

CHAPTER III

RESEARCH INVESTIGATION

A. Research Design

In this research, the researcher used the form of action research, as stated by Wallace that 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 be¹. It means that in action research, a researcher not only needs the theory which supports research but also needs to practice and to act with the subject of research.

Action research is the name given 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 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.

There are four steps in classroom action research, they are planning (identify the problems), acting (collect the data), observing(analyze and interpret data), reflecting (develop an

¹ Michael J Wallace, *Action Research For Language Teachers*, (New York : Cambridge University, Press, 1998), p. 17

² Jeremy Harmer, *The Practice Of English Language Teaching*, (New York :Longman, 2002), p. 344

action). All these aspects are made a cycle, as stated by Kemmis and Mc Taggart: ³:

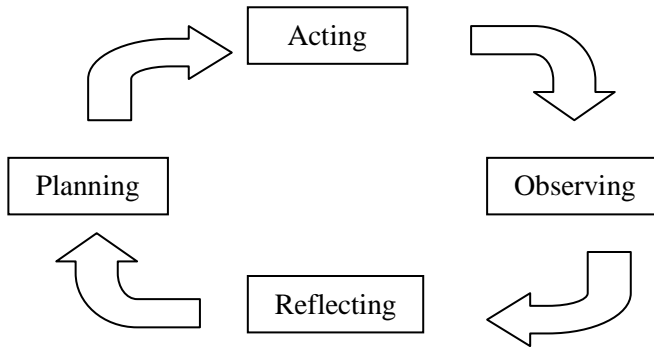


Figure 1 Action Research Cycle

Classroom action research has several characteristics which will be elaborated as follows:

1. On the job problem oriented

Problem which is being investigated appears from the authority of the researcher himself. The problem is the real problem faced by students everyday.

2. Problem solving oriented

This research is oriented in the problem solving. This short of research puts the researcher as the agent of change.

³ Suharsimi Arikunto, et. al. , *Penelitian Tindakan Kelas*,(Jakarta: PT Bumi Aksara, 2008), 6th ed., p.16.

3. Improvement Oriented

This research gives emphasizes on the improvement of quality. This concept is according to the principle of critical research has to construct product oriented.

4. Multiple Data Collection

In fulfilling the critical approaches principle, there are several ways of collecting data, such as observation, test and interview.

5. Cyclic

The sequences of the classroom action research are identify of a problem (planning), collect data (acting), analyze and interpret data (observing), and develop an action (reflecting).⁴Classroom action research usually conducted cyclic in which seeks to unit. Its two central concerns, improvement in practice and increased knowledge and understanding is by linking them into an integrated cycle of activities in which each phase learns from the previous one and shapes the next.

6. Participatory

Researcher makes such collaboration with an English teacher to do the classroom action research.

⁴ Geoffrey E. Mills, *Action Research; A Guide for the Teacher Researcher*, (New Jersey: Prentice Hall Inc, 2000), p. 6.

B. Research Setting, Time and Subject

1. Setting

The writer conducted this research at MA Sunniyyah Selo Tawangharjo Grobogan. The writer chose this setting because its geographical location is not far from the writer place. This school is located at Ds. Selo komplek makam Ky Ageng Selo Tawangharjo Grobogan. The students come from different regions and they have different intelligence, social background and characteristics. The program of learning activity is designed based on national curriculum.

2. Time

The researcher conducted the research from 1st to 9th of February 2014.

This is the research time schedule:

Table 3.1
Schedule of Research

No	Task Description	Time Schedule/Week			
		1 Feb	2 Feb	6 Feb	9 Feb
1	Asking permission to the headmaster to do research and get familiar with the school situation.	√			
2	Conducting preliminary Research		√		
3	Doing the first cycle			√	
4	Doing the second cycle				√

3. Subject

The participants of this study were students at XI IPA 1 of MA Sunniyyah Selo Tawangharjo Grobogan. The number of the students are forty four. There are fourteen male students and thirty female students.

Table 3. 2
The list of students' name of XI IPA 1 of MA
Sunniyyah Selo Tawangharjo Grobogan

No	Students Name	Sex
1	S 1	Male
2	S 2	Male
3	S 3	Male
4	S 4	Male
5	S 5	Male
6	S 6	Male
7	S 7	Male
8	S 8	Male
9	S 9	Female
10	S 10	Female
11	S 11	Female
12	S 12	Female
13	S 13	Female
14	S 14	Female
15	S 15	Female
16	S 16	Female
17	S 17	Female
18	S 18	Female
19	S 19	Female
20	S 20	Male
21	S 21	Female
22	S 22	Female
23	S 23	Female

No	Students Name	Sex
24	S 24	Female
25	S 25	Male
26	S 26	Male
27	S 27	Female
28	S 28	Female
29	S 29	Female
30	S 30	Female
31	S 31	Female
32	S 32	Female
33	S 33	Female
34	S 34	Female
35	S 35	Female
36	S 36	Female
37	S 37	Female
38	S 38	Female
39	S 39	Female
40	S 40	Female
41	S 41	Female
42	S 42	Female
43	S 43	Female
44	S 44	Male

C. Research Procedure

This research is Classroom Action Research conducted in two cycles. There was pre cycle before the writer doing an action, it was used to know students' achievement in writing hortatory exposition text. After pre cycle, the writer implemented gallery walk technique in every cycle. The writer collaborated with the English teacher who teaches in XI IPA 1. The activities in each cycle were as follow:

1. Preliminary research

In preliminary research, the teacher taught the student of hortatory exposition text without using gallery walk technique. After the activity finished, the teacher gave the students a writing test.

After the writer got the data from the test, and then the writer analyzed the problems faced by the students in writing hortatory exposition text. The result used to make a plan in cycle 1.

2. Cycle 1

a. Planning

- 1) Prepared the material of study about hortatory exposition text and the instructional tools.
- 2) Arranged a lesson plan based on the teaching material
- 3) Prepared observation checklist.

b. Acting

- 1) The teacher taught the material using gallery walk technique.
- 2) Teacher divided the students into 6 groups.
- 3) The students learnt the material in gallery walk technique.
- 4) The teacher gave the test to the students.

c. Observing

The writer observed students' activities during teaching learning process and while they worked in group.

The writer helped the students who found difficulties in understanding hortatory exposition text.

d. Reflecting

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

3. Cycle2

a. Planning

- 1) Prepared the material of study about hortatory exposition text and the instructional tools.
- 2) Arranged a lesson plan based on the teaching material
- 3) Prepared observation checklist.

b. Acting

- 1) Teacher taught the material using gallery walk technique.
- 2) Teacher divided the students into 8 groups.
- 3) Teacher posted more examples and material of hortatory exposition text.
- 4) The students learnt the material in gallery walk technique.
- 5) The teacher gave the test to the students.

c. Observing

The writer observed students' activities during teaching learning process and while they worked in group.

Teacher helped the students who found difficulties in understanding hortatory exposition text.

d. Reflecting

Evaluated and concluded the result. The researcher discussed with the English teacher.

D. Variable

Variable is the object of research or something that became the concern of research.⁵ There are two variables in this research. They are Independent (X) and Dependent Variable (Y).

Independent Variable

Independent variable is “variable that influences because of change or emergence the dependent variable”.⁶ The independent variable in this research is the use of gallery walk technique in writing a hortatory exposition text.

Dependent Variable

Dependent variable is variable that is affected or that becomes the result because of the existence of the independent variable⁷. Dependent variable in this study is student’s achievement in learning hortatory exposition text with the

⁵Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, p. 51.

⁶Ibnu Hadjar, *Dasar-dasar Metodologi Penelitian Kuantitatif dalam Pendidikan*, (Jakarta: PT. Raja Grafindo Perasada, 1996), p. 53.

⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, p. 119.

indicator that the students are able to write a hortatory exposition text.

E. Data Collection Technique

The technique used by the writer to get the data in this research are:

1. Test

Test is the instrument to measure students' progress in every steps during the research. It is a set of question and exercise used to measure the achievement or capability of the individual or group. Test was used to measure the students' progress in writing process. The researcher used essay test. This type of test is chosen because the criterion of writing uses this technique.

2. Observation

Observation is the activity of giving total concern to research object of the sense.⁸ The purpose of observations is to explain the situation in class activities, individuals involved in some activities and relation between situation, activity, and individual.⁹

⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta : PT Rineka Cipta, 2006).p.149

⁹Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p. 239.

In conducting the observation, the writer used the observation scheme to make it more systematic, containing list of activity or happening which might happen¹⁰.

3. Documentation

Documentation is every written data or recording. The writer used documents which are related to this research. They are school file, such as lesson plan, students' worksheet, and attendant list of students.

F. Instrument

1. Test

The writer conducted the test three times. The first was preliminary test, the second and the third were done every each cycles. The instrument of the test was command to write hortatory exposition text

2. Documentation

The writer used this to obtain documents related to this research.

3. Observation Check List

The writer used observation check list as an instrument to observe students' engagement in learning activity and teacher's activities during teaching learning process which relevant to this research.

¹⁰ Suharsimi Arikunto, *prosedur penelitian suatu pendekatan praktik*, p. 157.

G. Data Analysis Technique

The writer analyzed the data through giving test to the students. It needs some steps in analyzing of the data. The following are the steps will be taken by the writer:

1. Technique of scoring test

In measuring the test, a standard technique should be used to show the result of research were reliable. To measure the writing test the writer used the analysis method. According to J.B.Heaton analytic scoring test in writing test, there are five major items or categories. They are grammar, vocabulary, content, organization and mechanic.¹¹

To analyze the students' test in writing hortatory exposition text, the writer focused on the items in the elements of writing as states by Heaton. The elements of writing are content, organization, vocabulary, grammar and mechanic.

¹¹ J.B.Heaton, *Writing English Language Tests*, (London : Longman Group, 1975), p.138

Table 3.3
Explanation of criterion¹²

Item analysis	Score criteria
Content	27-30 excellent 22-26 good 17-21 fair 13-16 very poor
Organization	18-20 excellent 14-17 good 10-13 fair 7-9 very poor
Vocabulary	18-20 excellent 14-17 good 10-13 fair 7-9 very poor
Grammar	22-25 excellent 18-21 good 14-17 fair 5-10 very poor
Mechanic	5 excellent 4 good 3 fair 2 very poor
Total of score	1-100

Explanation:

- a. Content : The substance of writing, ideas expressed.
- b. Organization : The organization of the content.

¹² Taken from Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra* by Modification, (Yogyakarta: BPFY Yogyakarta, 2001), p.307-308.

- c. Vocabulary : The choice of words, structure and lexical items to give particular tone a flavor the writing.
- d. Grammar : The employing grammatical and syntactic forms.
- e. Mechanic : The use of graphic convention of the language.

Then the researcher formulated to get the mean of each element of writing by the formula. Sutrisno Hadi formulated the result to get the total mean score as follows:¹³

$$M_{xt} = \frac{\sum xt}{S_{\max}} \times 100 \%$$

Where

M_{xt} : The mean of total score

$\sum xt$:The number of total

S_{\max} :Maximum score for writing elements

Then the result of percentage of each component in writing hortatory exposition textis consulted to the following criterion. According to Burhan Nurgiyantoro, the criterion are as follow:

¹³ Sutrisno Hadi, *Statistic Second series*,(Yogyakarta: Andi off set,2004),p.230

Table 3.4
The criterion of writing mastery
(Scale change of five)

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

Based on the table above, the writer determined the level of the students' achievement in writing hortatory exposition text.

2. Documentation

It refers to the archival data that helps the writer to collect the data needed. In this research, this method is used to get the data of students' name list that become respondents, syllabus, lesson plan, etc.

3. Observation check list

The observation checklist which used in this study are as follow:

- a. Table of observation's score to show students' successful indicator in teaching learning process.

Table 3. 5
The Observation Check list

No	Object of Observation	1 (none/0%)	2 (a few <20%)	3 (half/ 20-49%)	4 (many/ 50-69%)	5 (majority/ >70%)
1	Students pay attention to the teacher's explanation.					
2	Students are active to ask Teacher.					
3	Students respond the questions from teacher.					
4	Students are enthusiastic in doing the test.					
5	Students complete the task correctly.					
Total Score						

b. Table of observation's score to show teacher's successful indicator in teaching learning process.

Table 3. 6

No	Object of Observation	No (1)	Yes (2)
1	Teacher gives motivation to the students.		
2	Teacher explains the material clearly.		
3	Teacher reinforces the students.		
4	Teacher gives feedback by asking the question.		
5	Teacher manages the classroom.		
6	Teacher helps the groups in doing task: Guiding the process of discussion in solving the problems.		
Total score			

$$\text{Score} = \frac{\text{Total Score}}{\text{Maximal Score}} \times 100\%$$

H. Success Indicator

The indicators of writing teaching learning are as follow:

1. The improvement of students' writing skill through the use of gallery walk technique.
2. Students' writing skill with the minimum standard of score (KKM), which is 7.5