

## CHAPTER III

### RESEARCH METHOD

#### A. RESEARCH DESIGN

Research design plays an important role in a research because the quality of research greatly depends on the design. Suharsimi, Suhardjono, and Supardi devided the term of classroom action research three words. Research, is a research activity to get the data by using certain method. Then, action is the activity to get certain purpose. Classroom, is a number of students in th same time and get the same learning from one teacher. From the explanation above, can be concluded that classroom action research is a kind of research that is giving a treatment in the group of learner who are learning by a teacher with learner or learner by guiding the teacher to improve the quality of learning.<sup>1</sup>

Mulyasa cited in Carr and Kemmis, in McNiff (1988:2) stated 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 the rationality and justice of (a) their own social or educational practices, (b) their understanding of these

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<sup>1</sup> Mulyasa, *Praktik Penelitian Tindakan Kelas*, (Bandung:Remaja Rosdakarya, 2009 ),p.10-11.

practices, and (c) the situation (and institutions) in which these practices is carried-out.<sup>2</sup>

Classroom Action Research has three main characteristics. Inquiry reflective, Classroom Action Research is departs from the real learning problems daily faced by faculty and students. The activity based on the practice driven and action driven in solving the problem. *Collaborative*, the researcher must collaborate with the teacher in doing research to improve the process and result of the study. It is an effort to get the improvement. The collaboration is included all the process of planning, acting till the result of the research report. *Reflective*, Classroom Action Research more emphasizes to the process of reflection toward the process and result of the research. It is different with the formal research that emphasizes to the experimental empiric. The reflective become a specific characteristic of Classroom Action Research.<sup>3</sup>

From the explanation above the researcher can conclude that Classroom Action Research is the research that is done by teacher with colleague and students in the learning activity of some students to improve the quality of learning. The meaning of class is

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<sup>2</sup> Mulyasa, *Praktik Penelitian Tindakan Kelas*, (Bandung: Remaja Rosdakarya, 2009), p. 33.

<sup>3</sup> Suharsimi Arikunto, et.al, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2008), p. 110-111.

not limited in the real class or building. It is can be meant a group of students that is learning.

There are four components in one cycle for doing in classroom action research. First, planning is a plan to conduct treatment after making sure about the problem of the research, it is included what, why, when, where and how the treatment is conducted to make a good treatment, it should collaborate between researcher and teacher. Suharsimi said that the research must be done by collaborating. It is for decreasing the subjectivity of the observer and the quality of observation. In this activity, the teacher is the subject who teach or conduct the teaching and learning process and the researcher as the observer. Second is acting. This section discusses the implementation of planning, it is about the steps and activities that would be taken by the researcher or teacher . Then, the researcher has to observe all events or activities during the research. It is called observing. The last is reflecting. It is the activity of reflecting the activity that has done.<sup>4</sup>

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<sup>4</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT.Rineka Cipta, 2006) 6<sup>th</sup> revised, p. 98-99.

## **B. RESEARCH SETTING**

The researcher conducted the classroom action research at MTs NU 02 Al-Ma'arif Boja, Kendal. This setting is located in Boja, Kendal. The researcher chose this setting because the students come from different intelligence, social background, and characteristic of student setting and subject of the research.

## **C. COLLABORATOR**

The collaborator in this research was the person who helped the researcher to collect the data. She was Mrs. Dyah Fitri Nurhayati, S.S, the teacher of English subject in VIII C of MTs NU 02 Boja.

## **D. PARTICIPANT OF THE STUDY**

In this research, the population were all students in VIII C of MTs NU 02 Boja in the academic year of 2013/2014. It consists of 37 students (26female) and (11male).

## **E. RESEARCH PROCEDURE**

This classroom action research was arranged into two cycles. They were cycle I, cycle II. The researcher collaborated with the teacher of English subject who teaches in VIII C. The activities in each cycle were as follow:

## 1. CYCLE 1

### a. Planning

- 1) The researcher identified the teaching learning design, such as arranging lesson plan which was according to the teaching learning process which was using clustering technique.
- 2) Developed learning activities.
- 3) Prepared learning source and instrument.
- 4) Prepared the research instrument and documentation.

### b. Acting

- 1) Teacher explained the material about descriptive text that focus on person.
- 2) Teacher shown the sample of descriptive text.
- 3) Students and the teacher identified the generic structure of the text.
- 4) Students were guided to learn about present tense.
- 5) Students were guided to try to implement the clustering technique.
- 6) Teacher asked students to write a descriptive text by using the clustering technique.
- 7) The students, the teacher and the researcher discussed the work together.

c. Observing

The researcher observed student's activities during teaching learning process. The researcher and teacher helped the students who found difficulties in using the technique.

d. Reflecting

Evaluated and concluded the result in the first cycle. The researcher discussed with the teacher of English subject.

## 2. Cycle II

a. Planning

- 1) Identified the problem and the alternative for solving the problem.
- 2) Arranged the lesson plan based on the teaching material.
- 3) Improved the teaching strategy.
- 4) Prepared the teaching aids.
- 5) Prepared the research instrument.

b. Acting

- 1) Teacher asked to the students about their problem and reviewed the material in previous lesson.

- 2) Students and the teacher identified the problem that had been faced by the students in previous cycle.
- 3) Students are guided to learn about present tense.
- 4) Students are guided to learn about pronoun and article.
- 5) Students are guided to learn about punctuation and paragraph.
- 6) The teacher gave the sample of descriptive text to the students.
- 7) Students are guided to try to implement the clustering technique.
- 8) Teacher asked students to write a descriptive text by using the clustering technique.
- 9) The students, the teacher and the researcher discussed the work together.

c. Observing

The researcher observed student's activities during teaching learning process. The researcher and teacher helped the students who found difficulties in using the technique.

d. Reflecting

Evaluated and concluded the result in the first cycle. The researcher discussed with the teacher.

## F. DATA COLLECTION TECHNIQUE

First is Observation. Mulyasa said that “observation is the instrument to observe the student’s activity, creativity at learning in the class”.<sup>5</sup> Observation in this research will be used to monitor the student’s activities during the teaching learning process of English study by using clustering technique in teaching descriptive text writing.

Second, Test is giving questions or drills that used to measure the knowledge, intelligence, the ability from individual or group work.<sup>6</sup> It is the instrument to submit the data students’ achievement in learning, it’s can be done by speaking, writing, or acting. The researcher carried out the test in this research. It used for measuring the students’ mastery of the whole language aspects that have been taught in the teaching and learning process.

The mean score of the class was searched by using this following formula:<sup>7</sup>

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

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<sup>5</sup>Mulyasa, *Praktik Penelitian Tindakan Kelas*, (Bandung:Remaja Rosdakarya, ), p.69.

<sup>6</sup> Michael. J. Wallace, *Action Research for Language Teachers*, (New York; Cambridge University Press, 1998) , p.150.

<sup>7</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi)*, (Jakarta: Bumi Aksara, 2002) 3<sup>rd</sup> Ed., p. 162.



Where:

$M$  : The average of student score

$\sum x$  : Total score

$n$  : The number of students

Third, Documentation is searching the data. It is about note, book, news paper, magazine, photo etc.<sup>8</sup> Documentation in this research will be used to know some information of data such as, the students' name in the VIII C grades of MTs NU 02 Al-Ma'arif Boja, the material of study, students' worked, etc.

## **G. DATA ANALYSIS TECHNIQUE**

The analysis of method is used to support the research at the school to get the purpose of study, which is improving student's writing. There are some data analyzed in this research:

In every cycle, after treatment researcher gave writing test. The result of the test analyzed by using 5 elements proposed by Sara Chusing Weigle who suggest those 5 elements to be used in scoring, and the maximal score for each item is 100; content 30 points, organization 20 points, vocabulary 20 points, language use 25 points, and mechanics 5 points.

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<sup>8</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT.Rineka Cipta, 2006) , 6<sup>th</sup> Ed. , p.231.

In giving scores to the students, the researcher followed scale scoring categories of writing test developed by Jacobs that is cited by Sara Chusing Weigle as follows:<sup>9</sup>

Table 3.1

**Scoring guidance and the explanation of criterion**

No	Aspect	Score	Criteria
1	Content	30-27	EXCELLENT TO VERY GOOD: Knowledge. Substantive. Through 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. Non pertinent or not enough to evaluate

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<sup>9</sup> Sara Cushing Weigle, *Assessing Writing*, (UK : Cambridge University Press,2002),P.116.

2	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 development
		9-7	VERY POOR: Does not communicate. No organization or not enough to evaluate
3	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.

		9-7	Meaning confused or obscured VERY POOR: Essentially translation. Little knowledge of English vocabulary, idioms, word form. Or not enough to evaluate
4	Language Use	25-22	EXCELLENT TO VERY GOOD: Effective complex constructions. 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 obscure.
		17-11	FAIR TO POOR: Major problems in simple/complex constructions. Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions. Meaning confused or obscured
			VERY POOR: Virtually no mastery of sentence construction rules. Dominated

		10-5	by errors. Does not communicate or not enough to evaluate.
5	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, Meaning not obscured
		3	FAIR TO POOR: Frequent errors of spelling. Punctuation. Capitalization. Paragraphing. Poor handwriting. Meaning confused or obscured
		2	VERY POOR: No mastery of conventions. Dominated by errors of spelling. Punctuation. Capitalization. Paragraphing. Handwriting illegible or not enough to evaluate

The researcher calculated the mean to measure the improvement of students score in every cycle. The following formula is<sup>10</sup>:

$$X = \frac{\Sigma f}{n}$$

X= the mean

f = the sum offset score

n = the number of the students.

These are criterion of writing mastery<sup>11</sup>

Table 3.2  
**The criterion of writing mastery**

The percentage of skill	The scale change of five		Criteria
85% - 100%	5	A	Excellent
75% - 84%	4	B	Good
60% - 74%	3	C	Fair
40% - 59%	2	D	Poor
0% - 39%	1	E	Fail

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<sup>10</sup> Suharsimi Arikunto, *Dasar- Dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2006), *Edisi Revisi cet. 6*, p. 264.

<sup>11</sup>Nurkhayatun, *Using Bits and Pieces game to Improve Student's Writing Skill on Descriptive Text* (Semarang:IAINWalisongo, 2011), p.35.

To know the class percentage which passed KKM, the writer uses the formula:

$$P = \frac{F}{N} \times 100\%$$

P= the Class Percentage

F = Total Percentage

N= Number of Students

This research also used the instrument of observation to know the student's participation. The instrument consisted of aspects of observation.

