

CHAPTER III

RESEARCH METHOD

A. Setting of the Study

There are some reasons why the writer chose SMA Wahid Hasyim Tersono Batang as a research object. First, the writer's background has bailed out science in that school. Therefore, the writer has known the ability students in writing analytical exposition text. Second, research location is near the writer's home so it makes easier for the writer to execute research.

B. Participant of the Study

This study was conducted in SMA Wahid Hasyim Tersono in the academic year of 2010/2011. Because analytical exposition text taught at eleventh grade, the subjects of study were IPS 1 students of SMA Wahid Hasyim Tersono, consist of 38 students (16 boys and 22 girls).

C. Research Design

In this study, the writer 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 a method of professional self-development which involves the systematic collection and analysis of data related to practice”.¹ 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.

¹ Michael J. Wallace, *Action Research for Language Teachers*, (New York: Cambridge University Press, 1998), p. 255.

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 appropriacy of certain activities and procedures.²

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:

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.

² Jeremy Harmer, *The Practice Of English Language Teaching*, (England: Longman, 2003), P. 344.

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.³

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:

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.

³ Jeremy Harmer, *The Practice Of English Language Teaching*, p. 4.

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

“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.

“Qualitative research is a type of investigation in which there is a substantial subjective element”.⁶ It means that qualitative research is collecting, analyzing, and interpreting data by observing what people do and say. Qualitative research refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things.

D. Research Procedure

Research procedure is something, which have been planned to execute research with purpose to obtain a data. In this section, the writer conducted four activities, they are;

1. First activity (Pre-Cycle)

The data collection was started on Monday, November 15th 2010. The first step, research focused on building the rapport with the English teacher of SMA Wahid Hasyim Tersono-Batang, in order to build trust and comfort, for the sake of getting an in-depth data. Researcher is interviewing English teacher; discussing about what there are the problems of students’ writing especially in writing analytical exposition text. The second, researcher and teacher will discuss to arrange an action plan that will be applied in this study.

The following is the schedule of the research:

No.	Date	Time	Task
1.	On Monday, November 15 th 2010	11.30 a.m. -12.50 p.m.	Pre-cycle
2.	On Friday, November 19 th 2010	07.00 a.m. -08.30 a.m.	The First Cycle
3.	On , November 22 nd 2009	11.30 a.m.-12.50 p.m.	The Second Cycle

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

⁶ Michael J. Wallace, *Action Research for Language Teachers*, p. 258.

In this study, the researcher gave test which was focused on writing analytical exposition text. As mentioned above, there were three times of tests such as: first test in pre cycle, second test in first cycle, and third test in second cycle. Each cycle, there were 10-15 sentences in which are arranged by students. So there were 30-45 sentences in all cycle of tests. From tests above, it had been given to the students of the SMA Wahid Hasyim Batang, followed by 38 students, 16 boys and 22 girls.

2. Second activity (1st Cycle)

- a. Planning : planning the action related to the student's result on pre test.
- b. Acting : - showing video related topic.
- explaining analytical exposition text
- giving student's group assignment to make analytical exposition text.
- c. Observing : observing students' activity while they were doing the duty.
- d. Reflecting : concluding the result of the first cycle.

3. Third activity (2nd Cycle)

- a. Planning : planning the action related to the student's result test.
- b. Acting : Reviewing the material about analytical exposition text.
Showing video related topic.
Asking the students to make analytical exposition text.
- c. Observing : observing student's activity while they were doing duty.
- d. Reflecting : concluding the result of the second cycle.

E. Scoring Technique

In this study, the writer 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 from 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. ⁷
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F. Achievement Level

To know whether success or failure a student in writing recount text, to inform their achievement, the writer made students achievement level which on the table below;

Table 3. Achievement Level

Test Score	Achievement Level
80-100	Excellent
60-79	Good
40-59	Fair
20-39	Poor
0-19	Very Poor ⁸

G. Technique of Data Collection

To collect the data the writer used three instruments: Observation and Writing test.

1. Observation

“Observation is a perception activity to know how far research effectiveness of action have reached target”.⁹

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.

⁷ H. D. Brown, *Language assessment* (NY: Addison Wesley Longman Inc, 2001), p . 244-246.

⁸ Martin Parrott, *Tasks for Language Teachers: A Resource Book for Training and Development*, (New York: Cambridge University Press, 1993), p. 237.

⁹ Martin Parrott, *Tasks for Language Teachers: A Resource Book for Training and Development*, p. 139.

“The checklist technique defines certain behaviors or events that can be checked off as they occur during a lesson”.¹⁰ According to Jeffry Glanz, there are some matters, which must be paid attention in doing observation, among others are:¹¹

- 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.

2. Writing Test

The writer carried out the writing test in this research. Writing test is used to measure students’ writing ability would be to have them write.¹² Writing is an appropriate test for measuring the students’ mastery of the whole language aspects that have been taught in the teaching learning process.

There are two kinds of writing test, namely composition test and objective test of writing.¹³ In this study, the writer used composition test of writing. In this assignment, the students are required to compose a short paragraph of analytical exposition text based on video, which consists of 10-15 sentences.

¹⁰Jeffrey Glanz, *Action Research: An Educational Leader’s Guide to School Improvement*, (Norwood: Christopher-Gordon, 1998), p. 142.

¹¹Jeffrey Glanz, *Action Research: An Educational Leader’s Guide to School Improvement*, p. 141.

¹² David P. Harris, *Testing English as a Second Language*, (Bombay: Mc Graw-Hill, 1969), p. 69.

¹³ David P. Harris, *Testing English as a Second Language*, p. 72.

H. Technique of Data Analysis

1. 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 analytical exposition text.

The mean score of the class will be searched by using this following formula:¹⁴
$$M = \frac{\sum X}{n}$$

Where: M : The average of student score

$\sum x$: Total score

n : The number of students

¹⁴ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan (Edisi Revisi)*, (Jakarta: Bumi Aksara, 2002) 3rd Ed., p. 162.