

## **CHAPTER III**

### **THE RESEARCH METHOD**

In this chapter, the topic will be discussed about: kind of the research, design of the research, subject of the research, area of the research, procedure of the research, criteria of success, and instrument of the research.

#### **3.1 Kind of the Research**

Kind of this research is Classroom Action Research (CAR). CAR is a kind of research which aims to improve the teaching and learning quality. Arikunto (2010) stated that a classroom action research is an action research that is implemented to solve a problem faced by students in the classroom. While Ary (2010) mentioned the purpose of Classroom Action Research can help us to find solutions to the problems we are having in the classroom, and it is hoped able to improve students' achievement. By knowing the definition of classroom action research by Arikunto (2010) and Ary (2010), the researcher concludes that classroom action research is a research that helps teacher in order to solve the problems that students have in the class and it is expected to be able to give an improvement in teaching and learning process. To have an improvement in teaching and learning process, the researcher has to be careful in choosing technique or method to solve the problems in the class. Both should be correlated each other.

### 3.2 Design of the Research

The design of this research is a collaborative classroom action research. It means that the researcher collaborates with the English teacher of SMA Muhammadiyah 03 Jember. In carrying out the study, the researcher's role is as an English teacher who teach writing through models technique to the students. While, the real English teacher's role is an observer, who observes the teaching learning activities during the writing learning process. The real English teacher is not only as an observer but also as an collaborator who helps the researcher designing lesson plan and giving assessment.

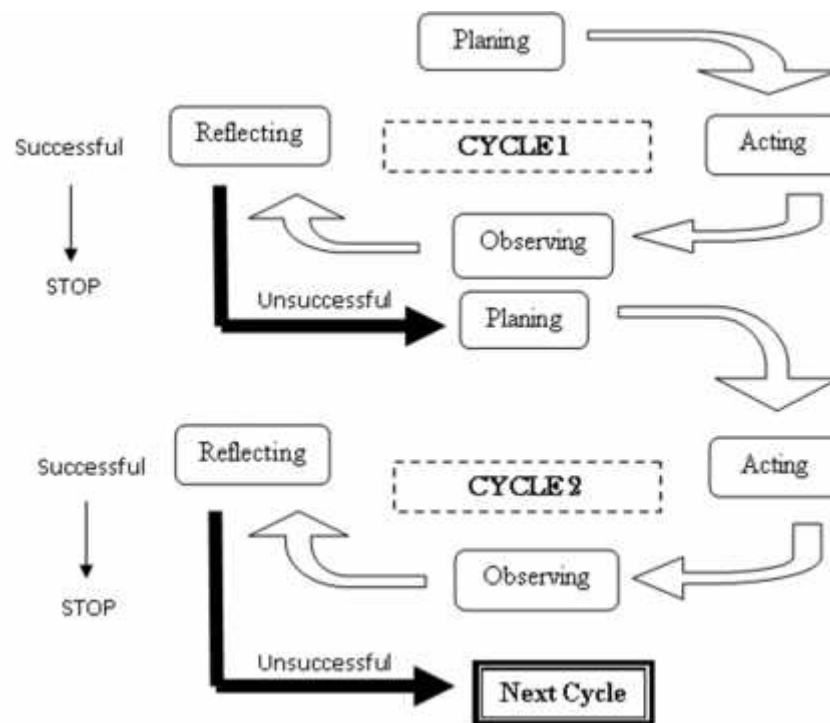
Based on the research design, the actions of this research are implemented in four phases, in which explained by Kemmis and Mc Taggart in Arikunto (2010:137). They are as follows :

1. Planning
2. Acting
3. Observing
4. Reflecting.

All of the four phases above is called one cycle. Arikunto (2010) stated that the relation among planning, acting, observing, and reflecting show one cycle. So, the key of classroom action research is having a cycle. According to Arikunto (2010), he stated that in deciding for how many cycles that is going to use, it depends on the researcher. As long as the researcher thinks that the procedure of the research is going

well without finding out the problems and the target she or he planned has been successful and achieved, means that the researcher may stop the first cycle without continuing to the next cycle. And the research of the study is finished. But, in making sure of the first finding, the researcher may follow a suggestion from Arikunto (2010) that the second cycle may be done. If the result of the second cycle is equal to the first cycle, means that the first cycle is truly giving an improvement in teaching and learning process. In this research, when the criteria of success is achieved, the cycle will be stopped. The diagram about the explanation above as follows :

Diagram 3.2.1. The Model of Classroom Action Research



(Adapted from *Prosedur Penelitian*, by Suharsimi Arikunto, 2010, p. 137)

### **3.3 Subject of the Research**

This research is conducted at the second semester students of Grade X Sains 5 of SMA Muhammadiyah 03 Jember in 2016/2017 academic year. There are 30 students in the classroom; fourteen (14) males and sixteen (16) females. The average age of the students is around sixteen years old. The subjects are taken by using *cluster random sampling*. It means that the sampling method where the different groups within population are used as a sample in this research.

### **3.4 Area of the Research**

The area of the research is SMA Muhammadiyah 03 Jember. It is located at Jl. Mastrip, No. 03, Tegalgede, Sumbersari, Kab.Jember, JAWA TIMUR. This school is determined purposively for some considerations:

1. As the fact the tenth grade students still have problems with Writing.
2. Models technique as a visual thinking helps students how to compose recount text based on the language use and good organization and recall students' mind to generate new ideas by imitating the models.

### **3.5 Procedure of the Research**

The procedure of this research refers to four steps in action research. As far as we know, those four steps are one cycle, and one cycle consists of three meetings. It is supported by Arikunto (2010) that when you do action research in one cycle, you

will do in three meetings. The researcher applies the model technique in teaching writing at the first, second, and third meeting with the third meeting the students are also given a writing test. This research uses the model action research procedure by Kemmis and Mc Taggart in Arikunto (2010) because this model is often used in classroom action research. Those four steps start from planning, acting, observing, and reflecting.

#### a. Planning

In this phase, the researcher makes some planning based on the finding of preliminary study. This is quite important to be done before implementing the action, because by having some plans the researcher will be easy to act in order to get the test result. The following activities in this action planning are :

- 1) Choosing “Experience” as the theme that will be taught in the academic year 2016/2017 based on 2013 curriculum based competence for class X Sains of senior high school.
- 2) Preparing the recount text as a material and some models about recount text as media (in a piece of paper or in the slide) that will be shared to the students.
- 3) Designing lesson plan.
- 4) Preparing the research instruments (test and field note) for evaluation.

Those instrument of the research were prepared to collect data while the teaching and learning process is conducted. There are also students’ drafts and camera to take documentation of teaching and learning.

5) Constructing the writing test to measure the students' writing achievement.

This writing test was given in the third meeting of each cycle.

6) Determining the criteria of success.

#### b. Acting

In this acting phase presents what the researcher will do during teaching process through model technique in improving students' writing ability. The researcher carries out acting phase based on the lesson plan prepared in the planning phase. To make you have a clear understanding about what the researcher do in this acting phase, the researcher will be divided this acting phase become the following activities.

##### 1) Pre-activities

Pre-activities start from greeting the students that was conducted in every morning. In this stage, the researcher provides scaffolding related to recount text that will be discussed. This activities is intended to get the students' prior knowledge related to the topic.

##### 2) Whilst activities

In this whilst activities, the researcher gives the simple model of recount text with the clear instruction on it (including the language use and the organization). The students are also given the explanation about the aims of the model technique that it helps them in writing their own writing assignment by imitate the model. By looking at the model, the students are

expected to be active in asking some questions and analyzing that it is kind of recount text which has some generic structure on it. In this activities, after the students are given the explanation about the recount text, they are asked to make a recount text according to their topic interest by imitating the model given by the teacher. While the students generate their ideas into their own writing, the researcher keeps monitoring them by controlling around the class.

### 3). Post-activities

In post-activities, the researcher gives writing assignment to the students by imitating the model given by the teacher. The students are given some kind of models (start from simple model and little bit difficult). While the students finishing their writing assignment, they can imitate the model given by the teacher in a piece of paper individually to make them easier in doing their own writing.

### c. Observing

Observing in this research deals with monitoring whole the activities which is done in the implementation of the planning. It can be some data, description of the effect of the model technique, and the evaluation of the action. In this research, observation is very important to control students' activities and the teacher's role in applying model technique in teaching process. The observer uses field note as a guideline while observing. The aspects which are observed in the field notes as follows:

- 1) How the teacher implement the model technique in teaching writing in the class.
- 2) How the students' responds in writing recount text which has been taught through model technique.
- 3) How the improvement and the development of the students' test between the first meeting to the following meeting.

Those aspects from teacher's side and students' side are expressed by the observer through field note.

While in observing the ability of the students, the researcher uses test as an instrument to collect data. Before collecting the data, what the researcher has to do first is scoring the students' writing test. In scoring the students' writing assignment, the researcher uses scoring rubric writing as a guideline. Then the researcher counts the average of their writing test in order to know the ability of the students' writing in the class by using percentage formula. The formula is as following :

$$E = \frac{n}{N} \times 100\%$$

Note:

E: The percentage of the students writing ability

n: The total number of students who got score 75 (least or more)

N: The total number of students



After collecting the data through this formula, the researcher will know the result of the data needs.

#### d. Reflecting

The reflection is building some revision based on the observation. It is intended to find out whether the action can improve the students' writing ability or not. The researcher does reflection to reflect the result of observation and the test result in each cycle descriptively. The reflection is done in order to know whether or not the actions have some weaknesses or problems of the actions and the students' difficulties in learning process. By doing reflecting phase, the researcher analyze the students' writing score by paying attention to the average has counted. After that, the researcher draw a conclusion based on the reflection result and data analysis in this cycle 1.

### **3.6 The Criteria of Success**

The criterion of success is used to know if the implementing of the action achieves the target or not. The criteria is used to evaluate the success of model technique in improving students' writing ability. The researcher determines score 75 to measure the students' achievement. That score is taken from the rubric of writing by Jacob, et al (1981) in Hughes, 2003:104) by scoring the total range at criteria Good to Average in every aspects of writing. Based on the preliminary study was done, the percentage of the students who got 75 was only 7%. In this research, it is decided that the action is considered to be successful if 75% of the students get 75.

### 3.7 Instrument of the Research

In collecting the data of this research, the researcher used some instruments. Arikunto (2010:203) defined that the research instrument is some tools which are used when a researcher is conducted using a particular method. They are needed in order to get data of the research. The instruments of this research is test and field notes.

#### 1. Test

The test used in this study is post-test. Post-test is implemented after using model technique. The type of this research is a students' writing test which is made by the teacher. The test is used to measure students' writing ability and to know the effectiveness of model technique to improve students' writing ability. The test that is used in this research is subjective test. The students is given the test to make a recount text for about 250 words in 60 minutes. The topics is provided by the teacher. While doing the writing test, the students have to consider about the words choice, the language feature, and also the organization of the text. If the students have finished it, they might directly hand it to the researcher to get the score.

Dealing with the scoring rubric, analytic scoring method is used in this research. It is a method of scoring which requires a separate score for each of a number of aspects of a task (Hughes, 2003:104). There are five aspects that will score analytically; they are content, organization, grammar, vocabulary, and mechanics.

**Table 3.7.1 Scoring Rubric of the Students' Writing**

Aspect	Level	Criteria
Content	30-27	EXCELLENT TO VERY GOOD: knowledgeable – substantive – thorough development of topic – 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 – or not enough to evaluate
Organization	20-18	EXCELLENT TO VERY GOOD: fluent expression – ideas clearly stated/supported – succinct – well-organized – logical sequencing – cohesive
	17-14	GOOD TO AVERAGE: some what 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 – OR not enough to evaluate
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 <i>but meaning not obscured</i>
	13-10	FAIR TO POOR: limited range – frequent errors of word/idiom form, choice, usage – <i>meaning confused or obscured</i>
	9-7	VERY POOR: essentially translation – little knowledge of English vocabulary, idioms, word form – OR not enough to evaluate
Language Use	25-22	EXCELLENT TO VERY GOOD: effective complex construction – few errors of agreement, tenses, number, word order/function, articles, pronouns, preposition
	21-18	GOOD TO AVERAGE: effective but simple construction - minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>

	17-11	FAIR TO POOR: major problems in simple/complex constructions – frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositionand/or fragments, run-ons, deletions – <i>meaning confused or obscured</i>
	10-5	VERY POOR: virtually no mastery of sentence construction rules – dominated by errors – does not communicate – OR not enough to evaluate
Mechanics	5	EXCELLENT TO VERY GOOD: demonstrated mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing – poor hand writing – <i>meaning confused or obscured</i>
	2	VERY POOR: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – hand writing illegible – OR not enough to evaluate

(Adapted from Jacobs, et al (1981) in Hughes, 2003:104)

## 2. Field notes

As Moleong's opinion (2014) that field note is an important instrument in qualitative research. It provides notes about what has been done in teaching and learning process. The researcher and the observer used field notes to record activities during the teaching and learning of writing through Model technique in the classroom. The description of field notes including description of classroom atmosphere, students' attitude, and teacher's creatively in presenting the material of writing. And the aspects which are observed in the field notes as follows:

- 1) How the teacher implement the model technique in teaching writing in the class.

- 2) How the students' responds in writing recount text which has been taught through model technique.
- 3) How the improvement and the development of the students' test between the first meeting to the last meeting.

### 3. Documentation

This instrument provides students' writing recount drafts. This documents are from students' writing assignment starting from the first meeting to the third meeting in one cycle to know their improvement.

#### **3.7.1 Developing Instrument**

To develop the instrument of the test that is used should be analyzed which the purpose is to know whether the test is good or bad.

##### a. Validity of the Test

According to Ary (2010:224) validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate Interpretations. Historically, validity was defined as the extent to which an instrument measured what it claimed to measure. In this case the researcher used content validity, because the test item based on the curriculum.

Content validity test is valid if the material about writing ability that is taken and the test item of the test based on the curriculum (Kompetensi Dasar Bahasa

Inggris SMA/MA, 2013:763). See the Competency Based Curriculum in Table 3.7.1.1.

**Table 3.7.1.1** Competency Based Curriculum

Basic Competence	Indikator	Instrument
4.14 Menyusun teks <i>recount</i> lisan dan tulis sederhana tentang pengalaman/ kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	Students are able to make and compose the recount text related to the event or experience with a good generic structure.	Subjective test

Based on the curriculum above, the material about recount text is included in the curriculum. It means that the instrument here is valid.

b. Reliability of the Test

According to Ary (2010:224) Reliability indicates how consistently a test measures whatever it does measure. Heaton (1990:162) states that reliability is a necessary characteristic of any good test for it to be valid at all. A test must be reliable as a measuring instrument. To know if the test is reliable or not, it is analyzed by using

alpha formula. Arikunto (2010:239) states that alpha formula is used to know the reliability of the instrument, of which score is not 1 and 0. The formula as follow.

$$r_{11} = \left( \frac{K}{K-1} \right) \left( 1 - \frac{(\sum \sigma b^2)}{\sigma^2 t} \right)$$

Notes:

$r_{11}$  = Reliability of the instrument

K = Number of aspect item

$b^2$  = Total variant item

$^2t$  = Variant total

According to Arikunto (2010:319) the coefficient criteria of correlation that can be shown from the interpretation are as follows.

0.00-0.20 = Low correlation

0.21-0.40 = Rather low correlation

0.41-0.60 = Fair correlation

0.61-0.80 = High correlation

0.81-1.00 = Very high correlation

After counting the reliability of the try out test given to the students, the researcher can find the result of the reliability of the try out test and calculation, the reliability of the test is 0.80 (High Correlation) (see appendix 7).

While to know the validity and realibility of the second instrument used by the researcher, that is field note, is called credibility. The explanation about credibility of field notes as follows.

a. Credibility

Field note consists of two main points, those are descriptive and reflective.

According to Moleong (2014), the description of descriptive part of field note, the observer has to take a note about what she or he has heard and seen completely and subjectively. While in the reflective parts, it gives a solution and suggestion about what things which still need to be improved in the next cycle. So, the field note is called credible if the content of that field note is appropriate with the description of descriptive and reflective.