

CHAPTER III

RESEARCH METHOD

In this chapter the researcher presents some points related to this research. Those include Research design, Setting and Subjects of the Study, Procedures of Study, preliminary Observation, planning, Socializing the Research Program, Providing a Suitable Strategy, Designing Lesson Plan, Preparing of the Criteria of Success, Training the Collaborator Teacher, Implementing, Observing, and Reflecting.

A. Research Design

Research designs were plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis (Creswell, 2009:3). The design of the research was Classroom Action Research (CAR). According to Ferrance (2000:1) action research is a process in which participants examine their own educational practice systematically and carefully by using the techniques of research.

Research (CAR) was the researcher's plan to solve problems in the teaching and learning. In the Classroom Action Research process, firstly the researcher met some problems that faced by the students. Then, the researcher made a plans to solve the problem. Then, the researcher implement it in the class by using techniques, method or teaching media. And after that was evaluate it. Benefitsaction research are focus on school issue, problem, or area of collective

interest, Form of teacher professional development, Collegial interactions, Potential to impact school change, Reflect on own practice, and Improved communications (Ferrance, 2000:13).

Many advantages of encouraging action research in educational setting : developing knowledge directly related to practice and focusing on the students practiced lesson directly in the class, fostering openness to new ideas and encouraging creativity, encouraging rethinking about how teachers' and students' work was evaluated and revitalizing professional lives, making work interesting and rewarding. Firstly, developing knowledge directly related to practice and focusing on the students practiced lesson directly in the class. The teacher could observe the students' improvement in the class. The improvement especially in teaching writing skill. Socondly, fostering openness to new ideas and encouraging creativity. The students wrote and develop their ideas to apply in their sentences. They used their imaginations to develop their creativities. Thirtly, encouraging rethinking about how teachers' and students' work was evaluated. Though Classroom Action Research could evaluate teacher and students interaction or something that ever done by them. The last, revitalizing professional lives, making work interesting and rewarding. The students practiced directly in the class. The teacher used methods, technique, or teaching media that interesting and suitable for the students in the class. It makes the class more active, but under control from the teacher.

Based from the advantages of the action research the researcher believed that through this research method, the implementation of the strategy of Round

Table would be success to improve student's writing ability and their achievement in writing skill.

B. Setting and Subjects of the Study

This research conducted at SMPN 1 Sumbergempol. The subjects of this research students of class VIII B of SMPN 1 Sumbergempol. This research held in the second semester of the year. As a part of curriculum, English was scheduled for two meetings per-week. The time allotment for each meeting was 2x40 minutes. This class consists of 17 females and 15 males with the average age of \leq 14 years old. The research held in the second semester of the academic years of 2015/2016. The eight grades was chosen since based on the curriculum narrative text which taught eight grades and this suitable with the research that conducted by the researcher, who used Round Table Strategy to improve students' writing skill. The student of class VIII B was chosen since they were the students recommended by the English teacher to improve their English skill.

C. Procedures of the Study

The following in the Classroom Action Research procedure used which were adapted from Kemmis and Taggart (2000:278)

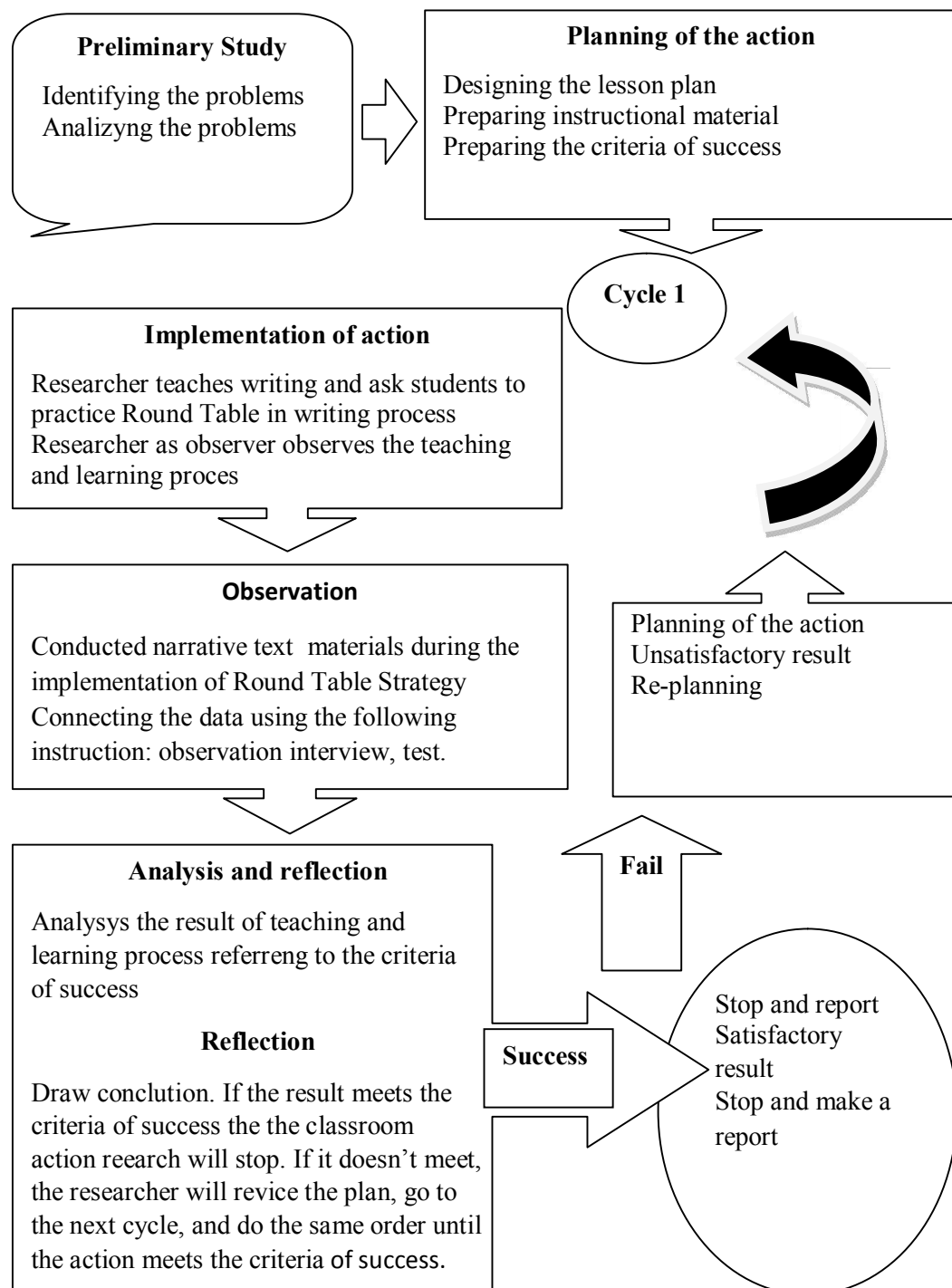


Figure 2.1 Action Research model by Kemmis and McTaggard

a. Preliminary Observation (Reconnaissance)

Primary study was important to be done to define the real problems in improving student's writing comprehension. It should be done before the researcher begin the action research and during the teacher's teaching to know what problems really exist during teaching and learning process. By interviewing of the English teacher. The researcher found that the teacher teaching technique was teacher-centered. And the teacher asked the students to write the text then the teacher ask the students to submit their work to be corrected by the teacher.

The students rarely used dictionary to find out the various words to develop their text. They could not brainstorm and develop their ideas well in writing. They were also afraid to make mistakes about grammar, vocabularies and language use. Therefore, the students' motivation in writing was poor. These were some of the factors caused the students participation low and their scores were below the minimum mastery learning strategy (*SKBM*). Based on the findings the reseacher then applied Round Table Sstrategy in the teaching writing to improve the students' writing skill.

b. Planning

Before the present of classroom action research successfully done, the researcher has to prepare instructional planning for all sessions. The planning was expected to be futuristic and flexible to face some non-anticipated effects. Decide the materials that related to the topic.

The researcher makes some preparation as follows:

1. Socializing the Research Program

The researcher start to introduce Round Table Strategy in the classroom that had been chosen. The reseaaarcher explained how to practice Round table in the classroom. The researcher shown the example how to applied disscuss in a group used the Round Table Strategy.

2. Providing The Suitable Strategy

Cycle 1

a. Planning

In session, the researcher prepared all things that related to the lesson. Firstly, lesson plan was prepared to make a scenario of the action. Then, choosing teaching materials. After that, making time table, preparing all of media which needed, also preparing evaluation sheet to measure the students' achievement in the end of this cycle. The lesson plan was made based on the curriculum and the syllabus of SMP Grade VIII semester 2 and the Round Table Strategy's step. The next was the researcher selected some narrative texts that match with the students' level. Then, the researcher prepared the test for the students. The last, the researcher prepared observation sheet that filled up by the 32 collaborator while the researcher implementing Round Table Strategy in the classroom.

b. Action

In this step, the researcher taught the students about the narrative text. First of all, the researcher explained about the objective of the lesson. Then, the researcher explained about narrative text. the teacher explained the schematic structures of narrative texts and everything that can be found in narrative texts.

And also gave them examples of narrative text. The researcher introduced the Round Table Strategy to the students and explained the steps and roles of the Round Table Strategy. The next, the researcher asked the students to make a group that consisted of four students and let them sit with their group. Furthermore, the researcher re-explained the Round Table Strategy steps and roles to make sure that the students understood about the strategy. Finally, the researcher asked students to write a narrative text by using Round Table Strategy.

c. Observing

Observe step was a step for observing the process of teaching and learning in the classroom. It was done together with the implementation of the Round Table Strategy in action step. The collaborator helped the researcher to observe the processes of teaching and learning by using the observation checklist.

d. Reflecting

In this step, the researcher analyzed all of the data; Preliminary data, test and observation checklist. From the data, the researcher could find out about the result of the cycle 1.

3. Designing the Lesson Plan

The lesson plan was arranged and developed based on the syllabus in the second semester. The lesson plan comprises objective, instructional material, teaching, learning activity and evaluation.

a. Identify of school

It consist of the name of school, subject, level, time allcation. And stating standart curriculum.

b. Indicators

It consist about described the standart which each students had to master the knowledge well.

c. Instructional Objectives

Instructional Objectives were the learning outcomes from the lesson which the students learned.

d. Instructional material

It consist about described the material that would be taught to the eigh grade students of junior high school

e. Instructional Method

The instructional method was teaching strategies or techniques that would be used in the lesson.

f. Instructional procedures

In instructional procedures, there were numbers of item s which were planned to do in the process of teaching. They consisted of introduction, technique and activities, and closure.

g. Maretrial resources

It cosist about materials and resources that were used in teaching.

h. Evaluation and assessment

This sesion contained about a description of the to measure the students' writing skill.

4. Preparing the Criteria of Success

The researcher determined whether the researched was succesful or not by using of the students observation sheet by the collaborator to know the students' learning progress report in the proces of implementing round table strategy and also from the students' scores from the quiz obtained if the writing scores of 75% students in the class reach the Minimum Standard Competency ((*KKM*) of English in SMPN 1 Sumbergempol, the research was classified into success.

5. Training the Collaborator Teacher

In this sub heading, the reearcher gives training to the collaborator teacher in implementing the strategy. In training collaborator the first, the researcher asks to the collaborator teacher what her title was improving the students' ability in writing narrative text. The second, the researcher was suggested by the teacher to conduct a study in VIII B class wirh the narrative text as the topic to be taught. Then, the researcher shows the collaborator teacher sample of strategy, lesson plan of the criteria of success. The researcher was implement that strategy. On the other hand, the collaborator teacher observes the process of teaching learning in the class. Then gave score to all students' activities. After finishing in processing teaching learning in the class the researcher and the collaborator teacher reflect the result of teaching learning during opening activity until closing activity. The last, the researcher makes a decision to stop and continue the next cycle.

c. Implementing

In this step the researcher implemented the materials, especially writing narrative text using Round Table. Then activities in implementing the action were

based on the scenario of teaching. It was a real action to solve the founded problems through the process of preliminary observation.

There were 4 meeting, 2 meeting of each cycle. Two meeting for research implementation by using Round Table Strategy 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.

d. Observing

1. Data Collection

The data collected from eight grade of B class at SMPN 1 Sumbergempol and the teacher of eight grade at SMPN 1 Sumbergempol as interview. The data can be found by observation sheet, written test, interview guidelines. The researcher used data from student's score on writing narrative text test before and after they were teaching by using Round Table Strategy.

2. The instrument to collect data

There were three kinds of instruments used to get the data in this research. They were observation sheet, written test, and interview. In this research, the researcher collected the data in form of sentences and numbers. Two both research methods were applied to support each other. Both methods can be used together or combined.

To make it clearer, here were some explanations about each instrument :

a. Observation sheet

The observation method is the most commonly used method specially in studies relating to behavioral sciences (Kothari, 2004:96). Observation was a research instrument which has special character among other research instruments. It observes not only about the person, but also the environment. Observation sheet was used as the first research instrument. This season, the researcher as only an observer. Because the researcher took a nonparticipant observation. The observer was not involved and only as an independent observer.

b. Written test

The test was used to get students' score or to measure the students achievement in writing narrative text. There were two kinds of tests used to gain the data. They were pre-test and post-test. Both were done before and after the implementation of using Round Table Strategy in teaching narrative text. The test was the important data measurement tool in the research. It was the stimulus which given to The students to get the answers to devide the scores.

c. Interview

The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses (Kothari, 2004:97). Interview was used as a tool to collect data, if the researcher had known the information which will be gotten. So, the researcher had prepared a list of questions as guidance to know the strategies that were applied by the teacher in teaching narrative writing and how he students response about the strategy. This season was used also to get the data needed. It was done direct to the subject orally.

3. Method of data collection

In gathering the data of this research, there were some techniques used, namely; observation, written test, interview. To make it clearer, here were the following details :

a. Observation

Through the observation as the first technique of collecting data. In this technique, the data was taken from the notes about everything happened during teaching learning process which were about the teacher's treatment to the students, which method the teacher used and how the process worked. The observation also were about students' responses and participation in teaching learning process. This method also as a barometer to do previous data collecting. By direct observing, there were possibilities to take some notes, behavior, development, and so on, which happens any time. The ways of doing tes were : (1). The researcher joined in the class. (2). The researcher observe the teacher and students teaching and learning process. (3). The researcher make a note and record until class finished.

b. Written test

The test was the last technique used to know about the students' improvement of understanding narrative text by using Round Table Strategy. This technique was used to know the students' achievement in learning narrative text by using Round Table Strategy. It may be as the main technique in collecting data. So, this technique would be told more how this technique worked to prove that Round Table Strategy could improve the students' understanding of narrative

text. The result of tests were provided by some tables to make it more efficient and communicative enough. The ways of doing test were : (1). The researcher prepared the materials to test. (2). The researcher joined in the classroom. (3). The researcher gave test for the students. (4). The researcher asked students submit the tests.

c. Interview

The way of collecting data of pre-action was used also interview guidelines. It was the second technique to get more information in collecting data. There two kinds of interview which were used. They were : unstructured interview and structured interview. The interview conducted to both English teacher and some students who were the participants of teaching learning process. The interview was about the English teaching learning process at SMPN 1 Sumbergempol which was conducted before and after implementing Round Table Strategy in teaching narrative text. Then, the result of interview was taken as guidelines to complete the data needed. The interview was conducted to the English teacher and students of SMPN 1 Sumbergempol VIII B. In collecting the data from interview, the researcher used steps as follow : (1). The researcher prepared some questions that would be asked to selected teacher and the students. The researcher also prepared recorder to record their answer. (2). The researcher ask and talk based on the questions that had been prepared. (3). The researcher recorder to record their answer.

e. Reflecting

In this last phase, the teacher reflected the whole action based on data that have been collected, and then it was necessary to give some evaluation before continue to the next cycle. This phase was carried out collaboratively, that was to discuss some further problems occurred in the class with the students. Its aim, the reflection was able to be determined after implementing the action and observation outcomes. If there were still some problems, so it was needed to start the next cycle. By continuing to the next cycle, it was expected that the unfinished problems yet can be overcome and the target can be achieved.