

CHAPTER III

RESEARCH METHOD

A. Setting and Subject of the Study

The researcher conducts the classroom action research at SMP NU 1 Bumijawa Tegal. The researcher chooses this setting because the geographical location is easy to reach by the researcher. SMP NU 1 Bumijawa Tegal was built in year 2003. It is located at Jalan Raya Cawitali Bumijawa Tegal. The program of learning activity is designed based on national curriculum.

Research subject is a person and group as a unit related to the research.¹ The subject of the research is students of VII B of SMP NU 1 Bumijawa Tegal where the total numbers are 25 students. It is consist of 13 females and 12 males. This research is done at 2nd semester in academic year 2009/2010.

Table 3.1

The Students' Name of Class VII B
At SMP NU 1 Bumijawa Tegal²

No	Nama	Sex
1	Abdul Mutholib	Male
2	Abdurokhim	Male
3	Aditya Novitasari	Female
4	Chumaeroh	Female
5	Didi Triyono	Male
6	Dwi kurniawan	Male
7	Enten Sri Sayekti	Female
8	Ikhwan Lulu Ul Fadhli	Male
9	Karisma	Female

¹Sanapiah Faisal, *Format Penelitian Sosial: Dasar-Dasar dan Aplikasi*,(Jakarta: CV Rajawali, 1992), p. 109.

²Dokumentation of SMP NU 1 Bumijawa Tegal in the Academic Year 2009/2010.

10	Khoerul Amaludin	Male
11	Khusnul Aulia Ilmi	female
12	Krisdiantoro	Male
13	Mahfirotul Janah	Female
14	Muhamad Ibnu Saputra	Male
15	Muhamad Sahrul Syarif	Male
16	Nani Kartini	Female
17	Nurlaela Rahmawati	Female
18	Padilah fitriyani	Female
19	Pipit Setiawan	Male
20	Saputri Lestari	Female
21	Sonik Afriyanto	Male
22	Tio Saputra	Male
23	Tis'atun	Female
24	Titin atiqoh	Female
25	Winta Ayuningtias	Female

B. Focus of the Study

Research focus is an object which will be explored in a research activity in order to lose a vague research. In the research, focus studies are:

In this classroom action research, the research focuses on:

1. The focus of students can be seen from students' activity in teaching learning process that involves:
 - a) Students' activities doing learning process
 - b) Students' understanding in writing organization of procedure text which is indicated by students' achievement in writing the text.

2. Teacher

Focus on the teacher is the way of teacher in constructing teaching learning condition using realia as a media: motivate student, present the lesson, gives exercises to the students.

3. Teaching learning process

Teaching learning process is focused on the improvement of students' understanding toward writing organization of procedure text.

C. Design of the Study

This research is a classroom action research. Nowadays, a lot of education researches have a big concern toward classroom action research. The reason is this research offers new way and procedure to improve and increase teaching professionalism in teaching learning process in class by observing students conditions.

Action research is the name given to a series of procedures teachers can engage in, either because they wish to improve aspects of their teaching, or because they wish to evaluate the success and or appropriate of certain activities and procedures.³ Wallace stated Action research is a kind of research which is done systematically in collecting the data on the lesson and analyzing it in order to come to some decisions about what the future lesson should be.⁴ Furthermore, classroom action research is a reflective study done by teacher in a classroom for getting solution about the problem until it can be solved One of specific characteristic of classroom action research is collaboration between teacher and researcher. Collaboration between teacher and researcher is very important to discover and examine real problem that is faced.

Kemmis and Mc. Taggart in Nunans' book argue that there are three defining characteristic of action research, they are:

- a. It is carried out by practitioner (for our purposes, classroom teacher) rather than outside researcher.
- b. It is collaborative, and

³Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longmann, 2002), 3rd Ed., p.344.

⁴Michael J Wallace, *Action Research For Language Teachers*, (New York : Cambridge University, Press, 1998), p. 17.

c. It is aimed at changing things.⁵

From the definition above, a classroom action research is the collaboration which is done by two persons between the researcher and teacher, teacher and teacher, etc. in teaching- learning process in a classroom in order to improve the quality of teacher or the students. This action research is analyzing the students understanding in learning organization of procedural text by using realia as the media and their implication toward the students' understanding in writing.

There are four steps in action research, they are: planning (identify a problem), acting (collect data), observing (analyze and interpret data), reflecting (develop an action). All aspects are made a cycle, as stated by Kemmis and McTaggart:

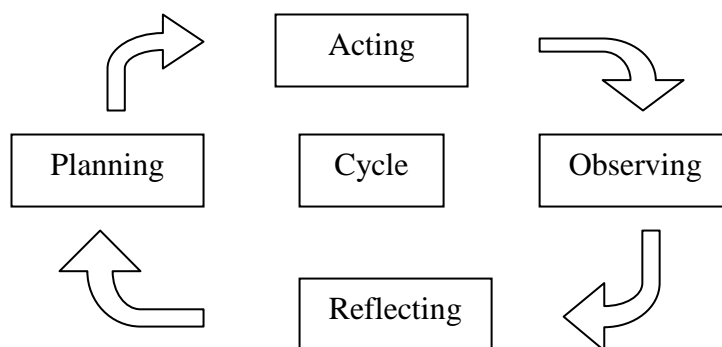


Figure 1. Action Research Cycle⁶

But before doing the cycles, the observation is done first then followed by pre-test, and cycles.

1. First observation

- a) Look for information related with school condition, count of the students, and students' data.
- b) Interview with the English teacher.
- c) Identify the problem.

⁴David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1992), p. 17.

⁵Suharsimi Arikunto, *et. al.*, *Penelitian Tindakan Kelas*, (Jakarta: PT Bumi Aksara, 2008), 5th Ed, p. 16.

Based on the interview with English teacher, can be identified the problem in English teaching-learning process especially writing. The problem is: the low of students' understanding in writing organization of procedure text because students are uninterested in learning genre, especially procedure text. Because of the method that was used in learning process is conventional method (using teacher-centered method).

2. Pre test

Pre test is done to get students' base scores using method that usually applied by the teacher. It is done to decide for the first cycle. In this activity, the teacher teaches procedure text using conventional method (teacher-centered). After the teaching learning process is done there will be a test for students. These students mark will be compared for the next step

3. Action plan

There will be three cycles in this study. Each cycle consists of four steps:

a) Planning

This step arranged the plan of action that involves: arranging lesson plan, teaching material and evaluation. This research is collaborative research which is the action was done by the teacher and the researcher.

b) Acting

In this step, the use of realia as a media is applied in teaching writing organization of procedure text. The teacher taught the material that had been made with the researcher before.

c) Observing

In this step, the researcher did the observation and took notes all the things that needed during the action took place. The researcher as observer observed the teaching learning process and students' behavior and participation.

d) Reflecting

This step is analyzing the whole action that has been done. Based on the data that had been collected, teacher and researcher discussed and made evaluation to determine the next cycle.

D. Technique of Data Collection

In this classroom action research needs the data to support the investigation. The writer used three kinds of instruments to collect the data. Those are observation, test and documentation.

1. Observation

Observation is observing an object.⁷ Observation in this research will be used to monitor the student's activities during the teaching learning process.

In this classroom observation, the writer used the object of students activities in English classroom of investigate and used the observation check list (√) to get the data or monitoring students condition happened in the teaching and learning process. Such as, behavior attitude and students respond. It was given to know the students improvement in learning process, especially learning procedure text.

2. Test

The writer uses test in this study as the instrument for collecting the data. Test is a set of questions that is used to measure the skill knowledge, intelligence, and talent of an individual or a group.⁸ This research uses an achievement test to measure the students' understanding in writing organization of procedure text. Achievement test are used to measure students' achievement toward the instructional material.⁹ The writer gets the data from the teaching and learning process and the result of students' test. To get the data of the students' understanding in writing organization

⁷Suharsimi Arikunto, *Prosedur Penelitian; Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2006), 13th Ed., p. 156.

⁸*Ibid.*, p. 150.

⁹J.B. Heaton, *Writing English Language Writing*, (London: Longman, 1975) P. 3.

of procedure text, the students are asked to make simple text (procedure text) based the realia have been given. The process of collecting the data was though four cycles. The first meeting the writer conducted pre test and then followed the treatments.

In this research, tests are divided into two kinds, they are:

a. Pre test

The writer gave pre test as the first meeting to collect the data. It was used to identify the students' achievement in learning organization of procedure text before treatment (pre cycles).

b. Test

Test is given during treatment as an exercise and practice for students. It was used to measure the improvement of the treatment in cycles.

3. Documentation

It refers to archives that can help the researcher to collect the data. This method is used to know the list of students' name, the documentation of teaching learning process and other documents at SMP NU 1 Bumijawa Tegal.

E. 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.¹⁰

An instrument could be in form of questionnaire, observation list, interview, test, etc. in this study, the researcher uses observation, documentation, and test.

1. Observation Check List

In arranging check list observation, the researcher lists some students' observable behavior that indicates their understanding in writing

¹⁰ Suharsimi Arikunto, *op.cit.*, p. 160.

on the organization of procedure text that taught by the teacher and it can be seen from their activities and response during teaching learning process. The instrument is attached.

2. Document

Document is every written data or film.¹¹ The researcher used documents which are related with this research. They are school file like the data of teacher and students, lesson schedule, students' worksheet, students' textbook, and so on.

3. Tests

In this research, the researcher uses an achievement test to measure the student's progress in improving students' achievement. Related to the achievement test, there were many types of achievement test, such as essay test, completion test, multiple choice test, and so on. The researcher uses essay test based on realia that have been given (rewrite).

F. Technique of Analyzing the Data

Technique of data analysis comes from the interpretation of the data collection. And to analyze the data, researcher 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 realia to facilitate students' understanding in writing organization of procedural text.

In this research, the writer focused on the students' understanding in writing organization of the text, so she more focused on the students' result in writing organization procedure text. Because the researcher wants to know the improvement of students' understanding in writing organization of procedure text after taught using realia.

In knowing whether the students' writing organization of procedure text is improve or not, the writer used the steps which were done by the writer in analyzing the result students' writing organization.

¹¹Lexy J moloeng, *Metode Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2005), p. 216.

The writer used the criteria of assessment, that is, since the content of students writing covered the generic structures, they are goal, material and steps. In assessing the result of students' writing organization of procedure text, the writer used the score as follows:

Matrix of Assessment for Students' Writing Organization¹²

Score	Value	Description
5	Excellent	The parts of procedure text are complete, the goal is clear, the material is mentioned perfectly, the steps are logic, complete, it is mentioned detail and cohesively.
4	Good	The parts of procedure text are complete, the goal is clear, the material is mentioned well, the steps are logic and complete but it mentioned lack detail, so the text is somewhat choppy.
3	Fair	The parts of procedure text are complete, the goal stands out, the material is mentioned well, the steps are logic but mentioned incomplete.
2	Poor	The goal stands out, the material mentioned is lack complete, and the steps are lack logic.
1	Very Poor	Lack organization

In this research, the researcher also uses mean formula to know the average of students' score and to check students' improvement in writing organization of procedural text. The formula is as follows:¹³

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

Explanation:

M : the average of students' score

$\sum x$: Total score

N : the number of students

¹²Mag Vicky and Jake, *Testing for Language Teachers*, (UK: Cambridge University Press, 2003), 2nd Ed., p. 104.

¹³Sutrisno Hadi, *Statistik*, Vol. 1, (Jogjakarta: Andi Offset, 2001), 20th Ed., p., 12.

First step, the researcher get score of the use conventional method from pre-test, then average of students' score using conventional method will be compare with average of students' score from first cycle. Average of students' score from first cycle will be compared with the average of students' score of next cycle, and so on until the last cycle. It is to know how far the progress of students in this research.

Because of the matrix of assessment above is raw score form, to compare the mean of students' result in each cycle with the minimum passing grade of SMP NU 1 Bumijawa Tegal, which is 60 (ripe score), so the students score in each cycle must be changed into ripe score in order that the mean of students' score also changed into ripe score. The formula as follows:¹⁴

$$S = \frac{R}{N} \times 100$$

Explanation:

S : Score

R : Score that is gotten

N : Maximum score of the test

G. Procedure of the Study

This research uses a classroom action research. It is arranged into three cycles each cycle consisted of four stage are, planning, acting, observing, and reflecting.

1. Pre-Cycle

- a. Planning : design activities for the methods implementation.
- b. Acting : doing pre-test, before it was done the teacher explained the material using conventional method.
- c. Observing : observe students' achievement in understanding writing organization of procedure text.
- d. Reflecting : conclude the result of the first activity.

¹⁴ M. Ngalim Purwanto, *Prinsip-prinsip Dan Teknik Evaluasi Pengajaran*, (Bandung: Remadja Karya CV, 1988), 6th Ed., p.145.

2. Cycle 1

a. Planning

In this stage were done the activities as follow:

- 1) Make a lesson plan
- 2) Prepare the teaching media (notebook used as a media in teaching writing organization of procedure text).

b. Acting

In this stage what thing had been planned in the planning will be done according to the schedule that had been arranged. In this stage was done teaching scenario that had been planned by researcher with the teacher. The teaching scenario is as follows:

- 1) The teacher gives motivations to the students related to the material that will be taught, its purpose are: in order the students understand the material exactly, to concentrate students' attention on the learning situation, achieving the material punctuality.
- 2) The teacher explains about the material, in this activity the teacher explains about descriptive text, including; the definition (social function), generic structure and significant lexicogrammatical features.
- 3) Then the teacher gives a real example of the text. The teacher demonstrates how to activate Hand phone, the students are asked to observe it.
- 4) After that, to know the students' understanding on the organization of the text that has been given, the teacher asks the students to work in group (Students asked to rearrange scrambled sentences).
- 5) After that, the teacher asks them to correct their work together.
- 6) The teacher give other realia (in this time, teacher used notebook)
- 7) The teacher demonstrates how to operate it, students observed it.
- 8) The teacher asked some students to try to operate it, other students observe it.

- 9) Then, the teacher asks the students to write organization of procedure text based on the realia that has been given. And it was done individually.

c. Observing

- 1) Observing the teaching learning process focus on students' observable behavior that indicates their enthusiasm and concern on the lesson
- 2) Observing the students when they were writing an organization of procedure text.

d. Reflecting

Evaluate the steps in teaching learning process and discuss the result of observation for the improvement of students' understanding in writing organization of procedure text.

3. Cycle 2

The second cycle is done based on the result of reflection from the first cycle. If the result from observation tells that the quality is still low, so it is needed another action in order the next cycle makes some improvement of the quality.

a. Planning

- 1) Arrange the lesson plan based on the teaching material
- 2) Improve the teaching strategy
- 3) Choose the realia (the material in making a glass of apple juice as the media in teaching-learning process).
- 4) Create enjoyable explanation about the topic given.

b. Acting

In this step what had been planned in the planning would be done according to the schedule that was arranged. In this step was done the teaching scenario that had been planned by researcher.

The teaching scenario in the cycle II was same with teaching scenario in the cycle I, but in the cycle II was done improvements.

The activities in teaching learning process are:

- 1) The teacher explains the material, although it has been explained on the day before.
 - 2) The teacher asks the students about their problems on the previous lesson
 - 3) The teacher tries to solve the problem
 - 4) The teacher helps the students to translate the difficult words
 - 5) The teacher reviews the material
 - 6) The teacher asks the students to match sentences based on the picture of sequences. (It is done in group) and then, after students finish it, it is corrected together.
 - 7) Then, the teacher gives other realia(making a glass of tea).
 - 8) The teacher asks the students to observe it.
 - 9) The teacher offers one of students to try demonstrating it in front of class. Other students observe it.
 - 10) The teacher asks the students to write procedure text based on the realia that have been given.
 - 11) The teacher guides the students in writing
 - 12) After the students finishing their writing, they are asked to collect their writing to the teacher.
- c. Observing

- 1) Observing the teaching learning process focus on students' observable behavior that indicates their enthusiasm and concern on the lesson
- 2) Observing the students when they were writing a procedure text

Observation in the learning activity is done when the implementation, it is to know the teaching process. Observation is done using the technique of collecting the data; it was same with the previous cycle.

d. Reflecting

Evaluate the steps in teaching learning process, discuss the result of observation, and assess the result of students' writing for the improvement of students' writing organization of procedure text.

4. Cycle 3

The third cycle is done based on the result of reflection from the second cycle. If the result from the second cycle is regarded not yet enough, it is needed another action in order the next cycle is better.

a. Planning

- 1) Arrange the lesson plan based on the teaching material
- 2) Prepare the teaching material
- 3) Improve the teaching strategy
- 4) Prepare the realia will be used
- 5) Prepare the sheets of observation

b. Acting

The activities in teaching learning process are:

- 1) The teacher explains the material, although it had been explained on the previous meeting.
- 2) The teacher asks the students about their problems on the previous lesson
- 3) The teacher tries to solve the problem
- 4) The teacher helps the students to translate the difficult words
- 5) The teacher gives exercise to them in pairs (they must analyze the text, and then write down it in form of the organization of procedural text).
- 6) The teacher asks one of pairs to write down their work in the blackboard.
- 7) The teacher asks the students to correct it together.
- 8) Then, the teacher gives the realia and it is demonstrated in front of class. (Material that is needed in making a glass of apple juice.

- 9) The teacher asks some students to try demonstrating it, other students observe it.
 - 10) After that, the teacher asks the students to write procedure text based the realia given and it is done individually.
 - 11) The teacher guides the students in writing
 - 12) After the students finishing their writing, they are asked to collect their writing to the teacher.
- c. Observing
- 1) Observing the teaching learning process focus on students' observable behavior that indicates their enthusiasm and concern on the lesson
 - 2) Observing the students when they are writing a procedure text
- d. Reflecting

The result that is obtained on the observation is analyzed in this phase. Then, the teacher and researcher reflect the activities that have been done. Besides that, the teacher assesses the students' writing result. The result of assessment can be used as consideration the use of realia as the media in facilitating students' understanding in writing organization of procedure text.