

## CHAPTER III

### RESEARCH INVESTIGATION

This chapter discusses research approach, participant, time and setting, method of research, focus of research, collaborator, source of data, technique data collection, instruments of the study, technique data analysis, procedure of study, success indicator, achievement indicator and scoring technique.

#### **A. Research Approach**

In this study, the writer used classroom action research. According to Arikunto, classroom action research is one of the types of investigation that has characteristic reflective participative, collaborative and spiral which has the purpose to repair and increase the system, method, process, competence and situation of teaching learning.<sup>1</sup>

The writer used classroom action research as an effort to develop English teaching learning process and to solve the problem faced by the students in learning English and to improve students' writing skill in descriptive text.

#### **B. Participant**

In a classroom action research there are populations that will be investigated. Population simply means the group that you are interested in investigation.<sup>2</sup> In this study, the population that is used by the researcher is the students of SMP H. Isriati at Abdul Rahman Street No. 285 Semarang. Sometimes it is not possible to investigate the population directly, so you have to take a sample. Sample is a part of population that can represent all the population observed.<sup>3</sup> There are 9 classes at SMP H. Isriati. It consists of class VII A has 36 students, class VII B has 35 students, class VII C has 35 students, class VIII A has 24 students, class VIII B has 39 students, class VIII C has 25, class IX A has 38 students, class IX B has 38 students, class IX C has 38 students. So, total number of students in SMP H. Isriati there are 308 students.

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<sup>1</sup>Suharsimi Arikunto, *et. al., loc. cit.*

<sup>2</sup>Michael J Wallace, *Action Research for the Language Teacher*, (USA: Cambridge University Pers, 1998), p. 26.

<sup>3</sup>*Ibid*, p. 109.

There are three classes in the eighth graders, they are class VIII A, VIII B and VIII C. the researcher used the VIII B as a sample in the research because of the class VIII B is still low in their writing achievement and in their writing skill. So participant in this study are students in class VIII B at SMP H. Isriati at Abdul Rahman Street No. 285 Semarang in the academic year of 2010/2011.

Table 1

Student's name on class VIII B. at SMP H. Isriati at Abdul Rahman Street No. 285 Semarang in the academic year of 2010/2011.

No	Students Name	Sex
1	Achmad Fachrizzal Aditya P.	Male
2	Achmad Fakhrol Rozi	Male
3	Ahda Reza Andhika	Male
4	Aizzani Nabil Subiyantoro	Male
5	Ajie Sunan Nugroho	Male
6	Alfianita Maharani Suary Martha	Female
7	Anadia Salsabella Syakhina	Female
8	Ardian Ade Pamungkas	Male
9	Arif Fajar Kurniawan	Male
10	Arinda Ghinaa Rachmahani	Female
11	Atikah Nur Fauziyah	Female
12	Egga Brian Datuesa	Male
13	Elfira Lutfia Wahyudin	Female
14	Elvera Yuniarsih	Female
15	Farah Azizah Mukti	Female
16	Farah Lutfiana Hajar Rokhman	Female
17	Fatimah Tsaralya Asegaf	Female
18	Fauzi Muttaqin	Male
19	Hadar Ridho Ridwanto	Male
20	Helmi Hendriansyah	Male
21	Herlina Noor Setiyawati	Female
22	Hilda Rizky Amalia	Female
23	Lathifa Yudit Salsabila	Female
24	Liliana Dara Puspita	Female
25	Luqman Ibrahim Hadiusmoro	Male
26	Maydina Khunairoh Cahyagusti	Female
27	Muhammad Kholis Nuha	Male
28	Nara Desta Adiyana Pingki	Male
29	Naufal Fadhil	Male
30	Nila Tehrenian	Female

31	Nurfita Anggraini Tohari	Female
32	Qori Aliffia Alam	Female
33	Queen Addinla Agatri	Female
34	Ramadita Annisa Azwi Cuphuingge	Female
35	Reka Setya Mahadika	Male
36	Riska Fauziana	Female
37	Sabrina Tiara Imana	Female
38	Satria Yodha Anandika	Male
39	Talitha Ulfa	Female

### C. Time and Setting

This research was conducted on the first semester in the academic year of 2010/2011 for a month began from 2<sup>nd</sup> up to 31<sup>st</sup> August 2010. It was conducted in SMP H. Isriati at Abdul Rahman Street No. 285 Semarang.

### D. Method of Research

#### 1. Design of research

The design of research used by the researcher is classroom action research. Kemmis stated that action research is a reflective and collective research that is done by the researcher in social situation to improve their logic in social practice. Hasley as quoted by Cohen that action research is the intervention in real live also cecking toward the influence of that intervention.<sup>4</sup> According to Harmer, action research is the name given to a series of the 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.<sup>5</sup> Arikunto stated 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.<sup>6</sup> Elliot said classroom action research is study about social situation, it means to improve action quality through diagnosis process, planning doing, obervation and learn about the influence that is effected.<sup>7</sup> Kemmis and Mc. Taggort add in Nunan's book explain that action research is a group of activity and

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<sup>4</sup>Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta: Kencana Prenada Media Grup, 2010), p. 24-25.

<sup>5</sup>Jeremi Harmer, *loc. cit.*

<sup>6</sup>Suharsimi Arikunto, *et. al, loc. cit.*

<sup>7</sup>Wina Sanjaya, *loc. cit.*

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.<sup>8</sup>

From all the definition above, the researcher concluded that classroom action research is an classroom action research, which can be done by the 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 teaching descriptive text using sketch, this data was analyzed through some cycles in action.

## 2. Characteristics of a classroom action research

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

- 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.<sup>9</sup>

## 3. The aim of action research

According to Harmer in book “*The Practice of English Language Teaching*” 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 activities types.<sup>10</sup> 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 challenge to solve the problem that have found in the class. They have inner motivation to do this

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<sup>8</sup>David Nunan, *Research Method in Language Learnin*,(USA, Cambridge University Press, 1992). p. 18

<sup>9</sup>*Ibid*, p. 17.

<sup>10</sup>Jeremy Harmer, *loc. cit.*

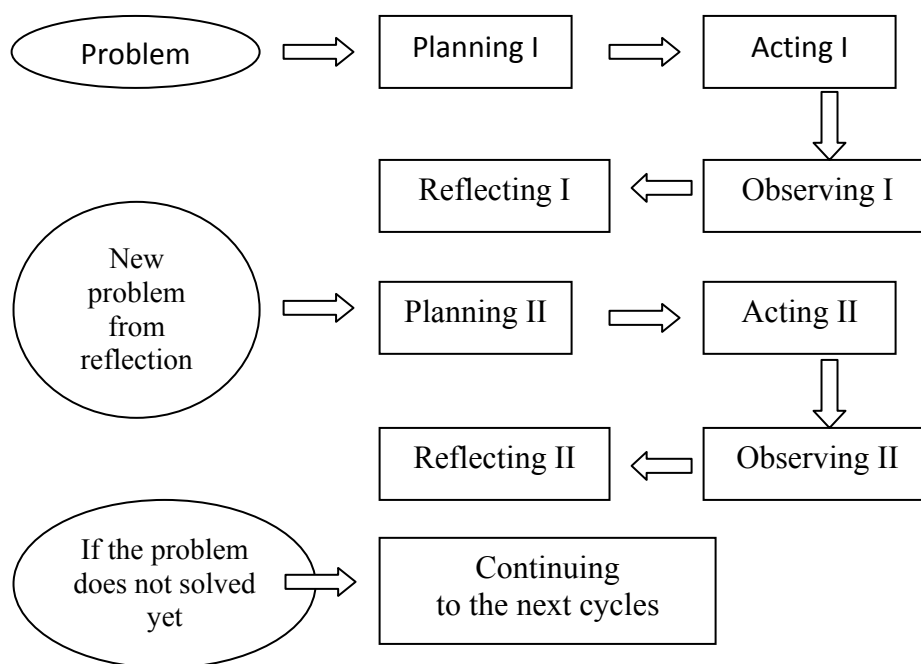
research because they aware of their advantages, their class situation need a spiral treatments and a direct action. Therefore, this situation creates a good environment among teachers to do the best thing for the students.

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 children.

#### 4. Model of Classroom Action Research

There are four components in one cycle for conducting classroom action research. It consists of planning, action, observation, and reflection. The four phases of the classroom action cycle were conducted integrated like spiral. Each phase was concluded based on the previous one and the next. It means that the activities in the classroom action research were based on planning, action, and observation, then, the researcher could make a reflection to determine the next cycle. In this study, the researcher using sketch to improve student's writing skill especially in descriptive text.

Classroom Action Research consists of the series of four activities that it is done in repeating cycle. They are planning, acting, observing, and reflecting as follow:<sup>11</sup>



<sup>11</sup>Suharsimi Arikunto, *et. al., op. cit.*

Before the researcher conducts the cycle in action, she or he will do an initial observation at first, and then she or he does some procedures and steps as follow:

a. Initial observation

In initial observation, the researcher intended to find out:

1. Data collected such as documentations includes the number of the students, students list and the last mark of the students that related to the thesis.
2. The researcher takes an interview the English teacher related to teaching learning process in English subject, and
3. Identify the problem.

Based on the interview with the English teacher, the researcher can identify the problem of teaching learning process at SMP H. Isriati. The problem is students' lack motivation in learning activity in which the problem may come from teaching and learning process which is not satisfied, lack of students' activity during teaching and learning process, and students' writing skill and students' understanding in descriptive text.

b. Planning in action

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

1. Planning

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

2. Action

The planning strategy will be applied in teaching and learning process.

3. Observation

Observation is the next step to monitoring and watches closely teaching and learning process and collects the data from result of action. The researcher prepares the observation paper to class condition when the action done, then the researcher and the collaborator (English teacher of the eighth class) discuss about the result of observation, what the problem faced when teaching and learning process and look for good solution to solve the problem. In this phase, the researcher observes and takes note during teaching and learning process.

#### 4. Reflection

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

#### **E. Focus of the Research**

Based on the object in this study, this research is field research. It is the research that directly conducted in the field or to respondents. In this research, the researcher focuses on teaching writing using sketch to improve students writing skill in descriptive skill for the eighth class at SMP H. Isriati Manyaran in West Semarang in the academic year of 2010/2011. The theme are about the school, kitchen and bedroom. English subject was taught every Monday and Wednesday from 08.10 AM to 09.20 AM.

#### **F. Collaborator**

The collaborator in this classroom action research is person who helps the researcher to collect the data. The collaborator in this research is the English teacher who teaches English in SMP H. Isriati at Eighth class, she is Mrs. Sri Hardjati, S.Pd

#### **G. Source of the Data**

The source data of this research is from what the researcher gets during the research.

The source of data in this research are from the headmaster and teacher of the eighth class who give further information about the school and school curriculum, the teacher who gives some further instructional information, teaching material, learning assessment and teaching methods applied in the eighth class of SMP H. Isriati, and from school documents (the data of teacher and students, lesson schedule, students' exercise book etc.).

#### **H. Technique of Data Collection**

The 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 researcher gathered the data to support above. The researcher chooses some of which are appropriate to her school environment, and can be done there. Techniques and methods which are used by the researcher to collect the data are documentation, observation and test.

1. Documentation

It refers to archival data that can help the researcher to collect the data. The researcher uses this method to obtain document which is related with this research. This method is used to know geographical location, profile, documentation of teaching and learning process in English subject, the list of students' name, the score of the last test that related to the thesis and other documents at SMP H. Isriati Manyaran Semarang.

2. Observation

Classroom observation is an observation that is focused on the understanding of how social event of the language classroom are enacted.<sup>12</sup> Observation was used as a method to observe the teaching process and the students' activities and respond or something that will be happen. Observation is intended to see and to know about the condition of class and students. Process of teaching descriptive text using sketch to know students' obstacle during teaching and learning process, the problem, understanding the material that can be seen from their attitude, behavior and responds.

3. Test

A test is a device for sampling behavior or performance related to the skills, competencies, attitudes, or other characteristics of people.<sup>13</sup> Test is used to measure the person's competence and to achieve the objective. The data was collected by giving writing test. Writing was conducted three times, there are assesment of preliminary, cycle I and assesment of cycle II. The writing skill are complex and difficult to teach, requiring mastery not only of gramatical and rethorical devices but also of conceptual and judgement elements.<sup>14</sup> The form of the test is direct writing test and the teacher gave scores on mechanic, vocabulary, language use, organization, and content.

## **I. Instrument of the Study**

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<sup>12</sup>David Nunan, *loc. cit.*

<sup>13</sup>Bruce W. Tuckman, *Measuring Educational Outcomes Fundamental of Testing*, (USA: Rutgers University Press, 1975), p. 207

<sup>14</sup>J.B. Heaton , *Writing English Language Test, A Practical for Teachers As A second or Foreign Language*, (London: Longman Group Ltd, 1975), p. 138.



Research instrument is a device used by researcher while collecting data to make her work becomes easier and to get better result, complete, and systematic in order to make the data easy to be processed.<sup>15</sup>

An instrument could be in form of observation list, interview, test, etc. In this study, the researcher uses documentation, observation and test.

#### 1. Documentation

The researcher used this method to obtain documents related with research. They are school file like the data of the teacher, student, lesson, curriculum, students' textbook etc.

#### 2. Observation Check List

The writer used observation check list as an instrument to know the activities of the students and the teacher in class.

#### 3. Test

In this research, the researcher uses an achievement test to measure the students' progress in writing skill of descriptive text. The reason to give assessment test to the students was to measure the students' progress in every cycle during the classroom action research.

### **J. Technique Data Analysis**

Technique Data Analysis comes from the interpretation of the data collection. To analysis the data, the researcher gets the data from documents, observation, and test.

The data from document, observation and test are described as detail as the researcher gets. The data from documentation is as a basic way to do the research, the data from observation are grouped based on students' respond and behavior that can be taken as clue or indicator for students' understanding of the material and the data from test is as sign which the teaching and learning process is success or not.

In this research, the researcher uses mean formula to know the average of the students' score and to check students' improvement in teaching and learning process. The formula as follow:

$$M = \frac{\sum x}{n}$$

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<sup>15</sup>Suharsimi Arikunto, *Prosedure Penelitian; Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2003), p. 136.

N

Explanation:

M : the average of students' score

$\sum x$  : total score

N : the number of the students<sup>16</sup>

From the result of this formula the writer will find out the improvement of students' writing skill in Descriptive Text.

## **K. Procedure of the Study**

This research uses a classroom action research. The method is to know how the teacher can organize her teaching and learning condition from their own experience. She can try an idea as reparation in their teaching and learning process and look the real effect of those efforts.

There are four components in one cycle for doing classroom action research. It consists of planning, acting, observing, and reflecting. This classroom action research is arranged into two cycles. They are cycle I and cycle II. The researcher will collaborate with the English teacher who teaches in eighth class. The activities that will be done in each cycle as follow:

### **1. Preliminary Research**

The teacher did not use the learning aid (sketch) in teaching and learning process and the teacher still used the conventional method. The teacher only gave the material about the writing and explanation about the descriptive text and then gave simple explanation about the descriptive text and the theme is school because it was being in their around and it is familiar with the students which they can see the school directly and imagine what things in the school then they can express in the written text.

### **2. Cycle I**

The teacher used the big sketch of kitchen and attached it in front of class or in the whiteboard.

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<sup>16</sup>Sugiyono, *Statistik Untuk Pendidikan*, (Bandung, CV Alfabeta, 2007), p. 49.

### **a. Planning**

- 1) Prepare big sketch that appropriate with the material.
- 2) Arranged a lesson plan based on the teaching material.
- 3) Chose the theme
- 4) Prepared the materials that needed.
- 5) Prepared checklists for observation.

### **b. Acting**

Researcher with the English teacher began the teaching and learning process based on lesson plan. The procedures in the teaching and learning process as follow:

#### **BKoF (Building Knowledge of Field)**

- 1) Teacher builds the student's motivation
- 2) Teacher asks about the material given
- 3) Teacher asks to remember about it.

#### **MoT (Modeling of Text)**

- 1) Teacher asks about kitchen.
- 2) Teacher asks student to imagine their kitchen.
- 3) Teacher gives some questions that related to the material

(Overview the material)

- a) What sketch is this?
- b) What things are in the kitchen?
- c) Do you have them in your house?
- d) Who usually cleans it?
- e) How often do you clean it?
- f) Could you tell me what things are there in it?
- g) Do you know who usually uses this room?
- h) What do you usually do there?

- 4) Teacher gives the material.

#### **JCoT (Join Construction of Text)**

- 1) Teacher asks students to prepare writing equipment.
- 2) Teacher gives each student a piece of paper.
- 3) Teacher asks students to see the sketch.

- 4) Teacher asks students to mention what things are in the sketch.
- 5) Teacher asks students make paragraph based on that sketch.

#### **ICoT (Independent Construction of Text)**

- 1) Teacher provides or gives feedback and review the material.
- 2) Teacher gives chances to students for asking some questions.
- 3) Teacher gives following up by giving home works.

#### **c. Observation**

The researcher observed the activity by using observation format, evaluated the results, collected the data and monitored the teaching learning process.

After having the treatment, the researcher took an assessment. The assessment was conducted to measure the students' improvement in writing descriptive text. The test was the same as the previous cycle but in different theme.

#### **d. Reflecting**

The researcher analyzed and evaluated the actions that had been done. It consisted of quality, number and time from each action. The steps were as follow:

1. Researcher and teacher analyzed and discussed the result of the observation. It was continued then to make reflection which one should be maintained and which one should be repaired in the next cycle. For there was found that the first cycle has no significant improvement of students' writing skill.
2. Made a conclusion from cycle I.

## **2. Cycle II**

The second cycle was done based on the result of reflection from the first cycle. If the result from observation showed improvement in quality, it is needed more action in order to make better improvement of the quality. The theme was Bedroom.

#### **a. Planning**

- 1) The researcher identified the teaching learning design, such as, arranging lesson plan which was according to the teaching learning process.
- 2) The researcher prepared the teaching learning process resources, such as, the materials, the sketch of bedroom, the observation sheets.

- 3) Prepared present list in order to know students' activeness in joining teaching learning process by using sketch of bedroom.
- 4) Prepared the materials that needed.
- 5) Prepared checklists for observation.
- 6) Prepare form of test.

#### **b. Acting**

In this meeting, the researcher tried to do the appropriate treatment to solve the problem that was faced by the students in the second test (assesment). The theme is bedroom because it is most familiar than other previous theme. The procedure of teaching and learning in this treatment was the same as the the previous meeting. It was done through stages; there were BKoF, MoT, JCoT, and ICoT. The main focus of the treatment to eliminate students' difficulties in the previous research.

The procedure for using sketch:

- 1) The teacher asked students to mention some vocabularies that are discussed at previous meeting and ask students about the writing skill of descriptive text.
- 2) The teacher showed the sketch.
- 3) The teacher asked the students to mention the things in the sketch.
- 4) The teacher had the students to imagine other things that still related to the sketch.
- 5) The teacher asked students to make sentence and then applied it into the descriptive paragraph.
- 6) Teacher analyzed the result of the test and gave scores.

#### **c. Observing**

After planning and acting, the third component that is used is observing. In observing, the writer observed the students' activity and the class situation. Then, the collaborator observed the teaching process that the researcher did.

#### **d. Reflecting**

Reflecting was done at the end of step after finishing the observation. In this step, the writer had the result of the observation and the writer concluded for the improvement in the researcher's study.

- 1) Evaluate the activity that has been done.
- 2) Analyze the activity, whether they still found the problem or not,

- 3) Discussed with the teacher and analyzed the data to repair next cycle.
- 4) Made a conclusion from cycle II.

#### L. Success Indicators

The indicators of writing teaching learning are as follow:

1. The improvement of students' writing skill through the use of 'sketch'.
2. Students' writing skill with the minimum standard of score (KKM) speaking 67

#### M. Achievement Criteria

The improvement of the students' writing skill in descriptive text score can be seen in the achievement indicator as follow:

Table 2

No	Score	Criteria	Note
1	85 – 100	Excellent	The students get the excellent criteria score in every category
2	70 – 84	Good	The students get the good criteria score in every category
3	55 – 69	Fair	The students get the fair criteria score in every category
4	40 – 54	Poor	The students get the poor criteria score in every category
5	0 – 39	Very Poor	The students get the score under the poor criteria in every category

#### N. Scoring Technique

In each test, the students did the written test. The theme of every meeting was different. The theme in the pre-cycle was school, in the first cycle was kitchen, in the second cycle was bathroom, and in the third was bedroom. The researcher gave writing test to the students to analyze their scores on content, vocabulary, language use, mechanic and organization.

In giving scores to the students, the researcher followed scale scoring categories of writing test developed by Jacobs as follows:

##### Content

- 30-27 EXCELLENT TO VERY GOOD: Knowledge. Substantive. Thorough development of thesis. Relevant to assigned topic
- 26-22 GOOD TO AVERAGE: some knowledge of subject. Adequated range. Limited development of thesis. Mostly relevant to topic, but lacks detail
- 21-17 FAIR TO POOR: limited knowledge of subject. Little substance. Inadequate development of topic
- 16-13 VERY POOR: does not show knowledge of subject. Non-substantive. Non pertinent. Or not enough to evaluate

### **Organization**

- 20-18 EXCELLENT TO VERY GOOD: fluent expression. Ideas clearly stated/supported. Succinct. Well-organized. Logical sequencing. Cohesive
- 17-14 GOOD TO AVERAGE: somewhat choppy. Loosely organized but main ideas stand out. Limited support. Logical but incomplete sequencing
- 13-10 FAIR TO POOR: non-fluent. Ideas confused or disconnected. Lacks logical sequencing development
- 9-7 VERY POOR: does not communicate. No organization. Or not enough to evaluate

### **Vocabulary**

- 20-18 EXCELLENT TO VERY GOOD: Sophisticated range. Effective word/idiom choice and usage. Word form mastery. Appropriate register
- 17-14 GOOD TO AVERAGE: adequate range. Occasional errors of word/idiom form, choice, usage but meaning not obscured
- 13-10 FAIR TO POOR: limited range. Frequent errors of word/idiom form, choice, usage. Meaning confused or obscured
- 9-7 VERY POOR: essentially translation. Little knowledge of English vocabulary, idioms, word form. Or not enough to evaluate

### **Language Use**

- 25-22 EXCELLENT TO VERY GOOD: Effective complex constructions. Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
- 21-18 GOOD TO AVERAGE: Effective but simple constructions. Minor problems in complex constructions. Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.
- 17-11 FAIR TO POOR: major problems in simple/complex constructions. Requent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions. Meaning confused or obscured
- 10-5 VERY POOR: virtually no mastery of sentence construction rules. Dominated by errors. Does not communicate. Or not enough to evaluate.

### **Mechanics**

- 5 EXCELLENT TO VERY GOOD: demonstrates mastery of conventions. Few errors of spelling. Punctuation. Capitalization. Paragraphing
- 4 GOOD TO AVERAGE: occasional errors of spelling. Punctuation. Capitalization. Paragraphing. Meaning not obscured
- 3 FAIR TO POOR: frequent errors of spelling. Punctuation. Capitalization. Paragraphing. Poor handwriting. Meaning confused or obscured
- 2 VERY POOR: no mastery of conventions. Dominated by errors of spelling. Punctuation. Capitalization. Paragraphing. Handwriting illegible. Or not enough to evaluate.<sup>17</sup>

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<sup>17</sup>Arthur Hughes, *Testing for Language Teacher, Second Edition* (United Kingdom: Cambridge University Press, 2005) p. 104