**CHAPTER III**

**RESEARCH METHOD**

This chapter contains the description of research design, research procedure, researcher attendance, setting and subject of the study, data and source of data, technique of collecting data and technique of analyzing data.

**3.1 Research Design**

The research design conducted is Classroom Action Research (CAR). Waters-Adams (2004) states, “An action research is a practical way for individual to explore the nature of their practice and to improve it”. The aim of an action researcher is to bring about development in his or her practice by analyzing existing practice and identifying elements for change. The process is founded on the gathering of evidence on which to make informed rather than intuitive judgments and decisions. Perhaps the most important aspect of action research is that the process enhances teacher professional knowledge makers, rather than simply as professional knowledge users. In age of centralization and the proliferation of national guidelines and strategies, action research can help teachers feel in control of their own professional situation. The others experts, Carr and Kemmis (1986) describe action research as being about: (1) the improvement of practice, (2) the improvement of the understanding of practice, (3) the improvement of the situation in which the practice takes place.

Applying the principle of an action research design, this study involves the spirals of planning, action, observing and reflecting. The researcher takes the model of an action research proposed by Kemmis and Taggart in which each cycle consists of four steps. They are planning of action, implementing of action, observing and reflection. Those four main steps are preceded by reconnaissance (preliminary study). Waters-Adams (2004) states, “ For a start, you will probably not start with planning; there may be much monitoring and observation of existing practice (reconnaissance) before you are ready to plan and implement a change”. The spirals of action research propose by Kemmis and Taggart are shown in figure 3.1 as follows:

Reflect

CYCLE 1

Observe

Reflect

CYCLE 2

Observe

Plan

Action

Revised

Plan

Action

Reflect

Plan

Action

Revised

Plan

Action

CYCLE 1

Observe

Reflect

CYCLE 2

Observe

Figure 3.1 Classroom Action Research Procedure (adapted from Kemmis and Mc.Taggart, 1988: 10)

The spirals of the action started after the problem is found and define in preliminary study. The second step is to make a plan of the action based on the findings in the preliminary study. The next step is implementing the action based on the planning and preparation which have been made before. The observation is done during the action. To apply this step, the researcher needs collaborator to help him. The researcher acts as the practitioner and the teacher as the observer. The teacher observes how the researcher implemented the action. Based on the observation, the researcher makes reflection to what happened and evaluates the result of the action. Then, the researcher decides that he needs or not to improve the action in the next cycle based on the reflection he has made.

**3.2 Research Procedure**

Research procedure is designed to describe the process of the research in the classroom. In the research procedure contains the procedures of taking the data used by the researcher in this study, they are: preliminary study, planning, acting, observing and reflecting.

**3.2.1 Preliminary Study**

Preliminary study is one of the important aspects that must be done to find and define the real problems in writing ability. It is done before the researcher starts the action research to see what problems really existing during reading teaching and learning. In this step, the researcher conducted the pre-test to measure the students’ writing. In the pre-test, the researcher conducted the assignment to measure the students’ writing ability. Then, the fifth year students were chosen by the researcher as the subject of the research because this class got the low score in writing ability.

**3.2.2 Planning**

After finding out the condition of the students’ writing ability in English teaching and learning process in preliminary study, the researcher consults with the English teacher to have identification of the students. The researcher prepares the action that should improve the students’ writing and quickly decides the solutionto solve the problems through comic.

In this step, the researcher set up some preparations for the action. According to Sukidin, Basrowi and Suranto, (2007: 77), there are five steps to make planning for action research. They are: 1) designing the model of action research based on the problems, 2) arranging the schedule of the action, 3) arranging action design based on model of action research and the schedule, 4) making preparation to do the action, for instance condition, situation, material, teaching aids, instrument that will be used and 5) arranging the action procedure.

**3.2.2.1 Lesson Plan**

A lesson plan is developed by the teacher to guide the instruction. In this research, the researcher makes lesson plan to manage the classroom situation while the action implemented. It consists of: (1) Identity of school: It consists of name of school, subject, level, time allocated, and state curriculum standards. (2) Indicators: It describes the standards that each student should master to function effectively in their future that is characterized by great change and information growth. (3) Instructional Objectives: Instructional objectives are the learning outcomes for the lesson. (4) Instructional material: It describes the materials that will be given for the students suitable with curriculum standard. (5) Instructional Methods: Instructional methods are the teaching strategies will be used in this lesson. (6) Instructional Procedure: In instructional procedure, there are a number of items to consider in the procedure section of the plan. It consists of introduction, technique and activities, and closure. (7) Material Resource: It mentions what materials, resources, and technology will be needed for the lesson. (8) Evaluation or assessment: This section contains a description of the assessment process to measure the students’ success.

**3.2.2.2 Criteria of Success**

According to the English teacher of SDI DARUT TAQWA, the criteria of success are 68. So, the students who get 68 or more is classified into pass and less than 68 is classified into failed. Meanwhile, the class is categorized pass classically if 75% of the students from the whole class member achieve the criteria of success. It means that the action is considered run successfully if 75% of the students get score 68 or more for writing test.

**3.2.2.3 The Strategy**

The researcher provided the strategy to solve the practical problems that occur in teaching and learning writing. In this case, the researcher used comic to teach writing. Firstly, the researcher explains about comic to the students. He explains how to apply comic in writing narrative text. Secondly, he gives an example of comic. He asks students to read comic. Thirdly, the researcher gives some pictures to the students. Fourthly, the researcher asks students to write simple sentences based on the pictures. He guides students how to write a good sentence. Fifthly, after the students finish, the researcher collects the students’ writing. Sixthly, the researcher gives opportunities to the students asking their difficulties. The last, he reflects the material with the whole class.

**3.2.3 Acting**

It is an implementation of the planning. It can be done by the teacher, the researcher, or the collaborator. In this research, the teacher acts as the observer, and the researcher as practitioner conducting the action in the class. The action shall be in line with the planning that had been made before. The implementation of this step is based on the strategy in planning.

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**3.2.4 Observing**

The observation is done during the action. The English teacher is the observer in the classroom. He observes and writes down the process happened during the action. And in the end of this step, the researcher gives writing test to know whether the students’ writing learning have improved through comic. The result of test is compared to the criteria of success. And also, the researcher gives questionnaire sheet to the students to know the students’ responses about the activities during teaching and learning process.

**3.2.5 Reflecting**

In this stage, the researcher reflects and analyzes whether the teaching and learning process is done successfully or not to reach the objectives of the lesson plan in each cycle. It is intended to know whether the actions that have been done have weaknesses or not. The researcher also compares the results of the study with the criteria of success. The researcher analyzes whether the action in the first cycle has achieved the objective of the teaching learning process or not. Then the information is used to revise the lesson plan of the first cycle to make the lesson plan for the second cycle. In other words, the weaknesses in the first cycle are revised to make a better lesson plan for the second cycle.

**3.3 Researcher Attendance**

In this classroom action research,the researcher attendance is important as a main instrument.The main instrument employed in descriptive qualitative design is human instrument, therefore, it means that the instrument is the researcher himself who collects the data, interprets the data, reduces the data, organizes the data, analyzes the data, and draws conclusion or a result of the research. However, in this study, the researcher uses some kinds of other instruments that help him to collect the data from the field.

**3.4 Setting and Subject of the Study**

This study is conducted at SDI DARUT TAQWA in academic year 2011/2012 in the second semester. The researcher takes the fifth class as the subject of the study. There are 24 students in the fifth class. It consists of 11 boys and 13 girls.

The researcher conducts the study for this class because there is one class cannot grow up in English. That is fifth class. The students of fifth class have less writing ability. So, the researcher chooses the fifth class as the subject of the research.

**3.5 Data and Source of Data**

This part concerned with the data of the study and the source of data.

**3.5.1 Data**

There are two kinds of data collected in this research, they are qualitative and quantitative data. Qualitative data are the result of the teacher’s and the students’ observation obtained during the implementation of the teaching learning process, the result of teacher’s and/or students’ interview, and documentation of SDI DARUT TAQWA. The next data are quantitative data. Quantitative data are related to the result of students’ writing test and the result of questionnaire.

**3.5.2 Source of Data**

The source of data is the findings of the implementation of comic in teaching and learning writing process. The data are obtained from the students and the collaborator as a moderator and complete participant.

There are two kinds of data sources collected in this research; they are primary data and secondary data. Primary data is information collected by the researcher directly through instruments such as surveys, interviews, focus groups or observation (Neel, 2010). As the primary data in this research are the result of the observations, the score of questionnaire’s answers of the action, the score of students’ writingtest and interview conducted by the researcher.Secondary data, on the other hand, is basically primary data collected by someone else (Neel, 2010). The researchers reuse and repurpose information as secondary data because it is easier and less expensive to collect. The secondary data in this research are gotten from the teachers and staffs list and another document of SDI DARUT TAQWA.

**3.6 Technique of Collecting Data**

Data collection is a written document describing the specific procedures to be used to gather the evaluation information or data (Johnson Center, 2008). The document describes who collected the information, when, and where it was collected, and how it was obtained. To get data as complete and valid as possible, the researcher uses some instrument. Instrument is a device for recording, measuring, or controlling, especially such a device functioning as part of a control system (The American Heritage, 2003). In this study, the researcher uses observation sheet to observe the process happened during the action, test to measure the students’ reading achievement, questionnaire form to know the students’ opinion about comic, interview to get some informations related to the study, and documentation to collect secondary data.

**3.6.1 Observation**

The observation is conducted when the process happened during the action in teaching and learning process in the classroom. In this research, the teacher is as the observer and the researcher is as the practitioner. The teacher uses observation sheet to watch closely and note the classroom events. It is intended to know whether the action is in line with the planning that has been made before. According to Kunandar (2008: 143) observation is observing activity to figure how far action effect reached of target. The researcher and the students are observed during the use of comicinwriting narrative text. The observer uses non-participant observation. He watches the subject of his study, but without taking an active part in the situation. The observation sheet used is checklist form to check whether the practitioner and students have done all of activities in teaching and learning process.

**3.6.2 Test**

The researcher gives test to the students in the end of cycle. Test is appropriate with the material that has been learnt by the teacher. According to Kunandar (2008: 186) test is a series of question which is passed on someone or a series to person forecast level of formative at within itself. The researcher gives writing test on preliminary study and cycle I for the students. Test on preliminary study is intended to know how well the students have mastered writing ability before using comic. And test on cycle I is aimed at knowing the students’ writing ability after using comic. The result of test is compared with the criteria of success to know whether the students have got improvement in writing ability.

The researcher used J.B. Heaton’s rating scale of writing scoring (1991: 146) to analyze the students’ writing test. It is shown as follows:

|  |
| --- |
| **Content**   * 1. Excellent to very good: knowledgeable – substantive   26-22 Good to average: some knowledge of subject – adequate range   * 1. Fair to poor: limited knowledge of subject – little substance   16-13 Very poor: does not show knowledge of subject – non substantive |
| **Organization**   * 1. Excellent to very good: fluent expression – ideas clearly stated   2. Good to average: somewhat choppy – loosely organized but main ideas stand out   3. Fair to poor: non-fluent – ideas confused or disconnected   9-7 Very poor: does not communicate – no organization |
| **Vocabulary**   * 1. Excellent to very good: sophisticated range – effective word/idiom choice and usage   2. Good to average: adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured   3. Fair to poor: limited range – frequent errors of word/idiom form, choice, usage   4. Very poor: essentially translation – little knowledge of English vocabulary |
| **Language Use**   * 1. Excellent to very good: effective complex constructions   2. Good to average: effective but simple constructions   3. Fair to poor: major problems in simple/complex constructions   4. Very poor: virtually no mastery of sentence constructions rules |
| **Mechanics**   * + 1. Excellent to very good: demonstrates mastery of conventions   1. Good to average: occasional errors of spelling, punctuation  1. Fair to poor: frequent errors of spelling, punctuation, capitalization 2. Very poor: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing |

The data from the students’ writing test in each cycle is calculated by using a scoring guide as shown in table below.

**3.6.3 Questionnaire**

Questionnaires are popular means of collecting data, but are difficult to design and often require many rewrite before an acceptable questionnaire is produced. According to Kunandar (2008: 17) questionnaire is an instrument in technique of indirect communication.It means with this instrument the data is informative character. Through questionnaire, the researcher gets all information that he wants to know. The researcher uses questionnaire in order to know the students’ opinion related to writing using comic. To obtain the data, the researcher uses the questionnaire items of himself. He uses closed questionnaire. It has a list of possible options or answers from which the respondents must choose. The options are “Yes” and “No”. The researcher analyzes it using Guttman Scale. “Yes” answer scored 1 and “No” answer scored 0 (Riduwan, 2005: 17).

**3.6.4 Interview**

Interview is face to face personal interactions which generate data about tha study issues and allow spesific issues to be discussed from other people’s perspectives (Burn, 1999: 117). Interview needs direct communication between interviewer and interviewee. The researcher uses open-ended questions and structured interview. Open-ended questions permit free responses which should be recorded in the respondent’s own words. Structured interview guide requires a clear topical focus and well-developed the topic at hand. He interviews the English teacher to know the problems during teaching and learning process.

**3.6.5 Documentation**

Documentation is any communicable material (such as text, video, audio combinations) used to explain some attributes of an object, system or procedure (Wikipedia, 2010). The researcher prints information about the number of students, the English teacher, and the school mapping as secondary data.

**3.7 Technique of Analyzing Data**

Data analysis is the point where statements or assertions about what the study shows are produced (Burn, 1999: 153). Data analysis involves describing (the ‘what’ of the study) and explaining ( the ‘why’ of the study). Through the ‘what’ aspects we aim to set out what the data show, while the ‘why’ aspects lead us to find explanation for what emerge from the description of the data.

Since the data included in this study are in the form of qualitative and quantitative, then the data analysis is conducted in different ways. The data collected through the observation sheet, interview and documentation are analyzed qualitatively. The data obtained are compared from different points of view by the researcher and the collaborative teacher to get the right picture of the implementation and the effect of the action. By comparing the obtained data from multi instruments (observation sheets, interview and documentation), appropriate justification is hopefully acquired. Meanwhile, the data from the students’ writingtestand questionnaire are analyzed quantitatively.

**3.7.1 The Analysis of Qualitative Data**

The qualitative data in this study are the result of observation, interview and documentation of SDI DARUT TAQWA. In analyzing qualitative data, firstly, the researcher conducts observation, interview, and then get some information/document of the school. From the obtained data, he makes conclusion and suggestion.

**3.7.2 The Analysis of Quantitative Data**

To analyze whether the action in teaching and learning process in each cycle is considered run successfully or not, the researcher uses the formula of the percentage of success. The formula is:

(Agustina, 1999:32)

% X = percentage of success

X1 = number of students who passed the test

N = total of the students

In analyzing the questionnaire’s answer, the researcher uses Guttman scale. ‘Yes’ answer is scored 1 and ‘No’ answer is scored 0 (Riduan, 2005: 17). The answers of the questionnaire are analyzed one by one. The percentage of the score is gotten by using the formula as follows:

%S = Percentage of Score

Y = Number of Students with answer “Yes”

N = Total of Students

Then the percentage is compared to the criteria of interpretation score. It is shown as follows:

0% - 20% is very weak

21% - 40% is weak

41% - 60% is average

61% - 80% is strong

81% - 100% is very strong