

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research is Classroom Action research. Basrowi and Suwandi states, Classroom Action Research is action research in education sector what do in class area and have the goal to repair and or to increase the learning quality.<sup>1</sup> It means that classroom action research is a kind of research has quality with do specific action so it can repair and or increase the learning practices in classroom with more professional.

According to Arikunto, 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>2</sup> Elliot said classroom action research is study about social situation; it means to improve action quality through diagnosis process, planning doing, observation and learn about the influence that is affected.<sup>3</sup> Kemmis and Taggart add in Nunan's book explain that action research is a group of activity and 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

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<sup>1</sup> Basrowi and Suwandi, *Prosedure PTK: Referensi utama PTK untuk Guru serta Mahasiswa Keguruan dan Ilmu Pendidikan*, (Bogor: Ghalia Indonesia, 2008), p.28.

<sup>2</sup> Suharsimi arikunto, et. Al, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), p. 104.

<sup>3</sup> Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta: Kencana Prenada Media Grup, 2010), p. 24-25.

research', the essential impetus for carrying out action research is to change the system.<sup>4</sup>

Wiriati in his book *Metode Penelitian Tindakan Kelas* states, classroom action research is method how a group of teacher can organize his teaching learning condition and learn from his own experience. Teacher can try idea reparation in his teaching learning process, and look the real effect of those efforts.<sup>5</sup> There are some characteristics, aims and model of classroom action research, they are:

1. 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>6</sup>

2. The aim of action research

There are many possible reasons for conducting a classroom action research as follow: The teacher wants to know more about his students and the difficulties in learning process. Teacher wants to learn more about him as teachers how effective teacher is, how teacher looks to the students, how teacher looks at himself as if observing her own teaching. Teacher wants to gauge the interest generated by certain topics, or judge the effectiveness of certain activities types. Teacher wants to see if an activity would work better

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<sup>4</sup> David Nunan, *Research Method in Language Learning*, (USA, Cambridge University Press, 1992). p. 18.

<sup>5</sup> Rochiati Wiriati, *Metode Penelitian Tindakan Kelas*, (Bandung, PT Remaja Rosdakarya, 2005), p.13

<sup>6</sup> David Nunan, *Research Method in Language Learning*, p. 17

done in groups rather than pairs, or investigate whether reading is more effective with or without pre teaching vocabulary.<sup>7</sup>

Before the researcher does the cycles in action, researcher will observe at first. Research design can do with some steps as follow:

1. Collect data such as documentation includes the number of the students, students' name list, and pre-test.
2. After the writer collects the data, he does a pre-test. It purposes is to know the score mean of students' writing in recount text before using personal letter.
3. The writer assesses the result of students' writing in pre-test.

There will be two cycles in his study. There are four components in one cycle for doing action research, they are:

a. Planning

Planning is the beginning process of research to conduct treatments or after making sure about the problem of the research, a researcher needs to make a preparation before doing an action research. Researcher prepares some materials that will use in research process. Such as lesson plan based on the teaching material, choose the theme, prepare the materials that needed in the learning process, and prepare checklist for observation and formative test.

b. Acting

This section discusses about the steps and activities that will be taken by the researcher. Researcher tries to take how much students' abilities to understand in writing recount text, give students treatment ways to remember every word in spelling and writing, give students assignments in individual, evaluate their mistakes and make summarize about materials.

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<sup>7</sup> Jeremi Harmer, *The Practice of English Language Teaching*, (England: longman, 2003), p. 345.

c. Observing

In this step, a researcher has to observe all events or activities during the research. Researcher observes the situation in class during lesson, response and attitude of students when they are given explanation, doing task, and know their difficulties.

d. Reflecting

Reflecting is the inspecting effort on the success or failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to gate the final goals of the research.<sup>8</sup>

**B. Research Setting**

The researcher conducted the classroom action research at MASS Proto Pekalongan. This setting is located in Proto Pekalongan. The researcher chose this setting because its' geographical location is not far from the researcher to reach. The students come from different intelligence, social background, and characteristic of student setting and subject of the research. The subject of this study is students of Xa class of MASS Proto Pekalongan, where the total number was 39 students.

**C. 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 MASS Proto Pekalongan at Tenth class, she was Dra. Jami'ul Malatifa.

**D. Research Procedure**

In this classroom action research, the writer planned to conduct two cycles through personal letter in teaching writing recount text, which is each cycle consists of four stages, they are: planning, acting, observing, and reflecting. The

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<sup>8</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2010), p. 140.

four stages of the classroom action cycle were conducted integrated like spiral. The scheme or model of classroom action research was as follow:<sup>9</sup>

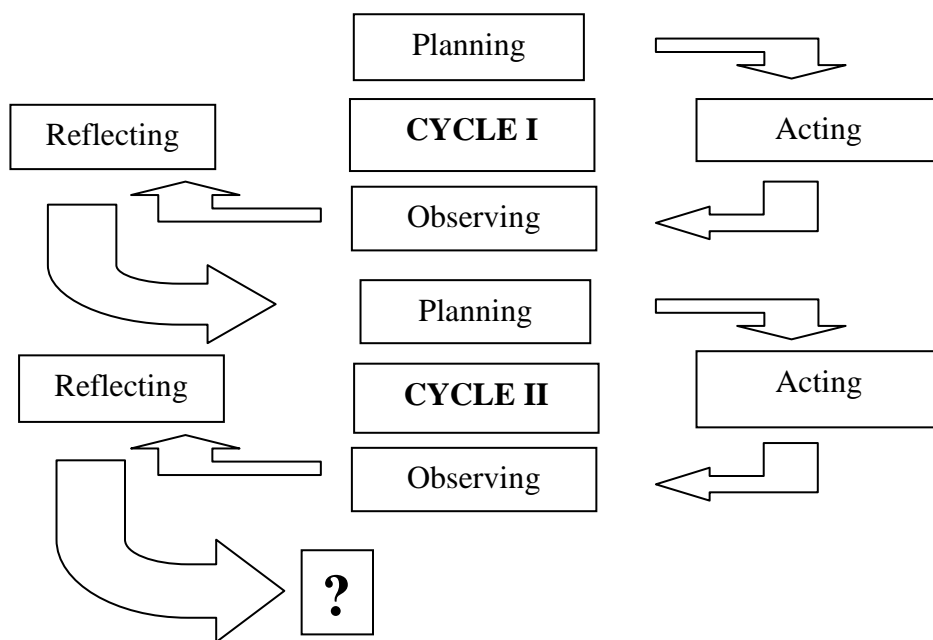


Figure 1 Cyclical process of action research

### 1. Procedure of The Pre-Cycle

The first step in making classroom action research was the researcher used pre-test to assess the students' ability in writing in recount text. In this activity the teacher taught students with conventional method. The teacher explained about recount text including; definition, generic structure, and significant lexicogrammatical features. Then, the teacher gave the example of recount text. After that, the teacher asked to the students to write a recount text according to their experience while they join in some extracurricular activities.

After the researcher gets the data from the pre-test and the observation, researcher analyzed the result to determine the use of personal letter in teaching writing recount text. After recognizing the possible cause of problems

<sup>9</sup> Suharsimi arikunto, et. Al, *Penelitian Tindakan Kelas*, p. 16.

faced by students, the researcher would explore ways that personal letter can become an aid in teaching writing recount text.

## **2. Procedure of Cycle I**

Researcher preparing the research instrument such as lesson plan, example of personal letter, materials, observation checklist, and formative test. Formative test was used to get information about the way of teaching language in certain level. This test is important for teacher in increasing a teaching language program. It has function also to know the teaching language that has done run well or not.<sup>10</sup> In this cycle, the researcher used Ramadan as the theme.

As acting, researcher opened the teaching and learning process by greeting, asked students' condition and checked the attendance. Then researcher gave the brainstorming by asking students about their experience when they were fasting during last Ramadan. There were some questions that researcher asked to the students, they are what do you think when you hear words "Ramadan"? Do you fast during Ramadan month? When do you fast at the first time? How old are you when doing fasting at the first time? How old are you when doing fasting at the first time?. From their students, researcher wrote it on the blackboard. Then researcher told the topic of this cycle was Ramadan. After that researcher gave students the text (letter), and read it aloud for repeat by students. Then researcher gave some questions to students related to the text, and asked students about the difficult vocabularies that they do not know. Finally, the teacher gave evaluation test to students by asked them to write their last experienced in personal letter form.

In this cycle, the researcher also did the observation by asking the collaborator (English teacher) to help him in observing the learning process

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<sup>10</sup> M. Soenardi Djiwandono, *Tes Bahasa dalam Pengajaran*, (Bandung: Penerbit ITB Bandung, 1996), p.19.

when researcher was teaching. After having the first treatment, the researcher took an assessment. The assessment was conducted to measure the students' improvement in writing after the first treatment. In the last step, researcher analyzed and evaluated the actions that have been done in this cycle. Researcher and teacher analyzed and discuss the result of the observation. It was continued then to make reflection which one was should be maintained and which one was should be repaired in the next cycle.

### **3. Procedure of Cycle II**

The second cycle was done based on the result of reflection from the first cycle. If the result from observation is still low, so it is needed another action in order the next cycle makes some improvement of the quality. In preparation stage, researcher prepared for the research instrument such as lesson plan, present list, some materials, teaching aid, observation checklist, and evaluation test. In acting, the researcher did the appropriate treatment to solve the problem that was faced by the students in the previous test (assessment). Researcher chose Holiday as the theme of this meeting, because it is most familiar than other previous theme. The procedure of teaching and learning process in this treatment was the same as the previous meeting. The main focus of the treatment was to eliminate students' difficulties in the previous meeting. As the previous meeting, the researcher asked the students to make a recount paragraph in personal letter form based on their experience during last holiday.

In the process of learning, the researcher observed the teaching and learning process by asking the collaborator to help him to monitor the class situation and the students' activity by using observation checklist. In the last of this cycle, researcher and the teacher had the result of the observation and concluded the improvement in the researcher's study.

## E. Scoring Technique

The researcher gave writing test to the students to analyze their scores on content, organization, vocabulary, language use, and mechanic. In giving scores to the students, the researcher followed the scale scoring categories of oral proficiency test developed Jacobs as follows: <sup>11</sup>

Table I  
Scoring Guidance

Categories	Score	Criteria
Content	30 – 27	EXCELLENT TO VERY GOOD: Knowledge. Substantive. Thorough development of thesis. relevant to assigned topic
	16 – 22	GOOD TO AVERAGE: some knowledge of subject. Adequate 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.
	20-18	EXCELLENT TO VERY GOOD: sophisticated range. Effective word/idiom choice and uage. Word

<sup>11</sup>Arthur Hughes, *Testing for Language Teacher, Second Edition*, (United Kingdom: Cambridge University Press, 2005) p. 104



Vocabulary		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 b errors. Does not communicate. Or not enough to evaluate
Mechanic	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
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## F. Data Collection Technique

Data collection was process of collecting information that related to inquiry, information that be believed will respond to the research question. The data were not the answer to the research question; they were the row material out of which responses to the question will probably emerge. For collection the data, the writer used two instruments, they were observation and test.

### 1. Observation

Observation will be used to monitor the students' activities during the teaching learning process. Researcher observes the situation in class during lesson, response and attitude of students when they are give explanation, doing task, and to know their difficulties. In conducting this classroom action research, the researcher decides to use observation form. The observation appraised the activities during the teaching and learning process. How teacher carry out the material what teacher will arrange the classroom and also the students' response. It can also be used to appraise the students' motivation during teaching learning process, to see their difficulties, their problem, and their understanding to the material which given. To be more objective, the researcher consider of asking the collaborator to help him to observe the classroom.

In this study, an observation checklist is used to observe the subject of the study in some aspect. The aspect that will be observed are student' attendance, students' actively in asking question to the teacher, students' actively in answering question, students' actively in doing assignment from teacher, students' attention during the lesson, and students' cooperative attitude during the lesson.

## 2. Test

Test is an important part every teaching and learning experience. Test is a set of questions that is used to measure the skill knowledge, intelligence and talent of an individual of a group. "Test is a tool or procedure that uses to know or measure thing, by using a method or rules had been given."<sup>12</sup> According to Tuckman, test is a device for sampling behavior or performance related to the skills, competencies, attitudes, or other characteristics of people.<sup>13</sup>

The researcher for collecting data uses written test is very useful to know the students achievement in understanding material which given by the teacher. In this research, the writer gets data by giving pre test, and evaluation test. A pre test is given before the students get some activities of writing recount text in personal letter. Evaluation test is used during the cycle to measure the student's understanding. A post test is given after students get some activities of writing recount text in letter form. It is used to measure the student's achievement after being taught.

In order to know the improvement of student's achievement, the writer analyzes the different between mean of pre-test and two evaluations of test scores.

### **G. Data Analysis Technique**

The aim of this study is to find out whether personal letter could improve the writing students skill or not. There are pre test and post test, these tests are used to measure the student's progress in mastering writing skill. The steps of data analysis are:

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<sup>12</sup> Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2002), revised edition, p. 53

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

1. Analyzing observation

The observation in this research conducted three times, before the treatment (pre cycle), during the cycle I, and cycle II. The researcher used the observation checklist in observing class condition and monitored the learning process. In the end, the data will be analyzed by describing the result of percentage from the check list.

2. Analyzing the test

The data gained is numeric and analyzed by using statistical computation. This data is use to know the average of students' mark and student's mastery learning in order to know their achievement.

After conducting the test, the researcher gave score to the writing test papers of the students. The researcher uses test to measure the writing ability covering content, organization, vocabulary, language use, and mechanics. In giving score of writing test, the researcher processes the result of the students' tests. The writer gave score for each component of writing as follows:

1. Content : the lowest score is 13 and the highest score is 30
2. Organization : the lowest score is 7 and the highest score is 20
3. Vocabulary : the lowest score is 7 and the highest score is 20
4. Language use : the lowest score is 5 and the highest score is 25
5. Mechanic : the lowest score is 2 and the highest score is 5

After getting the mean of each elements of writing, the researcher formulated the result to get the total mean score as follow:

$$\text{Mean of students' score} = \frac{\text{Total score}}{\text{Number of students}}$$

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

1. The percentage 81%-100% is a (Excellent)

2. The percentage 61%-80% is b (Good)
3. The percentage 41%-60% is c (Fair)
4. The percentage 21%-40% is d (Less)
5. The percentage 0%-20% is e (Poor)

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

#### **H. Achievement Indicator**

The students' achievement and failure in doing the activities planned assessed by referring the criterion issued by MASS Proto Pekalongan, namely Kriteria Ketuntasan Minimal (Minimum Passing grade Criteria). A material could be said that it was successfully taught if students had minimal score 65. It means that 65% of the material was mastered by students.