CHAPTER III
METHOD OF RESEARCH

A. Research Design

This research was classroom action research at seventh grade students of SMP Muhammadiyah 1 Semarang in the Academic Year of 2015/2016. It used classroom action research (CAR) that focused on the improvement of students' writing skill in descriptive text by using guiding question technique through a classroom action research.

The term "Classroom Action Research" is coming from the term "Action Research". "Action research is the name given to a series of procedures teachers can engage in, perhaps because they wish to improve aspects of their teaching, or alternatively, because they wish to evaluate the success and or appropriacy of certain activities and procedures."[1] "Bassey (1998:93) describes 'action research as an enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve educational practice'."[2]

From some of the definitions above, it can be concluded that classroom action research is a kind of research that has

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[1]Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Cambridge University Press), 4th ed, p. 414.

[2] Valsa Koshy, *Action Research for Improving Practice*, (London: Paul Chapman Publishing, 2005), p. 8.

purpose to solve the problem that faced in teaching and learning process and to improve teaching and learning process.

Based on Kurt Lewin, there are four steps in doing classroom action research, they are:

a. Planning

Planning is the first step which has to be done by the researcher. In this step, the researcher should make a plan to conduct a treatment to solve the problem that faced in teaching and learning process. The plan is aimed at trialing a particular course of action and collecting data on the outcomes of this action.[3] In Classroom Action Research, the researcher should prepare lesson planning, material, and instrument before doing the research.

b. Acting

In this phase, the researcher carried out the plan which is made in previous phase in the field of research. It means that lesson planning which has been made and applied by the teacher.

c. Observing

This is the next step to monitor and watch closely teaching learning process and collect the data from result of action. In this step, the researcher has to observe all events or activities during the research.
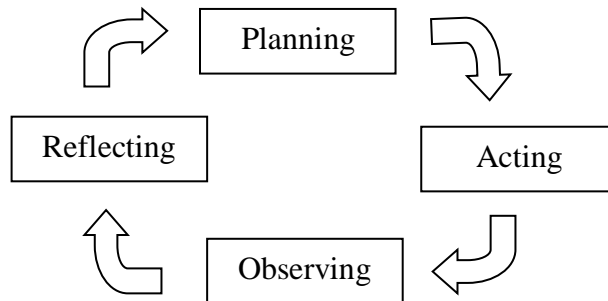
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[3] Anne Burns, *Collaborative Action Research for English Language Teachers*, (New York: Cambridge University Press, 1999), p. 37.

d. Reflecting

Reflecting means evaluate the teaching learning process and the improvement of students' writing skill. The result from this step can be used to determine the alternative steps that are probably make to get the final goals of the research.

In general, the cycle of action research could be seen from the figure below:[4]

Figure 3.1 Action Research Cycle

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                    ┌──────────────┐
              ┌────▶│   Planning   │────┐
              │     └──────────────┘    ▼
    ┌──────────────┐          ┌──────────────┐
    │  Reflecting  │          │    Acting     │
    └──────────────┘          └──────────────┘
              ▲     ┌──────────────┐    │
              └─────│  Observing   │◀───┘
                    └──────────────┘
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Action research is different from other research. It has its own characteristics. According to Anne Burns, there are some characteristics of action research:

a. Action research is contextual, small-scale and localized- it identifies and investigates problems within a specific situation.

b. It is evaluative and reflective as it aims to bring about change and improvement in practice.

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[4] Hamzah B. Uno, et al, *Menjadi Peneliti PTK yang Profesional*, (Jakarta: Bumi Aksara, 2011), p.86.

c. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.

d. Changes in practice are based on the collection of information or data which provides the impetus for change.[5]

B. Setting of the Research

1. Time of the Research

The research was done on 19th October 2015 until 7th November 2015. This research was conducted at 1st semester in the academic year of 2015/2016.

2. Place of the Research

This research has been conducted at the 7th grade students SMP Muhammadiyah 1 Semarang. It is located in Jl. Indraprasta Semarang.

C. Subject and Collaborator of the Research

1. Subject and Collaborator of the Research

a. Subject of the Research

The classroom action research was held of first grade students of SMP Muhammadiyah 1 Semarang. The researcher used VII B as subject of the research. There are 37 students in that class, consist of 17 male students and 20

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[5] Anne Burns, *Collaborative Action Research for English Language Teachers*, (New York: Cambridge University Press, 1999), p. 30.

female students. Based on preliminary research that has done by the researcher, many of the first grade students were not fluently in writing. They have difficulties in composing a text. It can be shown from the writing test result; there are many grammatical, punctuation, diction errors in a text that they have constructed. In addition, it may be a challenge for students to learn English through guiding question technique as they never had before.

b. Collaborator of the Research

The collaborators in this research is Mrs. Wiyanti as an English teacher of class 7B SMP Muhammadiyah 1 Semarang. The school's stakeholder such as the principal who has given permission to researcher to do a research also will be the research collaborator. The researcher asked their help to organize the students, analyze the data, and motivate the students.

D. Procedures of the Research

This classroom action research was conducted two cycles. It consisted of four phases in every cycle. Those were planning (planning to use guiding question technique in teaching Descriptive text), acting (implementing guiding question technique in teaching descriptive text), observing (observing students' activities during the treatment), and reflecting (evaluating the weakness in each cycle). Before the researcher did a cycle, the researcher conducted preliminary research to know the student's ability in writing

Descriptive text. The activities that were done in each cycle as follows:

1. Pre-cycle

    The pre-cycle was going on Monday, October 19th 2015. In the preliminary research, the researcher observed teaching and learning process of descriptive text.

    The first step in making classroom action research, the researcher began with an observation to know the condition of teaching learning in the classroom. In this activity researcher taught students used conventional method. Then, the researcher gave pre-test (written test) to check the students' writing ability on Descriptive text. After the researcher got the data from the pre test and observation, the researcher decided to analyses the result to determine the use of guiding question as a technique and for improving students writing skill of descriptive text. The next step which was done by the researcher is designing a plan to continue the cycle in order to improve students' writing skill on descriptive text.

2. The First Cycle

    The first cycle conducted on Wednesday, October 21st and Thursday October 22nd, 2015. In this cycle the teacher used guiding question technique e in teaching descriptive text. The procedure as follow:

a. Planning

    1) The researcher identified the teaching and learning design, such as: arranging lesson planning which used guiding question as technique in teaching writing descriptive text.

    2) The researcher prepared the teaching learning resources, such as: the material, test, observation checklist.

b. Acting

       In this phase, the researcher did the teaching and learning activity based on lesson planning which has been arranged. The researcher also introduced guiding question technique in teaching writing skill. The procedures of teaching and learning process were as follow:

    1) Researcher greeted the students

    2) Researcher decided a topic to be given to the students.

    3) Researcher gave students some questions related to the topic.

    4) Researcher gave an example of descriptive text based on the questions as the model for students.

    5) Researcher stimulated students to analyses the text about genre, social purpose, generic structure, and language feature.

6) Researcher gave students chance to give comment or ask question about the material

7) Researcher introduced and explained about the rule of guiding question technique.

8) Researcher gave picture and some questions related to the picture.

9) Researcher asked students to arrange a descriptive text by answering the questions which is given (in group).

10) Researcher was monitoring the students.

11) Researcher asked representation of the group to present their work.

12) Researcher stimulated students to give comment or correction.

13) Researcher checked students work.

14) Researcher gave reinforcement to the students

15) Researcher gave final test to find out the students' achievement in cycle one

c. Observing

In this phase, the researcher was helped by collaborator to observe teaching learning process by using observation checklist which has been arranged. The researcher observed students' activities, such as: students' enthusiasm, students' participation.

d. Reflecting

1) The researcher and collaborator reflected all of the activities that have been done. The result from observation was prepared to make plan for the next cycle.

2) The researcher and collaborator evaluated the steps in teaching and learning process.

3. The Second Cycle

After conducted the first cycle, the researcher did the second cycle because based on final test of cycle 1, the students' writing skill were still low. The aims of cycle two was to overcome the weakness in cycle 1. The second cycle conducted on Wednesday, October 28th and Thursday October 29th, 2015. The procedure as follow:

a. Revised Planning

1) The researcher identified and solved the problems.

2) The researcher identified the teaching and learning design, such as: arranging lesson planning which used guiding question as technique in teaching writing descriptive text.

3) The researcher prepared the teaching learning resources, such as: the material, test, observation checklist.

b. Acting

In this phase, the researcher did the teaching and learning activity based on lesson planning which has been

arranged. The procedures of teaching and learning process were as follow:

1) Researcher greeted the students
2) Researcher reviewed the previous material.
3) Researcher explained most of student error in previous test.
4) Researcher gave some questions related to the topic to the students.
5) Researcher divided students in pair.
6) Researcher asked students to arrange descriptive text (in pair).

c. Observing

In this phase, the researcher was helped by collaborator to observe teaching learning process by using observation checklist which has been arranged. The researcher observed students' activities, such as: students' enthusiasm, students' participation.

d. Reflecting

In the second cycle, reflection was made in order to make a conclusion of all the teaching learning process of the class by using guiding question technique which was hoped that it could improve students' writing skill on descriptive text, so students were motivated and could produce a good text.

E. Techniques of Data Collection

A classroom action research always needs data to support the investigation. In this research, the researcher used some techniques for collecting the data.

1. Observation

The researcher was helped by collaborator to conduct the observation toward English teaching and learning process in the 7th grade SMP Muhammadiyah 1 Semarang in the Academic Year of 2015/2016 before and during an action. The researcher observed the students' activities, the students' difficulties in learning writing descriptive text, and the teacher's technique.

2. Test

"A test, in simple terms, is a method of measuring a person's ability knowledge, or performance in a given domain."[6] This method has been applied by the researcher to measure the students' achievement in writing descriptive text before and after taught by using guiding question technique.

Test has been given in two kinds: pre-test and post-test. Pre-test has been given before applied the technique and media. The researcher also gave post-test in every cycle to measure the students' achievement on writing descriptive text after being taught by using guiding question technique.

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[6] H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (California: Longman, 2003), p. 3.

3. Questionnaire

Questionnaire is a technique of collecting data which has done by giving a set of questions or written questions to be answered by the respondents.[7] A closed questionnaire has been used by the researcher to gain the data about students' responses after being taught by using guiding question technique.

F. Techniques of Data Analysis

After the researcher collected the data, the next step that must be done is analyzing the data. Data analysis used to answer the question of research or to examine the hypothesis that has been formulated.

1. Observation

Data from observation included list of the observation teacher's activities and students' activities in during the research will be analyzed by using this formula:

$$P = \frac{x}{xi} \times 100\%$$

P   = percentage of score

x = total score

xi = score maximum[8]

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[7] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2010), p. 199.

[8] Rosma Hartiny, *Model Penelitian Tindakan Kelas*, (Yogyakarta: Teras,2010), p.94.

The observation checklist which is going to be used in this research is as follow:

Table 3.1 Observation Checklist

Indicators		poor (0%-20%)	Fair (21%-40%)	average (41%-60%)	Good (61%-80%)	Excellent (81%- 100)
		1	2	3	4	5
1	Students are enthusiastic in listening teacher's Explanation					
2	Students are enthusiastic in asking questions About the material					
3	Students are enthusiastic in giving opinion about the material					
4	Students do the assignment with full of responsibility					
5	Students being active in doing the assignment					
	Total Score					

Note:
5 = (81%- 100%)   31- 37 students
4 = (61%- 80%)   23- 30 students
3 = (41%- 60%)   16- 22 students
2 = (21%-40%)   8-15 students
1 = (0%-20%)   0-7 students

2. Test

The researcher used analytic scoring technique to analyze the data. According to Brown (2003: 243) analytic scoring is the best technique to serve classroom evaluation of learning.

The first step was deciding rating scale. Rating scale made teacher easier to give score to the students' work. Rating scale also can be used as guidance in scoring to decrease subjectivity from the corrector. The researcher used Analytic Scoring as the guidance in scoring students' writing.

Table 3.2 Analytic Scoring Scale[9]

No.	Aspect	Score	Criteria
1.	Content	30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
		26-22	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, not pertinent, or not enough to evaluate.

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[9] Sara Cushing Weigle, *Assessing Writing*, (Cambridge: Cambridge University Press, 2011), p.116.

No.	Aspect	Score	Criteria
2.	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, an idea confused or disconnected, lacks logical sequencing and development.
		9-7	VERY POOR: does not communicate, no organization, or not enough to evaluate.
3.	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.
4.	Language Use	25-22	EXCELLENT TO VERY GOOD: effective complex constructions,

No.	Aspect	Score	Criteria
			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, frequent 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.
5.	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 but meaning not obscured.
		3	FAIR TO POOR: frequent errors of spelling, punctuation,

No.	Aspect	Score	Criteria
			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.

Then, combine all of score category (content + organization + vocabulary + language use + mechanics) to make an individual score.

In this classroom action research, there were a pre-test and post-test, the mean formula was used to find out the average of the students' score in every test. The formula as follow:

$$M = \frac{\sum X}{N}$$

Explanation:

M : the average of students' score

$\sum X$: the sum of scores

N : the number of the students.[10]

After that, the researcher tried to get the class percentage which pass the minimum standard score (KKM), the researcher used the formula:

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[10] Sugiyono, *Statistik Untuk Pendidikan,* (Bandung,: CV Alphabeta, 2007), p. 49.

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P   : the class percentage

F   : the number of students who passed KKM

N   : the number of the students[11]

3. Questionnaire

Data from questionnaire have been used by the researcher to find out the students' responses after being taught by using guiding question technique. In analyzing this data, the researcher categorized every question in questionnaire into two alternative responses, there were *Yes and No*. The following are score for every alternative response:

1) *Yes* is the answer when the students agree with the question in questionnaire. Score for this response is 1.

2) *No* is the answer when the students don't agree with the question in questionnaire. Score for this response is 0.

Then, to know the data of questionnaire, it used the formula as follows for each number of question:

$$Score = \frac{Number\ of\ students\ who\ selected\ "Yes"}{Total\ number\ of\ students} \times 100\%$$

After that, to know the criteria of students' responses after being taught by using guiding question technique it can be classified into the category as follow:

[11] Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), p. 43.

Table 3.3 Interpretation of Students' Questionnaire

No.	Score	Criterion
1	81%-100%	Excellent
2	61%-80%	Good
3	41%-60%	Average
4	21%-40%	Fair
5	0%-20%	Poor

G. Indicators of Achievement

In this research, indicators of achievement are stated as below:

1. There is an improvement of students' mean score on writing descriptive text.

2. The percentage students who achieve the minimum standard score (70) are equal to or higher than 80% of total students in the research.

3. There are students' positive response in learning writing descriptive text.