

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents research design, subject and setting of the study, and procedures of the study.

#### **A. Research Design**

In this research, the research method that was used by the researcher is Classroom Action Research (CAR).

According to Richards (2005: 171),

Action research or classroom action research refers to teacher conducted classroom research that seeks to clarify and resolve practical teaching issues and classroom problems. Action research takes place in the teacher's own classroom and involves a cycle of activities centering on identifying a problem or issue, collecting information about the issue, devising strategy to address the issue, trying out the strategy, and observing its effects. The practical improvements action research seeks to bring about are not only benefits, however, through the process of planning and carrying out action research, the teachers can develop a deeper understanding of many issues in teaching and learning as well as acquire useful classroom investigation skills.

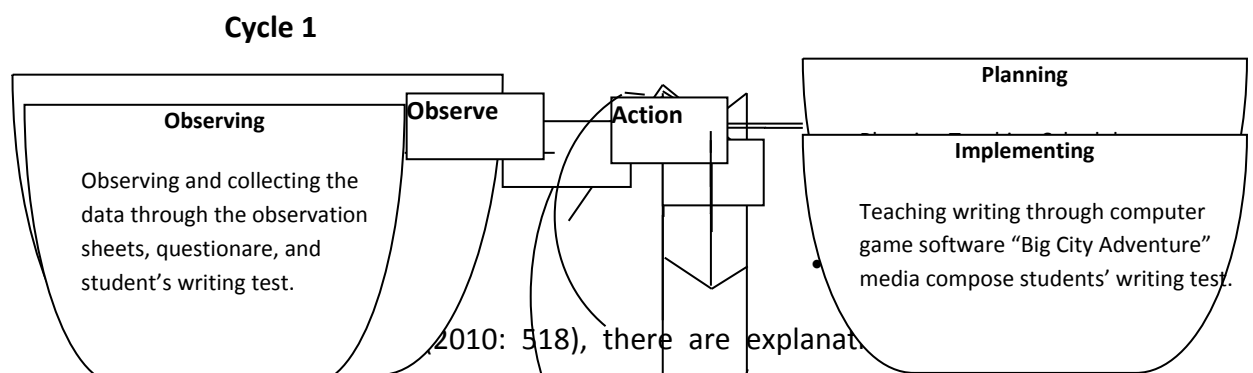
Richards (2005: 174) say that in action research consists of a number of phases, which often recur in cycles: (1) Planning, (2) Action, (3) Observation, (4) Reflection.

Meanwhile according to Arikunto (2012: 3), classroom action research is a study of learning activities in the form of an action, which deliberately raised, and occurs in a class together. So, it means that classroom action

research is a research conducted in the classroom. Meanwhile, according to Wallace (1998: 18), Classroom Action Research (CAR) is different from other more conventional or traditional types of research in that it is very focused on individual or small-group professional practice and is not so concerned with making general statements. The main function of classroom action research is to facilitate the “reflective cycle” and in this way provide an effective method for improving professional action.

In conducting the Classroom Action Research (CAR), the researcher conducted four steps in this research, there were: planning, implementing, observing, and reflecting. The main steps are preceded by preliminary, analysis, and identification of problems.

**Diagram 3.1 Cycles Process in Classroom Action Research**



Action Research process, namely:

1. *Planning*. A plan is developed for taking action and/or for gathering information and data in order to observe or capture the experience or monitor the practice. It is in the phase that the

research questions and methods are explicated.

2. *Acting*. The researcher implements the plan or changes a practice and collects data. Data may be collected from a variety of sources.
3. *Observing*. The researcher synthesizes and analyzes the data. Key issues related to the problem are identified. This leads to reflection once more.
4. *Reflecting*. The researcher reflects on and interprets the information and communicates or reports it to others. A new understanding of the nature of the problem is developed. Actions are taken and a new area of focus is identified.

From these descriptions above, Classroom Action Research is the research which is conducted in the classroom to clarify and resolve practical teaching issues and classroom problems. In the other words, it can be defined as a form of research to perform a specific action to improve and enhance the learning practice in the classroom so that students are better qualified to obtain better learning results. Therefore, Classroom Action Research is also conducted research to improve the learning process so that students can achieve maximum results.

## **B. Subject and Setting of The Study**

This Classroom Action Research was conducted by the researcher at SMAN 1 Rejotangan in academic year of 2014/2015. The subject of this study

was the students of SMAN 1 Rejotangan exactly in X-D which consist of 29 students, which has 21 of female and 8 of male.

The researcher chose SMAN 1 Rejotangan as the subject because from the observation which was conducted by the researcher when PPL program last month, the researcher found a problem in that school that was the students get difficulty in writing descriptive text, so their writing score is low especially in writing descriptive paragraph. The other reason is the researcher found that the teaching media that was used by the teacher to teach writing makes the students boring to follow the lesson. The information which was obtained from the interviews, some students in the first class have difficulty and feel lazy in writing English. From information explained that they feel that writing is very difficulty and they do not have much vocabulary. From the obtained information above, the researcher used another media which believed that this media was more interested and it can improve the skill of the students, especially in writing. Here the researcher trying to use "Computer Game Software Big City Adventure (San Francisco)" to overcome the problems experienced by students in X-D grade in SMAN 1 Rejotangan.

### C. Procedures of The Study

The research began with a preliminary study as problem identification. Then, continued with some stages namely planning, implementing, observing, and reflecting.

#### 1. Preliminary Observation

Preliminary observation is important to be done to find and define the real problems in learning writing. The researcher interviewed the English teacher at SMAN 1 Rejotangan (Bapak Hendri S.Pd) on January 20/2015 to discuss about the problem in students' writing. This discussion aims to obtain information about the problems experienced by students in the classroom. From some questions given to the teacher and the teacher replied and explained the problems experienced by students is difficulty in writing English. In the learning process, the teacher gave a lot of picture and exercises, but students only responded with short sentences. The students feel that writing activity is difficult because they get difficulty in convey their ideas in writing.

This is the result of the students' descriptive writing score before the implementation of the media:

**Table 3.2 Preliminary Result**

No	Name	Aspect				Final Score
		V	C	M	G	
1.	AS	15	15	15	15	60
2.	AAM	15	15	15	15	60
3.	ASD	15	10	10	10	45
4.	DVS	15	15	15	10	55

5.	DSRA	10	10	10	10	40
6.	DD	15	15	15	10	55
7.	DBRS	10	10	10	10	40
8.	DF	15	15	10	10	50
9.	DPM	10	10	10	10	40
10.	FZU	15	15	15	10	55
11.	GAO	15	15	10	15	55
12.	INA	15	10	15	15	55
13.	IK	15	15	10	10	50
14.	MFF	10	10	10	10	40
15.	NS	15	15	15	15	60
16.	NSS	10	10	10	15	45
17.	PAF	15	10	10	10	45
18.	SC	10	10	10	10	40
19.	SNA	15	10	10	10	45
20.	SM	15	10	10	10	45
21.	TS	15	15	10	10	50
22.	TM	15	15	15	15	60
23.	TA	15	15	10	10	50
24.	TC	15	15	10	10	50
25.	WST	15	10	10	10	45
26.	WAD	15	10	10	10	45
27.	WF	10	10	10	10	40
28.	WP	10	15	10	10	45
29.	YFP	15	15	10	15	55

**Explanation:****V** = Vocabulary**C** = Content**M** = Mechanic**G** = Grammar**2. Planning**

In this stage, the researcher made lesson plans for the first

cycle and prepared the materials needed in the teaching learning process.

a. Providing the strategy

Based on information that has got from a teacher, the researcher determines the appropriate strategies to help eliminating student difficulties in writing at a classroom. Here researcher used computer game software “Big City Adventure” media which is expected to overcome the student problems in learning writing. There were some instructions to use the game:

☐ How to Apply

- Click on the puzzle piece and release the mouse button immediately. Move the mouse to move the piece. Click once more to drop the piece.

☐ Moving Puzzle Pieces

Puzzle pieces can be moved in two ways:

1. Click on the puzzle piece and release the mouse button immediately. Move the mouse to move the piece. Click once more to drop the piece.
2. Click on the puzzle piece and keep the mouse button held down. Move the mouse to move the piece. Release the mouse button to drop the piece.

#### b. Designing Lesson Plan

The lesson plan contains some guidance points which are used by the teachers to manage the classroom situation. In this research, the researcher made lesson plan that consist of:

- The part that consist of meeting, cycle, name of school, subject, class/semester, academic year, competence standard, basic competence, indicator, genre, theme, skill, language component, time allocation.
- List of objectives, which may be behavioral objectives what the students can do at the lesson completion.
- A section that learning materials.
- Method, media or technique used.
- An instructional component that describes the sequence of events that make the lesson, including the teacher instructional input and guided practice the students use to try new skill or work with new ideas.
- An evaluation component, a test for mastery of the instructed



skills.

- Learning sources.

#### c. Preparing the Criteria of Success

The criteria of success were set to determine whether the teaching and learning activities in the research are successful or not. The researcher must prepare the criteria of success because it is necessary to know the students skill, from the criteria of success the researcher will easy to know how far students skill at writing and whether their media were success or not. The criteria of success were stated as follows:

- If 80% students can pass the minimum standart of writing descriptive, that is 70.

#### d. Scoring Rubric

The researcher used rubric to assess student's writing ability.

The explanation of writing rubric was stated as follows:

**Table 3.3 Writing Rubric**

Point of Evaluation	Description of Evaluation	Score
<b>Vocabulary</b>	- Effective choice of words	<b>25</b>
	- Adequate choice of words but some misuse of vocabulary	<b>20</b>
	- Limited range, confused use of words	<b>15</b>
	- Very limited range, very poor knowledge of	<b>10</b>



slide show and ask the students to compose the picture on the table provided. When the time for discussing was over, the researcher asked the students to write the descriptive text based on the picture in game software, then submit their task. Finally, the researcher gave the comment and make conclusion about the material that is by giving explanation about writing especially in descriptive text.

#### 4. Observing

Observing was done during teaching and learning process. This stage was conducted to know the effects of the applied media toward the predetermined criteria of success. In collecting the data, the researcher used some instruments for collect the data, that are: Test, Observation Sheet, and Questionnaire. However, the main instrument was Test. Meanwhile, observation sheet and questionnaire just completes the instrument. The following are the explanation of each instrumentation:

##### 1. Test

According to Ary (2010: 201), A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. So, test is a tool to measure the students' achievement. Test is a method of measuring a person's ability or knowledge in a given domain. The researcher gives two

writing test to the students. Test one is to know how the students' achievements in the writing ability before taught by computer game software "Big City Adventure". Second test is aimed to know the students' achievement on writing after Computer game software "Big City Adventure" media is implemented.

## 2. Observation sheet

Observation is the purpose of collecting data as it is viewed as the suitable technique to collect the data about the process of teaching and learning in Classroom Action Research. When the observation takes place, the observer collected the data of teaching and learning process that includes the teacher's (researcher) activity, student's activity, students' interaction with teacher, students' interaction with other students, students' interaction with the material, and students' interaction with media.

## 3. Questionnaire

Questionnaires are any written questions which have purpose to get information from respondents. The researcher used questionnaire in order to gain the students' opinion related to the writing learning through the use of computer game software "Big City Adventure" media.

## 5. Reflecting

At this stage, the activity was focused on the effort to analyze. The researcher analyzed observation to know the effect of applying the computer game software “Big City Adventure” media that was provided to students in a writing class. The analyzing result was used to know whether the first cycle success or not in achieving the criteria of success. If the criteria of success could not be achieved by the first cycle, the researcher must continue to the second cycle. If the criteria of success in first cycle action have been reached, the second cycle will still be held to prove that the result is not a coincidence.

To analyze the result of the test, the researcher used the formula of the percentage of success as follows:

$$\text{Percentage of success} = \frac{\text{Number of students who passed the test}}{\text{Total of the students}} \times 100\%$$

= Number of students who passed the test

= Total of the students

The criteria of formula:

0% - 20% is very weak

21% - 40% is weak

41% - 60% is average

61% - 80% is strong

81% - 100% is very strong