

CHAPTER III

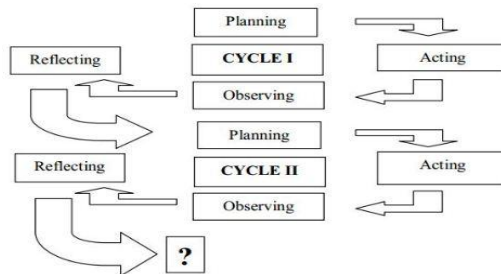
RESEARCH METHOD

A. Research Design

This research use Classroom Action Research concern to solve problems in the classroom. There are four components in one cycle for conducting classroom action research that doing by the researcher in every cycles of the research. The explanations of the four components in classroom action research can be illustrated below :

Figure 3.1

Cyclical Process of Action Research



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 prepared some materials that used 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. The second component is acting. This section discusses about the steps and activities that would be taken by the researcher. Researcher tries to take how much the improvement of students' writing skill on narrative text, give students treatment ways to remember every word in spelling and writing, give students assignments in groups, evaluate their mistakes and make summarize about materials. The third component is 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. The last component in every cycle is 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.¹

B. Time and Setting of the Research

The researcher conducted the classroom action research at MTs Al-Islam Limpung. This setting is located in Jl.Cokronegoro No.04 Limpung. The researcher chose this school because the researcher had ever observed the condition of this school and based on researcher observation student feel unmotivated, discouraged easily, bored and difficult to understand the material,

¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka cipta, 2006), p.99

its could be caused of monotonous method that the teacher uses in the teaching learning process.

This research was conducted in 3 weeks, from the September 28th 2015 until October 17th 2015. During the research time, the researcher had 3 meetings with the students. This research is conducted in the first semester in the academic years 2015/2016.

C. Research Objects and Collaborator

This research conducted at the second grade of MTs Al-Islam Limpung. After observing at MTs Al-Islam Limpung, the researcher chose class VIII A which has 22 students. Researcher chose class A that was recommended by English teacher. So, participants in this research are the Eighth grade students at MTs Al-Islam Limpung in the academic year of 2015/2016.

The collaborators in this research is English teacher of class VIII A MTs Al-Islam Limpung. The school's stakeholder such as the principal who has given permission to writer to do a research also became the research collaborator. The researcher asked their help to organize the students, analyze the data, and motivate the students. So, the result of this study would be less subjective.

D. Research Instrument

In this research, researcher applied an appropriate research instrument. In this research, the researcher used observation checklist, test, and documentation.

Observation carried out for three times; pre cycle, cycle I and II. The observation checklist which is used in this research is as follow:

Table 3.1
Observation of Teacher Performance

Indicators		Very Low (0%)	Low (< 20%)	Enough (20-49%)	Good (50% - 69%)	Excellent (>70%)	Score
		1	2	3	4	5	
1	The teacher are opening the learning activity and bring students to learning environment about recount text						
2	The teacher capable manage and organizing the class						
3	The teacher gives explanation about recount text briefly						
4	The teacher						

	gives student chance to ask and answer question						
5	The teacher review the material						
	Total score						

Table 3.2
Observation of Students' Activeness

Indicators		None (0%)	A few (< 20%)	Half (20- 49%)	Many (50%- 69%)	Majority (>70%)	Score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teachers' explanation						
2	The students show curiosity by asking the question						
3	Students are active to ask question to clarify their understanding						
4	Students are active express opinion in identifying an example of recount text						
5	The students						

	are enthusiastic doing the test						
6	Students are active to present their work						
	Total score						

In this research, the researcher used written tests. Researcher gave test in after treatment for every cycle. The test as follow : (1) Write your name , class, and student number.(2)Write recount text based on question card given by teacher.(3)Write text minimally consist of seven sentences.(4)Write it individually. The example of question card in this research as follow :

Table 3.3

GROUP I	GROUP II
What do you think when you hear words "Ramadan"?	What do you do during your last holiday?
Do you fast during Ramadan month?	Where did you go last holiday?
When do you fast at the first time?	Who accompanied you in your last holiday?
How old are you when doing fasting at the first time?	Where is your favorite place that you visit when your last holiday?
What kind of activities do you have in Ramadan month?	Why you choose the place?
After studying from school, do you have activities? What are they?	What are you doing there?
Do you ever abrogate your fasting in Ramadan month? Why?	What did you feel about your last holiday?

E. Procedure of the research

This research is classroom action research; there are must be cycles in this research. The researcher conducted two cycles and one pre-cycle. In each cycle consists of planning (planning to use Line-Ups game in teaching), acting (implementing technique in teaching recount text), observing (observing the even during the treatment), reflecting (evaluating the weakness in each cycle). The researcher conducted two cycles and each cycle is ended by a final test, but before conducting the first cycle the researcher conducted pre cycle to know the initial condition of students' ability in composing writing recount text. The activities that were done in each cycle are as follows:

Before the cycle, the researcher found an institution as an object of research to conduct pre-cycle observation to know the teaching method and the initial condition of students' ability in composing writing recount text. First, the researcher met English teacher and talked about the technique that researcher use in this research. Then, the researcher observed the class to get the information about students' initial condition and to know their problems in learning writing. In this activity the teacher taught students using conventional method. She used LKS and handbook to teach her students. After that, the researcher gave writing test to check the students' ability in composing writing recount text. After the researcher got the data from observation and test, the researcher decided to analyze the problems faced by students.

After analyzing the problems faced by students, the next step which is done by the researcher is designing a plan to continue the next cycle to solve the problem in the previous cycle. It was going on Thursday, October 8th, 2015. After conducting preliminary research, the researcher conducted cycle I and II.

The first cycle conducted on Saturday, October 10th, 2015. In this cycle the researcher prepared some activities which is done in this first treatment, those are: Planning, in this cycle researcher identified problem in pre-cycle, and then formulating the problems, arranging a lesson plan, preparing the materials and preparing the instruments needed such as observation scheme and test. The second process is acting. In this activity, the teacher introduced Line-Ups game in teaching writing recount text. During teaching learning, collaborator was observe the activities of the students and teaching learning process to get the data in order to evaluate students' writing test in cycle I. The last activity was done in first cycle is reflecting. The activities in this stage are: Analyzing the data from the observation checklist and result of the test to find out the improvement of the students' ability in writing recount texts after taught using Line-Ups game. And discussing the teaching learning process that has been done in order to know the weakness found in the previous activities and to plan the better activities in second cycle. The result of the observation used to improve students' ability in composing recount writing in second cycle.

After conducting in the first cycle, the researcher conducted second cycle. The second cycle was done based on the result of the first cycle, the result from observation showed that the students score still low, it is needed to be continued to the next cycle to fix the previous weakness to improve the teaching learning process and give more opportunities to students improve their ability in recount writing. The second cycle conducted on Thursday, October 15th 2015. The designs of the second cycle are: Planning, Acting, Observing and Reflecting

The result of observation was analyzed, so it could be seen the improvement of students' in writing recount text. The result of this analysis could be used as review to use line-ups game in teaching writing recount text.

F. Data Collection Technique

In this research, documentation method is done to get source of teaching material, lesson plan, students name list, students' worksheet and photo of teaching and learning process by using Line-Ups game in eighth grade A MTs Al-Islam Limpung in the academic year 2015/2016

Observation is activities to observe the object about activities directly. It enables the researcher to document and reflect upon the classroom interactions and events.²

²Anne Burns, *Collaborative Action Research for English Language Teachers*, (Cambridge: Cambridge University Pers, 1999), p. 80.

In this study, observation used to monitor the students' activities during the teaching learning process. Researcher observed the situation in the class during the lesson, respond and attitude of students when they were given explanation, doing task, and to know their difficulties. In this study the researcher was used observation checklist.

“Test is some questions or drill used to measure someone ability, intelligence, skill from individual or group”.³

Test is a set of questions and exercises used to measure the achievement or capability of the individual or group.⁴

In this research, the researcher uses written test. A test is very useful to know the students achievement in understanding material which given by the teacher. The researcher will give pre-test before the students get some activities of Line-Ups Game. Evaluation test is use in every cycle to measure the students' writing ability on recount text. A test is given after the students get some activities of Line-Ups game. It is use to measure the students' achievement after being given some activities of teaching.

³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Penelitian Praktik*, (Jakarta: Rineka Cipta, 2006), p. 150

⁴ Arikunto, *Prosedur Penelitian...*, p. 158.

G. Data Analysis Technique

1. Technique of analyzing data from the observation checklist

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. After observation data collected, the researcher counted by using formula:

$$Mxc = \frac{\sum xc}{S_{max}} \times 100 \%$$

Where:

Mxc : The level mastery of content

$\sum xc$: The students' score of content

S_{max} : Maximum score of content

2. Technique of analyzing data from the test

a. Measuring the students individual ability

In every cycle, after giving a treatment the researcher gives test to students. The result of the test will analyze using scoring. The researcher gives score for each elements of writing and explains the score for each elements of writing:

Table 3.4
The Explanation of Criterion⁵

Item Analysis	Score Criteria
Content	27-30 Excellent: knowledgeable-substantive etc. 22-26 Good: some knowledgeable of subjectadequate range. 17-21 Fair: limited knowledgeable of subject-littlesubstance. 13-16 Very poor: does not show knowledgeable ofsubject-non substantive.
Organization	18-20 Excellent: fluent expression-ideas clearlystated. 14-17 Good: somewhat choppy-loosely organized butmain ideas stand out 10-13 Fair: not fluent-ideas confused / disconnected. 7-9 Very poor: does not communicate-no organization.
Vocabulary	18-20 Excellent: sophisticated range-effective word/idiom choice and usage. 14-17 Good: adequate range – occasional of word/idiom form, choice, usage, bit meaning is notobscured. 10-13 Fair: limited range – frequent errors of word/idiom form, choice, usage. 7-9 Very poor: essentially translation-littleknowledge of English vocabulary.
Grammar	22-25 Excellent: effective complex grammarconstruction. 18-21 Good: effective but simple construction in grammar. 11-17 Fair: a major problem is simple / complex construction in grammar. 5-10 Very poor: virtually no mastery of sentence construction rules.
Mechanic	5 Excellent: demonstrates mastery of construction. 4 Good: occasional errors of spelling, punctuation. 3 Fair: frequent errors of spelling, punctuation, capitalization. 1 Very poor: no mastery of conventions,dominated by

⁵ J.B.Heaton, Writing English Language Test, (London: Longman Group, 1975), p.146

	errors of spelling, punctuation, capitalization, paragraphing.
Total of score	1 – 100

b. Achievement Level

To know whether success or failure a student in composing narrative writing, to inform their achievement, the writer made students achievement level which on the table below;

Table 3.5
Achievement Level

Test Score	Achievement Level
85 – 100	Excellent
71 – 84	Good
<71	Fail

*The achievement level is based on regulation of the school

c. Measuring the mean

After calculate of students score, the researcher calculates the mean to measure the improvement of students score in every cycle. The mean is the arithmetical that is obtained by adding the sum offset score and dividing the number of the students. The following formula is:

$$\bar{x} = \frac{\sum fx}{n}$$

Where: \bar{x} = the mean

f = the sum off score

n = the number of students.

This study will be said to be success if the research objectives' indicators were reached. In this research, achievement indicators were stated as below:

1. Students' average achievement in writing recount text is equal to or higher than minimum score established by the school (71).
2. Students' average activeness in learning process is equal to or higher than 75% of total students' activeness in learning process.