect their result.</li> <li>12. Teacher gives other topic to practice in the classroom.</li> <li>13. The researcher asks them to collect their result in written form on a piece of paper</li> </ol> |
| Observing | <ol style="list-style-type: none"> <li>1. Observing the teaching learning process focus on students' ability that indicates their understanding and</li> </ol>   |

|            |   |
|------------|---|
|            | <p>concern on the lesson.</p> <p>2. Observing the students when they were writing a procedure text according to the realia.</p>                                       |
| Reflecting | <p>1. Analyzing the data from the cycle.</p> <p>2. The researcher and the teacher will discuss the result of the cycle.</p> <p>3. Make a conclusion from cycle I.</p> |

b. Second cycle

Same with the procedure in cycle one, still the researcher as an English teacher. Actually, the teacher will give other example with the material “How to make a sandwich”. The researcher will apply it, thus the students are asked to practice it in group which are consist of six students for each cycle and after that, they have to make it in written form. So, the researcher knows about the improvement of students’ ability in writing procedure text with compare between the score at first and second cycle.

|          |  |
|----------|--|
| Planning | <p>1. Preparing the material of writing</p> <p>2. Choosing the realia as an aid in teaching according to the material.</p> <p>3. Designing lesson plan of cycle II.</p>  |
| Acting   | <p>1. The researcher explains the material, although it had been explained on meeting before.</p> <p>2. The researcher asks the students about their problems on the previous lesson.</p> <p>3. The researcher explains the problem.</p> <p>4. The researcher asks students’ understanding.</p> <p>5. The researcher divides the students into six groups, so each group consists of six students.</p> <p>6. The researcher shows realia that will be explained her first.</p> |

|            |  |
|------------|--|
|            | <ol style="list-style-type: none"> <li>7. Teacher practiced how to make a sandwich in front of class, so each group can pay full attention to teacher explanation and practice.</li> <li>8. Teacher asked students to practice make a sandwich's procedure in their group.</li> <li>9. The researcher guides the students in writing.</li> <li>10. After the students finished their writing, they have to collect their writing to the researcher.</li> </ol> |
| Observing  | <ol style="list-style-type: none"> <li>1. Observing the teaching learning process focus on students' ability that indicates their understanding and concern on the lesson.</li> <li>2. Observing the students when they were writing a procedure text according to the realia.</li> </ol>  |
| Reflecting | <ol style="list-style-type: none"> <li>1. Analyzing the data from the cycle.</li> <li>2. The researcher and the teacher will discuss the result of the cycle.</li> <li>3. The researcher will compare the students' score between cycle I and cycle II to find out the improvement of students of students' ability in writing procedure text.</li> </ol>  |

c. Third cycle

Same with both cycles above, the researcher explains before give the other example of procedure text. For this cycle, the researcher will give material of procedure text on the title "How to make a cup of coffee", because as for the mini test at the last is "how to make a glass/a cup of tea". Still the same method like as at second cycle, so the researcher can measure students' ability improvement in writing procedure text by compare between first, second and third cycle.



|            |  |
|------------|--|
| Planning   | <ol style="list-style-type: none"> <li>1. Preparing the material.</li> <li>2. Preparing the realia that will be used based on the material.</li> <li>3. Designing lesson plan of cycle III.</li> </ol>   |
| Acting     | <ol style="list-style-type: none"> <li>1. The researcher explained the material, although it had been explained on the day before.</li> <li>2. The researcher asked students about their problems on the previous lesson.</li> <li>3. The researcher explained the problem.</li> <li>4. The researcher asked students' understanding related to previous cycle.</li> <li>5. The researcher showed realia to students for cycle III.</li> <li>6. The researcher given the example and guided first to students.</li> <li>7. The researcher asked students to practice it.</li> <li>8. The researcher asked students to write the practice result in cycle III which is they had been practiced using realia.</li> <li>9. The students have to collect it after they have written it.</li> </ol> |
| Observing  | <ol style="list-style-type: none"> <li>1. Observing the teaching learning process focus on students' ability that indicates their understanding and concern on the lesson.</li> <li>2. Observing the students when they were writing a procedure text according to the realia.</li> </ol>  |
| Reflecting | <ol style="list-style-type: none"> <li>1. Analyzing the data from the cycle.</li> <li>2. The researcher and the teacher will discuss the result of the cycle.</li> <li>3. The researcher will compare the students' score between cycle I, cycle II and cycle III to find out the improvement of students of students' ability in writing procedure text.</li> </ol>   |

#### **D. Research Approach**

Probably the most common way of classifying research studies is by categorizing them into either quantitative or qualitative approach. Quantitative is broadly used to describe what can be considered 'objective'. Qualitative is used to describe data which are not amenable to being conducted or measured in an objective way and therefore 'subjunctive'<sup>9</sup>. In this research, the researcher uses descriptive qualitative approach, because the data are descriptive in the forms of written and result of test.

#### **E. Focus of The Research**

Based on the object in this study, this research is a field research. It is a research that directly conducted in the field or the respondents. In this research, the researcher focuses on improving students' ability of Grade VIIG ability in writing procedure text using realia.

#### **F. Collabulator**

Collabulator in classroom action research is person who helps the researcher to collect the data. The collabulator in this research is English teacher who teaches English to students of grade VIIG at SMP N 18 Semarang. He is Mr. Budi Siswanto, S.Pd.

#### **G. The method of Collecting Data**

As other research, classroom action research also needs to collect data to support this research. It is fundamental thing to be well throughout by a researcher before to 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

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<sup>9</sup> Michael J. Wallace, *Action Research for Language Teachers*, (USA: Cambridge University Press, 1998), p.38.

chooses some of which are appropriate. In collecting the data, the researcher attempts to employ the following methods.

#### 1. Observation

Observation is a very common way to collect data in action research settings is to observe and record information<sup>10</sup>. Also observation as the activity of giving total concern to research object by the sense<sup>11</sup>. The researcher has crucial role and she will observe the participants in their teaching- learning process of course in English subject. So here the researcher decides to be an observer participant. Observer participant which has purpose is known by all participants. Here the researcher may record data as they occur.<sup>12</sup> Ideally, the researcher spends a considerable amount of time in the setting, learning, about daily life.

The researcher will do the observations four times during the research. The first observation will focus on students' problems in writing. The next three observations more focus for the researcher to apply realia in writing procedure text also observe its improvement. So, here the researcher will observe the event in that class during the lesson.

#### 2. Test

It is a set of questions and exercises used to measure the achievement or capability of the individual or group. Anyway it is perhaps the most common tools used to collect data by action researchers.

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:<sup>13</sup>

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<sup>10</sup> Jeffrey Glanz, *op.cit.*, p. 141.

<sup>11</sup> Suharsimi Arikunto, *op.cit.*, p.156.

<sup>12</sup> Jeffrey Glanz, *loc.cit.*

<sup>13</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (Great Britain: Longman, 2001), 2<sup>nd</sup> Ed, p 391.

An achievement test is related directly to classroom lessons, units, or even a total curriculum. Achievements tests 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 tests can serve as indicators of features that a student needs 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.

It will take three times, there are on each cycle. A standard technique should be used to show that results of research are reliable to measure the writing test. The researcher provided mini test for each cycle.

a. First mini test in cycle I

The researcher as an English teacher will give explanation about anything which is related to procedure text, although it had been explained on the day before. Researcher will use realia as an aid at this evaluation test with the topic “How to eat gum”. After that, they practiced, and then wrote the procedure text based the topic. So the researcher gets the data from the first evaluation test which is applied using realia.

b. Second mini test in cycle II

Same with the first mini test, still the researcher as an English teacher. Actually, the teacher will give other example with the material “How to make a sandwich”. The researcher will apply it, thus the students are asked to practice it in group and after that they have to write the result of “how to make a sandwich”. So, the researcher knows about the improvement of students’ ability in writing procedure text with compare between the score at first mini test and the score at second mini test.

c. Third mini test in cycle III

Same with both mini tests, the researcher explains before give the other example of procedure text. For this evaluation test,

the researcher gave a material of procedure text on the title “How to make a cup/a glass of tea”. Still the same method like as at second evaluation test, so the researcher can measure the improvement of students’ ability in writing procedure text by compare between first, second and third evaluation test.

## **H. Instruments**

The instruments used here are test, and observation checklist.

### 1. Test

It was used to investigate the students’ achievements after being taught procedure text using realia. The steps to arrange the mini test are as follows.

- a. Limit the tested material. Here, the material was limited in procedure text.
- b. Determine the term to do the test.

### 2. Observation Checklist

In arranging this instrument, the researcher seen saw and listed some students’ observable behavior that indicates their understanding on procedure text during teaching -learning activities. The researcher here made two kinds of observation checklist, first is the observation checklist for teacher and second is the observation checklist for students. These instruments are attached.

## **I. Technique of Analyzing Data**

Data analysis is an effort which is done by teacher and a researcher to data organizes into research first form and categorizes to get hypothesis and make its planning<sup>14</sup>.

In this research that related to the title, the writer focused on the improvement of students’ writing ability. And the researcher wants to

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<sup>14</sup> Lexy J, Moleong, *Metodology Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2002), hlm.103.

know whether there is improvement after the students taught using realia or not.

In knowing whether the students' writing ability of procedure text is improve or not. The writer used the steps which were done by the writer in analyzing the result of students' writing ability.

The researcher used criteria of assessment that is since the content of students' writing covered the generic structures. The element of writing is content, organization, grammar, vocabulary, and mechanics. After classifying the test items, the researcher will give score for each item. The items analysis can be seen on table I.

Table I<sup>15</sup>

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

<sup>15</sup> Arthur Hughes, *Testing for Language Teachers*,(NY: Cambridge University Press, 2003), 2<sup>nd</sup>Ed, p. 104.

|              |  |
|--------------|--|
|              | or not enough to evaluate.   |
| Vocabulary   | <p>20-18 Excellent to very good: sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.</p> <p>17-14 Good to average: adequate range, occasional of word/ idiom form, choice, usage, bit meaning is not obscured.</p> <p>13-10 Fair to poor: limited range – frequent errors of word/ idiom form, choice, usage but meaning confused or obscured.</p> <p>9-7 Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.</p>  |
| Language Use | <p>25-22 Excellent to very good effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.</p> <p>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.</p> <p>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-ons, deletions, meaning confused or obscured.</p> <p>10-5 Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.</p> |
| Mechanic     | <p>5 Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.</p> <p>4 Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.</p> <p>3 Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting,</p>   |

|             |  |
|-------------|--|
|             | meaning confused or obscured.<br>2 Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate. |
| Total Score | 1-100  |

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

- 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 Grammar : the lowest score is 5 and the highest score is 25
- 5 Mechanic : the lowest score is 2 and the highest score is 5

The steps of data analysis:

1. The researcher assessed the result of students' writing of each cycle, and she will find the mean of it.
2. After that the researcher will compare the improvement of students' score on preliminary research and each cycle.
3. Then the last step is make its report in descriptive analyze form. It is mean that the writer gives information using words description to show the improvement of students' ability in writing procedure text.

In knowing the mean of the students' score, the writer used the following formula<sup>16</sup>:

$$\text{Mean of students' score: } \frac{\text{total score}}{\text{number of students}}$$

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<sup>16</sup> Jeffrey Glanz, *op.cit*, p.155.