

CHAPTER III

RESEARCH METHOD

In this chapter the researcher presents some points related to this research include research design, subjects and setting of the study, procedures of the study, preliminary observation, planning, implementing, observing, data analysis and reflecting.

A. Research Design

Research design in a study refers to how the study is conducted. The design of this research is Classroom Action Research. In Classroom Action Research, a researcher main purpose is to create a new model of effective or innovative strategy in researcher classroom teaching. According to Koshy (2005) & Bassey (1998) action research is an enquiry which is carried out in order to understand, evaluate and then modify educational practice. Classroom research is process to involving teachers in the formal study of teaching and learning. The researchers choose classroom action research, it is appropriate with the classroom setting.

Classroom research is by definition situation specific and the findings of classroom research are therefore, relevant to a given teacher and can be used directly to improve practice. Action research in nature which Led Kemmis and Mc Taggart (200: 595) describe it as participatory research. The author maintain that action research involves a spiral of self-reflective spiral of: planning a change, acting and observing the process and

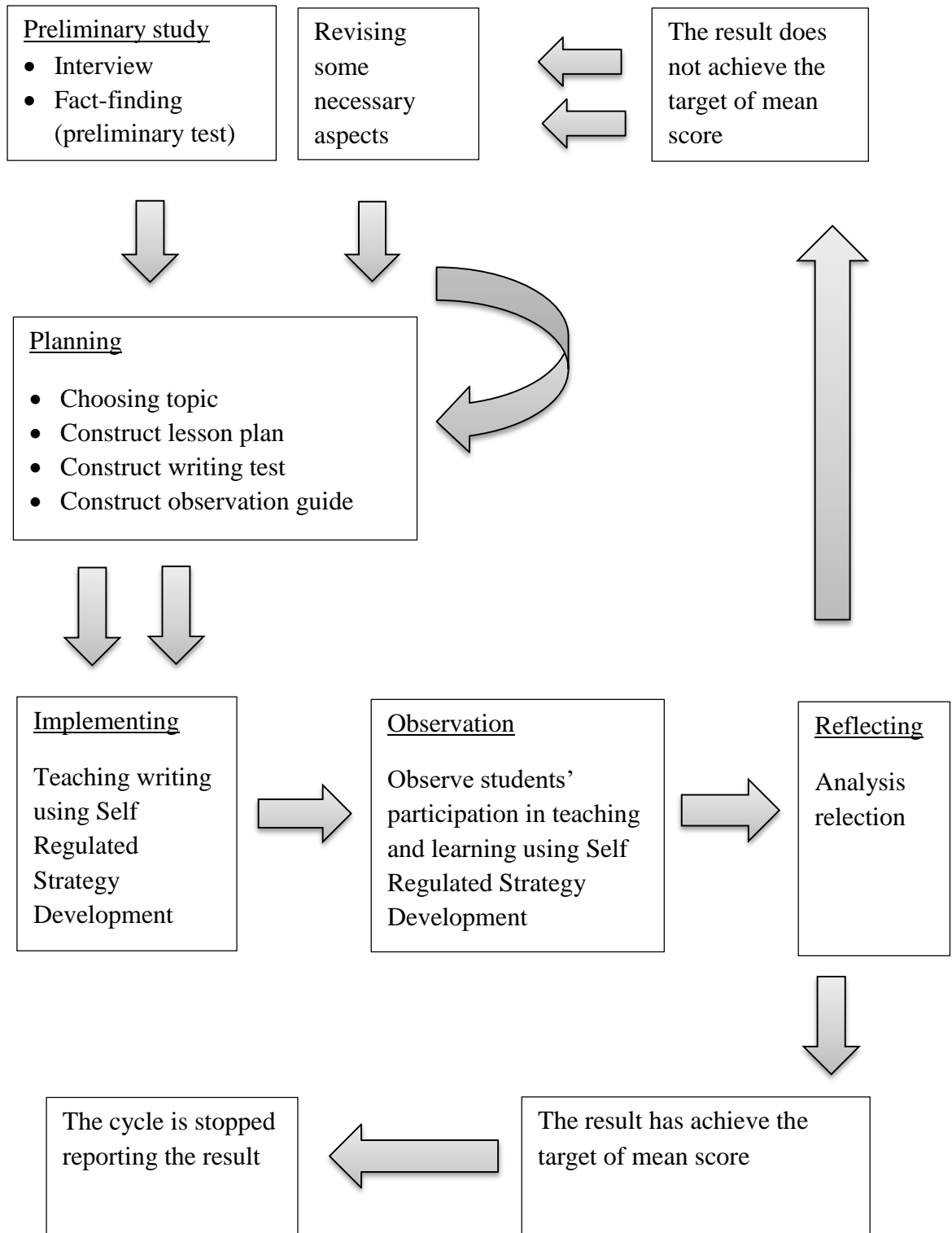
consequences of the change, reflecting on these processes and consequence and then re-planning, acting and observing, reflecting, and so on.

The purpose of this research was to improve students writing by using Self-Regulated Strategy Development. The researcher want to know how can this strategy can improve students writing comprehension since it deals with classroom setting. The researcher gets the data by observation form they are observation check list and test. The researcher conducted the research in cycles, each of which consists of four steps: planning, implementation, observing, and reflecting. If the students can get the score more than the standard of criteria its mean that the cycle that made by researcher is success.

Action research is a powerful and useful model for practitioner research because: a) Research can be set within a specific context or situation. b) Action research involves continuous evaluation and modification can be made as the project progresses. c) There are opportunities for the theory to emerge from the research rather than always follow a previously formulated theory. d) Through action research, the researcher can bring a story life.

The design of the study is presented in text figure below:

(Adapted from Lewin, in Elliot, 1991:70)



B. Setting and Subjects of the Study

1. The subject of this research is the students in XI IIS 4 class of MAN 3 Blitar of academic years 2018/2019 with 30 students in total, 6 male and 24 female.

2. Place of the Study

The place of this study is in MAN 3 Blitar which is located in Kunir village, Wonodadi-Blitar city, in XI IIS 4 classroom.

3. Time of the Study

The time of study starts from planning until reflection begins from March 4th until March 25th, 2019 at the second semester in the academic year of 2018/2019

4. Length of the Study

The length of the study starts from cycle I until cycle II is around 21 days. The study was conducted for 3 weeks for study in MAN 3 Blitar

Table 3.1 The schedule of the Research

No.	Activity	Date	Time
1.	Preliminary Test	Monday, March 4 th 2019	10.10-11.40
2.	Cycle 1		
	Meeting 1	Wednesday, March 6 th 2019	13.30-15.00
	Meeting 2	Monday, March 11 th 2019	10.10-11.40
	Test	Saturday, March 16 th 2019	08.30-10.00
3.	Cycle 2		
	Meeting 1	Monday, March 18 th 2019	10.10-11.40
	Meeting 2	Wednesday, March 20 th 2019	13.30-15.00
	Test	Monday, March 25 th 2019	10.10-11.40

C. Procedures of the Study

In the classroom action research, there are four stages within one cycle. They are planning, implementing, observing and reflecting. The teacher of eleventh grade class was the facilitator and the observer, and the researcher who implemented the action. The procedures of the study refer to the stages in how the study is conducted covering preliminary observation, planning, implementation, observation and reflection. It was intended to find out practical problem of the class.

a. Preliminary Observation (Reconnaissance)

The teacher identified the problems before planning the action. The problems referred to students' difficulty in learning English especially in writing. The preliminary study was done before the researcher conducting the classroom action research. The preliminary observation was done because this very important. It was done in second grade students' of MAN 3 Blitar. That can known to what extent the students in writing skill and known the problem students in learning English especially in writing skill.

The researcher found some problem in the learning writing English process. The problems are: (1) in terms of the students' comprehension in teaching writing, they have a problem in vocabulary mastery but they also lazy to open dictionary to learn more vocabulary. This problem caused the students' score of writing were mostly under the Minimum Mastery Level of Learning. (2) the second problem is the students' attitude during the teaching and learning process, the problems were come from the students' attention that they were not interested in teaching writing activity and they attend to become passive. The students tended to keep silent when the teacher explained in front of the class, although they did not understand too much concerning the subject, they did not want to ask questions to the teacher and not all of them write the material from the teacher. Based on those problems, some improvements are

needed. In on other words, a new strategy in teaching writing needs to be introduced and implemented in the writing class.

Table 3.2 The result of Students' Preliminary Test

NO.	NAME	SCORE	PASSED	FAILED
1	AA	40	-	√
2	BKA	60	-	√
3	DNI	60	-	√
4	DTS	40	-	√
5	DN	60	-	√
6	ENLL	40	-	√
7	EFIS	44	-	√
8	FWA	40	-	√
9	HSK	40	-	√
10	HI	64	-	√
11	IFA	40	-	√
12	IVA	46	-	√
13	KFZ	72	-	√
14	KAZ	40	-	√
15	KH	60	-	√
16	MFHA	40	-	√
17	MSH	40	-	√
18	NAR	60	-	√
19	NPA	72	-	√

20	RK	60	-	√
21	RRL	60	-	√
22	RNS	60	-	√
23	SA	44	-	√
24	SQN	40	-	√
25	SG	72	-	√
26	TFR	52	-	√
27	TAN	40	-	√
28	TAM	40	-	√
29	UN	64	-	√
30	ZLM	64	-	√
TOTAL		30	0	30
Presentage		100%	0%	100%
Mean score		51,8		

Based on the problem above, it could be interpreted that the students needed innovation to improve their ability in writing. The problem known and got the result from preliminary test. There were 30 students who joined the test in class XI IIS 4. From the formula, it is found that the students who passed the preliminary test were 0% and 100% were failed. The criteria of success that had been determine 70%. It means that the result could not achieve the criteria of success.

The researcher applied using Self Regulated Strategy Development on Analytical Exposition. After found those problems, the

researcher began to conduct a classroom action research in cycle. The cycle overing planning, implementing, observing, reflecting. The researcher took two cycle in this research.

b. Planning

Before doing the strategy in the classroom teacher should prepare the equipment that will use in teaching and learning process. Each of the activity in the planning above must be illustrated in separated parts or in separated subheading.

Planning was a phase done for the purpose of preparing the media to solve the instructional problem found during the preliminary study. The media was selected based on her belief that the media could solve the problem.

In the planning of cycle 1, the researcher socialized the researcher procedure, designed a lesson plan, preparing the research instrument, the instructional material, and see the criteria of success.

1. Socializing the Research Program

The researcher asked permission to head master in Senior High School. After that the researcher met with one of the English teacher of Eleventh Grade. Then the researchers interviewed the English Teacher about the strategy that the researchers used to improve student writing comprehension by using Self-Regulated Strategy Development at Second Grade students' in Senior High School.

In this research the researcher also prepared the test and observation checklist to measure the students' process during teaching and learning process to take place. Is there any students' difference between students ability before and after give this treatment to the students'. The test in the form is making a text of analytical exposition.

2. Providing a suitable Strategy

This steps is how to applied strategy in the study. After the researcher got some information from preliminary observation above, the researcher prepare strategy to solve it. Many professional authors indicate to use variety of self-regulation strategies such as planning, revising, organizing, environment structuring, and evaluating to help manage writing behavior, the composing task, and the writing environment (Graham & Harris, 1994). The Self-Regulated Strategy Development (SRSD) model combines instructional strategies with a means to self-regulated (Harris : 1982).The goal is to teach the strategies that students need in order to write, while supporting them to be motivated.

The model or steps of the study are:

1. Develop background Knowledge

The teacher/researcher's must identify the skills students will need to use a particular strategy, assess whether the students develop these skills, and help students develop

the necessary skills (e.g., vocabulary) they may need to learn the academic and self-regulation strategy. Here the students must be know what something that make their self can't make a good writing, they should find their problem here.

2. Discuss

The researcher and the students explore how and when to apply the strategy can be generalized to other tasks, and how the students will benefit from the strategy. Here the students and the researcher get an agreement how and when to conducted this strategy.

3. Model

The teacher models the writing process, demonstrating for the students when and how to use the strategy for writing, while incorporating self-regulation strategies. This is step or model to apply the strategy on students writing, so students should using self-regulation strategies for writing.

4. Memorize

The students participate in fun, engaging activities that assist them in memorizing the steps of the strategy and the actions involved in completing each step. Here is action steps to complete all of the steps of this strategy.

5. Support

The teacher support the students as they apply the writing and self-regulation strategies during a guided writing task.

Researchers must support students to write a hortatory text by looking at shortcomings of writing in the first steps “developing background knowledge”.

6. Independent work

The teacher invites the students to use the strategies they have learned in written production tasks in order to demonstrate that they have mastered them independently and correctly. So, here the researcher will know what the result of the students writing after being taught through using Self-Regulated Strategy Development.

3. Designing a Lesson Plan

After the researcher's get a permission to study in a class, the researcher's will make a lesson plan to conducting a study in a classroom. The lesson plan consisted of (a) course identity (b) instructional objectives (c) procedure of teaching and learning employing the develop strategy (d) instructional material.

4. Preparing the criteria of Success

Using Self Regulated Strategy Development can solve students' problem in learning writing especially in

analytical exposition. After used this strategy students' more spirit and enthusiast to learn and their result of a test is better than before. Beside of that students have a motivation to learn more about English language. The researcher determined whether the research is successful or not can be seen from the average stents scores from the test in vocabulary is equal to or above 76(KKM). If the presentage of passed score from students less than 70%, the researcher continue to next cycle, but if the presentage passed score of students equal to or above 70% it can be stop.

5. Training the Collaborator as Observer

The researcher's helped by her friend as the observer and collaborator teacher. As the collaborator with observer, she helped the researcher to conduct the class and give feedback about Self-Regulated Strategy Development.

c. Implementing

The researcher implemented the teaching learning activity of writing using direct instruction based on the lesson plan made by her. And in this strategy that can improve students in writing comprehension. In this step the researcher implemented the materials with the strategy that had been planned before. The plan in planning was done in Second Grade students' of MAN 3 Blitar. This steps and activities in implementing the real action research to solve the students' problem after doing the preliminary observation.

d. Observing

Observation is activities to observe the object closer about activities directly. Observation in this research would be used to monitoring the students' activities during teaching learning process of English study by using Self Regulated Strategy Development. Observation was used in every cycle to make a conclusion of teaching and learning process. The instrument that used in this observing was test and observation checklist.

1) Test

Test is a set of questions that used measure students' ability in improving writing. Test also used by researcher to know how far students' progress in learning writing by using Self Regulated Strategy Development. The test is making a text of analytical exposition. The test given during the preliminary study and after the researcher applied the strategy. It was done to know how far students' enhancement in writing. The differences would be known from the students score after they did the test.

2) Observation Checklist

Observation checklist is a set of list about the students' activity during the teaching and learning process. It was used to know how far students' active and enthusiasm when following this research. There are four criteria: 1) discipline, 2) initiative, 3) responsibility, 4) confident.

The observation checklist was filled by the observer based on the students' activities during the teaching and learning process. By this observation checklist the teacher would be know the students activities in studying English especially in studying writing by using Self Regulated Strategy Development.

e. Reflecting

Reflecting is the final step that done by the researcher. In this section the researcher evaluated the result of the observation with the teacher and the observer about the strategy that used to improve the students writing skill by using Self Regulated Strategy Development. When the criteria of success was achieved, the cycle was stopped. On the other hand, when the criteria of success could not be achieved, the cycle was continued to the next cycle.