

CHAPTER III

METHOD OF INVESTIGATION

A. Time and Setting of the Study

The researcher has time schedule for doing the research and she uses the time to do observation and getting familiar with school conditions, doing the research and analyze the result. The explanation of time and setting the research are such as below:

1. Time for research

The researcher did the research from 15 March until 8 April 2010.

This is the schedule time for research

Table 1: Research Schedule

No	Task Description	15 Mar	17 Mar	31 Mar	05 Apr	07 Apr	14 Apr	19 Apr
1	Asking permission to the head master to do research and getting familiar with the school situation.	√						
2	Doing observation by observing the teaching and learning process from the teacher of in the class and getting familiar with the students.		√					
3	Doing test in pre cycle			√				
4	Doing the first cycle (asking the students to rewrite the story				√			

	based on the film has been watched)							
5	Doing the second cycle (asking the students to rewrite the story based on the film has been watched)					√		
6	Analyzing data						√	
7	Writing the report							√

2. Setting of the study

This action research was conducted in SMA Negeri 13 Semarang, which is located on Jl Rowosemanding Mijen Semarang. It's located far from crowded place. Location of the school is near to the writer's boarding house so it makes it easier for the writer to execute research.

B. Subject of the Study

In this study, the writer conducted in SMA Negeri 13 Semarang in the academic year of 2009/2010. Because of action research, the writer only used one class as the subject of study. The writer chose in X6 class students of SMA Negeri 13 Semarang, consisting of 36 students (13 boys and 23 girls) as a subject of study.

C. Research Design

There are many kinds of research design in conducting a research. A research method used in this study is action research. This research will be conducted in the classroom. The researcher tended to conduct an action research on the tenth grade of SMA Negeri 13 Semarang to investigate their writing improvement as the result of learning narrative writing using flash animation.

According to Mc Taggart in Nunan, action research is in a group of activity and a piece of descriptive research carried out by a teacher in his or her own classroom.¹It is often useful for teachers to find solution of problems encountered in everyday practice. Teachers usually use action research when they find some problems such as the students have not achieved the target they expected during teaching and learning process. In this study, the writer studied the student's ability in performing the language in a complete the sentences.

The term action research according to Wallace in Benson is the systematic collection and analysis of data relating to the improvement of some area of professional practice.²It is often considered the most accessible form of research for teachers, because its goal is the solution of problems encountered in everyday practice.

From all definition above, the writer concludes that action research is an action in a research, which can be done by the teacher, researcher, and the teacher with his or her colleague. This involves a group of students to improve learning and teaching-learning process or to enhance the students' understanding of the lesson.

Action research is a methodological approach to collecting and interpreting data that involves a clear, repeated cycle of procedures.³ There are two cycles applied in conducting this study. According Suharsimi Arikunto, that one of characteristic action research is cycle, there are four components in one cycle for doing classroom action research. They are:

¹David Nunan, *Research Methods in Language Learning*, (Cambridge university press,1992), p. 18

²Philip Benson, *Teaching and Researching Autonom in Language Learning*, (England: Pearson Education, 2001), p.182

³Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*, (United States of America, Thomson learning, 2001), p. 490

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.⁴

This research used action research, therefore; to analysis, the data would be combining both of qualitative and quantitative approaches. "Quantitative research is a research data in the form of numbers and analyze uses statistic".⁵ 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.

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

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

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

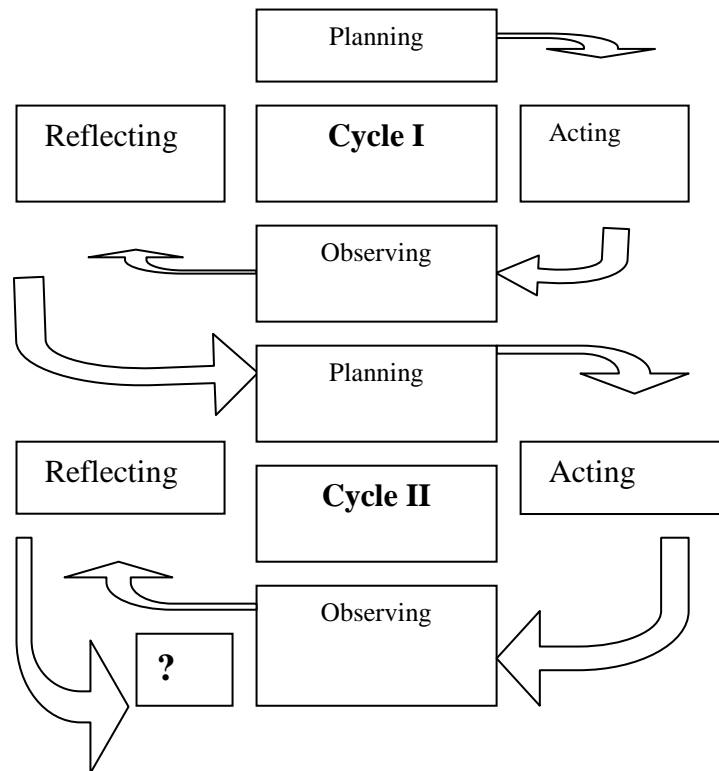


Figure 2. Classroom Action Research Model⁶

D. Research Procedure

Research procedure is something, which have been planned to execute research to obtain a data. This research uses a classroom action research. In this study, researcher used two cycles to conduct the research. Every cycle has four stages: planning, acting, observing, and reflecting. In this section, the researcher conducted three activities. They are pre-cycle, cycle 1, and cycle 2. The researcher will collaborate with the English teacher who teaches in class of the tenth grade. The activities that will be done in each cycle is as follows:

⁶ Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2008), p.16

1. Pre cycle

The researcher observes the class on how teacher teaching narrative writing. The English teacher does not flash animation yet in teaching learning. She still uses the conventional method. The teacher explains narrative text including; the definition, generic structure, and the lexiogrammatical features. She gives example of narrative reading text. In the end of lesson, the students do the tests. The teacher asks students to write a story based on key words that teacher gave. The title is snow white. After the researcher get the data from pre test and observation, the researcher analyzes the result to determine the method would be use in teaching narrative writing using flash animation.

2. Cycle I

For the first cycle, that be done on Monday, April 05th 2010 the researcher began with the teaching learning process, the researcher introduce to the students about narrative. The procedures of teaching and learning process as follows:

a. Planning

- 1) Arrange the lesson plan based on the teaching material
- 2) Prepare the materials used to explain about narrative text and five elements in writing.
- 3) Prepare the flash animation film which would be used.
- 4) Prepare the test instrument.
- 5) Prepare observation scheme
- 6) Prepare students' attendance

b. Acting

English teacher with the researcher begin the teaching learning process based on the lesson plan. The procedures of teaching and learning process are as follows:

- 1) The researcher giving explanation about narrative text and five elements in writing.
- 2) The researcher giving an example of narrative text

- 3) The researcher and the students discussed the generic structure of narrative text together based on the example.
- 4) The researcher shows the first flash animation film. The title of the film is Little Red Riding Hood
- 5) The researcher giving an exercise to arrange the jumble paragraph into a proper story.
- 6) The researcher asks students to work in pairs.
- 7) The researcher asks the students some questions related to the film.
- 8) The researcher shows the second flash animation film. The title of the film is Jack and the Beanstalk.
- 9) The researcher asks students to rewrite the story based on the film that has been watched. .

c. Observing

The researcher observes the students and the teaching and learning process during action research. She observes the students' enthusiasm during the lesson, their response, the ability of the students in doing exercises and their improvement in the writing test. The writer used this observation in order to plan about strategy that she would use in the next step. And observe students' activities while they are doing assignment.

d. Reflecting

In the first cycle after getting the data from observation, the per-test, and the exercises, she decided to analyze the result to determine give clear explanation to the students if there were some of them who still had difficulties in writing.

3. Cycle II

In the second cycle, that is done on Wednesday, April 07th 2010 the researcher reflecting the previous cycle. The procedures of the teaching learning process and assessment of the test in this cycle were the same as those in the first cycle.

a. Planning

- 1) Prepare the materials used to explain about past tense.
- 2) Prepare flash animation film which would be used
- 3) Prepare the test instrument
- 4) Prepare the observation scheme
- 5) Prepare students' attendance

b. Acting

- 1) The researcher introduce the third flash animation film
- 2) The researcher gives some questions related to the film.
- 3) The researcher reviews the previous film.
- 4) The researcher and students discussed the generic structure of narrative text together based on the previous film.
- 5) The researcher shows the third flash animation film. The title of the film is Goldilocks.
- 6) The researcher asks students to work in pairs.
- 7) The researcher gives an exercise to rewrite the story based on the film that has been watched.
- 8) The researcher shows the forth flash animation film. The title of the film is Ali and the Flying Carpet.
- 9) The researcher asks students to rewrite the story correctly.

c. Observing

The researcher observes the students and the teaching and learning process during action research. She observes the students' enthusiasm during the lesson, their response, the ability of the students in doing exercises and their improvement in the writing test. The writer used this observation in order to plan about strategy that she would use in the next step. And observe students' activities while they are doing assignment.

d. Reflecting

Evaluate the steps in teaching learning process and discussed the result of observation for the improvement of students' ability in narrative writing.

E. Scoring Technique

To score the test paper, the writer used analytic scale which categorized by some categories. O'Malley and Pierce state that analytic scale separates the features of a composition into components that are each scored separately.⁷ This analytic score has five items and each item scores five. So, the maximum score is 25. The items are:

1. Grammar

Grammar is connecting with how the words are arranged into good sentences. Good means correct in the tenses and has a meaning. Some students get problem with this. This is because some of them still confuse what verbs that should be used in sentences. They can not differentiate between the verbs that should be applied according to the times. There are also problem with the using of "be" in English. So when a students want to write "I am a students" they always "I am is a students". Because of those mistakes, their writing sometimes can not be understood by others.

2. Vocabulary

Vocabulary is the choice of the words that are applied by the students in the text. Some students confuse what word that should be used in the text because they must choose correctly adjusted to the meaning of the sentences. Vocabulary takes the most important role in English. Vocabulary is the basic thing that should be owned by students. Without good vocabulary students can not do many kind of English task

⁷J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (London: Longman, 1996), p.144.

that are given by the teacher. The lack of vocabulary means the failure in the communication and it means they can not interact well with others. So in the writing students must have enough vocabulary to make it succeed.

3. Mechanic

Mechanic is connecting with appropriate punctuation or spelling that is used in writing. When students write, they must also think about mechanic. Mechanic will make their writing sound reasonable to be read. The pause is also needed when we read text. The capital letter is also important when students write the first word in sentence. It is also used when students write the conversation in the text. This ability needs careful practice. A teacher must be patients to teach it to the students. He or she must guide the students to practice it as well as she or he can.

4. Relevance

It contains reasonable sentences that support the topic of the writing. The ideas of the students are well organized and can be understood by readers.

5. Fluency

Fluency refers to the sentences that flow easily and not too hard to understand although a simple writing. The reasonable sentences that are arranged into good story here that is meant by the fluency.

Analytic scoring of writing could be seen on the following figures:

Writing Component	Score	Description
Grammar	5	Mastery of grammar taught on course – only 1 or 2 minor mistake.
	4	A few mistakes only (prepositions, articles, etc.)
	3	Only 1 or 2 major mistakes.
	2	Major mistakes, which lead to difficulty in understanding, lack of mastery of sentence

		construction.
	1	Numerous serious mistakes – no mastery of sentence construction – almost unintelligible.
Vocabulary	5	Use of wide range of vocabulary taught previously.
	4	Good use of new word acquired – fairly appropriate synonyms, circumlocution.
	3	Attempts to use word acquired – fairly appropriate vocabulary on the whole but sometimes restricted – has to resort to use of synonyms, circumlocution, etc., on few occasions.
	2	Restricted vocabulary – use of synonyms [but not always appropriate] imprecise and vague-affect meaning.
	1	Very restricted vocabulary-inappropriate use of synonyms seriously hinders communication.
Mechanic	5	No errors.
	4	1 or 2 minor errors. For example center – centre
	3	Several errors – do not interfere significantly with communication – not too hard to understand.
	2	Several errors – some interfere with communication – some words very hard to recognize.
	1	Numerous errors – hard to recognize several words – communication made very difficult.
Relevance	5	All sentences support the topic – highly organized – clear progression of ideas well linked educated native speaker.

	4	Ideas well organized – links could occasionally be clearer but communication not impaired.
	3	Some lacks of organization – rereading required for clarification ideas.
	2	Little or no attempts at connectivity – though reader deduces some organization – individual ideas may be clear but very difficult to deduce connections between them.
	1	Lack of organization so severe that communication is seriously impaired.
Fluency	5	Flowing style – very easy to understand – both complex and simple sentences – very effective.
	4	Quite flowing style – mostly easy to understand a few complex sentences – very effective.
	3	Style reasonably smooth – not too hard to understand mostly [but not all] simple sentences – fairly effective.
	2	Jerky style – an effort needed to understand and enjoy – complex sentences confusing – mostly simple sentences or compound sentences.
	1	Very jerky – hard to understand can not enjoy reading – almost all simple – complex sentences confusing – excessive use of “and”.

Based on Heaton's grid as cited by Husni Mubarak.⁸

⁸Husni Mubarak, *The Effectiveness of Animated Film as Media in the Teaching of Narrative Writing (An Experimental Research at the Tenth Grade Students of MA Futuhiyyah 2 Demak in 2009/2010 Academic Year)*, p. 40-42.

F. Achievement Level

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

Achievement Level

Test Score	Achievement Level
80-100	Excellent
60-79	Good
40-59	Fair
20-39	Poor
0-19	Very Poor ⁹

G. Technique of Data Collection

According to Arikunto, research instrument is “a device used by researcher while collecting data to make her work becomes easier and to get better result, complete, and systematic in order to make the data easy to be processed”.¹⁰ In this study, the writer gathered the data by using several instruments namely observation, documentation, test and portofolio.

1. Observation

Observation was used to get the data about teaching and learning process of writing narrative text using flash animation. Observation was needed to monitor the students' activities during the teaching and learning process. In conducting this classroom action research, the researcher decides to use observation form. The observation appraised the activities during the teaching and learning process.

⁹Martin Parrott, *Tasks for Language Teachers: A Resource Book for Training and Development*, (New York: Cambridge University Press, 1993), p. 237.

¹⁰Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p. 149.

2. Documentation

It refers to archival data that can help the research to collect the data. The researcher uses this method to obtain documents which is related with their research. This method is used to know documentation of the previous teaching learning process in English subjects, especially writing class. The list of students' name and other documents at SMA Negeri 13 Semarang.

3. Test

Test is an important part of every teaching and learning process. Tests are a set of questions that is used to measure the skills, knowledge, intelligence, and talent of an individual or a group. Through tests the teacher can evaluate the effectiveness of a new teaching method of a different approach to a difficult pattern of new materials.

4. Portofolio

Portofolio are collections of students work overtime. A portofolio can be defined as a purposeful collection of students work over time that contains samples of their language performance at completion, as well as the students own observations on his or her progress.¹¹The use of portofolio encourages students to reflect on their work, to analyze their progress, and to set improvement goals. This method is used to collect of students work from pre tes, cycle 1 and cycle 2.

H. Instrument of the Study

Research instrument is a device used by researcher while collecting data to make her work becomes easier and to get better result, complete, and systematic in order to make the data easy to be processed.¹²

An instrument could be in form of questionnaire, observation list, interview, test, etc. In this study, the writer gathered the data by using several instruments namely, observation check list, documentation, and test.

¹¹ Schmit, Norbert, *An introduction to Applied Linguistics*, (London: Arnold, 2002), p..281.

¹²Suharsimi Arikunto, *Op. Cit*, p. 136.

1. Observation check list

In this study, an observation checklist was used to observe the subject of the study in some aspects. The aspects that were observed were students' attendance, the students' enthusiastic in listening to teachers' explanation of narrative, students' active in answering the teacher's question, the students ask questions to clarify understanding, the students' enthusiasm in teaching learning process using flash animation, the students complete the task correctly, students seriousness in discussion, the students' enthusiastic watching flash animation film, the students' enthusiastic doing the test and students' improvement in writing narrative text.

Collection data through observation is preparing a check list to facilitate observations. A check list allows to record instances of a particular behavior or practice.

2. Documentation

Document is every written data. The researcher used this method to obtain documents which are related with this research. They are school file like the data of students, lesson schedule and students' worksheet.

3. Test.

In this research, the researcher applied an achievement test. The purpose of achievement test is to establish how successful individual students, groups of students, or the courses themselves have been in achieving objectives.¹³ The achievement test is similar to the progress test in which it measures how much the students have learned it of the first foreign language interaction. The achievement test is appropriate to measure that students' progress in learning process.

In order to know the effectiveness of teaching writing in conventional method, the writer gave a pre-cycle at the prior of teaching learning process before using flash animation. Therefore, in order to

¹³Arthur Hughes, *Testing For Language Teachers*, (New York: Cambridge University press: 2003). P.13.

evaluate the effectiveness of using flash animation, the writer gave a test namely the achievement test. The achievement test is to determine whether course objectives have been met with an appropriate knowledge and skills required by the end of a period of instruction. This test was given at the end of the teaching learning process after using flash animation in every cycle. Both tests were in the form of rewrite the story based on the film that have been watched. Students performed it individually. The assessment aspects of those two tests were grammar, vocabulary, mechanic, relevance, and fluency.

I. Technique of Data Analysis

Technique of data analysis comes from the interpretation of the data collection. In analysis the data, the researcher gets the data from document, observing the teaching learning process, and the result of the students' test.

Processing of the data uses descriptive analysis. It is to explain the condition in raising indicator achievement every cycle, and to describe the success of the teaching learning process using flash animation.

1. Data from observation

Data from observation is described as detail as the researcher gets. Data from observation are grouped based on students' behavior and students' response that can be taken as a clue or indicator for students' understanding when the narrative thought.

2. Data from test

In this research, the researcher also uses mean formula to know the average of students' score and to check students' improvement in learning narrative text.

In analyzing the students' test papers in writing a narrative text, the researcher used 5 elements proposed by Heaton, who suggest those 5 elements to be used in scoring, and the maximal score for each item is 5,

so the total of maximal score will be 25. She thought that those elements were suitable and completes to score a writing test, those elements are;

- a. Grammar which refers to appropriate tenses
- b. Vocabulary which refers to diction
- c. Mechanic which refers to punctuation and spelling.
- d. Relevance which refers to the content in relation to the task demanded of the students.
- e. Fluency which refers to style and ease of communication.¹⁴

Then, to provide the students' over all score, researcher use the formula below

$$\text{Score} : \frac{\text{Score got}}{\text{Maximum score}} \times 100$$

In order to know the students' improvement in detail, researcher used the following formula to find out the average of the students' improvement. The formula is:

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

Explanation:

M : The average of students' score.

$\sum x$: Total score

N : The number of students

The first step, the researcher get score using conventional method from pre-cycle. Then average of result using conventional method will be compare with average of result from one cycle. Average of result from one cycle will be compared with average of next cycle. It is to know how far the progress of students in this research.

¹⁴J.B Heaton, *Writing English Language Tests*, (London: Longman, 1975), p.137

3. Data from Portofolio

Data from portofolio will be analyzed. Through portofolio the researcher can analyze students' abilities, difficulties and improvement in teaching narrative writing text by using flash animation.