

CHAPTER III

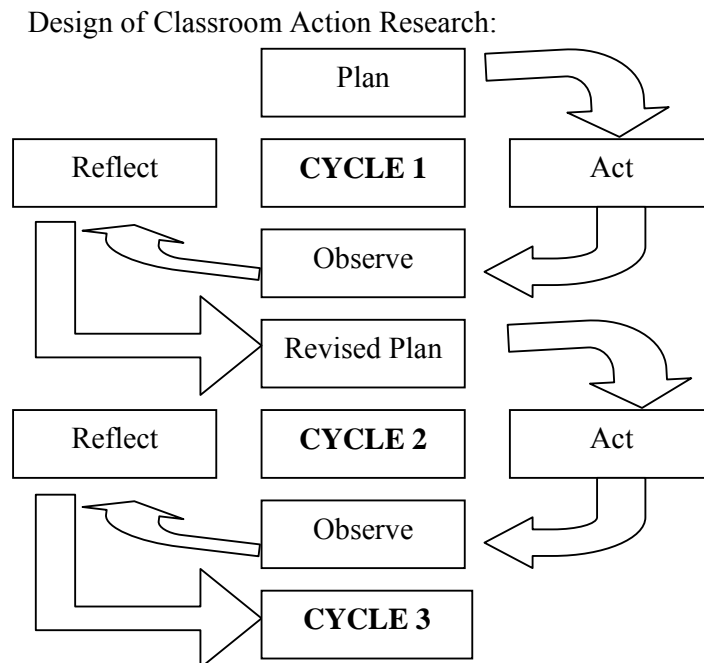
METHOD OF INVESTIGATION

A. Research Design

Based on the problem and the expectation to identify the improvement of students' ability in writing descriptive text after using "Twenty-question" game, it was considered that the research design that would be suitable to apply in this research is Classroom Action Research (CAR).

The research followed the action research spiral model which was developed by Kemis and Robin (1988). Sukardi cited, Kemis and Robin stated that action research is a cyclical process which has four steps, namely planning, acting (implementing plans), observing (systematically) and reflecting.¹

Generally, the steps of action research can be describe in diagram bellow²:



¹ Sukardi, *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya*, Jakarta: Bumi Aksara, 2005), p. 214.

² Suharsimi Arikunto, dkk, "*Penelitian Tindakan Kelas*", (Jakarta: Bumi Aksara, 2006), p. 16.

The cycles are continued in a spiral of cycles of planning, acting, observing, reflecting and re-planning, further implementation, observing and reflecting, etc. The action research was conducted through three cycles; in which each cycle consisted of four steps.

In conducting this research, the researcher made collaborative research. The researcher was helped by the teacher in order to reach the goal of the research which is aimed to improve teaching method.

B. Research Procedure

There are three cycles in this research, each cycle consists of planning (planning to use game in teaching), acting (implementing the game in teaching writing descriptive text), observing (observing the even during the treatment), reflecting (evaluating the weakness in each cycle). The researcher conducted three cycles and each cycle is ended by a final test, but before conducting the first cycle the researcher conducted pre cycle to know the initial condition of students' ability in writing descriptive text. The activities that were done in each cycle are as follows:

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 descriptive text. The researcher observes the class to get the information about students' initial condition and to know their problems in learning writing. In this activity the teacher taught students using conventional method. After that, the teacher gave writing test to check the students' ability in writing descriptive text. 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 surmount the problem in the previous cycle. It was going on Monday,

July 19th, 2010. After conducting preliminary research, the researcher conducted cycle I, II, and III.

2. The First Cycle

The first cycle conducted on Tuesday, July 20th, 2010. 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 schema and test worksheet.

b. Acting

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

- 1) Introducing twenty-question game to the students and presenting the way, rules, and required skills to play the game
- 2) Playing the game with the students
- 3) Conveying various sentence types used to describe the object in order students can add their own description.
- 4) Giving text models of descriptive text to be analyzed (the text is arranged from the answers when they play twenty question game)
- 5) Explaining the rhetorical structure of descriptive text
- 6) Asking students to play the game in pairs
- 7) Asking students to write the answers of their question
- 8) Asking students to arrange the answers into a paragraph and identify the rhetorical structure of the text

c. Observing

- 1) Observing the activities of teaching and learning process
- 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 descriptive texts after using twenty-question game.
- 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 Monday, July 26th, 2010. 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 schema and test worksheet.

b. Acting

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

- 1) Explaining the rhetorical structure and the grammatical pattern of descriptive text
- 2) Conveying various sentence types used to describe the object in order to be analyzed

- 3) Introducing twenty-question game to the students and presenting the way, rules, and required skills to play the game in group
 - 4) Playing the game with the students
 - 5) Asking students to write the answers of their question and arrange the answers into a paragraph
 - 6) Asking a student to write a descriptive text in a white board
 - 7) Analyzing the text together
 - 8) Asking students to play the game in group of four
 - 9) Asking students to make a descriptive text about a guessed animal in group
- c. Observing
- 1) Observing the activities of teaching and 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 descriptive texts after using twenty-question game.
 - 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 descriptive text. The third cycle conducted on Tuesday, July 27th, 2010. 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.

b. Acting

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

- 1) Explaining the grammatical pattern of descriptive text
- 2) Conveying various sentence types used to describe the object in order to be analyzed
- 3) Introducing twenty-question game to the students and presents the way, rules, and required skills to play the game in group
- 4) Playing the game with the students
- 5) Asking students to write the answers of their question and arrange the answers into a paragraph
- 6) Asking a student to write a descriptive text in a white board
- 7) Analyzing the text together
- 8) Asking students to play the game in group of four about several animal
- 9) Asking students to make a descriptive text about an animal guessed individually

c. Observing

- 1) Observing the activities of teaching and 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 descriptive texts after using twenty-question game.
- 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 IV.

C. Research Subject and Setting

1. Research Subject

The subject of this study is the students of 8th grade of MTs Subulul Ikhsan Kersana Brebes in class A that consist of 40 students in academic year 2010/1011. There are 18 males and 22 females students.

2. Setting

The researcher did the research at MTs Subulul Ikhsan Kersana Brebes. It is located exactly at central java Jl. Pemuda 15 Ciampel-Kersana-Brebes. 52264. (0283) 3309650. She conducted the research from 14th - 30th of July.

This school was chosen to conduct action research because the students usually felt bored in studying English. It is caused several factors such as the teacher's quality and minimum facilities in this school. Therefore, it needs to create a new way to make students interest in learning English especially in learning writing. So, the researcher used twenty-question game to improve students' writing ability.

D. Technique of Data Collection

For the data collection, the researcher uses any techniques, they are:

1. Observation

Observation is the process of observe and write the phenomena that happened in class systematically.³

In this research, observation is done during the action research as a method to observe the teaching process and the students' activity. The researcher observed the event in class during the lesson or the treatment using check list to get the data. Observation checklist is used to make the observation process easier, the aspect that observed are concern to teacher explanation, being enthusiastic, seriousness in discussion, responding to question, asking question and accomplishing the task.

³Sutrisno Hadi, *Metodologi Penelitian*.(Yogyakarta: Andi Publishing,2004), p. 151.

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 observed what was going on in the classroom and observed the effect of her teaching to improve students' ability in writing descriptive text. Observation is carried out four times; pre cycle, cycle I, II and III.

2. Test

Test is the instrument to measure the students' progress in every step during the research. As stated by brown, a test is a method of measuring a person ability, knowledge, or performance in a given domain.⁴

Test is important part of every teaching and learning experience. There are many varieties of test: group test, individual test, written test, oral test, speeded test, and power test. Each test has different characteristics that must be considered when the tests are planned.⁵ The Writing test assesses writing skills in relation to the workplace. The test is evaluated by two trained language specialists against set criteria. For example accuracy and appropriateness of language use, organization of ideas or how effectively the piece of writing achieves its purpose.

In addition, Arikunto explains that test is many questions or exercises or other apparatus that is used to measure skill, knowledge, intelligence, ability or aptitude of individual or group.⁶ In this research the researcher gave the writing test based on the topic of the curriculum at the Junior High School and used group and individual test to measure students' writing ability.

There are four writing test that have been given in the end of each treatment to know the students' score after they are taught by using

⁴ Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*. 2nd Ed.(A Person Education Company: Longman,2001),p. 384.

⁵ William Wiersma & Stephen G., *Educational Measurement and Testing*, (USA: The University of Toledo, 1990), Second Edition, p. 36.

⁶Suharsimi Arikunto, et.al., *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), p. 139.

twenty-question game in learning writing descriptive text. They are pre cycle-test, cycle 1 test, cycle 2 test, and cycle 3 test. These tests are intended to measure the degree of the students' progression in writing.

The writing test which is conducted in this research is essay writing. Essay writing is a task which involves the students far more than the production of grammatically correct sentences: it demand creativity and originally, since it is generally intended not only to inform but also to entertain.

E. Instrument of the Research

The observation checklist that is used in this study is as follow:

NO	ACTIVITIES	GRADE				
		1	2	3	4	5
1.	Teacher organization lesson and class					
	1) Introduction or explanation of material 2) Instructions 3) Asking questions 4) Classroom management 5) Time management 6) Motivating students					
2.	Students' activities 1) Students' concern toward teacher's presentation 2) Students' asking questions to the teacher 3) Students' asking questions to the other students 4) Students' response the teacher's question 5) Students' response the other students' questions 6) Students' accomplishing task					

1. Poor

The aspect of activity that was observed above reaches out for about 20% from overall percentage 100%.

2. Fair

The aspect of activity that was observed above reaches out for about 20%- 40% from overall percentage 100%.

3. Average

The aspect of activity that was observed above reaches out for about 40%-60% from overall percentage 100%.

4. Good

The aspect of activity that was observed above reaches out for about 60%-80% from overall percentage 100%.

5. Excellent

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

F. Technique of Data Analysis

This study used descriptive statistical analysis to find out the improvement of students' ability in writing descriptive text. Technique of data analysis that the researcher used is as follow:

1. Technique of analyzing data from the observation.

The observation in this research was conducted four times, before the treatment or preliminary research, during cycle I, cycle II, and cycle III. The researcher gave check in the observation checklist, and then it will be analyzed by calculating the percentage from the checklist as the pattern below:

$$\text{Percentage} = \frac{\text{Sumof checklist}}{\text{Highestscore}} \times 100\%$$

2. Technique of analyzing data from the test

a. Measuring the students individual ability

In every cycle, after giving a treatment the researcher gave test to measure students' writing ability of descriptive text. The result of the test is analyzed by using the scoring guidance as follow:

ESL Composition Profile⁷:

	VALUE	LEVEL	CRITERIA
CONTENT	Excellent	30	Knowledgeable, relevant to assigned topic
	Good	25	Some knowledge of subject, mostly relevant to the topic, but not detail
	Fair	20	Limited knowledge of subject, in adequate development of topic
	Poor	15	Does not show knowledge of subject, or not enough to evaluate
ORGANIZATION	Excellent	20	Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing
	Good	15	Somewhat choppy, loosely organized but main idea standout, limited support, logical but incomplete sequencing
	Fair	10	Not fluent, ideas confused or disconnected, lack logical sequencing and development
	Poor	5	Does not communicate, no organization, or not enough to evaluate
VOCABULARY	Excellent	20	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register
	Good	15	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	Fair	10	Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured
	Poor	5	Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
LANGUAGE USE	Excellent	25	Few errors of agreement, tense, number, word order/function, article, pronoun, propositions
	Good	20	Minor problems in complex construction, several errors of agreement, tense, number, word order/function, article, pronoun, propositions, but meaning seldom obscured
	Fair	10	Major problems in simple/complex construction, frequent errors of agreement, tense, number, word order/function, article, pronoun, propositions, meaning confused or obscured
	Poor	5	Virtually no mastery of sentence construction rules, dominated by errors

⁷ Arthur Hughes, *Testing for Language Teachers*, 2nd Ed. (Cambridge: Cambridge university press, 2003) P. 104.

MECHANICS	Excellent	5	Demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	Good	4	occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	Fair	3	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused
	Poor	2	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing
	Maximum Score	100	

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 0 to 100. Then, the processed scores could be used as a basic to make decisions. The measurement of the students' achievement could be interpreted with the following table:

The measurement of the students' achievement

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 students score, the researcher calculates the mean to measure the improvement of students score in every cycle. The mean is the arithmetical average of distribution which is obtained by adding the sum offset score ($\sum X$) and dividing with the number of the students (N), as in equation below⁸:

$$\bar{X} = \frac{\sum X}{N}$$

⁸ Lyle F. Bachman, *Statistical Analyses for Language Assessment*, (Cambridge: Cambridge university Press, 2002). P.56

Where: \bar{X} = the mean

X = the sum offset score

N = the number of the students.

From the result of those formula the researcher analyzed the score of test and the result from observation checklist to find out the improvement of students' ability in writing descriptive text after taught by using twenty-question game.