

CHAPTER III

METHODS OF INVESTIGATION

Research method is systematic activity by using certain methods to find new thing or to prove a theory. This research will form the classroom action research. Generally, classroom action research involves a cyclical approach. The cycles of classroom action research project will involve identification of problem, collecting, information, analyzing, planning action/intervention and implementing and monitoring the outcomes. As a research approach, classroom action research will be conducted by using qualitative, interpretative, or phenomenological research design.¹

A. Setting of the Study

The application of this research is based on the students' daily activity in MTs Mafatihul Akhlaq Jepara. It is done without changing the schedule of class before. This research will not break the teaching learning activity. It offered the different media in order to get the result through a research that related with writing teaching learning. It will be done repeatedly so that it can get the good information about this research.

B. Subject of the Study

The population of this study is the seventh year students of MTs Mafatihul Akhlaq Jepara in the academic year of 2009/2010. There are two classes of the seventh year of MTs Mafatihul Akhlaq Jepara. The researcher takes class A as the subject of the research. There are 28 students in this class, consists of 16 Male and 12 Female.

C. Focus of the Study

1. To suggest how series of pictures is implemented in teaching writing procedure texts of the seventh year students of MTs Mafatihul Akhlaq Jepara in the academic year of 2009/2010.

¹ Hitchcock, G., and David Hughes, *Research and the Teacher: A Qualitative Introduction to School-based Research*, (London: Routledge, 1989), 2nd ed., p. 28.

2. To describe and analyze how is the improvement of students' writing procedure text after being taught using series of pictures.

D. Design of the Study

In this study, the writer will conduct a classroom action research. The approach used by the researcher is qualitative approach.

1. Classroom Action Research

a. General Concept of Action Research

Action research is a process of progressive problem solving led by individuals working with other in teams or as part of a “community of practice” to improve the way the address issues and solve problems. Action research can also be undertaken by larger organizations or institutions, assisted or guided by professional researchers, with the aim of stakeholders, researchers work with others to propose a new course or action to help their community improve its work practices.²

Action research is an interactive inquiry process that balances problem solving actions implemented in a collaborative context with data-driven collaborative analysis or research to understand underlying causes enabling future predictions about personal and organizational change.³

Action research challenges traditional social science, by moving beyond reflective knowledge created by outside experts sampling variables to an active moment-to-moment theorizing, data collecting and inquiring occurring in the midst of emergent structure. Knowledge is always gained through action and for action. From this starting point, to question the validity of social knowledge is to question, not how to develop a reflective science about action, but how to develop genuinely well-informed-action-how to conduct an action science.⁴

² [Http://en.wikipedia.org/wiki/action-research.Html](http://en.wikipedia.org/wiki/action-research.Html). Retrieved on 27/08/09.

³ *Ibid.*

⁴ *Ibid.*

b. The Definition of Classroom Action Research

John Elliott gives definition of action research:

“Action research is a process, through which teachers collaborate in evaluating their practice jointly; raise awareness of their personal theory; articulate a shared conception of values; record their work in a form which is readily available to and understandable by other teacher; and thus develop a shared theory of teaching by researching practice”.⁵

Action research can improve and increase knowledge. It is not just problem solving. Action research motivates students to improve and understand the world by changing it and on their work to help them improve what they do, including how they work with and for others. It is not only about hypothesis testing but also concerned with changing situation, not just interpret them.

c. Aims of Classroom Action Research

The development of teachers’ professional expertise and judgment is very essential. Although many teachers are in broad agreement with this general aim, some are quite rightly concerned about what the exact aim of classroom action research activity will impinge upon their teaching and on their personal time. Here are two aims of classroom action research:

- 1) To give the teachers an introduction to the variety of methods available to them as a means of extending their repertoire of professional behaviors and of encouraging flexibility in personal development.
- 2) To improve the rationality and justice of their own social or educational practice, their understanding or these practices, and the situations in which these practice are carried out.

Based on two explanations above, it can be concluded that classroom action research is one of strategies in improving or increasing the practice of learning. It can be achieved by doing such

⁵ [Http://www.Madison.K12.Wi.Us./Sod/Car/Carreffect.Html](http://www.Madison.K12.Wi.Us./Sod/Car/Carreffect.Html). Retrieved on 23/07/09.

reflection in order to diagnose condition, and then try it systematically as an alternative way to solve learning problems that is being faced in class.

After knowing the aims in conducting the classroom action research, the teacher uses classroom action research when he or she finds some problems such as the students have not achieved the target what is expected during teaching and learning process.

d. Characteristic of Classroom Action Research

Classroom action research has several characteristics which will be elaborated as follows:⁶

1) On the job problem oriented

Problem which is investigated appears from the authority of the researcher herself/himself. The problem is the real problem faced by students every day.

2) Problem solving oriented

This research is oriented in the problem solving. This sort of research put the researcher as the agent of change.

3) Improvement oriented

This research gives emphasizes on the improvement of quality. This concept is according to the principle of critical research has to construct product oriented.

4) Multiple data collection

In fulfilling the critical approaches principle, there are several ways of collecting data, such as observation, test and interview.

5) Cyclic

The sequence of the classroom action research identifies of a problem (planning), collect data (acting), analyze and interpret data (observing), and develop an action (reflecting). Classroom action research usually conducted cyclic in which seeks to unit. Its two

⁶ Geoffrey E. Mills, *Action Research; A Guide for Teacher Researcher*, (New Jersey: Prentice Hall Inc., 2000), p. 6.

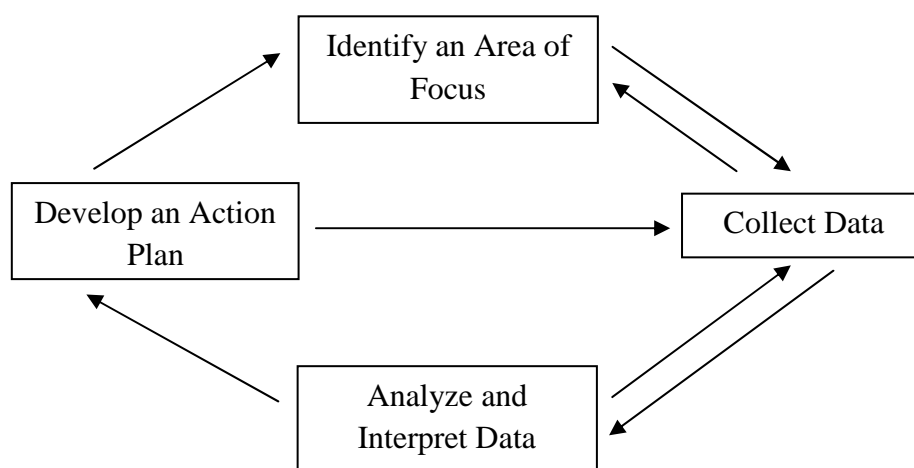
central concerns, improvement in practice and increased knowledge and understanding is by linking them into an integrated cycle of activities in which each phase learns from the previous one and shapes the next.

6) Participatory

Researcher makes such collaboration with an English teacher to do the classroom action research.

e. The Procedure of Classroom Action Research.

These shared elements are what we focus on in this book. The following chapter will address in detail how to proceed with action research that includes four elements:⁷



1) Identifying an Area of Focus

The purpose of this study is to describe the study skill on student's outcomes. In particular the study focused on the variables of student's attendance, peer influence, adult influence, and student self-esteem.

2) Collecting Data

Data was collected through documentations, observation, interview and tests.

3) Analyzing and Interpreting Data

⁷ *Ibid.*, p. 19.

Attendance is not appearing to be an issue-children attended school regularly. Peer group did affect performance. On average, student grades had dropped dramatically during the term they were enrolled in the study skills class. Interpretation: the study skills class was having a negative impact on student outcomes, behavior, and attitude.

- Classroom Action Research Based on Preliminary Research

Before doing the cycles, the first observation is done first then followed by cycles.

- Look for information related with school condition, count of the students, and students' data.
- Interview with the English teacher.
- Identify the problem.

Based on the interview with English teacher, can be identified the problem in English teaching-learning process especially writing. The problem is: the students' low writing skills and the students' low interest and motivation in learning English especially in writing class because of the use of uninteresting method (using teacher-centered method).

4) Develop An Action Planning

After making sure about the problem of the research, the action will be applied through:

a) Planning

Planning is the first step of research procedure. This activity covers the problem identification. This is the most important steps in conducting classroom action research by knowing the problems; the researcher will find a good solution to solve the problems.

b) Acting

After recognizing the possible cause of problems faced by decided in advance. The action is aimed to solve the problems. In this phase, the researcher will implement of series of pictures use which he investigated.

(1) The First Cycle

The first cycle is done based on the preliminary research. The researcher (helped by the teacher) tries to make an appropriate lesson for students. So that, teaching writing of procedure text using series of pictures will be effective and shot on goal. After he consolidates with the teacher, the researcher designed this first cycle as follows:

(a) Planning

- Arranging a lesson plan based on the teaching material.
- Preparing the teaching material.
- Preparing the test instrument
- Preparing the scoring list and observation list
- Preparing students' attendance list.

(b) Acting

There are two main activities in this action; those are 1) teaching writing procedure texts using series of pictures, and 2) the students' improvement in writing procedure text using series of pictures as a teaching aid.

- Teaching Process

Referring to the initial condition on the preliminary research, the researcher will try to do the appropriate treatments to cope with the problem the students will face. Evidently, in the initial condition the students have difficulties in writing a

procedure text, especially in applying the structure of procedure.

To overcome the identified problem, at first, the teacher will explain about the procedure text, which includes of (the generic structure, the lexicogrammatical features and also the form of simple present tense). Then he will discuss it with pupils; are there any difficulties or something that they don't understand during the teaching learning process. Then after it finished, the teacher will ask students to write procedure text based on series of pictures given by theme (how to make a glass of tea). This aimed as the test of the first cycle.

(c) Observing

As a passive observer, the researcher just observes the points as follows:

- Observing the teaching learning process.
- Observing students' cooperation and participation.
- Observing the students' procedure text writing results.
- Observing the students' improvements.

(d) Reflecting

Base on the result of observation, students have some problems in their writings. He found that many students made some mistakes in their writing, especially in procedure text's grammar and rhetoric/steps. Some of them also still had difficulties in composing simple present forms accurately. The students' average score of writing is 58.30. It is categorized low and unsatisfied.

Referring to the initial condition on this cycle, the researcher and the teacher try to find the best solution to solve those problems. So that, in the next cycle students will be better in their writing procedure text skills.

(2) The Second Cycle

The second cycle is done based on the result of reflection from the first cycle. If the result from observation tell that the quality is still low, so it is needed another action in order the next cycle makes some improvement of the quality.

This is the procedure in doing the second cycle:

(a) Planning

- Arranging a lesson plan based on the teaching material.
- Preparing the teaching material.
- Preparing the test instrument.
- Preparing the observation scheme.
- Preparing students' attendance list.

(b) Acting

After having the first cycle, hopefully the students will have better understanding of procedure. It will be prove by their writing that is implemented the structure of procedure. Though, to make the students get used to applying the structure of procedure in their writings.

- Teaching Process

Referring to the initial condition on the first cycle, the researcher will try to do the appropriate treatments to cope with the problem the students will face.

At first, the teacher will re-explain the last lesson he gave on the previous cycle. He wants to give a good understanding for students about the application of series of pictures to write procedure texts. The mastery of making the form of simple present tense is strongly emphasized in this activity. This is because the mastery simple present tense is the basic skill for writing procedure texts. Then, it continued by test. Students are asked to write a procedure text based on the series of pictures given by theme (how to make an omelet). This is aimed as the test of the second cycle.

(c) Observing

- Observing the teaching learning process.
- Observing students' cooperation and participation.
- Observing the students' procedure text writing results.
- Observing the students' improvements.

(d) Reflecting

Evaluate the steps in teaching learning process and discussed the result of observation for the students' improvements in writing procedure texts.

Base on the result of observation, students have some problems in their writings. He found that some of students still made some mistakes in their writing such as: the inappropriate vocabulary choosing and the grammatical errors. In other side, most of students became mastery in writing procedure texts; most of them increase their writing skills in the five of writing elements. It shows from their average score. In this

cycle, the students' average score of writing procedure text is 62.32. Although just a view, there is an improvement in the students' procedure text writing skills achievements.

Referring to the initial condition on this cycle, the researcher and the teacher try to find the best solution to solve the students' problems in writing. So that, in the next cycle students will be better in their writing procedure text skills.

(3) The Third Cycle

The third cycle is done based on the result of reflection from the second cycle. The result from the observation of the second cycle tells that the students had increased their writing skills, but they still meet difficulties in understanding procedure text (the inappropriate vocabulary choosing and the grammatical errors). So that both of teacher and researcher designed this last cycle as follows:

(a) Planning

- Arranging a lesson plan based on the teaching material.
- Preparing the teaching material
- Preparing the test instrument
- Preparing this observation scheme
- Preparing students' attendance list

(b) Acting

- Teaching

Referring to the initial condition on the previous cycle, the researcher and the teacher will try to do the appropriate treatments to cope with the problem the students will face. Evidently, in the initial

condition the students have difficulties in choosing the appropriate vocabulary and the grammatical structures.

To overcome the identified problem, the teacher discusses about the last test students had take on the second cycle, the teacher wants to know; are there any difficulties or something that they don't understand related with the procedure text writing using series of pictures. Then after it finished, the teacher ask students to write procedure text based on series of pictures given by theme (how to cook using rice cooker). This aimed as the test of the third cycle.

(c) Observing

- Arranging a lesson plan based on the teaching material.
- Preparing the teaching material
- Preparing the test instrument
- Preparing this observation scheme
- Preparing students' attendance list

(d) Reflecting

Base on the result of observation, students have some problems in their writings. He found that most of students had increased their writing skills in the five of writing elements. It shows from their average score. In this cycle, the students' average score of writing procedure text is 67.78.

c) Observing

Actually the observing must be done in the same time with acting. It puts next phase after acting to give opportunity to the

teacher who the researcher is. Same with acting, observing activity based on the planning. It is how many items will be observed from the students, teacher, and whole activities.

d) Reflecting

After doing those cycles, then the researcher makes a reflection. In this stage the outcome of teaching and learning process will be evaluated to get clear evidence of the improvement.

Based on the result of observation and the assessments, most of students have shown their best writing of procedure text in the third cycle. They also get average score 67.78. It means the students had improved their procedure texts writing skills in the five of writing elements.

E. Method of Data Collection

There were some steps in order to get data in this study, they are:

1. Documentation

It refers to archival data that helps researcher to collect the needed data. Documentation method is to get a researcher data linked to research object that will be elaborated in this research, and it emphasizes an interview method result, and observation. This method is used to collect data dealing with geographical location, profile, documentation of teaching and learning process in English subject, and other documents.

2. Observation

Observation is the activity of giving total concern to research object by the sense.⁸ The purpose of observations is to explain the situation in class activities, individuals involved in some activities and relation between situation, activity, and individual.⁹

⁸ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT Rineka Cipta, 1998), 2nd ed., p. 149.

⁹ Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p. 239.

In conducting observation, the researcher used the observation scheme to make it more systematic containing list of activity or happening which might happen. Observation is intended to see and to know about the condition of class and students, and the obstacles appear during the teaching learning process. It can also be used to appraise the students' motivation during teaching learning process, to see their difficulties, their problem and their understanding about the material given.¹⁰

3. Interview

Interview is a process of getting explanation by asking questions face to face between researcher and respondent using interview guide.¹¹ In this way, a free interview is used by which respondent can give the answers freely and researcher manages interview direction.¹²

Interview is a dialogue which is done by interviewer to gain information from interviewee. The researcher, in this case, is as interviewer, give questions, give mark for the answer, ask for explanation, take note and provide prodding (dig for the deeper information). In other side, the interviewee (can be teacher, student, or other staff in school), answer questions, explain and sometimes give question back to the interviewer.¹³

4. Test

Test is a set of questions used to measure the achievement or capability of individual group.¹⁴ In this classroom action research, the researcher provided pre-test, three times of evaluation tests, and post test. These test used to measure the students' progress in comprehend reading material.

¹⁰ Mu'linatus Sa'adah, *Enhancing Students' Participation and Comprehension in Reading Course Using Jigsaw Strategy*, (Semarang: Walisongo State Institute for Islamic Studies), Unpublished Thesis.

¹¹ Moh. Nazir, *Metode Penelitian*, (Jakarta: Ghalia Indonesia, 1999), p. 234.

¹² Bimo Walgito, *Psikologi Sosial: Suatu Pengantar*, (Yogyakarta, Andi Offset, 2002), p. 35.

¹³ Sutrisno Hadi, *Metodologi Research*, (Bandung: CV. Pustaka Setia, 2004), 2nd Ed., p. 218.

¹⁴ *Ibid.*, p. 158.

In this research, the researcher uses achievement test because it is made to measure the students' achievement after they learned the material. The researcher used the instrument the form of essay tests. This type of test is chosen because technique of scoring is easy and it is more practical for students to answer.

Test is done to know students' achievement so that the researcher knows the students' improvement and students' mastery learning can be achieved by students.

The third way that is used by the writer in collecting data is test. "The best way to test people's writing ability is to get them to write".¹⁵ It is an assignment to measure the ability of students' writing; is there any mistake and also know the problem faced. The test material is writing test, which include the elements of writing that are content, grammar, organization, vocabulary and mechanic. After classifying the test items, the writer gives score for each item. Weigle gives a percentage for each elements of writing:¹⁶

a. Contents	20%
b. Organization	30%
c. Vocabulary	20%
d. Grammar	25%
e. Mechanic	5%
Total score	100%

And the criterions for each element are:

- a. Contents; Substance of writing, ideas expressed, and relevant to assignments topic.
- b. Grammar; Employing of grammatical form and use of past tense.
- c. Organization; Organization of the contents and arrangements the generic structure.

¹⁵ Weigle, Sara Cushing, *Assessing Writing*, (New York: Cambridge University Press, 2002), p. 1.

¹⁶ *Ibid*, p. 116.

- d. Vocabulary; The choice of the words and lexical item to writing
- e. Mechanic; The use of capitals, paragraphing, and punctuation.

F. Method Data Analysis

Data analysis is an effort which is done by teacher and researcher to embrace the data accurately.¹⁷

Data analyses that are used in this research are:

1. Qualitative

Data analysis method that is used in this research is descriptive analysis. It is analyzed the factual information systematically so it is easier to be understood. These approaches consist of 3 steps: (1) select, focus, and organize the data which is relevant of the research question, (2) describe or serve the data in form of narration, (3) make conclusion in form of brief description. Doing these three steps will result the data that research question can be answered. In this study, the researcher will describe the implementation of series of picture in teaching writing procedure text and analyze how is the improvement of students' writing procedure text after being taught using series of pictures. This data will evaluate and interpret by descriptive analysis.

Using one collecting data is not sufficient, so that the writer uses triangulation method. It is collecting data from qualitative and quantitative.¹⁸

2. Quantitative

It is quantitative because the data gained is numeric and was analyzed by using statistical computation. This data is used to know the average of students' mark and the students' mastery learning in order to know their achievement.

¹⁷ Igak Wardani dan Kuswaya Wihardit, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2001), p. 189.

¹⁸ *Ibid*, p. 246.

The writer formulates the result to get the mean of each elements of writing that researched by the formula. Sutrisno Hadi explained the mean of each elements of writing that researched as follows:¹⁹

a. Contents

$$M_{xc} = \frac{\sum xc}{N}$$

Where:

M_{xc} : The mean of contents' score

$\sum xc$: The total's score of contents

N : Number of students

b. Organization

$$M_{xo} = \frac{\sum xo}{N}$$

Where:

M_{xo} : The mean of organization's score

$\sum xo$: The total's score of organization

N : Number of students

c. Vocabulary

$$M_{xv} = \frac{\sum xv}{N}$$

Where:

M_{xv} : The mean of vocabularies' score

$\sum xv$: The total's score of vocabulary

N : Number of students

d. Grammar

$$M_{xg} = \frac{\sum xg}{N}$$

¹⁹ Sutrisno Hadi, *Statistik*, (Yogyakarta: ANDIP, 2001), p. 38.

Where:

M_{xg} : The mean of grammar's score

$\sum xc$: The total's score of grammar

N : Number of students

e. Mechanic

$$M_{xm} = \frac{\sum xm}{N}$$

Where:

M_{xm} : The mean of mechanic's score

$\sum xm$: The total's score of mechanic

N : Number of students

After getting the mean of each elements of writing, the writer formulates the result to get the total mean score as follows:

$$M_{xw} = \frac{\sum xw}{N}$$

Where:

M_{xt} : The mean of writing paragraph

$\sum xt$: The total means score of elements' writing

N : Number of students

The writer gives score for each elements of writing and explains the score for each elements of writing:²⁰

Aspect	Score	Criteria
Contents	18-20	Excellent: knowledgeable, substantive
	14-17	Good: some knowledge of subject, adequate range
	10-13	Fair: limited knowledge of subject, little substance
	1-9	Poor: does not show knowledge of subject, non substantive

²⁰ Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra*, (Yogyakarta: BPFE, 2001), 3rd ed., pp. 307-308.

	1-8	Very Poor: really does not show knowledge of subject, really non substantive or no written text at all
Organization	27-30	Excellent: the organization of contents and arrangement the generic structure is clearly.
	22-26	Good: the organization of contents and arrangement the generic structure is loosely organized but main idea stand out.
	17-21	Fair: the organization of contents and arrangement the generic structure is confused or disconnected.
	13-16	Poor: no organization of the contents and arrangement, the generic structure is does not communicate.
	1-15	Very Poor: really no organization of the contents and arrangement, the generic structure is really does not communicate or no written text at all.
Vocabulary	18-20	Excellent: effective word and usage, master words forming
	14-17	Good: occasional of word and usage but meaning not obscured
	10-13	Fair: frequent errors and usage
	7-9	Poor: essentially translation, little knowledge of English vocabulary.
	1-8	Very Poor: really essentially translation, very little knowledge of English vocabulary or no written text at all
	22-25	Excellent: effective complex construction, the employing of grammatical forms and the use of past tense.
	18-21	Good: effective but simple construction the employing of grammatical forms and the use of past

Grammar	11-17	tense. Fair: major problem is simple but complex construction of grammatical forms and the use of past tense.
	5-10	Poor: virtually no mastery of sentence construction rules of grammatical forms and the use of past tense.
	1-4	Very Poor: really no mastery of sentence construction rules of grammatical forms and the use of past tense or no written text at all.
Mechanic	5	Excellent: demonstrated mastery the use of capitals, paragraphing, and punctuation.
	4	Good: occasional errors of the use of capitals, paragraphing, and punctuation.
	3	Fair: frequent errors of the use of capitals, paragraphing, and punctuation.
	2	Poor: no mastery of the use of capitals, paragraphing, and punctuation.
	1	Very Poor: really no mastery of the use of capitals, paragraphing, and punctuation or no written text at all

After getting the total mean score, the writer categories it into the following criterions:

The percentage 90%-100% is A (Excellent)

The percentage 75%-89% is B (Good)

The percentage 65%-74% is C (Fair)

The percentage 50%-64% is D (Poor)

The percentage 1%-49% is E (Very poor)

Based on data above, it is used to determine where mistake that students almost do. This scoring occurs from first cycle up to third cycle.