

## **CHAPTER III**

### **RESEARCH METHOD**

This research deals with the description of the steps of conducting the research including: Research design, Setting and subject of the research, preliminary Observation, Planning, Implementing, Observing, and Reflecting.

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

This research study was classified as classroom action research. Classroom Action research was chosen, because this research wanted to know whether Home-Made Books is appropriate to be applied in the writing lesson class.

Ary (2010:426) states that the research design is the researcher's plan of how to proceed to gain an understanding of some group or some phenomenon in its natural setting that happen in the teaching and learning activity. The design begins with a general statement of a research problem or topic.

It means that CAR is the researcher's plan to solve problems in the teaching and learning. Moreover, in the classroom action research (CAR) process, firstly the researcher met some problems that faced by the students in teaching and learning process in the class or group. After it the researcher made plans to solve, then, implement it in the class by using techniques, Methods or teaching media. And then evaluate it.

Some problems that faced by the students were different based from their level. Especially, students were in junior high school. Writing skill taught in Junior high school is students write sentences. They very rarely were given media of teaching and learning. They learned writing skill without any various methods, techniques or teaching media. Then, the researcher implemented Home-Made Books as a teaching media to improve students' writing ability.

Refer to the purpose of this study; the design of the research was classroom action research (CAR). Classroom Action Research is the research to reflect the certain effort to improve and increase the teaching and learning in the class more effective, efficient and proficient. This research tried to use the techniques, methods, even if materials to improve and increase proficiency of the teaching and learning in the class, and to make it successful in the education purposes. It used real actions in innovative development ways to overcome the problems either it was faced by the teacher and the students in the classroom.

CAR is used by the teacher in the classroom to monitor what are the students' problems in the teaching and learning process, then teacher will try to find good methods, technique, and materials that suitable to be conducted in the classroom. The methods or techniques are hoped can succeed to improve students' ability and creativity to grow their competences.

Burns (2010:2) states that "Action Research is a part of a board movement that has been going on in education generally for some time. It is related to the ideas of 'reflecting practice' and 'the teacher as researcher'. Action Research involves taking a self-reflective, critical, and, system approach to exploring your own teaching context."

It means that action research reflects the implementation of the lesson plan that teachers arranged to be used in the teaching and learning process to get the goal of teachers' purposes. This research design provided the teacher as the researcher in the class. The teacher was not only teaching, but also she as the researcher in the class, observing students activity and their achievement of the lesson that taught before.

CAR is conducted in the natural setting such as in the class of teaching and learning. It would apply the action and the reflection. After the action and the reflection in the first cycle, then it is continued to apply the material, techniques, also method based on the developing of the understanding in the first cycle. As stated by Ary (2010:513) that Action Research emphasizes a systematic research approach that is cyclical in nature, alternating between action and reflection, continuously refining methods and interpretations based on understandings developed in early cycles.

This research design had the purpose to identify the problematic situation as stated by Donald above and also issue then tried to find the good way to solve those problems deeply and systematically. The participant in the possible circumstances in the class of teaching and learning are teachers and students. The problems were tended in the teaching and learning in the class. So, it said that the CAR was purposed to solve problems in the around environment of teaching and learning process. More over Donald (2010:514-516) states that there are three main characteristics of action research: The research is situated in a local context and focused on a local issue. The

research is conducted by and for the practitioner. The research results in an action or a change implemented by the practitioner in the context.

The main point of this research was to solve the problematic situation or issues in the class of teaching and learning to present changes and even better, also to improve student's ability and their achievement.

#### ➤ **Benefits of Action Research in Education**

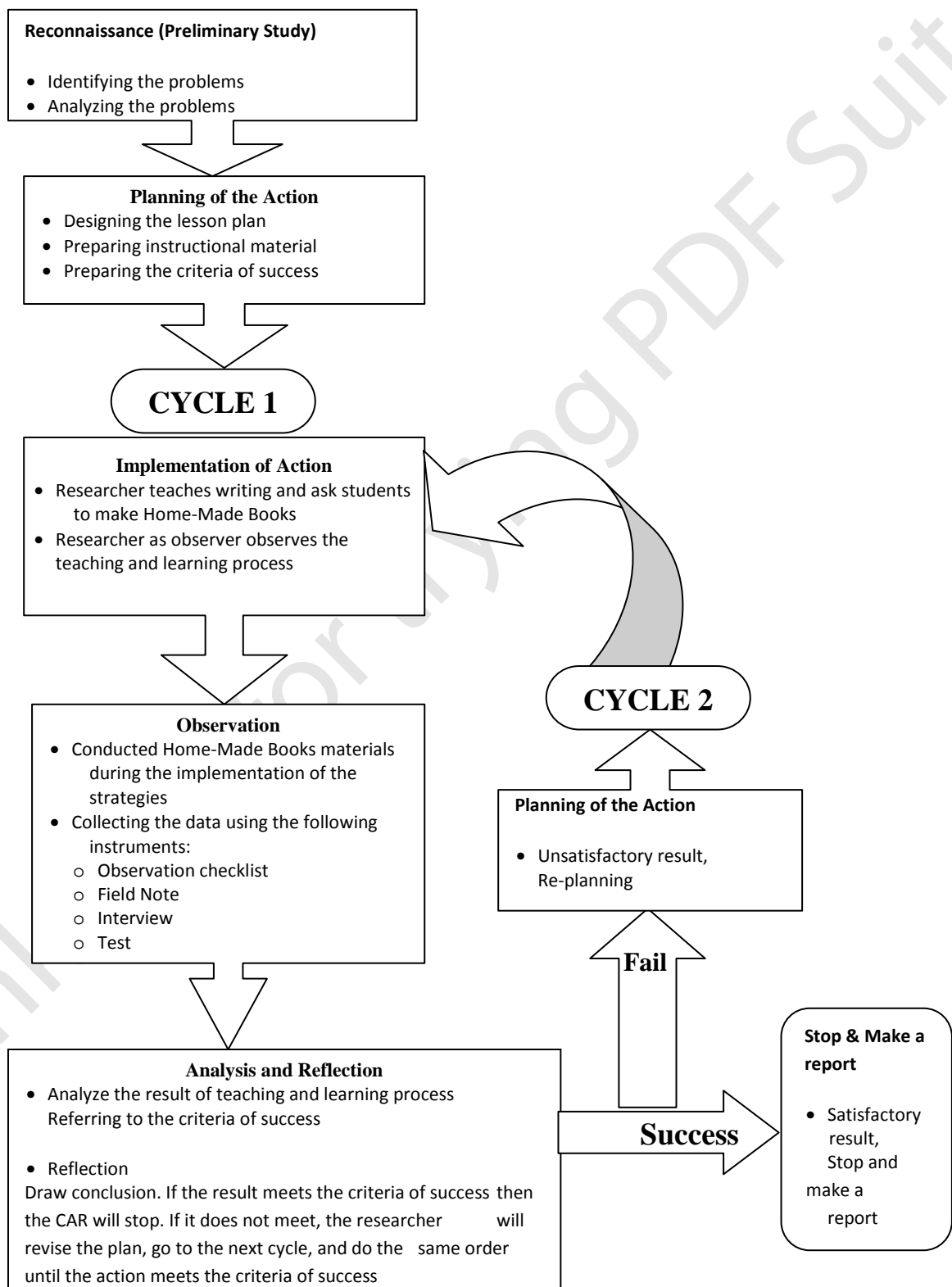
The following were some of the many benefits of encouraging action research in educational setting: firstly, developing knowledge directly related to practice and focusing on improving practice (the students practiced the lesson directly in the class. The teacher could observe the students' improvement in the class, especially, in teaching writing skill). Secondly, fostering openness to new ideas and encouraging creativity (the students wrote, they develop their ideas to apply in their sentences. They used their imaginations to develop their creativities). Thirdly, encouraging rethinking about how teachers' and students' work was evaluated (CAR can evaluate teacher and students interaction or something that ever done in the class, they can look back what had been done by them). Fourthly, revitalizing professional lives, making work interesting and rewarding. (Action Research was used directly in teaching and learning process. Students practice directly in the class. The teacher used methods, technique, or teaching media that interesting for the students in the class. It makes the class more active, but

always under control from the teacher. Because of the teacher had been deciding the planning).

Based from the benefits of this Action Research the researcher believed that through this research method, the implementation of the teaching media of Home-Made Books would be success to improve students' writing ability and their achievement in writing skill.

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The following is the class room action research procedure used which is adapted from Kemmis and Taggart ( in Arikunto, 2010:16)



## **B. Setting and Subject of the Research**

This research conducted at SMPN 3 Ngunut. The researcher decided that school as the place where she conducted her research because of the students of this school were more in need of English guidance to help them to learn English. They had difficulty in the writing skill. This school had many classes. This school had 30 classes, comprised into grade VII, VIII, and IX, 10 classes for grade VII, 10 classes for grade VIII, and 10 classes for grade IX. As a part of curriculum, English was scheduled for two meetings per-week. The time allotment for each meeting was 2x40 minutes. This research held in the second semester of the academic year of 2014/2015.

The subjects of this research were 27 students of class VIII C of SMP Negeri 3 Ngunut. The eight graders was chosen since based on the curriculum narrative text was taught to eight graders and this was suitable with the research that conducted by the researcher, who used Home-Made Books to improve the students' writing skill. The students of class VIII C was chosen since they were the students recommended by the English teacher to improve their English skill and this class was more active in English than other class. In this class the researcher found out that most of the students were having difficulties in writing text. They rarely used their dictionary to find out the new words and various words to develop their stories and ideas. In addition, they felt boring with the materials of the writing text that provides the same directions to write and then do the exercise. Students were just copying sentences when they did writing in the class. They did not use their own words

to write sentences, they could not develop their ideas and they had limited vocabularies. Students were unsure of what they had written; they felt that they did not have sufficient language to write what they wanted to write. They were hesitating to admit that they are not sure what they wrote. Considering the students' problem in writing text and its conformity with the research, the researcher then chose the students of class VIII C as her research subjects.

### **C. Data Sources**

Data Sources is concerned with the kinds of data going to be collected and analyzed and from which sources the data are obtained. The data sources of this research were the eighth grades students of C class at SMPN 3 Ngunut and the teacher of Eighth grade at SMPN 3 Ngunut as the interviewee. The researcher used some instrument such as writing test, observation checklist, field notes, and interview to get the data from data sources.

### **D. Data Collecting Method and Instrument**

The Data Collection Method described who collects the data, when the data collected, where the data gotten and how to collect the information data. In this research the researcher collected the data in form of sentences and numbers. Moreover, the researcher needed some instruments in the process of data collection. The researcher used some instruments the following consists of test, observation checklist, field note, interview



### a. Writing Test

The test was used to get students' score or to measure the students' achievement in writing Narrative text by using Home-Made Books. The test is the important data measurement tool in the research. It is the stimulus which given to the students to get the answers to divide the scores.

The writing test that used in this research was used to know the ability of the students' writing skill on narrative text. In this research, the writing test given to the subjects was an essay test in the form of pictures that students wrote simple narrative paragraph writing test based from those pictures. It was interesting pictures and the students wrote simple paragraph because matched with the students' level. The level here was eight grades of students in Junior High School. It was chosen to test the students' writing achievement since there were no other kinds of test that really reflected the students' writing achievement but essay test.

Table 3.1 The Scoring Criteria (Writing scores guideline for the text genre) adapted from O'malley & Pierce (1996:145)

No.	Criteria	Scores
1.	<b>Grammar</b> <ul style="list-style-type: none"> <li>• No errors, correct grammar, full control of complex structure</li> <li>• Use occasional errors of grammar , good control of structure</li> <li>• Use frequent errors of grammar and word choice.,</li> </ul>	5 4 3

	<p>meaning confused or obscured</p> <ul style="list-style-type: none"> <li>• Undetermined grammar, many error and poor control of structures.</li> <li>• Undeveloped writing, dominated by errors, and no control of structure.</li> </ul>	<p>2</p> <p>1</p>
<b>2.</b>	<p><b>Text organization (genre)</b></p> <ul style="list-style-type: none"> <li>• Choose the appropriate genre of title that has been chosen by maximum text structure</li> <li>• Choose unclear genre of title that has been chosen by minimum text structure</li> <li>• The genre choice (communicative objective) unclear</li> <li>• Unstructured writing</li> <li>• Word choice has been written randomly</li> </ul>	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>
<b>3.</b>	<p><b>Clarity of meaning</b></p> <ul style="list-style-type: none"> <li>• Express any meaning clearly and effectively</li> <li>• Express any meaning clearly</li> <li>• Express meaning, but sometimes unclear</li> <li>• Express meaning, but difficult to understand</li> <li>• Random writing, the meaning lost</li> </ul>	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>
<b>4.</b>	<p><b>Ideas connection</b></p> <ul style="list-style-type: none"> <li>• Ideas connection fluently organized</li> <li>• Show the transition of ideas connection</li> <li>• Ideas connection unclear</li> <li>• Disorder ideas connection</li> <li>• Fail to realize the idea</li> </ul>	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>
<b>5.</b>	<p><b>Word choice</b></p> <ul style="list-style-type: none"> <li>• Use effective word choice and word form</li> <li>• Use occasional word choice but meaning not obscured and word form</li> <li>• Use frequent errors of word choice and word form</li> <li>• Undetermined, confuse use of words and word form</li> <li>• Very limits range of words choice and word form.</li> </ul>	<p>5</p> <p>4</p> <p>3</p> <p>2</p> <p>1</p>

The results of the students' writing, then, are classified qualitatively based

on the following score classification levels:

Table 3.2 The Classification of the Score Level

Scores	Classification
85-100	Excellent
70-84	Good
55-69	average
50-54	Poor
<49	Fail (very poor)

#### b. Observation Checklist

The researcher got the data by observed the students and the class activity. The researcher used observation checklist to collect data during the instruction process. According to Arikunto (2010:78) that observation is the most desirable measurement method.

The observation focus for the students and the researcher activities during the implementation of Home-Made Books in the classroom media. She conducted check list also which had been prepared of time and situation before.

Narbuko (2003: 74) states that a check list is the list that contented names of the subjects and the factors would be researched, for systemizing the observation data, it is more possible to the researcher to get more data. Because, the factors of the data needed were written in the list, the researcher just checked in the table in every subject observed.

### **c. Field Notes**

Field notes is a written record of events of the Home-Made Books implementation kept by the researcher. Field note was used to know the progress and record activities or events in the teaching and learning process.

### **d. Interview**

Interview is a data sources of information that gotten from the interviewee. The researcher asked some questions to the interviewee to get the information that expected.

## **E. Procedures of the Research**

### **1. Preliminary Study**

Before doing the first step, the researcher did preliminary study in her research. The preliminary study was done by observing students activities in the classroom and interviewing the English teacher informally in the school when she has free time. Based on the preliminary study, it was found that the teacher teaching technique was teacher-centered, and the teacher asked the students to write the text then the teacher asks the students to submit their work to be corrected by the teacher. Besides, they rarely used their dictionary to find out the various words to develop their texts and mind set, also ideas. It was not effective to help students to write

text in good order. These were some of the factors caused the students' motivation and participation low and their scores were below the minimum mastery learning strategy (SKBM). Based on the findings the researcher then applied Home-made books as the media in the teaching writing to improve the students' writing skill.

In the planning stage, the researcher prepared the Home-made books procedures, designed a lesson plan, prepared the research instrument, prepared the instrument of evaluation of students' mastery, and prepared the criteria of success. In the implementation stage, the researcher implemented the lesson plan with the help of instructional material, and research instruments. Here, the researcher carried out the teaching and learning process, made observation sheet, field notes of the teaching and learning activity, and interview. In the observation stage, the researcher observed the Home-Made Books implementation and recorded all the things that occurred throughout the implementation stage, and the observation of the evaluation of the students' mastery. In the reflection the researcher decided the efforts based from the problems that found in the preliminary study and the cycle 1.

## **2. Planning Action**

Based on the fact and the problem found in the preliminary study, the researcher then constructed the general plan to solve the problems. The following were parts of the planning stage:

**a. Socializing the research program**

The researcher began to introduce Home-made books in the classroom that had been chosen. She showed the example of the Home-Made Books in the narrative text. The researcher explained how to make Home-Made Books in the classroom to the students.

**b. Providing the Strategy**

The researcher taught the students in writing narrative texts, then, she asked them to make their stories in narrative. The researcher decided the themes of the narrative text stories and also the pictures that following. Although, the theme were same in some of the students, but the researcher gave different pictures in each theme of the stories in narrative text. After it, the teacher asked the students to choose pictures that suitable with their stories then they wrote their stories based from the picture. They put the pictures to make their stories more fun. The pictures represented the stories that they wrote of. It made them happier to write and read it.

**c. Design a lesson plan**

The lesson plan comprises objective, instructional material, teaching and learning activity, and evaluation.

1. Objectives

It consisted of suitable competence, indicator, and time allotment. This teaching and learning process were aimed to

improve the students' skill in writing text, which was narrative text based from the pictures that they chose. The time allotment depended on the class need.

## 2. Instructional media

The instructional media was each student made their own story stories of narrative text based from the picture had been provided then they made their own Home-Made books self. They brought some that needed to make Home-Made Books stories.

## 3. Instructional material

The material used in the form of a story with an illustrative picture. The stories prepared were "The Fox and The Cat and The Bear and The Rabbit, Cinderella, and others". The stories were taken from Books "Teaching English by Using Various Text" by Cahyono (2011) and "Text Types in English" by Anderson & Anderson (1997)

## 4. Teaching and learning activity divides into three stages:

### a. Pre-writing activities

1. The researcher opened the lesson by explaining the objectives of the lesson.
2. The researcher gave students explanation about narrative text.

3. The researcher explained about Home-Made Books and related it to the story organization. Then the researcher gave the example of narrative Text and Home-Made Books.
4. The researcher gave narrative text to each student then asked to the students to determine the text genre. After that the researcher asked the students to analyze the past tense in that story.
5. The researcher and the students evaluated the stories together.
6. Every student tried to understand the organization of the story, then, they attended Home-Made Books.

b. Planning (Outlining)

1. After the researcher and the students finished evaluate the story genre. The researcher explained about past tense. The researcher explained to making subsists of the ideas.
2. The researcher asked to the students to make past tense sentences.
3. After that the researcher took some students works and then evaluate it, so every students know the past tense structure.
4. After students understood the researcher explained the writing process.



5. After students understood the researcher asked to the students to prepare the materials to make Home-Made Books.

c. Writing and revising Drafts

- 1) The researcher gave topics to the students then, students chose a topic that they like.
- 2) After every student had topic, the researcher gave pictures based from the students' stories topic.
- 3) Then, researcher asked to the students to make a book, every student made a book for their selves.
- 4) Then, the students stick the pictures on the books that the students made.
- 5) The researcher asked the students to write stories based from the pictures that stick on the books.
- 6) The researcher asked to the students to be as creative as they are to decorate their Home-Made Books.
- 7) After the students finished their works, the researcher asked the students to submit their stories and their home-made books.
- 8) The researcher scored students' home-made books.
- 9) Home-made books that they were made by their selves made feeling interesting to every student to read their

friends' stories. It was improving students' achievement in writing skill.

d. Post-writing

The researcher gave a reflection session to her students' impressions of what they had learned.

5. Preparing the criteria of success

a) The researcher determined whether the research was successful or not by using of students observation checklist by the collaborator to know the students' learning progress report in the process of implementing Home-Made Books and also from the students' scores from the quiz obtained when 75% of the whole students' score in writing was equal to or above 75(SKBM).

b) The improvement of students' participation in the teaching and learning writing by made Home-Made Books. It determined by 80% activities based on observation sheet.

### **3. Implementation**

In this case, action is implementation of planning. The researcher taught subject by using Home-Made Books material at SMPN 3 NGUNUT. There were 4 meeting, 2 meeting of each cycles. Two meeting were for research implementation by using Home-Made Books in teaching

writing. Two meeting were for test. If the first cycle was success and getting satisfactory result, this research was stopped and made a report. But if not, the second cycle would be continued.

#### **4. Observation**

At the same time as the researcher implements Home-Made Books teaching media in teaching procedure text, the collaborator teacher does her observation. Observation is an activity intended to collect the data to be used as an indicator of achieving the targeted criteria of success by using test, interview, or by doing observation. It is viewed as the most desirable measurement method. Arikunto (2010:78). It is the suitable technique to collect the data of teaching process and learning in classroom action research. The observer collects the data of the teaching and learning process, it is includes the teacher's (researcher) activity, students' activity, students' interaction to teacher, students' interaction to other students, students' interaction to the material, and students' interaction to teaching media, moreover the whole facts are happening during the teaching and learning process in the classroom.

#### **5. Reflection**

Reflection is efforts to appraise whether action of teaching learning has been successful or not and reflection is a significant way to develop the next cycle. Experience and perceptions were used to identify an area of focus based on a problem. Time was taken to review what was already

known about the problem of focus area and to learn more about the problem.

The researcher tried to find weaknesses of four meetings and made it better. Then students received review and test to measure their skill. If the result met the criteria of success then the CAR stopped. If it did not meet, the researcher revised the plan, then went to the next cycle, and did the same order until the action met the criteria of success.

#### F. Data Analysis

The data analyzed was qualitative and quantitative data. The qualitative data obtained from the result of observation of the students' response from teaching activities by using Home-Made Books, field note, and interview. Meanwhile the result of the test was classified as quantitative data.

The data from the test was analyzing by using calculating the mean score. To obtain the mean score used the following formula (Donald, 2010:108)

$$\bar{X} = \frac{\sum fx}{N}$$

Notes  $\bar{X}$  : Mean  $\sum$  : Total score

$\sum$  : Sum of the score  $N$  : Number of The student

f : Frequency

Next, the quantitative data above were classified qualitatively based on the standard mean score. The research was successful if the results achieve standard mean score that was  $\geq 75$ .

To get the class percentage which passed minimum mastery criterion criteria 75 in 75% of 27 students the researcher used this formula.

$$P = \frac{F}{N} \times 100\%$$

N

Notes : P= The class percentage

F= Total percentage score

N= Number of students

The improvement score of students' writing achievement in narrative text from preliminary test up to students' average score in cycle 1 and cycle 2 could be analyzed by using this formula.

$$P = \frac{Y1 - Y}{Y} \times 100\%$$

Y

Notes: P = percentage of students' improvement

Y = result of pre-liminary test

Y1 = result of post test

$$P = \frac{Y_2 - Y}{Y} \times 100\%$$

Y

Notes: P = percentage of students' improvement

Y = result of pre-liminary test

Y<sub>2</sub> = result of post test 2

Then, in the analyzing data of observation on sheet the researcher used this formula Purwanto (2012:102) :

$$\%O = \frac{x + y}{\text{The activities total}} \times 100\%$$

*The activities total*

Notes: %O = the percentage of observation

X = the activities were done by the teacher in the class based on the observation sheet.

Y = the activities were done by the students in the class based on the observation sheet.

Briefly, the steps in analyzing the data were: firstly, scoring the results of the writing test in each cycle. Secondly, analyzing results of the writing test in each cycle quantitatively were using the formula above to find the mean score. Thirdly, classifying the results of data analysis in each cycle qualitatively based on the standard mean score. Fourthly, reflecting the results of the writing

achievement test of Home-Made Books material of writing text in narrative in each cycle and reflecting the results of class observation in each cycle.

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