

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design that used in this research is qualitative research. Qualitative research is a mean for exploring and understanding the meaning individuals or group ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretation of the meaning of the data.¹

This research uses classroom action research. Classroom action research is action research that is done to improve the quality of learning and focus in teaching learning process in the class.² It means that the research is done by the researcher in order to improve the quality of the object in teaching learning process.

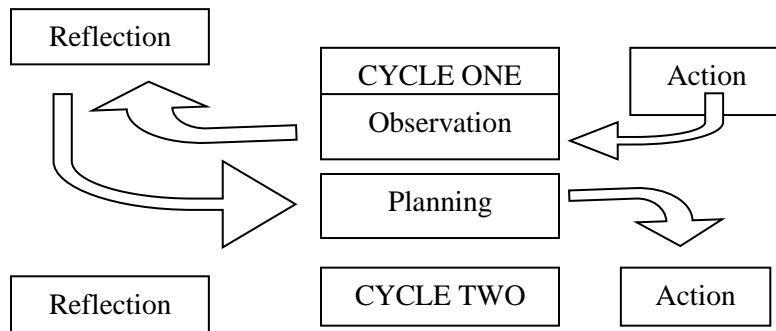
Action research is a piece of descriptive research carried out by a teacher in his or her own classroom, without the involvement of other, which is aimed at increasing our understanding rather than

¹Jhon W Creswell, *Research Design Qualitative, Quantitative And Mixed Methods Approaches Third Edition*, (USA: Sage, 2009) p. 4

²Suharsimi Arikunto, Suhardjo, and Supardi, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2008), p.58

changing the phenomenon under investigation.³ According to Uma Sekaran and Roger Bougie, action research is a constantly evolving project with interplay among problem, effect or consequences and new solution.⁴

The definition of classroom research based on teaching, class is not room, but a group of students are learning. Action research can be done not only in the class, but also in every place. The important is there is a group of students are studying. The event can be in the laboratory, library, court, visiting place, or in other place that students are studying about same thing from the same teachers or facilitators. Action research is an action that intentionally emerges and happens in the class at the same time.⁵



³ David Nunan, *Research Methodology in Language Learning*, (Cambridge: Cambridge University Press, 2006), p.18

⁴ Uma Sekaran and Roger Bougie, *Research Methods for Business: A skills Building Approach Sixth Edition*, p. 103

⁵ Suharsimi Arikunto, Suhardjo and Supardi, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2008), p.3

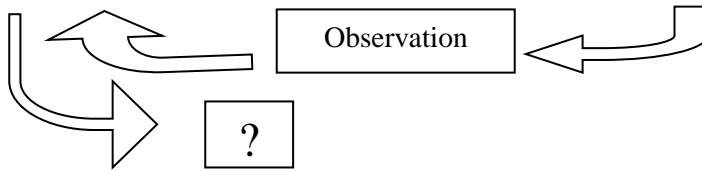


Figure 3.1 The model of action research⁶

There are four steps in model of action research. They are planning, action, observation and reflection. The designing and explaining of action research that consists of four steps as follow⁷:

1. Planning

Planning is making design planning. The researcher determines the point or focus of event that need to get particular attention to observe. Then the researcher makes an instrument of observation to help researcher record the fact that happened since action done. Then, choosing learning strategy is appropriate with need and importance of teacher.

2. Action

Action is the implementation or application of planning. That is use action in the class. Teacher must remember and obey what have made in planning, but must do naturally. In this step, the researcher does not report the planning but directly

⁶ Suharsimi Arikunto, Suhardjo and Supardi, *Penelitian Tindakan Kelas*, p.16

⁷ Suharsimi Arikunto, Suhardjo and Supardi, *Penelitian Tindakan Kelas*, p.17-

report the implementation. Form and content have must be completed about describe all of activity, start from preparing to finishing.

3. Observation

Observation is done when action is done. When the teacher does action, the other teacher (researcher) does observe about what happened when the action is done such students and teacher activities whole the teaching learning process. So that they get the data accurately and does the next cycle better.

4. Reflection

Reflection is an activity that tells more what have done. Teacher discusses the implementation of action planning with the researcher. When the teacher is ready to tell to the researcher about things that has been good and has not, in other word teacher is evaluating-self. If the researcher does action trough some cycles, in the last reflection, the researcher tells the planning that suggested by teacher. The researcher will continue or stop the action.

The four steps in action research is component to form a cycle. That is a sequence activity circle that will come back to first step. First cycle is from planning design until reflection or evaluation. The mean of action is the cycle. Action research is never singular activity, but it must always sequence activity that come back to the first step. It is called cycle.

The period of time to first cycle depend on the material. The material is taught only one main material. Reflection can be done if the researcher has felt enough get experience. It means the researcher has got information to improve the way that has tried. If it has known the successful and obstruction of action that has done in the first cycle, teacher and researcher determine design to do the second cycle. Teacher will do the successful to make sure the result or will improve the step in obstruction or the difficulties that is found in the first cycle. The decision will be the design to do action in second cycle. Teacher can continue to third, fourth and fifth step if it has done in the second cycle. If teacher has not satisfied, she or he can continue to third cycle that uses ways and steps are same with before.⁸

B. Research Setting

The research conducted in MTs Nurul Islam Juwangi in Margopati Street No. 01 Juwangi Boyolali, because some of students get difficult to write a text. The subject of the research is the eighth grade students of MTs Nurul Islam Juwangi in academic year of 2016/2017. The class consists of 24 students. They are 8 male and 16 female. This research conducted in the first semester.

⁸ Suharsimi Arikunto, Suhardjo and Supardi, *Penelitian Tindakan Kelas*, p.20-

C. Collaborator

Collaborator in classroom action research is person who helps the researcher to collect the data. The collaborator in this research is one of English language teacher who teaches for grade eight in MTs Nurul Islam Juwangi. He is Mr. Aditya Budi Sanyoto, S.Pd.

D. Variable and Indicators

There are two variables in this research, independent and dependent variables.

1. Independent variables

This variable affects the dependent variable or the cause.⁹ The independent variables in this research is graphic organizers.

The indicators are :

- Student's attention in learning process
- Students do the task
- Using graphic organizers sheet

2. Dependent variables

This variable is affected or become due by independent variable.¹⁰ The dependent variables in this research are

⁹ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, kualitatif, dan R & D*, (Bandung: Alfabeta, 2010), p. 61

¹⁰ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, kualitatif, dan R & D*, (Bandung: Alfabeta, 2010), p. 61

students' ability in writing descriptive text.

The indicators of the variable:

- Students' ability in understanding descriptive text such as: identifying the generic structures and the language features of descriptive text.
- Students' ability in writing simple descriptive text such as: students' achievement score in writing descriptive text

E. Research Procedure

In this study, the researcher planned to conduct it in three cycles that consist of four steps in every cycle. Before did the cycle, the researcher done the pre cycle (preliminary research) as the following steps.

First, the researcher observed the teacher's performance of teacher in teaching and learning English lesson. Beside that the researcher collected data of documentation included the profile of the research was taken place, number of students, and the list of research subject.

Second, the researcher prepared for preliminary test to get the students' achievement from their average score about the previous material. Then, the research identified the problem of teaching and learning process that showed the students' average score was 62,08. It was lower score than 70 as the minimum criterion of passing score that has been decided by the researcher.

As the last step, the researcher arranged a plan for the next material based on the reflecting problem.

After the preliminary research, the researcher continued to the first cycle as the next stage. It started to implement graphic organizers as the media of learning which drew as the following steps.

1. Planning has some activities such as:
 - a. The researcher designed the lesson plan.
 - b. The researcher prepares for the material about descriptive text, media (Graphic organizers and picture), test paper, observation checklist and students' attendance.
2. Acting. In this section, the researcher has a role as a teacher who facilitates the learning. It has the following activities :
 - a. The teacher started the lesson by greeting, reciting *basmalah* and checking students' attendance.
 - b. The teacher explained the descriptive text. They are social function, generic structure and tense that used in descriptive text (language feature of descriptive text)
 - c. The teacher showed the graphic organizers which has some keywords to make descriptive text. It complete with descriptive text.
 - d. The teacher explained how to write descriptive text through the graphic organizers
 - e. The teacher divided students into groups consisting of four students. Each group got graphic organizers sheet.

- f. Students complete the blank on the graphic by writing their own word related to the topic. The topic is friend.
 - g. Students discussed and wrote the word in graphic organizers. Then arranged the word from a sentence become a paragraph or text.
 - h. One of students as a group's representative read the result of the discussion in front of the class and corrected their works.
 - i. Students are given test to find out the final outcomes.
 - j. The teacher asked students to recite *hamdalah* to finish the class.
3. Observing. The teacher and researcher became observers in teaching and learning process. The researcher observed the students' activities which were guided by observation checklist.
 4. Reflecting. Teacher and researcher evaluated the steps of teaching and learning process. In this occasion, the researcher and the collaborator reflected the activities that have done. The result of the observation is prepared to make a plan for the next cycle.

Second cycle done based on the result of the first cycle that was still low than the minimum criterion of passing score. This cycle fixed the weaknesses of the previous cycle. In this cycle teacher reviews the material more about present tense. In this cycle the topic is profession. The following design of the second cycle's activities.

1. Planning. In this stage, the researcher:
 - a) identified and solved the problems of the previous cycle.
 - b) designed lesson plan.
 - c) prepared for the material about descriptive text, media (graphic organizers and pictures), test paper, students' attendance and observation checklist
2. Acting. The role of the researcher in this step was as the teacher. The collaborator helped the researcher to observe the students' condition in teaching and learning activity. Those activities were:
 - a. The teacher started the lesson by greeting, reciting *basmalah*, and checking students' attendance.
 - b. She reviewed the last material about descriptive text especially in present tense.
 - c. She continued to explain the generic structure and the language feature of descriptive text.
 - d. She showed the picture and graphic organizers to give example of descriptive text
 - e. The students shared their idea related to the picture on the graphic organizer. Then students tried to describe the picture one by one.
 - f. The teacher divided students into groups consisting of four. Each group got a graphic organizers and picture.
 - g. Students described the picture by writing the keyword related to the picture on the graphic.

- h. Students discussed and answer the question based on the descriptive text.
 - i. The teacher asked a groups' representative to read the result of discussion and corrected their works.
 - j. Students were given final test to get the students' improvement of the second cycle.
3. Observing. The researcher and the teacher observed the students' activities which was guided by observation checklist. The collaborator and researcher became observers in the teaching and learning process.
4. Reflecting. Teacher and researcher evaluated the steps of teaching and learning process. In this occasion, the researcher and the collaborator reflected the activities that have done. The result of the observation is prepared to make a plan for the next cycle.

Third cycle done based on the result of the first cycle that was still low than the minimum criterion of passing score. This cycle fixed the weaknesses of the previous cycle. In this cycle teacher reviews the material more about present tense. In this cycle the topic is Family. The following design of the second cycle's activities.

1. Planning. In this stage, the researcher:
 - a) identified and solved the problems of the previous cycle.
 - b) designed lesson plan.

- c) prepared for the material about descriptive text, media (graphic organizers and pictures), test paper, students' attendance and observation checklist
2. Acting. The role of the researcher in this step was as the teacher. The collaborator helped the researcher to observe the students' condition in teaching and learning activity. Those activities were:
- a. The teacher started the lesson by greeting, reciting *basmalah*, and checking students' attendance.
 - b. She reviewed the last material about descriptive text especially in present tense.
 - c. She continued to explain the generic structure and the language feature of descriptive text.
 - d. She showed the picture and graphic organizers to give example of descriptive text
 - e. The students shared their idea related to the picture on the graphic organizer. Then students tried to describe the picture one by one.
 - f. The teacher divided students into groups consisting of four. Each group got a graphic organizers and picture.
 - g. Students described the picture by writing the keyword related to the picture on the graphic.
 - h. Students discussed and answer the question based on the descriptive text.

- i. The teacher asked a groups' representative to read the result of discussion and corrected their works.
 - j. Students were given final test to get the students' improvement of the second cycle.
3. Observing. The researcher and the teacher observed the students' activities which was guided by observation checklist. The collaborator and researcher became observers in the teaching and learning process.
 4. Reflecting. In this part, the teacher and researcher evaluated the steps in teaching and learning process. They did activities such as reflected the activities that have done. The result of the observation and test showed the students' improvement was significant. It could be seen from the students' average score.

F. Data Collection Technique

To collect the data the researcher will use instruments:

1. Documentation

This research used documentation to collect the data. It is explained by Irawan in Sukandarrumudi states that documentation is a technique of collecting data aimed to research subject.¹¹ In this study, the researcher used primary and secondary data in documentation. The researcher used

¹¹ Sukandarrumudi. *Metode Penelitian: Petunjuk Praktis untuk Peneliti Pemula*. (Yogyakarta: Gadjah MadaUniversity Press, 2002). p.100

observation checklist and students' score tables as the primary data. Moreover the researcher took the data of school profile which was included the background of school, vision and missions, the number of teachers, employees and students as the secondary data. According to Mustafa, primary data is data which collected directly by the researcher from the subject of the research. Whereas secondary data is data which was collected and documented so that the researcher copied the data for the research necessary.¹²

2. Observation

It is an important way of collecting information about people because people do not always do what they say do.¹³ The analyse and report ways of the activities was done systematically. In this research activity, the researcher used observation participant technique because of the researcher involved within for monitoring and watching the teaching and learning process closely. The researcher used observation checklist to know the students' activities during in the class, what the problem that were faced, then look for the good solution to solve the problem gathered by the collaborator. The

¹² Mustafa EQ, Zainal. *Mengurai Variabel Hingga Instrumen*. (Yogyakarta: Graha Ilmu, 2013). Ed.1. p.92

¹³ Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan Kombinasi (Mixed Methods)*. (Bandung: Alfabeta, 2013). p. 196

following observation checklist table as be on attachment sheet.

3. Test

Test is a set of questions and exercises used to measure the achievement or capability of individual or group to collect data. This is an instrument to submit the data students' achievement in learning, it is can be done by speaking, writing, or acting. The researcher uses the test to measure the students' mastery on the material (descriptive text) that have been taught in the teaching learning process.

William uses test term as measurement. It is a process of assigning numerals according to the rules. The numerals are assigned to events or objects, such as responses to items or to certain observed behaviors.¹⁴ In this research, the researcher examined the students' mastery on the material (descriptive text) by giving essay test. It means that students have to write descriptive text based on the graphic organizers.

The test was conducted in every cycle. Pre-cycle test was carried out on October 11st, 2016 as the start of this research. First cycle test was done on October 19th, 2016. Second cycle test was done on October 25th, 2016 and the third cycle was done on November 2nd, 2016 as the last meeting of

¹⁴ Wiersma, William. *Research Methods in Education*. (Massachusetts: Simon and Schuster, 1995). p.308

this research. They had done to get the students' improvement on the material of descriptive text.

G. Data Analysis Technique

The analysis of data will be used to support the research at the school for getting the purpose of study which is enhancing students' ability in writing. There are some data will be analyzed in this research:

1. Observation checklist

Table 3.1
Observation Checklist of Students' Activity

No	Aspect	Score					Σ
		1	2	3	4	5	
1	Students pay attention						
2	Students respond teacher's question						
3	Students ask questions						
4	Students comprehend the material						
5	Students do the test						
6	Students interest the lesson						
TOTAL							

To analysis data observation checklist, the researcher uses the formula to measure the mean of activities in teaching learning process is as follow:

$$Score = \frac{\sum x}{S \max} \times 100\%$$

Σx : Score got

S max : Score maximum

Table 3.2
Scoring Category Rubric in Observation¹⁵:

Grade	Percentage	Note
1	0 %	None Students
2	>20%	Few students
3	21 % - 49%	Half students
4	50%-69%	Many students
5	70%-100%	Majority students

Table 3.3
Scoring Level in Observation:

Grade	Percentage	Note
A	91%-100 %	Excellent
B	76%-90%	Good
C	61 % - 75%	Fair

¹⁵ Indah Rahmawati, *THE USE OF ENGLISH CHILDREN SONG AS MEDIA TO IMPROVE STUDENTS' ENGLISH VOCABULARY POWER IN NOUN (A Classroom Action Research with the Fifth Grade Students of MI Miftahul Ulum Sekuro Jepara in the Academic Year of 2010/2011)* 'Thesis,' (Semarang: IAIN Walisongo Semarang, 2010) p. 43

D	51%-60%	Sufficient
E	<50%	Less

2. Test

The researcher gives assessment about the result of test.

The formula that used to measure the mean of test is as follow :

$$Mean = \frac{\sum xi}{n}$$

$\sum xi$: the total of score

n : the number of students

Table 3.4

Table of scoring level in test¹⁶:

Grade	Score	Note
A	80 – 100	Excellent
B	66 – 79	Good
C	56 – 65	Fair
D	40 – 55	Less
E	30 – 39	Poor

H. Achievement Indicator

Achievement indicators in this research are :

1. There are improvement of student's activity to study
2. Students can reach the standard of minimum score. Students passed the score if their score reached 70

¹⁶ Daryanto, *Evaluasi Pendidikan*, (Jakarta: Rineka Cipta, 2010) page 211