

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

In this study, the researcher used classroom action research (CAR). Action research is a kind of research that is conducted in the classroom by a teacher. This research can offer new ways and procedures to improve teacher's professionalism in the teaching learning process and students' learning result.

“Action research is designed to bridge the gap between research and practice, thereby striving to overcome the perceived persistent failure of research to impact on, or improve and practice. <sup>1</sup>From the statement above, it can be concluded that action research emerge caused by the existence of awareness actor activity which feel less satisfied with his job result. Constituted of awareness alone, actor activity tries to complete his job, the actor activity conducted work repeatedly, and the process is controlled seriously for getting a better result.

Action research is a form of research which is becoming increasingly significant in language education. This research has been defined in anumber of different ways.<sup>2</sup>

By the definition of action research above, it can be concluded that action research is a series of procedures carried out by a teacher in the classroom to improve aspects of teaching and to evaluate the success in appropriateness of certain activities and procedures. Seeing that action research is significant for the repair of teaching learning process, therefore there are characteristics of action research. They are:

---

<sup>1</sup> Louis Cohen dkk, *Research Methods in Education*, (Canada: Routledge, 2007), p. 298.

<sup>2</sup> David Nunan, *Research Methods in Language Learning*, (United States: Cambridge University, 1992), p.17.

1. On the job problem oriented

It means that a problem that observed is a real problem emerging from work world researcher. If researcher is a teacher, hence problems observed are the problem of school or class.

2. Problem solving oriented

This means that action research is one of trouble-shooting strategies that exploits real action in the form of process innovative development "tried at the same time walk" in detect and problem solve.

3. Improvement oriented

The mean of this character is the research affirmation for the importance of each component from an organizational system to develop well.

4. Multiple data collection

Multiple data collection is used to fulfill critical approaches principle of data collections; many ways are generally used to collect the data, including observation, test, interview, questionnaire, etc. All these ways are focused to get result validation of research.

5. Cyclic

Action research is applied to pass sequences of planning, acting, observing and reflecting, by cycle which intrinsically explains critical idea and reflective to effectiveness of action.

6. Collaborative

Collaborative here, it means that a researcher collaborates with other people, every step of the research, such as planning, acting, observing and reflecting to improve observation during research process.<sup>3</sup>

Based on statement above, that one of characteristic action research is cycle, there are four components in one cycle for doing classroom action research. They are:

---

<sup>3</sup> Louis Cohen dkk, *Research Methods in Education*, p. 299-300.

### 1. Planning

Planning is a plan to conduct treatments or after making sure about the problem of the research, a researcher needs to prepare before doing an action research.

### 2. Acting

This section discusses about the steps and activities that would be taken by the researcher. It means that a researcher implemented the plan, which is made in previous phase in the field of research.

### 3. Observing

In this step, a researcher has to observe all events or activities during the research. The observation is done during the research in purpose of getting any data to show students' condition while research is conducted.

### 4. Reflecting

Reflecting is the inspection effort on the success or the failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to get the final goals of the research.<sup>4</sup>

This research used action research, therefore; to analysis, the data would be using quantitative approaches. "Quantitative research is a research data in the form of numbers and analyze uses statistic".<sup>5</sup> It means that quantitative research is used to determine how large a sample size will be needed from a given population in order to achieve findings with an acceptable degree of accuracy calculate the sample size for a survey and quantitative research refers to counts and measures of things.

## **B. Setting of the Study**

The researcher conducted the classroom action research at MA Manbaul Ulum Pati. This setting is located in Sinoman Pati. The researcher chooses this setting because it geographical location is near to the researcher

---

<sup>4</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Asdi Mahasatya, 2006), p. 98-99.

<sup>5</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: CV. Alfabeta, 2008), p. 7.

home. So it makes easier for the researcher to execute research. The students come from different intelligence, social background, and characteristic of student setting and subject of the research.

### 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 MA Manbaul Ulum at first class, she is Mrs. Tiyem Mahsunah, S.Ag

### D. Subject of the Study

This study was conducted in MA Manbaul Ulum Sinoman Pati in the academic year of 2010/2011. Because News Item text taught at first grade, the subjects of study were students of MA Manbaul Ulum Sinoman Pati, consist of 25 students (9 boys and 16 girls).

**Table 1**  
**Student's name on class X. at MA Manbaul Ulum Sinoman Pati**  
**in the academic year of 2011/2012**

No	Students Name	Sex
1	Ahmad Samsudin	Male
2	Ahmad Saiful Adyan	Male
3	Ayu Dyah Damayanti	Female
4	Bahrudin M	Male
5	Devi Retno M	Female
6	Dian Agustina	Female
7	Edi Galih Saputra	Male
8	Fitri Mualifah	Female
9	Hidayatun Nikmah	Female
10	Ihda Nurhidayah	Female
11	Khoirul Adib	Male
12	Lita Jaiyin	Female
13	Moh. Abdul Kohar	Male
14	Muhammad Fauzi	Male
15	M. Ridhwan	Male
16	Muhammad Said	Male

17	Ria Fitriana	Female
18	Rumisih	Female
19	Siti Suhermi	Female
20	Sofi Rustiani	Female
21	Sri Pujiani	Female
22	Susma Fatin ND	Female
23	Titik Elva Yuliana	Female
24	Titik Endang Sholikatin	Female
25	Azizatul Maqfiroh	Female

## **E. Research Procedure**

This research uses a classroom action research. The method is to know how the teacher can organize her teaching and learning condition from their own experience. She can try an idea as reparation in their teaching and learning process and look the real effect of those efforts. There are four components in one cycle for doing classroom action research. It consists of planning, acting, observing, and reflecting. This classroom action research is arranged into two cycles. They are cycle I and cycle II. The researcher will collaborate with the English teacher who teaches in tenth class. The activities that will be done in each cycle as follow:

### **1. Pre-Cycle**

In this pre-cycle, the researcher will see teaching writing the material of news item text in the classroom. By doing pre-cycle, the teacher has still done conventional method which does not use the researcher's method in teaching and learning process.

In teaching learning pre-cycle will also measure with the research indicator which will see the students' activities in learning process, the concept, and the students' result. In this study is done as basic to compare the produce of learning by using the researcher's method in teaching and learning on first cycle and second cycle.

### **2. First Cycle (first meeting)**

#### **a. Planning**

- 1) Plan the action to students in video

- 2) Arranged a lesson plan based on the teaching material
  - 3) Chose the theme
  - 4) Prepared the materials that needed
  - 5) Prepared checklist for observation
- b. Acting
- Researcher with the English teacher began the teaching and learning process based on lesson plan. The procedures in the teaching and learning process as follow:
- 1) BKOF (Building Knowledge of the Field)
    - a) Giving introduction about materials by asking some questions.  
“Do you know news item text?”
    - b) Students answer the questions orally.
  - 2) MOT (Modeling of the Text)
    - a) Giving explanation about social function, language features and generic structures of news item text.
    - b) Giving example of news item text to the students.
    - c) Students discussing about content, language feature and generic structure.
  - 3) JCOT (Join Construction of the Text)
    - a) Students asked to watch the video
    - b) Students asked to take a note based on the video
    - c) Students asked to decided the topic based on the video
    - d) Checking students work and giving the correct text.
  - 4) ICOT (Independent Construction of the Text)
    - a) Students asked to watch the video while taking a note key word of contains of the video
    - b) Students asked to make a simple paragraph based on the video
- c. Observing
- 1) The researcher observes the classroom activity such as students’ interested and students’ response by this technique.

- 2) The researcher observes the students when they were writing a news item text according to video.

d. Reflecting

- 1) Researcher and teacher analyzed and discussed the result of the observation. It was continued then to make reflection which one should be maintained and which one should be repaired in the next cycle. From the whole can be found that the first cycle has no significant improvement of students' writing skill.

- 2) Made a conclusion from cycle I.

**3. Second Cycle (second meeting)**

a. Planning

- 1) Plan the action to students in video
- 2) Arranged a lesson plan based on the teaching material
- 3) Chose the theme
- 4) Prepared the materials that needed
- 5) Prepared checklist for observation
- 6) Prepared form of test

b. Acting

Researcher with the English teacher began the teaching and learning process based on lesson plan. The procedures in the teaching and learning process as follow:

- 1) BKOF (Building Knowledge of the Field)
  - a) Giving introduction about materials by asking some questions.  
“Do you know news item text?”
  - b) Students answer the questions orally.
- 2) MOT (Modeling of the Text)
  - a) Giving explanation about social function, language features and generic structures of news item text.
  - b) Giving example of news item text to the students.
  - c) Students discussing about content, language feature and generic structure.

3) JCOT (Join Construction of the Text)

- a) Students asked to watch the video
- b) Students asked to take a note based on the video
- c) Students asked to decided the topic based on the video
- d) Checking students' work and giving the correct text.

4) ICOT (Independent Construction of the Text)

- a) Students asked to watch the video while taking a note key word of contains of the video
- b) Students asked to make a simple paragraph based on the video

c. Observing

- 1) Observing the students' activities in watching a video
- 2) Observing the students' when they were writing a news item text according the video

d. Reflecting

Reflecting was done at the end of stage after finishing the observation. In this stage, the researcher had the result of the observation and the researcher concluded for the improvement in the researcher's study.

- 1) Evaluate the activity that has been done.
- 2) Analyze the activity, whether they still found the problem or not.
- 3) Discuss with the teacher and analyze the data to repair next cycle.
- 4) Made a conclusion from cycle I

## **F. Scoring Technique**

In this study, the researcher used rating scale to score or evaluate the students' achievement in writing. There are five aspects, which are used as consideration in scoring. They are content, organization, vocabulary, language use (grammar), and mechanics. The scoring guidance is as follows:



**Table 2. Score Guidance**

Categories	Score	Criteria
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.
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 and development.
	9-7	Very poor: does not communicate; no organization.
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.
Language use	25-22	Excellent to very good: effective complex construction; 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, preposition and 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.
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, capitalization, paragraphing; poor handwriting; meaning confused
	2	Very poor: no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible. <sup>6</sup>

<sup>6</sup> Arthur Hughes, *Testing for Language Teachers*, (New York: Cambridge University Press, 2003), 2<sup>nd</sup> Ed., p. 104.

## G. Technique of Data Collection

To collect the data the researcher used two instruments: Observation and Writing test.

### 1. Observation

“Observation is a perception activity to know how far research effectiveness of action have reached target”.<sup>7</sup>

It means that observation is used to monitor student’s activity during the teaching learning process to get a data. To collect a data through observation used checklist technique.

“The checklist technique defines certain behaviors or events that can be checked off as they occur during a lesson”.<sup>8</sup> According to Jeffry Glanz, there are some matters, which must be paid attention in doing observation, among others are:<sup>9</sup>

- a. The purpose of the observation
- b. The activity occurs teaching learning process
- c. The social interaction
- d. People talk to each other
- e. Investigation is focused on individuals, events, setting, and circumstances.g

### 2. Writing Test

The researcher carried out the writing test in this research. Writing test is a measurement instrument designed to elicit a specific sample of an individual’s behavior.<sup>10</sup> Writing is an appropriate test for measuring the

---

<sup>7</sup> Martin Parrott, *Tasks for Language Teachers: A Resource Book for Training and Development*, (Australia: Cambridge University, 1993), p. 139.

<sup>8</sup> Jeffrey Glanz, *Action Research: An Educational Leader’s Guide to School Improvement*, (Norwood: Christopher-Gordon, 1998), p. 142.

<sup>9</sup> Jeffrey Glanz, *Action Research: An Educational Leader’s Guide to School Improvement*, p. 141.

<sup>10</sup> Lyle F. Bachman, *Fundamental Considerations in Language Testing*, (New York: Oxford University Press), p. 20.

students' mastery of the whole language aspects that have been taught in the teaching learning process.

As one type of measurement, a test necessarily quantifies characteristics of individuals according to explicit procedures. What distinguishes a test from other types of measurement is that it is designed to obtain a specific sample of behavior.<sup>11</sup> In this study, the researcher used composition test of writing. In this assignment, the students are required to compose a short paragraph of news item text based on video, which consists of 10-15 sentences.

## H. Technique of Data Analysis

### 1. Observation

Data from observation will be analyzed by using some steps.<sup>12</sup> First, the data will be edited, and then the researcher makes a categorization and tabulation.

### 2. Writing Test

Writing test includes pre-cycle test, cycle 1 test and cycle 2 tests. In this research, the researcher also uses mean formula to know the average of students' score and to check students' improvement in learning news item text.

The mean score of the class will be searched by using this following formula:<sup>13</sup>

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

Where:

$M$  : The average of student score

$\sum x$  : Total score

$n$  : The number of students

---

<sup>11</sup> Lyle F. Bachman, *Fundamental Considerations in Language Testing*, p. 21.

<sup>12</sup> Lyle F. Bachman, *Fundamental Considerations in Language Testing*, p. 44.

<sup>13</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi)*, (Jakarta: Bumi Aksara, 2002) 3<sup>rd</sup> Ed., p. 264.

## I. Achievement Indicator

The improvement of the students' writing skill in news item text score can be seen in the achievement indicator as follow:

**Table 3. Achievement Indicator**

No	Score	Criteria	Note
1	85 – 100	Excellent	The students get the excellent criteria score in every category
2	70 – 84	Good	The students get the good criteria score in every category
3	55 – 69	Fair	The students get the fair criteria score in every category
4	40 – 54	Poor	The students get the poor criteria score in every category
5	0 – 39	Very Poor	The students get the score under the poor criteria in every category