CHAPTER III
METHOD OF INVESTIGATION

A. The Subject and Setting of the Research

In this study, the participants are the students grade 8 in second semester specifically class VIII G of SMP Negeri 1 Blora. There are 36 students as participants; it consists of 19 male students and 17 female students. The choice of the subject under study is based on the following considerations:

(1) In learning English, the eighth year students obtain more materials than those of the seventh year. Also, they were not bothered by the preparation of having national final examination like the ninth grade students.

(2) The students need a new way of learning English in general and specifically in writing.

(3) It might be a challenge for students to learn English through chain pictures as they never had before.

From the statement about population and sample we can conclude that participant in this study are students on class VIII G at SMP Negeri 1 Blora in the academic year 2009/2010.The researcher is interested to observe these participants because of their problems in writing. Some of them are not fluently in writing of narrative text. So, the researcher wants to implement the chain picture media to improve their writing skill of narrative text.

Students Name on Class VIII G at SMP Negeri 1 Blora
in the Academic Year 2009/2010

No	Name of students	Sex
1	Abdurrahman M	Male
2	Achmad Ali Widodo	Male
3	Agnes Manik Sari Utami	Female
4	Alvian Hidayat	Male
5	Aloyvia Cindy Prastigea	Female
6	Andi Kurniawan	Male
7	Candra Kumalasari	Female
8	Desty Tirisa Pudhisema	Female
9	Eliza Arrofi Maharani	Female
10	Eztika Dwi Nurandriana	Female
11	Fajar Ravi Maulana	Male

12	Ferry Imaniar Tribuana	Male
13	Fitria Nur Aisyah	Female
14	Ganang Wisnu Oktaviana	Male
15	Hajar Dhika Aunur R	Female
16	Hanif kurniawan	Male
17	Ivan Ahda Imammudin	Male
18	Jessica Juliana F	Female
19	Jessi Rahmayanti	Female
20	Lina Agus Wijayanti	Female
21	Madatuhing Ratri	Female
22	Muhammad Ikhsan	Male
23	Mukhes Srimuna	Male
24	Neng Windy Naedya C	Female
25	Noor Anissa Vidya P	Female
26	Rahmat Darmawan	Male
27	Raj Sanjaya Alauwi	Male
28	Rantyka Enggar P	Female
29	Rayyanda Noor R	Male
30	Rian Bagus Adi	Male
31	Ryan Faisal A	Male
32	Septian Eko Yuwono	Male
33	Septyani Wahyu P	Male
34	Sri Bandini Wahyu S	Female
35	Viqi Nurhuda A.A	Male
36	Yuyun Purwanti	Female

B. Research Design

In this study, the writer used classroom action research (CAR). Action research is a 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 the teaching learning process and students' learning result.

"Action research is a method of professional self-development which involves the systematic collection and analysis of data related to practice".[1] From the statement above, it can be concluded that action research emerge caused by the existence of awareness actor activity which feel less satisfied with his job result. Constituted of awareness alone, actor activity tries to

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[1] Michael J. Wallace, *Action Research for Language Teachers,* (New York: Cambridge University Press, 1998), p. 255.

complete his job, the actor activity conducted work repeatedly, and the process is 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.[2]

By the definition of action research above, it can be concluded that action research is a series of procedures carried out by a teacher in the classroom to improve aspects of teaching and to evaluate the success in appropriateness of certain activities and procedures. Seeing that action research is significant for the repair of learning teaching process, therefore there are characteristics of action research. They are:

1. On the job problem oriented

    It means that a problem that observed is a real problem emerging from work world researcher. If researcher is a teacher, hence problems observed are the problem of school or class.

2. Problem solving oriented

    This means that action research is one of trouble-shooting strategy that exploits real action in the form of process innovative development "tried at the same time walk" in detect and problem solve.

3. Improvement oriented

    The mean of this character is the research affirmation for the importance of each component from an organizational system to develop well.

4. Multiple data collection

    Multiple data collection is used to fulfill critical approaches principle of data collections, many ways are generally used to collect the data, includes; observation, test, interview, questionnaire, etc. All these ways are focused to get result validation of research.

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[2] Fakultas Tarbiyah, *Pelatihan Penelitian Tindakan Kelas Bagi Mahasiswa IAIN Walisongo,* (Semarang: IAIN Walisongo, 2008), p. 3.

5. Cyclic

Action research is applied to pass sequences of planning, acting, observing and reflecting, by cycle which intrinsically explains critical idea and reflective to effectiveness of action.

6. Collaborative

Collaborative here, it means that a researcher collaborates with other people, every step of the research, such as planning, acting, observing and reflecting to improve observation during research process.[3]

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

1. Planning

Planning is a plan to conduct treatments or after making sure about the problem of the research, a researcher needs to prepare before doing an action research.

2. Action

This section discusses about the steps and activities that would be taken by the researcher. It means that a researcher implemented the plan, which is made in previous phase in the field of research.

3. Observation

In this step, a researcher has to observe all events or activities during the research. The observation is done during the research in purpose of getting any data to show students' condition while research is conducted.
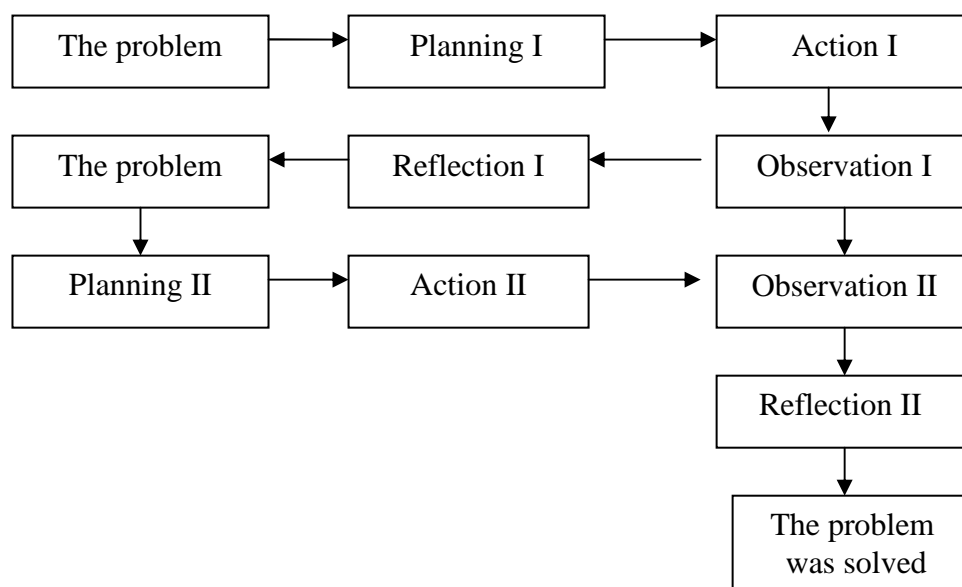
4. Reflection

Reflection means to analyze the result based on the data that have been collected, and then will be done evaluation to determine the next action.

Reflection in classroom action research consists of analysis, synthesis, and evaluation to observation result based on action which had been done. If there is problem of reflection process, so, it is done with

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[3] *Ibid.,* p. 4.

reviewing process through the next cycle as follows: re-planning, re-acting, and re-observing, so, the problem can be solved.[4]

A cyclical process involving stages of action research is followed by action. It can be illustrated below:[5]

The problem	→	Planning I	→	Action I

The problem	←	Reflection I	←	Observation I

Planning II	→	Action II	→	Observation II

Reflection II

The problem was solved

This research used action research, therefore; to analysis, the data would be combining both of qualitative and quantitative approaches. "Quantitative research is a research data in the form of numbers and analyze uses statistic".[6] It means that quantitative research is used to determine how large a sample size will be needed from a given population in order to achieve findings with an acceptable degree of accuracy calculate the sample size for a survey and quantitative research refers to counts and measures of things.

"Qualitative research is a type of investigation in which there is a substantial subjective element".[7] It means that qualitative research is collecting, analyzing, and interpreting data by observing what people do and say. Qualitative research refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things.

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[4] Suharsimi Arikunto, Suhardjono, and Supardi, *Penelitian Tindakan Kelas*, Jakarta: PT. Bumi Aksara, 2008, 6th ed., pg. 75-80

[5] *Ibid,* p. 16

[6] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D,* (Bandung: CV. Alfabeta, 2008), p. 7.

[7] Michael J. Wallace, *op.cit.,* p. 258.

C. Instruments of the Study

It is important to use instrument in doing experiment. The instrument is used to collect data. There were some instruments which were used in conducting this study. They were test items and questionnaire. By using these instruments, the writer wanted to measure the achievement of the students in writing skill.

Test Items

Test is an important part of every teaching and learning experience. A test is a set of questions that is used to measure the skills knowledge, intelligence, and talent of an individual or a group. Test in this research were divided into three sessions, they were pre-test, treatment and post-test.[8]

(1) Pre test

The writer gave the pre-test to the students as the first step in collecting data. It was used to identify the achievement of writing a narrative text. In this test the students were asked to make a writing composition based on the topic given.

(2) Treatment

The treatment was conducted to measure the improvement of the students after the pre-test. The writer explained how to make a narrative text by using the chain pictures of *"Timun Mas"*, and then she asked the students to practice making a narrative text. This kind of composition exercise began with the writer telling the story simply and slowly, perhaps two or three times, relating it to the pictures and explaining anything in the pictures which may be new to the students. Afterwards, the student re-created the story using their own words based on the pictures and perhaps a few words written on the board to help them as well.

(3) Post-test

The post-test was conducted to measure the students' abilities after the treatment. The students were asked to write a composition based on the

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[8] Douglas H Brown, *Language Assessment: Principles and Classroom Practice*, (New York: Pearson Education, Inc, 2004), p. 3

chain pictures which were given by the writer. In this post-test, the writer gave chain pictures *"Malin Kundang"* to the students. The result was analyzed to see how effective the use of chain pictures as a medium for developing students' writing skill of narrative text.

D. Procedures of the Study

This classroom action research was conducted cyclic. It consisted of four phases. Those were planning, actions, observation and reflection. The purpose was to give a number of activities to the students and to observe the students' progress in every activity during the classroom action research. The activities during the teaching learning process were presented in the following table.

1. Pre Test

The first step in making classroom action research, the researcher was used pre test to check the students' ability in writing of narrative text. In this activity, the teacher taught students with conventional method. The teacher gave the topic of story. After that, the teacher asked the students to make a simple of the narrative text from the topic. After the researcher got the data from the pre test, the researcher decided to analyze the result to determine the use of chain picture as a medium for improving students writing skill of narrative text.

After recognizing the possible cause of problems were faced by students, the researcher would explore practical, realistic ways that contextual meaning formulation can become a normative part of teaching learning process.

2. The first cycle

a. Planning

1) Arranging a lesson plan based on the teaching material

2) Preparing the teaching material

3) Preparing the test instrument

4) Preparing this observation scheme

     5) Preparing students' attendance list

  b. Acting

       In this activity, teacher explained the material of narrative text and past tense. Teacher asked student to make narrative text from the chain picture.

       The activities are:

     1) Teacher distributes chain picture to each students

     2) Teacher asks students about their problems.

     3) Teacher explains the problems.

     4) Teacher helps the students to analyze the chain picture.

     5) Teacher asks the students about their understanding of make a narrative text.

     6) Teacher and students discuss the material.

     7) Teacher asks the students to make a narrative text based on the chain picture.

  c. Observing

     1) Observing the teaching learning process focused on observable behaviors that might indicate degree of participation

     2) Observing students' cooperation and participation.

  d. Reflecting

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

3. The second cycle

  a. Planning

     1) Arranging a lesson plan based on the teaching material

     2) Preparing the teaching material

     3) Preparing the test instrument

     4) Preparing this observation scheme

     5) Preparing students' attendance list.

b. Acting

Teacher does the same activities with the second cycle. In this activity, teacher reviewed the material of narrative text and past tense briefly and asked student to make narrative text from the chain picture.

The activities are:

1) Teacher distributes chain picture to each students

2) Teacher decide students in the group.

3) Teacher asks students about their problems on the previous lesson.

4) Teacher explains the problems.

5) Teacher helps the students to analyze the chain picture.

6) Teacher asks the students about their understanding of making a narrative text.

7) Teacher and students discuss the material.

8) Teacher asks the students to make a narrative text based on the chain picture.

c. Observing

1) Observing the teaching learning process focus on observable behaviors that might indicate degree of participation

2) Observing students' cooperation and participation.

d. Reflecting

The result is obtained on the observation is analyzed in this phase. And then teacher and researcher reflect the activities that have been done. It knows students' motivation and mastery learning. The result of analysis can be used as consideration the use of contextual meaning formulation.

This is the last activity in classroom action research, the teacher would evaluate students to know the students' achievement in writing narrative text. As a result, the researcher can make conclusion in conducting classroom action research.

E. Data Collection

In this research, in order to collect the data, the writer used a pre-test, a treatment and a post-test. Test is a set of questions used to measure the achievement or capability of individual group.[9] Test is important part of every teaching and learning experience. Test is method of measuring a persons' ability, knowledge or performance in a given domain. It means that test is a set of questions that is used to measure the skill knowledge, intelligence, and talent of an individual or a group. In this classroom action research, the researcher provided pre test and two times of evaluation tests. These tests are used to measure the students' progress in comprehending writing material.

The aims of using this data were to find out what extent the students' achievement in writing narrative text using chain pictures.

F. Method of Analyzing Data

Through scoring, the writer could get the data (the result of the students' work) in the form of scores. The scores were needed to put in a form that was readily interpretable. Those data were useful to depict students' levels of writing achievement.

1. Mode of Scoring

To score the students' ability in writing narrative, the writer used achievement test. The achievement test scores are used in evaluating the influences of course study, teachers, teaching methods and factors considered to be significant in educational practice.[10] The test was an essay test. This kind of test gives the students freedom to compose the text based on their mind.

Scoring the students' work is a step to obtain quantitative information from each student. One of the ways to score or to evaluate the students' achievement in writing is rating scale. In using rating scale, the scorer can make a rank order of the results of the students' work, based on

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[9] Suharsimi Arikunto, *Op. Cit*, pg. 158

[10] P D Harris, *Testing English as a Second Language*, (New York: Mc Grawhill, Inc, 1969), p. 2

the categories to know which students have the high scores and which have the lowest scores.

The following schema of writing scale will be used to measure the student's achievement in their written product: [11] (see the complete analytic scale in Appendix).

Table 2. Analytic Scale for Rating Composition Tasks

Aspect	Score	Competency / Ability
Organization	20 – 18	Appropriate title, good introduction, body and conclusion.
	17 – 15	Adequate title, introduction, and conclusion.
	14 – 12	Mediocre or scant introduction or conclusion; problems with the ideas in body.
	11 – 6	Shaky or minimally recognizable introduction lack supporting evidence, conclusion weak.
	5 – 1	Absence of introduction or conclusion; no apparent organization of body.
Logical development of ideas	20 – 18	Essay addressed the assigned topic.
	17 – 15	Essay addressed the issue but misses some points.
	14 – 12	Essay is somewhat off the topic.
	11 – 6	Essay does not reflect careful thinking.
	5 – 1	Essay is completely inadequate and does not reflect junior high school-level work.
Grammar	20 – 18	Native like fluency in English grammar.
	17 – 15	Advanced proficiency in English grammar.
	14 – 12	Grammar problems are apparent and have a negative effect on communication.
	11 – 6	Numerous serious grammar problems interfere with communication of the writer's

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[11] H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (New York: Pearson Education, Inc., 2004), p. 244-245.

		ideas.
	5 – 1	Severe grammar problems interfere greatly with the message.
Punctuation, spelling, and mechanics	20 – 18	Correct use of English writing conventions; very neat.
	17 – 15	Some problems with conventions or punctuation.
	14 – 12	Uses general writing conventions but has errors.
	11 – 6	Serious problems with format of paper.
	5 – 1	Complete disregard for English writing conventions.
Style and quality of expression	20 – 18	Precise vocabulary usage.
	17 – 15	Attempts variety, good vocabulary.
	14 – 12	Some vocabulary misused.
	11 – 6	Poor expression of ideas, problems in vocabulary.
	5 – 1	Inappropriate use of vocabulary.

2**.** Classifying the Scores

The scores will become a more meaningful numerical data if they are converted to numerical data, which will be processed to the scale of 0 to 100. Then the processed scores will be used sequentially from the highest to the lowest. It will be easier to know the position of a student in his/her group.

In classifying the score, the writer uses the measurement of students' achievement suggested: [12]

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[12] D. P. Harris, *Testing English as a Second Language*, (New York: McGraw-Hill, Inc., 1969), p. 134.

Table 3. Table of Criteria Assessment

Student's Mastery	
Criteria of Assessment	Grade
91 – 100	Excellent
81 – 90	Very Good
71 – 80	Good
61 – 70	Fair
51 – 60	Poor
Less than 50	Very Poor

G. Technique of Data Analysis

1. Observation

   Data from the observation will be analyzed by using some steps.[13] First, the data will be edited, and then the writer makes a categorization and tabulation.

2. Writing Test

   To find the degree of students' achievement in each activity from the pre-test up to post-test, the score of each student will count individually by using the following formula:

   The Score $= C1 + C2 + C3 + C4 + C5$

   C1 = organization
   C2 = content
   C3 = grammar
   C4 = punctuation
   C5 = style.

   While writing test includes pre test and post test. The formula that will be used to calculate the result of those three tests is[14]:

   $$m = \frac{\Sigma x}{N}$$

   m = mean

   Σx = the sum of scores

   N = the number of the students

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[13] Michael J. Wallace, *op.cit.,* p. 109.
[14] James Dean Brown, *Testing in Language Programs: A Comprehensive Guide to English Language Assessment,* (New York: Mc Graw-Hill, 2005), p. 98.