CHAPTER III RESEARCH METHOD

This chapter discussed about, research design, participants and setting, collaborator, variable and indicator, data collection technique, data analysis technique, and also procedure and time line.

A. Research Design

Research design plays an important role in a research because the quality of research greatly depends on the design. In this study, the writer uses classroom action research (CAR). A form of research which is increasingly significant in education is action research. Action research is a kind of research that is conducted in the classroom by a teacher. The research is used to solve the problems faced in teaching and learning process. The principal features of an action research are change (action) or collaboration between researchers and researched. Action researchers are concerned to improve a situation through active intervention and in collaboration with the parties involved.⁵¹ Carr and Kemmis in McNiff(1988:2) state that action research is self reflective inquiry done by teachers or principals to improve the rationality and justice, as they state that action research is:

. . . a form of self reflective inquiry undertaken by participants (teachers, students or principals, for example) in social (including educational) situation in order to improve

⁵¹ Graham Hitchcock and David Hughes, *Research and The Teacher second Edition*, (London and New York: Routledge, 1995), p. 27

the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situation (and institutions) in which these practices is carried-out. 52

From all the definition above, the researcher concludes that classroom action research is a research done by teacher with his or her colleague, and involves a group of students to improve teaching and learning process or to enhance the understanding of the students to the lesson.

Classroom action research has three main characteristics, they are:

- Reflective inquiry. Classroom action research departs from the real learning problems daily faced by faculty and students. So classroom action research activities based on the execution of tasks and taking action to solve problems.
- 2. Collaborative. Efforts to improve the learning process and can not be done alone by researchers outside the classroom (teachers), but he had to collaborate with teachers.
- 3. Reflective. In contrast to the formal research approaches, which often prioritize experimental empirical approaches, classroom action research more emphasis on the process of reflection on the process and outcomes.⁵³

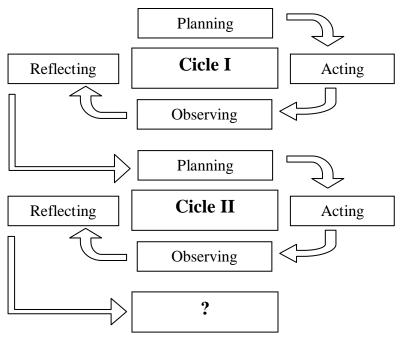
⁵² Mulyasa, *Praktik Penelitian Tindakan Kelas*, (Bandung: Remaja Rosdakarya, 2009), p. 33

⁵³ Suharsimi Arikunto, et.al, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2008), p. 110-111.

In classroom action research, all of the components are doing by the researcher in every cycles of the research. There are four components in each cycles, the first components is planning, planning is a plan to conduct treatment or after making sure about the problem of the research. By a good planning, a researcher can be easier to face some problems and be more effective in doing research. It is explaining of word what, why, when, and where the researcher does the research. The second is Acting, This section discusses the implementation of planning, it is about the steps and activities that would be taken by the researcher. The third is observing, in this step a researcher has to observe all events or activities during the research. And the last components is 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.⁵⁴

⁵⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT.Rineka Cipta, 2006), 6th Ed., p. 98-99.

The explanation of the research design in this research such as below: 55



B. Research Setting

The writer conducted the classroom action research at SMP Negeri 1 Giritontro Wonogiri which students' junior high school is based on consideration that they are at age of searching something new, even in their learning activities. Giving circle chain game with picture hoped can motivate them to learn English. Especially in class V11 A.

⁵⁵ Suharsimi Arikunto, et.all., *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2008), p.16.

C. Collaborator

The collaborator in this research was the person who helped the writer to collect the data. He was Mr.Mardi, S.Pd, the teacher of English subject in VII A SMP Negeri 1 Giritontro Wonogiri.

D. Participant of the Study

The participants in this study were all students in VII A of SMP Negeri 1 Giritontro Wonogiri in the academic year of 2013/2014. It consists of 32 students (16 male) and (16 female).

E. Research Procedure

According to figure above, there are three cycle and every cycle has four stages: planning an action, implementation of action, observing, and analysis and reflection. In this study, researcher uses three cycles to conduct the research. It is hoped to get data in order that more valid. Before the researcher do the observation such as getting familiar with students, the researcher observes the teaching method which is doing by English teacher at class. After doing observation before applying the circle chain game with picture, the researcher does the test to measure the student's ability, especially students' writing skill. This test is also used to decide the first score before the researcher did the research at class because there is no reference of the score from the students. There are some procedures in doing a classroom action research. The procedure of research that researcher conduct such as below:

1. Pre-cycle

In this pre cycle, the researcher see teaching writing descriptive text in the class room. By doing pre cycle, the teacher has still done conventional method which does not use the researchers' method in teaching learning process.

In teaching learning pre cycle also measure with the research indicator which 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 researchers' method in teaching and learning on first cycle, second cycle, and third cycle.

2. First Cycle

- a. Planning
 - 1) Prepared the material of study about descriptive text and the instructional tools.
 - 2) Arranged a lesson plan based on the teaching material.
 - 3) Prepared observation checklist.
- b. Acting
 - 1) Told the material in this meeting.
 - 2) The writer explored the students' understanding about descriptive text.

- 3) The writer showed the material (use power point) about descriptive text and explained it.
- 4) The students identified some list of vocabulary in the descriptive text.
- 5) Discussed it together.
- 6) The writer divided the class into some groups and gave the instruction to the whole class about the game.
- 7) The writer distributed for each group the list of words.
- The students, the teacher and the writer discussed the work together.
- 9) The writer asked the students to do the individual test.
- c. Observing

The researcher observes the activity by using observation format, evaluated the results, collect the data and monitor the teaching learning process.

After having the first treatment, the researcher took an assessment. The assessment is conducted to measure the students' improvement in writing after the first treatment. The test is the same as the pre cycle. Students practice to write descriptive text according the picture they get. Observing the teaching learning process.

d. Reflecting

The researcher analyzes and evaluates the actions that been done, it consisted of quality, number and time from each action. The steps are as follow: 1) Discuss the Result

Researcher and teacher analyze and discuss the result of the observation. It is continued then to make reflection which one is should be maintained and which one is should be repaired in the next cycle. If there is found that the first cycle has no significant improvement of students' writing skill, or they have problems in term of grammar and fluency, the researcher and the teacher should continue to the second cycle for then the problems are solved.

2) Made a conclusion from cycle 1.

3. Second cycle

- a. Planning
 - 1) Prepared the material of study about descriptive text and the instructional tools.
 - 2) Arranged a lesson plan based on the teaching material.
 - 3) Prepared observation checklist.
- b. Acting
 - 1) Told the material in this meeting.
 - 2) The writer asked all of students to write descriptive text according the picture they get.
 - The writer divided the class into some groups and gave the instruction to the whole class about the game.
 - 4) The writer distributed the picture for each group.

- 5) The students, the teacher and the writer discussed the work together.
- 6) The writer asked the students to do the individual work.
- c. Observing
 - The researcher observes the activity by using observation format, evaluated the results, collect the data and monitor the teaching learning process.
 - 2) After having the first treatment, the researcher took an assessment. The assessment is conducted to measure the students' improvement in writing after the first treatment. The test is the same as the first cycle. Students practice to write descriptive text according the picture they get.
 - 3) Observing the teaching learning process.
- d. Reflecting

The researcher analyzes and evaluates the actions that been done, it consisted of quality, number and time from each action. The steps are as follow:

1) Discuss the Result

Researcher and teacher analyze and discuss the result of the observation. It is continued then to make reflection which one is should be maintained and which one is should be repaired in the next cycle. If there is found that the first cycle has no significant improvement of students' writing skill, or they have problems in term of grammar and fluency, the researcher and the teacher should continue to the second cycle for then the problems are solved.

2) Made a conclusion from cycle 2.

4. Third cycle

- a. Planning
 - 1) Prepared the material of study about descriptive text and the instructional tools.
 - 2) Arranged a lesson plan based on the teaching material.
 - 3) Prepared observation checklist.
- b. Acting
 - 1) Told the material in this meeting.
 - 2) The writer asked all of students to write descriptive text according the picture they get.
 - The writer divided the class into some groups and gave the instruction to the whole class about the game.
 - 4) The writer distributed the picture for each group.
 - 5) The students, the teacher and the writer discussed the work together.
 - 6) The writer asked the students to do the individual work.
- c. Observing
 - The researcher observes the activity by using observation format, evaluated the results, collect the data and monitor the teaching learning process.
 - 2) After having the second treatment, the researcher took an assessment. The assessment is conducted to measure the

students' improvement in writing after the first treatment. The test is the same as the second cycle. Students practice to write descriptive text according the picture they get.

- 3) Observing the teaching learning process.
- d. Reflecting

The researcher analyzes and evaluates the actions that been done, it consisted of quality, number and time from each action. The steps are as follow:

1) Discuss the Result

Researcher and teacher analyze and discuss the result of the observation. It is continued then to make reflection which one is should be maintained and which one is should be repaired in the next cycle. If there is found that the first cycle has no significant improvement of students' writing skill, or they have problems in term of grammar, vocabulary and fluency, the researcher and the teacher should continue to the fourth cycle for then the problems are solved.

2) Made a conclusion from cycle 3

F. Variable and Indicator

Suharsimi Arikunto states variable is "the object of research or something that becomes the concern of research". ⁵⁶ Variables can be defined as any aspect of a theory that can vary or change as part of the

 $^{^{56}}$ Suharsimi Arikunto, Prosedur Penelitian Suatu Penelitian Praktik, (Jakarta: PT Rineka Cipta, 2006), 6^{th} revised , p. 118.

interaction within the theory. In other words, variables are anything can effect or change the results of a study. Every study has variables as these are needed in order to understand differences.⁵⁷

Variable is the object of research or something that becomes the concern of research. In this research.⁵⁸ There are two variables in this research:

1. Independent variable

It is a variable that influences or causes of change or emergence of the dependent variable.⁵⁹ Independent variable in this research is the use of circle chain game in teaching descriptive text with the indicator:

- a. Identifying the vocabulary and phrases.
- b. Explaining the definition of descriptive text.
- c. Explaining the generic structure of descriptive text.
- d. writing text.
- 2. Dependent variable.

It is an affected variable because of the existance of the independent variable. Dependent variable in this research is the student's achievement in learning simple sentence with the indicator that the students are able to Identify the vocabulary,

⁵⁷Dr. Christopher L. Heffner,(http://allpsych.com/ researchmethods/ defining variables.html), accessed on 27-1-2013.

⁵⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Penelitian Praktik* 6th revised, p. 118.

 $^{^{59}}$ Suharsimi Arikunto, Prosedur Penelitian Suatu Penelitian Praktik 6^{th} revised, p. 119.

explain the definition of descriptive text, explain the generic structure of descriptive text, and write a good descriptive text.

G. Data Collection Technique

The writer used observation, documentation and test to collect the data.

1. Observation

According to Suharsimi Arikunto, observation is an activity concern an object which use all of body senses. So, observation can be done through vision, hearing, etc. Observation in this research used to monitor the student's activities during the teaching learning process.

2. Documentation

"Documentation is an instrument used to gain data about some events in the past which has been documented".⁶⁰ Documentation in this research used to know some information of data such as the students' name in VII A SMP Negeri 1 Giritontro Wonogiri, the material of study, students' work, etc.

3. Test

"Test is some questions or drill used to measure someones's ability, intellegence, skill from individual or group".⁶¹ The writer used achievement test in this research.

⁶⁰ Mulyasa, *Praktik Penelitian Tindakan Kelas,* (Bandung: Remaja Rosdakarya, 2009), p. 69.

 $^{^{61}}$ Suharsimi Arikunto, Prosedur Penelitian Suatu Penelitian Praktik, (Jakarta: Rineka Cipta, 2006), 6^{th} revised , p. 150.

Achievement test used to measure someone's achievement after studying something.

H. Data Analysis Technique

1. Observation

The observation in this research will conducted three times, in cycle 1, cycle 2 and cycle 3. The observer will give check in the observation checklist. In the end, it will be analyzed by calculating the percentage from the checklist.

2. Test

The writer conducted the test by writing test. There are some aspects that will be scored as follow:

Scoring Guidance and The explanation of Criterion.

Tabl	e 3	.1
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Item	Score	Criterion of scoring		
analysis				
Content	30-27	Excellent: knowledgeable-subtantive etc		
	26-22	Good: some knowledgeable of subject-		
		adequate range.		
	21-17	Fair: limited knowledgeable of subject-		
		little substance		
	16-13	Very poor: does not show		
		knowledgeable of subject-non		
		substantive.		
Organization	20-18	Excellent: fluent expression-ideas		
		clearly stated. Good: somewhat choopy-loosely		
	17-14			
		organized but main ideas stand out		
	13-10	Fair: not fluent-ideas confused or		

Item analysis	Score	Criterion of scoring		
anarysis		disconnected		
	9-7	Very poor: does not communicate-no		
		organization		
Vocabulary	20-18	Excellent: sophisticated range-effective		
		word/idiom choice and usage.		
	17-14	Good: adequate range-occasional of		
		word/idiom form, choice, usage, but		
		meaning is not obscured		
	13-10	Fair: limited range- frequent errers of		
	07	word/idiom form, choice, usage.		
	9-7	Very poor: essentially translation-little		
		knowledge of english vocabulary.		
Grammar	25-22	Excellent: effective complex grammar		
Oraninai	23-22	construction.		
	21-18	Good: effective but simple constructive		
		in grammar.		
	17-11	Fair: .a major problem is simple/complex		
		construction in grammar.		
	10-5	Very poor: virtually no mastery of		
		sentence construction rules.		
Mechanic	5	Excellent: demonstrates mastery of		
	4	construction.		
	3	Good: occasional errors of spelling,		
	3	punctuation, capitalization. Fair: frequent errors of spelling,		
	2	punctuation, capitalization.		
	2	Very poor: no mastery of conventions,		
		dominated by errors of spelling,		
		punctuation, capitalization,		
		paragraphing.		
Total of	1-100			
score				

The Criterion of Writing Mastery

The Percentage of skill	Scale change of five		Criteria
85%-100%	5	А	Excellent
75%-84%	4	В	Good
60%-74%	3	С	Fair
40%-59%	2	D	Poor
0%-39%	1	Е	Fail

Table 3.2

The steps of data analysis:

- a. The researcher assessed the result of students' writing of each cycle, and she will find the mean of it.
- b. After that the researcher will compare the improvement of students' score on preliminary research and each cycle.
- c. Then the last step is make its report in descriptive analyze form. It is mean that the writer gives information using words description to show the improvement of students' ability in writing descriptive text.

In knowing the mean of the students' score, the writer used the following formula:

Mean of students' score = $\frac{Total \ score}{Number \ of \ students}$

From the result of this formula the writer found out the improvement of students' writing skill in descriptive text.