CHAPTER III

RESEARCH METHOD

This chapter describes the research method which is implemented in the present study. This chapter consists of the research design, research setting and subject of the study, procedure of the study.

A. Research Design

This research is classified as classroom action research. Classroom action research is a study carried out in the classroom to identify the problems and solving the problem during teaching and learning process. Elliot (2008: 93) states that classroom action research is the process through which teachers collaborate in evaluating their jointly, raise awareness of their personal theory, articulate a shared conception of values, try out new strategies to render the value expressed in their practice more consist with the educational values they espouse, record their word in a form which readily available to and understandable by other teacher and thus develop a shared theory of teaching by researching practice. Classroom Action Research is done collaborative and participatory.

Teacher and researcher make a planning together, then the teacher act as the party who did the action, while the researcher as an observer and take a note, then analyzed the data that was obtained (Arikunto, 2009 :17) .

In this study, the researcher and the teacher collaboration to solve the problem in the class, they would to share information about the condition in the

class. The researcher collaborates with the English teacher of eight grades at MTsN Langkapan Srengat in conducting class action research. The English teacher as an observer, meanwhile the researcher as the practitioner.
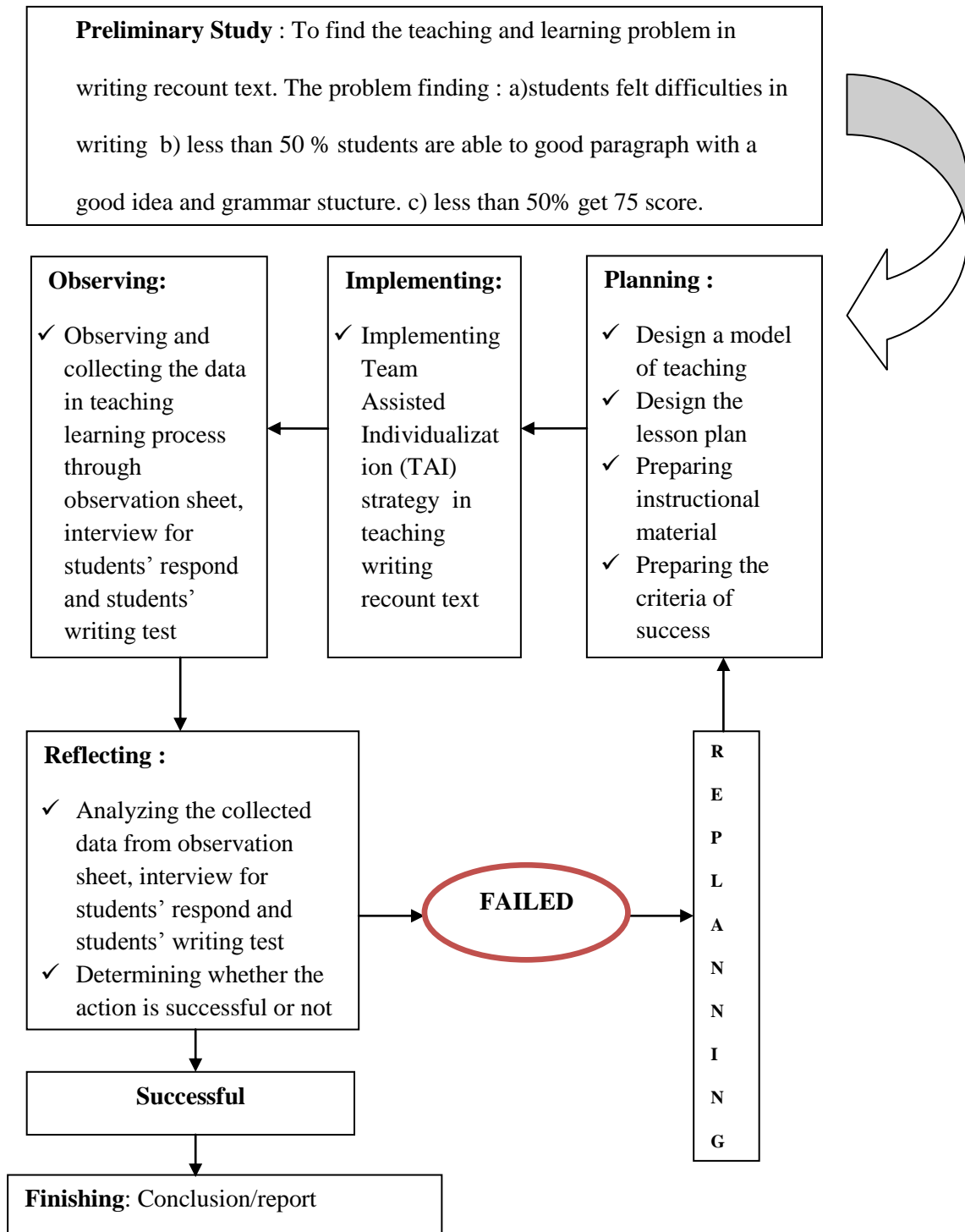
The researcher used class action research because the researcher wanted to apply the strategy to the certain class. The researcher hoped that the strategy could improve the students' writing ability in writing recount text.

Then, there is numerous definitions purpose by some experts or there are some expert have different chart, but generally there are four stages that have been through, namely: (1) planning, developing plan of action to identify problems and solve it such as preparing the syllabus, teaching scenario, media that will be used, students' work sheet, observation checklist, and scoring rubric. (2) Action, it is to implement the plan which was designed. (3) Observation, this step observes the effect of implementing the action, documenting, and opinions in specific area. (4) Reflection is to evaluate the effect of the action based on the observation. It reflects what has happened in order to understand the further planning.

The Procedure of Class Action Research

(Adopted from kemmis and MC Taggart's Model,1989)

Figure 3.1 The Procedure of Classroom Action Research

Preliminary Study : To find the teaching and learning problem in writing recount text. The problem finding : a)students felt difficulties in writing b) less than 50 % students are able to good paragraph with a good idea and grammar stucture. c) less than 50% get 75 score.

Observing:

✓ Observing and collecting the data in teaching learning process through observation sheet, interview for students' respond and students' writing test

Implementing:

✓ Implementing Team Assisted Individualizat ion (TAI) strategy in teaching writing recount text

Planning :

✓ Design a model of teaching
✓ Design the lesson plan
✓ Preparing instructional material
✓ Preparing the criteria of success

Reflecting :

✓ Analyzing the collected data from observation sheet, interview for students' respond and students' writing test
✓ Determining whether the action is successful or not

FAILED

R
E
P
L
A
N
N
I
N
G

Successful

Finishing: Conclusion/report

According to Kemmis And Mc Taggart's model in Cohen (2007) there four are four components in on cycle for doing classroom action research. It consists of planning, acting, observing and reflecting.

1. Planning

   Plan as the first step of research procedure is done to give solution for the identified problems. It is planning to conduct treatments. In order to improve students' writing ability. The researcher tended to use Team Assisted Individualization strategy. It hoped that by using Team Assisted Individualization as learning strategy, students would be able to improve their writing ability, especially in recount text.

2. Acting

   After doing planning the concept, the researcher carried out the treatment referring to the plan has been made and collects the data.

3. Observing

   Observation is an activity of observing the data collected in order to know what extent the action activities has reached the objectives of the study. In this step, the researcher identified and analyzed the data collected during the treatment.

4. Reflecting

   Reflecting is activities of evaluating critically the progress or change of the students. In this step, the researcher could observe whether the action activity resulted any improvement. To support the study, the researcher used test to gather the data.

B. Research Setting

The research was conducted at class VIII of MTsN Langkapan, april 19th to May 21st in the academic years of 2015/2016. The school is located in Langkapan, Srengat, Blitar. The number of the students in VIII B class is 32 students, consist of 16 males and 16 female. The researcher chose this class because she had some considerations as follows: 1.) this class had the lowest score in English based on the students' score 2.)The teaching and learning process tend to use the conventional method only. It means that the material is given without involving students actively.

C. Procedure of the Study

This stage discusses the procedure of the study conveying preliminary observation, planning, socializing, implementing, observing and reflection.

a. Preliminary Study

This study was conducted class room action research and started by getting permission from head master of MTsN Langkapan, Srengat, Blitar. After having permission to conduct a study in this school, the researcher conducted an interview to the English teacher of class VIII on Monday, April 18, 2016. The researcher consulted with the teacher to find some information or situation of the students in VIII B class, and which the researcher found while she did the preliminary study, could be improved by using Team Assisted Individualization (TAI) strategy, especially in writing recount ability. The researcher found that the students lacked interest in learning English, firstly in writing skill and have low

score in writing. Because they thought writing was difficult, so many students chat each other when the teacher give explanation or they did not pay attention and some of them lazy to do exercise that given from the teacher. In this study the researcher uses Team Assisted Individualization (TAI) as the new strategy to teaching writing recount text. The researcher asked the students to write their experience in the group. So they can share, correct, and discuss which the difficult with their friends in the group.

In this step, the researcher made some preparation for action, making lesson plan, constructing the model of Team Assisted Individualization (TAI) and preparing the test.

The researcher administered a test to know the students' achievement writing in recount text at eight grades in MTsN Langkapan Srengat in pre-action. Researcher found out that students could not write recount text well, because some of students still confused and cheated about their duty in preliminary test. From the preliminary observation, it was found out that that6 students got 50 scores (18,75%), 5 students got 55 scores (15,6%), 10 students got 60 scores (31,5%), 7 students got 65 scores (21,8%) and 2 students got 75 scores (6,25%). On the score of the students above, teaching writing is not success. Since just two students who got the minimum of 75 score (6,25% of students means less than 85% of students for success).

Table 3.1 The students' score on preliminary

Number	Preliminary
1	56
2	52
3	76
4	72
5	60
6	68
7	56
8	52
9	56
10	56
11	68
12	68
13	64
14	64
15	52
16	52
17	68
18	56
19	68
20	I
21	56
22	68
23	68
24	52
25	68
26	I
27	68
28	64
29	64
30	76
31	68
32	64
SUM	**1880**
AVERAGE	**62.67**

b. Planning

1. Socializing the Research Program

The researcher socialized the program of study to headmaster first about the method and strategy that would be used on Monday 18th April 2016 the

researcher shared with English teacher about target of teaching and learning process during research.

2. Providing a Suitable Strategy

The researcher provides new strategy of teaching writing recount text by using Team Assisted Individualization (TAI) strategy. Team Assisted Individualization (TAI) strategy is interested by the students of eight grades in MTsNLangkapan. It can wield their chatted to do their exercise in writing recount text, and can decrease their chatting that is not useful in the learning process. They can talk about their work in the group, automatically all of the students are active in the class with their group. They also get motivation from other students to do their work. From the benefits above, Team Assisted Individualization (TAI) is hoped to increase their writing ability, especially in writing recount text.

3. Design a lesson plan

Before implementing the strategy, the researcher and the English teacher design the lesson plan. It was used by the researcher to guided the students to implementing the strategy. Beside the researcher made some instruments such as observation sheet, interviewing and administered the test to record the process during the implementation of making a match and get data on this research.

Table 3.2 Scenario of Team Assisted individualization

Teacher	Students
- Give stimulation for the students by giving some questions related	-Pay attention what the teacher said and answering the question

the material.	
- Explain the material (Recount text)	-Pay attention and listen carefully what the teacher explains.
- Divided the students into some group, the formation of a heterogeneous group consisting of 4-5 students.	-Study in group
- Ask the students to write their experience	-Study in group, read and give comments
- Ask to the students discuss in their group	-work with their group
- Monitoring the students and help students when they get the difficult word and that cannot find in their friends (they were do not understand)	-ask some question to the teacher when the students get difficult in material.

4. Preparing the criteria of success

The target in achieving the successfulness of using new strategy to improve the students' achievement in writing recount text by using cooperative learning type Team Assisted Individualization (TAI), the criteria of success were stated as follow:

a. The target of success is 85 %. It means that 85% of the students' total of the research get score greater than or equal with 75 as the minimum standard of KKM (Kriteria Ketuntasan Minimal) and it based on the students test.

b. The improvement of students' achievement in writing recount text by using Team Assisted Individualization (TAI) strategy. It determined by the mean of class greater than or equal with 75.

In measuring the test a criterion of success is needed to determine whether the learning activities in the research were successful or not. It is determined based on minimum standard for MTsN Langkapan, Srengat, Blitar that is 75. Based on the criterion issued by department of religion education, a class was said to be successful in learning writing if 85% of the students could pass the test that is 75 score. In this study the researcher used the scoring guidance that covers five aspect of writing that are: vocabulary, content, structure, grammar, organization, and mechanics.

5. Training the Collaborator Teacher

In this study, the researcher collaborated with the English teacher to conduct the whole class activities. In this case, the teacher conducted the observer in the class, the teacher observed what was going on in the classroom during the teaching and learning process. The researcher conducted the teacher during in the teaching writing recount text by using Team Assisted Individualization (TAI) strategy. The collaborator was given observation guide during the observation. In this strategy the students decide into some group to solve the difficulties in their writing recount text and make the improvements of their achievement in writing recount text.

C. Implementing

In implementing the strategy, the researcher applied Team Assisted Individualization (TAI) strategy to improve the students' writing ability in writing recount text by asking the students to work and make their experience in the group. And the kind of group was heterogeneous. The researcher monitored the students' activities in the every group and helped group when they got difficult words. In this class, there are some steps of implementing the strategy. Firstly, the researcher decided the groups. Secondly, asking the students to write their experience in the group. And then the students will discuss with their group to make their own experience and they can share with their friends about the experience.

Both English teacher and researcher is observer. The researcher observed the score of the students and found out the improvement of students. Meanwhile the English Teacher observed during the implementing of each meeting in the cycle. And gave check list on observation sheet as the instrument to record the teaching learning activities and the students' response. The teacher focused on activities done by students and the researcher.

1. Observing

Observing is an activity intended to observe the data and the researcher used observation to make it more systematic containing list of activity or happening which might happen. It needed for monitoring condition of class and students and know students difficulty with material and method that used during teaching learning process (Cohen, 2007: 396). The data here was the effect of the

strategy that implemented. They were three kinds of data : (1) students' score of writing test, (2) interviewing from English teacher and students about the strategy, and (3) report of observation sheet that was taken from the questioner.

Those data were gained by the use of some instruments. They were:

a) Test

Testing is important for almost all people involved in the education process. And testing is sequence of questions or exercises or other apparatus to measure skill knowledge intelligence, ability or aptitude of individual or group and testing is is a series of question or other instrument to reinforce learning to raise students' performance in language (Arikunto, 2006:156).

The test was used to measure students' achievement. The test, which was conducted before the treatments, called pre-test. It was used to find out the initial condition of students before the treatment. There are two kinds of writing test, namely subjective test and objective test of writing (Heaton, 1975: 11). The researcher tends to use subjective written test because it was faster, short, effective and efficiency. Here the researcher asked the students to write writing recount text based on their experience before and after treatment or the strategy was applied.

In this research, the students are required to make some paragraph of recount text in group, example about their holiday. They would discuss in the group (a group consist 4-5 students in heterogeneities) about recount text such us structure, vocabulary, grammar, and etc.

In this research, test are divided into three sessions, they are:

First is pre-test, in the pre-test the writer gave as the first meeting to collect the data. It was used to identify the students' achievements in recount text.

Second is test, test given during treatment as an exercise and practice for students. It was used to measure the improvement of the treatment.

The last is post-test was conducted to measure the students' ability after treatments. Test was similar to pre-test and the result will be analyzed to see how to influence of Team Assisted Individualization (TAI) for helping students writing ability firstly in recount text.

b) Observation sheet

Observations made by researcher are by observing and taking a note about the component or aspect of learning process in the classroom without inferring the learning activities. Observation did by use the observation sheets that have been prepared.

Observation sheet was used to know closely the classroom events related to the implementation of Team Assisted individualization (TAI) strategy in teaching writing recount text in classroom. The researcher observed the students' activities by using observation sheet in this research. The first was used to verify the lesson plan and instructional activities. And the other one was used to observe the students activities. In this research, the researcher would give some question to

the students to know students respond toward the implementation of Team Assisted Individualization (TAI) strategy.

c) Interviewing

According to Morgan (2013:1281) an interview is a purposeful conversation, usually between two people but sometimes involving more than is direct by one in order to get information from other .Interview means conducting ask-give information. The researcher used interview to know some information related with the research. In conducting interview the researcher needed an instrument to make the data more clear. The instrument is interview guide. Interview has many kinds, yet the researcher used structured interview and support by unstructured interview.

Interview guide was used to interview both teacher and students. The researcher interviewed the teacher to get information about the students, writing activities, and school. The researcher also interviews the students to know their problem in writing class, firstly in recount text.

The data in the form student's score, report of observation and report of interviewing were collected by the following method :

a) Administered test. Test was given in ending of each cycle of this study. The test was asking the students to write recount text in the group.

b) Observation. Observation was conducted during learning process in the classroom. The observers were both English teacher and researcher.

While the objects of the observation were the researcher and the students of class VIII. It was aimed to know the effect of strategy.

The researcher interviewed the teacher and the students in order to find out their response toward a strategy applied in teaching writing recount text. It was conducted in the end of study. After the students doing their recount text, the researcher will collected the result each group member by using scoring rubric:

Table 3.3 Scoring Rubric

Aspects	Score	Criteria
Content	5 – Excellent	Main ideas stated clearly and accurately, change of opinion very clear.
	4 – Good	Main ideas state fairly clearly and accurately, change opinion relatively clear.
	3 – Average	Main ideas somewhat unclear and inaccurate change of opinion somewhat weak.
	2 – Poor	Main ideas not clear or accurate, change opinion weak.
	1 – Very poor	Main ideas not at all clear or accurate, change of opinion very weak
Grammar	5 – Excellent	No errors, full control of complex structure
	4 – Good	Almost no error, fair control of structure
	3 – Average	Some errors, fair control of structure
	2 – Poor	Many errors, poor control of structure
	1 – Very poor	Dominated by errors, no control of structure
Vocabulary	5 – Excellent	Very effective choice of words and use of idioms and words forms.
	4 – Good	Effective choice of words and use of idioms and word forms.
	3 – Average	Adequate choice of words but some misuse of vocabulary, idioms and word forms.
	2 – Poor	Limited range, confused use of words, idioms and word forms.
	1 – Very poor	Very limited range, very poor knowledge of words, idioms and word forms.

Organization	5 – Excellent	Well organized and perfectly coherent
	4 – Good	Fairly well organized and generally coherent
	3 – Average	Loosely organized but main ideas clear, logical but incomplete sequencing
	2 – Poor	Ideas disconnected, lacks logical sequencing
	1 – Very poor	No organization, incoherent
Mechanics	5 – Excellent	Mastery of spelling and punctuation
	4 – Good	Few errors in spelling and punctuation
	3 – Average	Fair number of spelling and punctuation errors
	2 – Poor	Frequent errors in spelling and punctuation
	1 – Very poor	No control over spelling and punctuation

Each student will assess based on the rubric scale have been provided. Later, the score will be calculated and will be multiples with 5. For examples:

If a student gets 5 for all criteria, so he or she will get 5x5=25. It will be multiples with 4 again, and then the scores will 100 as the highest score.

2. Reflection

After analyzing the actions, the researcher and the collaborator will do the reflection activity. The researcher and collaborator will draw the conclusion based on the reflection and the result of the analysis whether the actions in the first cycle have achieved the objective of the teaching learning process or not. Then, the information is used as a guide to revise the lesson plan of the first cycle to produce the lesson plans for the next cycle. The actions of the next cycle will be arranged by reconsidering the teaching technique, the procedure of actions or the time allocation. In other words, what has been well obtained in the first cycle will be implemented in the next cycle.

The researcher collected the result of the test which was conducted in the end of every cycle. The score was computed quantitatively by using the formula of percentage of success. The formula is :

$$PIG = \frac{\sum \text{Points Improvement Each Group Member}}{\sum \text{Members of the group}}$$

Explanation :

PIG :Points Improvement Group

(Source :Fathurrohman, 2015:76)