# CHAPTER III
# RESEARCH METHOD

## A. Research Method

In this research, the researcher uses the form of action research as stated by Wallace that is a kind of research which is done systematically in collecting data of the lesson and analyzing them in order to come to some decisions about what the future lesson should be. [1]It means that in action research, a researcher not only need the theories that supports the research but also need to practice and act with the subject of research. A classroom action research (CAR) is used in this study as the method. According to Nunan action research has different features which are affected by planned the changes have primary responsibility for deciding on studies of critically engaging action which is possible to lead the achievement, and for assessing the result of strategies used in the actions.[2] An improvement that is obtained from teacher's struggle through reflective action within the research. To do the reflection, the teacher must recognize the problem occurs in the class to sustain his way in figuring the problem.

---

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

[2] David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1992), p. 17-18.

In classroom action research there are four phases within one cycle that would be passed by the researcher, those are; planning (identify the problem), acting (collect the data), observing (analyze and interpret data), and the last is reflecting (develop an action). These phases will be conducted repeatedly for the other cycle if the results are not reached yet. Then, the explanation of the four phases in one cycle for doing in action research are as stated by Kemmis and Mc Taggart:[3]

This research is a classroom action research at eighth grade students of SMP Muhammadiyah Margasari Tegal in the academic year of 2015/2016. Every activity in this research is not only analyzed through the description of the achievement in teaching learning process but also through the descriptive statistic to look for the percentage of the test result. It will use a descriptive quantitative research that focus on the improvement of students' writing skill in recount text by using contextual teaching and learning technique.

## B. Place and Time of Research.

The researcher was conducted the research in SMP Muhammadiyah Margasari Tegal in the academic year of 2015/2016 located at street Raya Barat Margasari. The subject of this research is the eighth grade of students of SMP

---

[3] Suharsimi Arikunto, *Penelitian Tindakan Kelas,* (Jakarta: PT. Bumi Aksara, 2008), p. 16.

Muhammadiyah Margasari Tegal in the academic year of 2015/2016 which has twelve classes. The researcher was used eighth D grade students of SMP Muhammadiyah Margasari Tegal in the academic year of 2015/2016 which has thirty students.

This research was conducted in 2 weeks, starting on November 23, 2015 until December 2, 2015.

## C. Research Collaborator

Collaborator in classroom action research is person who helps the researcher to collect the data. The collaborator in this research was English teacher who teach English in SMP Muhammadiyah Margasari Tegal at eighth D students, Mr. Khafid Usman, SHI.

## D. Procedure of the Research

There are two cycles in this study, each cycle consists of planning (planning to use contextual teaching and learning in teaching recount text), acting (implementing the contextual teaching and learning in teaching recount text), observing (observing the even during the treatment), reflecting (evaluating the weakness in each cycle).[4]

According to Suharsimi, there are four components in one cycle for doing classroom action research. They are:

---

[4] Wina Sanjaya, *Penelitian Tindakan Kelas,* (Jakarta: Kharisma Putra Utama, 2009), p.49

1. Planning

     Planning is the beginning process of research to conduct treatments or after making sure about the problem of the research, a researcher needs to make a preparation before doing an action research. Researcher prepares some materials that will use in research process. Such as lesson plan based on the teaching material, choose the theme, prepare the materials that needed in the learning process, and prepare checklist for observation and formative test.

2. Acting

     This section discusses about the steps and activities that will be taken  by the researcher. Researcher tries to take how much the improvement of students' writing skill on recount text, give students treatment ways to remember every word in spelling and writing, give students assignments in groups, evaluate their mistakes and make summarize about materials.

3. Observing

     In this step, a researcher has to observe all events or activities during the research. Researcher observes the situation in class during lesson, response and attitude of students when they are given explanation, doing task, and know their difficulties.

4. Reflecting

Reflecting is the inspecting effort on the success or failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to gate the final goals of the research.[5]

A cyclical process involving stages of action research is followed by actions. It can be illustrated bellow:
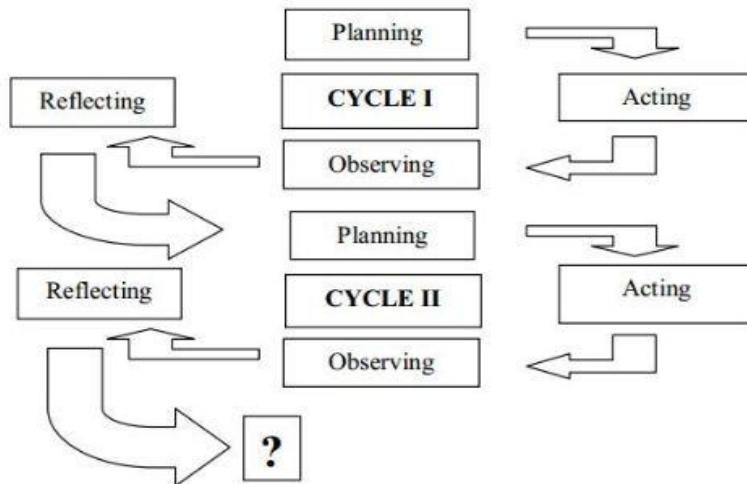


**Figure 3.1 Cyclical Process Of Action Research**

The activities that will be done in each cycle is as follows:

a. Pre-cycle

The first step in making classroom action research, the researcher began with an observation to know the condition of teaching learning in the classroom when the writing skill is

---

[5]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 98-99.

implemented. In this activity the teacher taught students used conventional method. Then, the teacher gave pre-test (written test) to check the students' writing ability on recount text. After the researcher got the data from observation and pre-test, the researcher decided to analyze the problems faced by the students. After recognizing the possible cause of problems faced by students, the next is designing a plan which is the reflection problem.

b. The first cycle

| No | Steps | Researchers' activity as collaborator | Teachers' Activity |
|---|---|---|---|
| 1. | Planning | - Researcher and teacher discussed the implementation of contextual teaching and learning <br> - Arranging a lesson plan based on the teaching material. <br> - Preparing the teaching material. <br> - Preparing the test instrument. <br> - Preparing the observation checklist. | - Preparing the teaching material. <br> - Preparing students' attendance list. |
| 2. | Acting | - Researcher and teacher together enter the classroom. <br> - Researcher teaches recount text using contextual teaching and learning | - Teacher greeted and checked the students' attendance. <br> - Teacher explain the Recount Text. <br> - Teacher asked students about their problem in previous lesson. |

| No | Steps | Researchers' activity as collaborator | Teachers' Activity |
|---|---|---|---|
| 3. | Observing | - The researcher used observation checklist to observed students' activity.<br>- Observe students respond toward contextual teaching and learning | - Teacher helped to observe students |
| 4. | Reflecting | - Researcher analyzed the weakness and strengthen of implementation contextual teaching and learning<br>- Researcher made reflection and conclude the result of the first cycle. | - The teacher and researcher discuss about teaching and learning process that had been done to find the weakness and how to improve it in the next meeting.<br>- The teacher and researcher evaluate the teaching learning process and analyze the result of observation checklist to find out the improvement of students' writing skill on recount text taught by using contextual tecahing and learning |

c. The second cycle

| No | Steps | Researchers' activity as collaborator | Teachers' Activity |
|---|---|---|---|
| 1. | Planning | - Arranging a lesson plan based on the teaching material.<br>- Preparing the teaching material.<br>- Preparing the test instrument.<br>- Preparing the observation checklist. | - Preparing the teaching material.<br>- Preparing students' attendance list. |
| 2. | Acting | - Researcher and teacher together enter the classroom.<br>- Researcher asked students to write their experience. | - Teacher greeted and checked the students' attendance.<br>- Teacher reviewed the previous material. |
| 3. | Observing | - The researcher used observation checklist to observed students' activity. | - Help to observe the students' participation. |
| 4. | Reflecting | - The researcher and teacher discuss about teaching learning process that had been done. The result of observation was analyzed, so it could be seen the improvement of students' writing skill on recount text after taught using contextual teaching | - The teacher and researcher evaluate the teaching learning process and analyze the result of observation checklist to find out the improvement of students' writing skill on recount text taught by using contextual teaching and learning |

| No | Steps | Researchers' activity as collaborator | Teachers' Activity |
|----|-------|---------------------------------------|---------------------|
|    |       | and learning technique                | technique<br>- The teacher and researcher reflected the activities that have been done. The result of the analysis could be used as review that by using contextual teaching and learning technique could improve students' writing skill on recount text. |

### E. Technique of Collecting Data

In this research, the researcher applies Observation, Test, and Documentation as the technique in collecting data.

1. Observation

Observation would be used to monitor the students' activities during the teaching learning process. Researcher observes the situation in class during lesson, response and attitude of students when they are give explanation, doing task, and to know their difficulties. In conducting this classroom action research, the researcher decides to use observation form. The observation appraised the activities during the teaching and learning process. How teacher carry out the material what teacher will arrange the classroom and

also the students' response. It can also be used to appraise the students' motivation during teaching learning process, to see their difficulties, their problem, and their understanding to the material which given. To be more objective, the researcher consider of asking the collaborator to help him to observe the classroom.

In this study, an observation checklist is used to observe the subject of the study in some aspect. The aspect that will be observed are student' attendance, students' actively in asking question to the teacher, students' actively in answering question, students' actively in doing assignment from teacher, students' attention during the lesson, and students' cooperative attitude during the lesson.

2. Test

Test is an important part every teaching and learning experience. Test is a set of questions that is used to measure the skill knowledge, intelligence and talent of an individual of a group. "Test is a tool or procedure that uses to know or measure thing, by using a method or rules had been given."[6] According to Tuckman, test is a device for sampling behavior or performance related to the skills, competencies, attitudes, or other characteristics of people.

---

[6] Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2002), revised edition, p. 53.

The researcher for collecting data used written test is very useful to know the students achievement in understanding material which given by the teacher. In this research, the writer gets data by giving pre test, and evaluation test. A pre test is given before the students get some activities of writing recount text in by using contextual teaching and learning technique. Evaluation test is used during the cycle to measure the student's understanding. A post test is given after students get some activities of writing recount text in. It is used to measure the student's ability after being taught. In order to know the improvement of student's ability, the writer analyzes the different between mean of pre-test and two evaluations of test scores.

3. Documentation

The researcher used documentation which relates to this research. They were students' name list, lesson plan, students' worksheet, and photo of teaching and learning process.

F. **Technique of Data Analysis**

1. Method of analyzing observation checklist

The observation in this research conducted three times, before the treatment (pre cycle), during the cycle I, and cycle II. The researcher used the observation checklist in observing class condition and monitored the learning process.

After observation data collected, the researcher counted by using formula:[7]

$$Mxc = \frac{\Sigma\, xc}{S_{max}} \times 100\ \%$$

Where:

$Mxc$: The level mastery of content

$\Sigma\, xc$ : The students' score of content

$S_{max}$: Maximum score of content

2.  Method of analyzing data from test
    a.  Measuring the students individual ability

    After collecting data by using test, the writer will analyze the result of the 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 will use 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.[8]

    To analyze the students' test in writing recount text, the researcher will focus on the items in the elements of writing as states by Heaton. The elements of writing are

---

[7]Sutrisno Hadi, *Statistic Second Series,* (Yogyakarta: Andi offset, 2004), p.272.

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

content, organization, vocabulary, grammar and mechanic. After classifying the test items, the writer will give score for each item with focused on organization of the content. In determining the score, the researcher will use the criteria of writing elements bellow. The percentage of the elements of writing can be seen in table 3.1[9]

**Table 3.1 Element Score of Writing**

| Item Analysis | Score Criteria |
|---|---|
| Content | 30-27 EXCELLENT TO VERY GOOD: knowledgeable – substantive - etc. <br> 26-22 GOOD TO AVERAGE: some knowledge of subject – adequate range – etc. <br> 21-17 FAIR TO POOR: limited knowledge of subject – little substance – etc. <br> 16-13 VERY POOR: does not show knowledge of subject – non substantive – etc |
| Organizati on | 20-18 EXCELLENT TO VERY GOOD: fluent expression – ideas clearly stated – etc. <br> 17-14 GOOD TO AVERAGE: somewhat choppy – loosely organized but main ideas stand out – etc. <br> 13-10 FAIR TO POOR: non fluent – ideas confused or disconnected – etc. <br> 9-7 VERY POOR: does not communicate – no organization – etc. |
| Vocabulary | 20-18 EXCELLENT TO VERY GOOD: sophisticated range – effective word/idiom choice and usage – etc. <br> 17-14 GOOD TO AVERAGE: adequate range – occasional errors of word/idiom form, choice, |

---

[9] Heaton, *Writing English Language Tests,* p. 146

| Item Analysis | Score Criteria |
|---|---|
| | usage but meaning not obscured.<br>13-10 FAIR TO POOR: limited range – frequent errors of word/idiom form, choice, usage – etc.<br>9-7 VERY POOR: essentially translation – little knowledge of English vocabulary. |
| Grammar | 25-22 EXCELLENT TO VERY GOOD: effective complex constructions – etc.<br>21-18 GOOD TO AVERAGE: effective but simple constructions – etc.<br>17-11 FAIR TO POOR: major problem in simple/complex constructions – etc.<br>10-5 VERY POOR: virtually no mastery of sentence constructions rules – etc. |
| Mechanic | 5 EXCELLENT TO VERY GOOD: demonstrates mastery of conventions – etc.<br>4 GOOD TO AVERAGE: occasional errors of spelling, punctuation – etc.<br>3 FAIR TO POOR: frequent errors of spelling, punctuation, capitalization – etc.<br>2 VERY POOR: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc. |
| Total of score | 1-100 |

Explanation of each criterion, the first is content, content is the substance of writing, ideas expressed. The second is organization, organization here is mean the organization of the content they are identification and description. Third is vocabulary, it's mean the choice of words, structure and lexical items to give particular tone a flavor the writing. Fourth is

grammar, the employing grammatical and syntactic forms. The last is mechanic, the use of graphic convention of the language such as spelling, capitals.

In scoring the writing test, the researcher processes the result of the students' test .The researcher gives the score for each element of writing as follows:

1) Content : The lowest score is 13 and the highest score is 30
2) Organization: The lowest score is 7 and the highest score is 20
3) Vocabulary : The lowest score is 7 and the highest score is 20
4) Grammar : The lowest score is 5 and the highest score is 25
5) Mechanic: The lowest score is 2 and the highest score is 5

b. Achievement Level

To know whether the students success or failure in writing recount text, we can see from the table of achievement level. The scoring and category of the score of writing mastery are as follow:

**Table 3.2 The Category of Students' Score**

| Total Score interval | Category |
|---|---|
| 86 – 100 | Excellent |
| 76 – 85 | Good |
| 72 – 75 | Fair |
| $< 72$ | Less |

c. Measuring the Mean of Test

The researcher calculated the mean of test to measure the improvement of students' score in every cycle after calculated the

percentages of individual students' score. The mean are formulated as follow:

Calculate the mean of test.[10]

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

M = the mean of score

X = the total of score

N = the sum of students number.

## G. Indicators of Achievement

This study will be said to be success if the research objectives' indicators are reached. In this research, the researcher formulates the research objectives' indicators as below:

1) Students' average achievement in writing recount text is equal or higher than minimum score established by the school (72).

2) Students who reach the minimum score (72) are equal to or higher than 75% of total students in the research.

3) Students' average activeness in learning writing recount text are equal or higher than 75% of total students in the research.

---

[10]Sutrisno Hadi, *Metodologi Research*, (Yogyakarta: Andi Publisher, 2000) 3 edition, p.272