

CHAPTER III

METHOD OF INVESTIGATION

Method is a way use in scientific research. It is a way to understand research object. The method studies the practices, procedures, and principles used in teaching, involve studies the nature of language skill (e.g. writing, reading, speaking, listening) and procedures for teaching them. Besides, the method studies the preparation of lesson plans, materials, and textbooks for teaching language skill. ¹Hence, the method is an important factor in research. A success or failure the goal, important steps have to be formulated in the research. While the method of the research consists of:

A. Research Design

This research is conducted as an action research procedure since involved a substantive act with a research procedure to find the improvement. According Carr and Kemmis (1986) action research is simply a form of self reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices and the situations in which the practices are carried out.² Action research is research carried out in the classroom by the

¹ David Nunan, *Language Teaching Methodology*, (Sydney: PHOENIX ELT, 1995), p. 2.

² Anne Burns, *Collaborative Action Research for English Language Teachers*, (UK: Cambridge University, 1999), p. 30

teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process.³ It is carried out by teachers in their context, in their classrooms. The major focus of action research is on concrete and practical issues of immediate concern to particular social groups or communities.

Rod Ellis stated that classroom process research is concerned with the careful description of the inter personal events which take place in the classroom.⁴ It's mean that action research is one of the types of investigation that has characteristic reflective participative, that has purpose to repair and increase the system, method, and process. The research was one strategy of solving problem which used a real action of improvement process to solve the problem.

According to Kemmis and Mc Taggart (1988), there are four steps in Classroom Action Research :

1. Planning

In this phase you identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where you consider: I) what kind of investigation is possible within the realities and constraints of your teaching

³Anne Burns, *Doing Action Research in English Language Teaching*, (New York : Routledge, 2010) p.5

⁴ Rod Ellis, *Instructed Second Language Acquisition*, (USA: BasilnBlackwell,1990), p. 64

situation; and II) what potential improvements you think are possible.

2. Action

The plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. The interventions are critically informed as you question your assumptions about the current situation and plan new and alternative ways of doing things.

3. Observation

This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use ‘open-eyed’ and ‘open-minded’ tools to collect information about what is happening.

4. Reflection

At this point, you reflect on, evaluate and describe the effect of the action in order to make sense of what has happened and to understand the issue you have explored more clearly. You may decide to do further cycles of AR to improve the situation even more, or to share the ‘story’ of your research with others as part of your ongoing professional development.⁵

From all the definitions, the researcher concludes that classroom action research is a research which done by a teacher

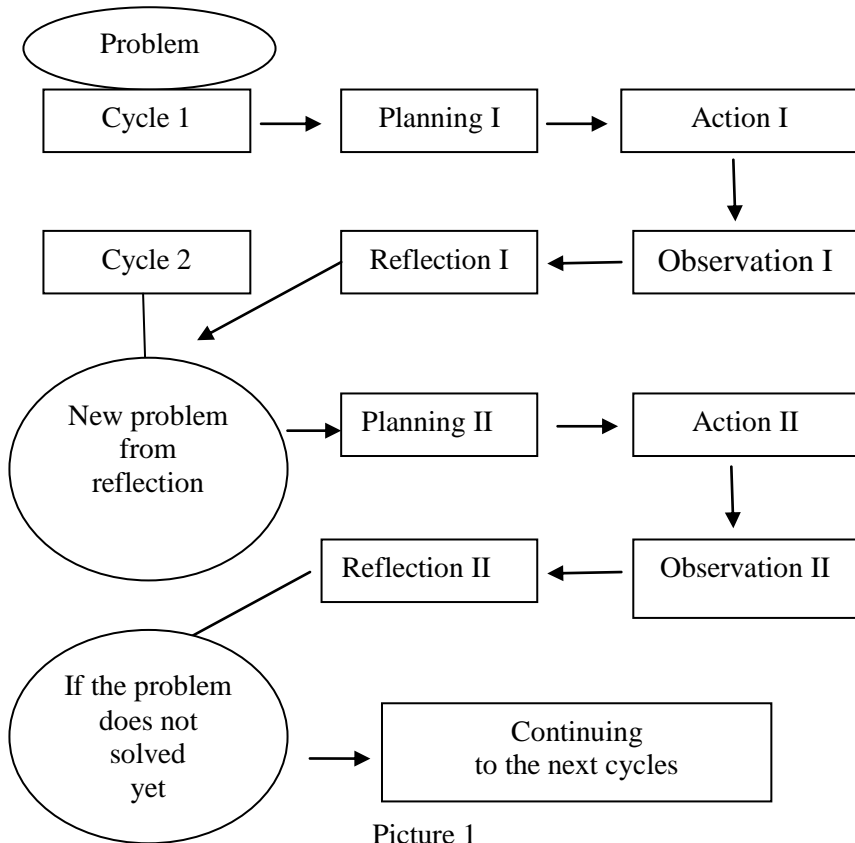
⁵ Anne Burns, “*Doing Action Research ...*”, p.8

in his class. The action research is conducted as a series of research and action to solve a problem faced in the class. The research conducted by four ways, they are planning, action, observing and reflecting. The reflecting is done collaboratively with a purpose to repair teacher's performance in teaching learning process in order to improve students' score result or students' learning result. This research uses a data observation towards teaching descriptive text writing by using task-based learning through discussion method. This research or data was analyzed through some cycles in action.

In general, the model used by teacher or researcher in conducting classroom action research is model created by Kemmis and MC Taggart. They develop the four components become one component as an action of cycle. Each phase for components are concluded based on the previous one and the next.⁶ It means that the activities of classroom action research are based on planning, action, and observation. Then, the researcher can make a reflection to determine the next cycle. In this study, the researcher using draw the bank robber game to improve student's writing skills in descriptive text

The classroom action research has been explained above can be looked through a chart below:

⁶Wijaya Kusumah and Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: PT Indeks, 2011), p.20-21



Picture 1
Classroom Action Research (CAR) design
according to Kemmis and Mc Taggart

B. Time and Setting

The researcher did the action research at the second semester in the academic year of 2014/ 2015. They were on October up to November. The preliminary was conducted on October 17, 2015, the first cycle was conducted on October 18, 2015, and the last cycle was conducted on January 25, 2015.

The researcher conducted the classroom action research at MTs Al Khoiriyyah Semarang. The writer chose this setting because the researcher had ever observed the condition of this school when carried out teaching internship.

C. Participant

The participants that researcher taken in conducting the research was the students of the eighth grade of MTS Al-Khoiriyyah in the academic year of 2014/2015. The subject of the research is class b, which consists of 22 students.

The students of class B also become source of data during the research. Besides, the English teacher of eight grades also has important role in giving the information, especially about the condition of students. So, the source of data in this research comes from the students and the English teacher.

Table 3. 1
The list of student's name on class VIII B
at MTS Al-Khoiriyyah Semarang

NO	NAMA	KELAS	Jenis Kelamin
1	Ahmad Hanif Hibatullah	8B	L
2	Ahmad Labib Tajuddin	8B	L
3	Ahmad Yahdi	8B	L
4	Akromul Insan	8B	L
5	Alvin Muhammad Albarro'	8B	L
6	Arya Dwi Bagaskara	8B	L
7	Fadlillah Arasyid	8B	L
8	Fa'iq Amanullah Rasendriya Islami	8B	L
9	Farid Syadza Setiawan	8B	L
10	Hasan Aditya Rahmanto	8B	L

11	M. Bilal	8B	L
12	Muchammad Fadhila	8B	L
13	Muflih Farras Ammar Dika	8B	L
14	Muhamad Hussein Fathin H	8B	L
15	Muhammad Abid Humam Abyan	8B	L
16	Muhammad Rizal Pratama	8B	L
17	Muhammad Rizqi Vicky Saputra	8B	L
18	Nor Muhammad Iqbal	8B	L
19	Tegar Aldi Hendrawan	8B	L
20	Wijaya	8B	L
21	Za'im Aunarrohman	8B	L
22	Maulana Khusni Akram	8B	L

D. Collaborator

The collaborator in this classroom action research is a person who helps the researcher to collect the data. The collaborator in this research is the English teacher who teaches English in MTS Al-Khoiriyyah at eight classes, he is Moch. Yulih Fairdiyan, S.S.

E. Focus of the Research

Research focus is an object which will be explored in a research activity in order to lose a vague research. In this classroom action research, the research focuses on:

1. Students

The focus of students can be seen from students' activity in teaching learning process that involves:

- a. Students' activity in learning process.
- b. Students' understanding on descriptive text writing which is indicated by students' achievement in writing test.

2. Teacher

It focuses on teacher's way in constructing teaching learning condition by using task-based learning method to improve students' descriptive writing.

3. Teaching learning process

Teaching learning process is focused on the improvement of students' understanding in descriptive writing.

F. Success Indicator

The indicators of descriptive writing in this research are as follow:

1. The improvement of students' descriptive text writing skill by using draw the bank robber game.
2. The result of students' descriptive text writing score with the minimum standard of score (KKM) ≥ 70
3. There is an increase percentage of students' descriptive text writing skill during the teaching learning process in every cycle.

G. Research Procedure

This research is classroom action research conducted in two cycles. There was pre cycle before the writer doing an action, it was used to know students' achievement in writing descriptive text. After pre cycle, the writer implemented the bank robber game technique in every cycle. The writer collaborated with the English teacher who teaches in VIII B. the activities in each cycle were as follow:

First is preliminary research, the research taught the student of descriptive text without using the bank robber game technique. After the activities finished, the teacher gave the students a writing test. After the writer got the data from the test, and then the writer analyzed the problems faced by the students in writing descriptive text. The result used to make a plan in cycle 1.

Second is doing cycle 1. In cycle 1 there are three steps: planning, acting and observing. Planning, here researcher has to prepare the material of study about descriptive text and the instruction tools. And then the researcher made the teaching learning design like arranged lesson plan based on the teaching learning process by using draw the bank robber game. After that he prepare all resources were needed in the teaching learning process such as descriptive text material, media, observation checklist, worksheet and documentation. Then the researcher prepared students' attendance list in order to know students' participation in joining the class. The last steps he prepared the formative test of descriptive writing. Acting, in this step, the researcher with the English teacher began the teaching-learning process based on the lesson plan. The procedures in the teaching and learning process are as follow: Teacher explained the material about descriptive text (generic structure, language features). Than teacher introduce the draw robber game to the students. Teacher explains the characteristic of bank robber to

the students without showed the picture, the students just draw the teacher instruction of characteristic of bank robber. After that teacher divide the students into work in pairs. The students learnt descriptive text trough draw the bank robber. Each pairs wrote the description about the robber in the picture. The students exchanged their description to another group of pair, who tries to make an accurate drawing of the picture. The teacher invited the students to display and compare the sets of drawings and texts. The teacher gave the test to the students. Observing the researcher observed the activity by using observation checklist, evaluated the results of test, collected the data and monitored the teaching learning process. The researcher observed the students' participation and teacher's performance in teaching learning process. Then, the teacher observed the students' score of descriptive text writing. After the treatment and the writing test did, the researcher took an assessment. The assessment was conducted to measure the students' improvement in descriptive text writing by using draw the bank robber game. The descriptive writing test was the same as the previous cycle but different theme from before. Reflecting, the researcher and the English teacher analyzed and evaluated the actions had been done to find out the weakness and the problems faced in the first cycle, then found the solution to repair the actions in the next cycle. In the reflection, the researcher and the teacher analyzed and discussed the result of

the observation and test. It was continued then to make a reflection which one should be maintained and which one should be overcome in the next cycle. For the reflection, it was found that the first cycle had less significant improvement of students' descriptive text writing, the researcher and the teacher continued to the second cycle for then the problems solved.

Third is doing cycle 2. The second cycle was done based on the result of reflection from the first cycle. It was needed more action in order to make better improvement of the quality through the next cycle. The procedures are as follow: Planning, the researcher arranged the teaching learning design like arranged lesson plan based on the teaching learning process by using draw the bank robber game. Then the researcher prepared all resources were needed in the teaching learning process such as descriptive text material, media, observation checklist, worksheet and documentation. After that the researcher prepared students' attendance list in order to know students' participation in joining the class. Finally the researcher prepared the formative test of descriptive writing. Acting, teacher review the materials of descriptive text. Teacher motivated and gave stimulation to the students related to the material. Teacher divided students into work in pairs. Every group of pair writes the imaginary bank robber. After that every group of pairs exchange the descriptive of imaginary bank robber to the

another pairs, who try to make an accurate drawing of the person described. Then students make a descriptive text related to the description of bank robber. If the students have finished writing descriptive text in the group pairs, one of student in each group was asked to read the result of descriptive writing. Teachers invite learners to display and compare the sets of drawings and texts. Teacher explained the descriptive text clearly and clarified their identifying such as generic structure, language feature, and social function. Teacher gave a chance to the students to ask if they still didn't understand the material yet. Teacher evaluated and made a conclusion of the descriptive material. Teacher gave the students a test by asking them to write a descriptive text individually based on the theme that teacher decided. Observing, in this phase, the aspects of observation during the classroom action research were the teacher's performance and the students' activities. The researcher observed all the process of teaching-learning, then reported the result of the activity involved identified the weakness or problems of teacher's performance and students' participation by using observation checklist. In arranging the observation checklist, the researcher listed some teacher and students' observable behavior. The teacher's observation checklist indicated his way and method in teaching the descriptive text material. Meanwhile, the students' observation checklist indicated their understanding on descriptive writing

could be seen from their activities and responding during the teaching learning process. Reflecting, the reflecting was done at the end of step after finishing the observation. In this step, the researcher had the result of the observation and concluded the improvement in every side of teaching learning process. The reflecting activities in the second cycle can be concluded as follows:

- a. Evaluating the activity of teaching learning process had been done.
- b. Analyzing the data of the writing test and observation.
- c. Analyzing the activity of teaching learning process, whether still found problem or not and found out the solution to repair the problem.
- d. Making a conclusion from cycle II.

H. Data Collection Technique

In this research, the researcher collected the data to support above. The researcher choose some of which were appropriate to her school environment, and could be done there. Techniques and methods which were used by the researcher to collect the data were documentation, observation, and test.

1. Documentation

The document has some functions needed in this research such as recording teacher's performance and students' participation in the activity; knowing geographical location; knowing profile of the school, getting students'

score in the previous exercise, getting the picture during teaching learning process conducted and other documents at MTS Al-Khoiriyyah Semarang. The researcher uses this method to obtain documents which is related to this research, the documents related to school's data such as the data of teacher and student, lesson, curriculum, students' textbook, etc.

2. Observation

The technique related to an observable learning situation that can help to indicate areas of greatest need for an improvement in accuracy.⁷ The observation was used as a method to see and to know about the condition of class and students. The use of the method will be effective if the researcher uses observation checklist as an instrument.⁸ In this research, the researcher would observe the activity in the class during the lesson by using observation checklist to get the data about situation of teaching learning process related to the teacher's performance and the students' participation in the class.

⁷ R.R Jordan, *English for Academic Purposes*, (New York: Cambridge University Press, 1997), p. 275.

⁸ Suharsimi Arikanto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 272.

3. Test

A test is a device for sampling behavior or performance related to the skills, competencies, attitudes, or other characteristics of people. Test is used to measure the person's competence and to achieve the objective.⁹ The purpose of the test is to discover whether a student's written English is adequate for study through the medium of English at a particular overseas university.¹⁰

The data of the research was collected by giving writing test. Writing test was conducted three times, they were in preliminary, cycle I and cycle II.

I. Data Analysis Technique

The writer analyzed the data through giving test to the students. It needs some steps in analyzing of the data. The following are the steps will be taken by the writer.

1. Technique of scoring test

In measuring the test, a standard technique should be used to show the result of research reliable. To measure the writing test the writer used the analyze method. According to J.B.Heaton analytic scoring test in writing test, there are major

⁹Suharsimi Arikanto, *Procedure Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p. 266.

¹⁰ Arthur Hughes, *Testing for Language Teachers, Second Edition* (New York: Cambridge University press, 2003) , p.85.

of categories. They are grammar, vocabulary, content, organization and mechanic.¹¹

To analyze the students test in writing description text, the writer focused on items in the elements of writing as states by Heaton.

Then the researcher formulated to get the mean of each elements of writing by the formula.¹²

$$Mxt = \frac{\sum xt}{s \max} \times 100\%$$

Where

Mxt = the mean of total score

$\sum xt$ = The number of total

$s \max$ = Maximum score for writing elements

Then the result of percentage of each component in writing description text is consulted to the following criterion.

2. Documentation

It refers to the archival data that helps the writer to collect the data needed. In this research, this method is used to get the data of students name list that become respondents, syllabus, lesson plan, etc.

¹¹J.B.Heaton, *Writing English Language Test*, (London: Longman Group, 1975), p. 138

¹²Sutrisno Hadi, *Statistic Second series*, (Yogyakarta: Andi offset, 2004), p. 230

3. Observation check list

The observation check list which used in this study are follows:

- a. Table of observation's score to show students successful indicator in teaching learning process.
- b. Table of observation's score to show teacher's successful indicator in teaching learning process.

J. Indicators of Achievement

This study will be said to be success if the research objectives' indicators are reached. In this research, the researcher formulates the research objectives' indicators as below:

1. Student's average achievement in English is higher than minimum score established by school (75)
2. Students' ability in writing descriptive text is increasing after the students are taught by the draw bank robber game (score of the post-test is higher than pre-test, min. 80)

K. Procedure

In this research, the writer will conduct: Firstly is planning. Before doing this research, the researcher provides a material that will be used in teaching the writing of descriptive texts and makes lesson plans. Then, the researcher makes an instrument that will be used to evaluate students' understanding on the writing of descriptive texts. The process of teaching learning for experiment group will use a Team Pair Solo Technique and for control group will use a conventional method.

Secondly is implementing. Before started the lesson, the researcher gives pre-test to the students both of experiment group and control group. This test is given to know the students' understanding on the writing of descriptive texts. Then the researcher gives treatment for experiment group by using a draw the bank robber game. At the end of the lesson, the researcher gives post-test for the students both experiment and control group. This test is to know if there is any difference about students' achievement between experiment group and control group.

The last is evaluating. The aim of evaluation is to know the students' understanding on the writing of narrative texts after following the lesson. Data of students' score from pre test and post-test both experiment and control group will be shown in a table.