

CHAPTER III

RESEARCH METHOD

This chapter presents descriptions of the research method in this study. It presents the research design, subject and setting of this study, and procedure of the study.

A. Research Design

In this research, the research design that was used by the researcher is Classroom Action Research (CAR). According to Arikunto (2012:3), classroom action research is a study of learning activities in the form of an action, which deliberately rose, and occurs in a class together. Therefore, it means that classroom action research is a research conducted in the classroom.

Meanwhile, According to Cresswell (2012:577), action research designs are systematic procedures done by teachers (or other individuals in educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their students learning.

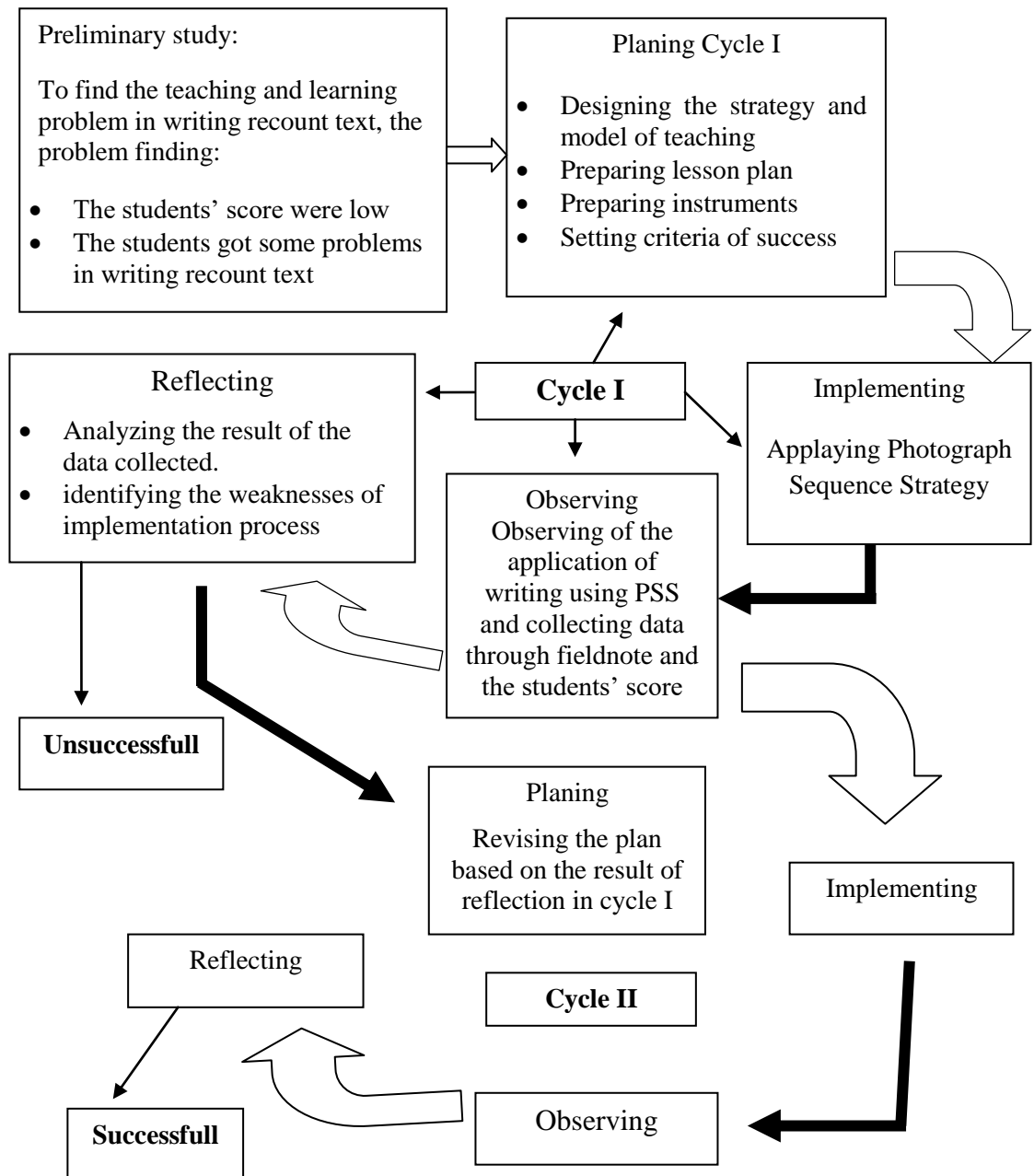
The definition of CAR was explained by (Shofiya et al, 2014:22) Classroom Action Research or CAR is a kind of research design conducted in cycles and it is carried out to increase the quality of teaching and learning activities in the classroom. Furthermore, in the context of teaching English (Latief, 2011: 145) CAR is aimed at developing an innovative instructional strategy that can help to enhance the success in students' learning English

In this study, CAR is conducted to help the students improve their skill in writing recount text. The strategy offered is by using photograph sequence. The researcher did collaborative CAR, because the researcher directly works together with the English teacher of the second grade students at SMPN 1 Ngunut. As a collaborator, the teacher was involved in the whole process of the activities. The researcher played as the real teacher meanwhile the English teacher is assigned to be an observer.

According to Latief (2011: 145) Classroom Action Research activities involve repeated cycles, each consisting of planning, acting/implementing, observing and reflecting. The result of one cycle is used to determine the need for the following cycle, until the problems get solved by the strategy. In this study, the researcher used the procedure as suggested by Arikunto (2012:16). The model consists of four steps; Planning, Implementing/Acting, Observing, and Reflecting.

Figure 3.1 The Procedure of Classroom Action Research

(Modified from Suharsimi Arikunto's Model, 2012)



Based on the procedure as shown in Figure 3.1 above, the first step of Classroom Action Research (CAR) is planning. Before the researcher does the cycles in action, the researcher conducted the preliminary study to find out what kind of problem faced by the students in the classroom. This cycle involves the teaching preparations designed which are going to be applied. In planning the researcher socialized the research program, prepared lesson plan, criteria of success, and also prepared observation sheet used fieldnote for collecting data during teaching-learning process. The second is Implementing/Acting. In this step, the researcher implemented the prepared planning before. In this study, this step deals with the application of Photograph Sequence as the strategy used in teaching-learning process to improve students' writing skill.

During the implementation, observation is also conducted to gather the data needed. The last step is reflecting. Reflecting is deal with the process of analyzing the data collected. By doing this step, the researcher can determine if the cycle can be stopped or not. The cycle can be stopped if the criteria of success have achieved. However, the cycle should be revised if the criteria of success have not been achieved yet.

B. Setting and Subject of The Study

This study was conducted at SMPN 1 Ngunut, Tulungagung, which is located in Jl. Recobarong Ngunut. SMPN 1 Ngunut takes approximately 30 minutes from the town square. This school has 34 classes; nine classes for the

Seventh grade students, ten classes for eighth grade students, and fifteen classes for the Ninth grade students.

The subject is the second grade students of SMPN 1 Ngunut academic year 2014/2015 exactly the students in class VIII H. The class had 40 students that consisted of 15 males and 25 females. This researcher chose this class because this class had the fewer score in English subject among other Classes and had some problems in writing recount text that found in preliminary study.

C. Procedure of the Study

The procedure of taking the data used by the researcher in this study are: preliminary study, planning, implementing, observing, and reflecting.

a. Preliminary Study (Reconnaissance)

Preliminary study is very important to be done to know the real condition of the students and also find out the students' problem in writing recount text. The process was conducted in January 14th 2015. In the preliminary study, the researcher distributed questionnaires which are validated by the test for 40 students of class VIII H to get deeper data, the researcher also interviewed the English teacher of VIII H.

From the questionnaires it was found that they did not have sufficient knowledge on how to write recount text. This result brings the students about getting confused on how to choose the topic of writing, they are afraid of making mistake when writing, they did not know how to write, develop topic into good writings and arrange sentences well, they did not have sufficient number of vocabulary and they could not use

proper tenses in writing recount. Besides, from the writing test, the researcher found that the students' score was low. This is in line with the interview with the English teacher, the most students of eighth class in of SMPN 1 Ngunut got difficulties in writing , exactly in writing recount text. The students were lack of vocabularies, the students got difficulties to make sentences in English, the students got difficulties to determine the correct tenses, the topic and the arranging the paragraph. The result of the difficulties was the students got poor achievement or they got the score which is under the minimum score that has been determined by the government in test of writing recount text.

b. Planning

Planning is the first step in which the researcher planned the teaching technique that would be applied in the research. Planning is a significant procedure to do Classroom Action Research (CAR). The researcher prepared everything needed in conducting the research. This step covers socializing the research program, providing suitable strategy, designing lesson plan, preparing criteria of success and training the collaborator teacher.

1. Socializing the Research Program

The researcher socialized the research program to the head office and curriculum deputy head of SMPN 1 Ngunut, about what would be done in this research. The researcher also met the English teacher of second grade students, Mrs. Dian Utamiati S. Pd. The

researcher and the teacher discussed the technique that would be used in the research and the time allocation needed in this research. The researcher also explained the role and the duty of the English teacher was as the collaborator teacher who played as the observer during teaching and learning done by the researcher.

2. Providing a Procedures of teaching writing recount text using Photograph Sequence

Based on the students' problem in writing recount text, the researcher would give the solution by applying Photograph Sequence strategy to overcome the students' problem in writing recount text that focus in the problems that found in the preliminary study. Photograph Sequences is a kind of the strategy that is used some photos which arranged sequent and tell the event.

The researcher in this research was as a teacher who implemented the Photographs Sequence Strategy. Firstly, the teacher started the class by greating, praying and checking the attendance list. Then, the teacher asked the students to open the English book that was about recount text. Secondly, the teacher showed the the example of recount text and explained about the generic stucture and tenses of recount text. Thirdly, the teacher introduced the photograph sequence strategy as clear as possible. The next, the teacher explained the instruction how to use the strategy in writing recount text. After the students understood the way in using the strategy, the teacher asked to

the students to make a recount text based on the photograph sequence. Before writing recount text, the teacher distributed a piece of paper and displayed the Photographs Sequence by using projector in front of class. The students wrote recount text based on title that is given by the teacher in Photograph Sequence.

3. Designing a Lesson Plan

After providing the strategy, the English teacher asked the researcher to arrange the lesson plan about the teaching writing material. A lesson plan was a teacher's detailed description of the course of instruction for an individual lesson. A lesson plan was created and developed by a teacher to guide the class instruction. Normally, a lesson plan was designed by the teacher in the beginning of the semester or before the teaching process was conducted.

The researcher made a lesson plan to make easy in teaching learning process, the researcher explains how to use photographs sequence strategy in writing recount text. The lesson plan was developed by considering course identify the school, standard competence, basic competence, indicators, learning objectives, teaching material, teaching procedures, learning source and assessment.

In designed the lesson plan, teacher must pay attention to the curriculum and then make the plan based on the appropriate competence standard and basic competence mentioned in it. The

lesson plan must be practical and operational so it can be effectively implemented in the classrooms. It consists of:

- 1) School identification, it consists of name of the school, subject, level; time allocation, and state curriculum standards.
- 2) Indicators, it describes the standards of each student that should be mastered in the last of the learning.
- 3) Instructional Objectives, it means the learning outcomes for the lesson.
- 4) Instructional Methods, it describes the materials that will be given for the students suitable with curriculum standards.
- 5) Instructional Technique, it describes the technique that will be used in teaching and learning process.
- 6) Instructional Procedure, in this part of lesson plan, there are kind of items to consider in the procedure action of the plan. It consists of instruction, technique, activities, and share.
- 7) Material sources, it explains the materials that will be delivered.
- 8) Assessment, it describes kind of tests that will be used in assessing students skill.

The lesson plan consists of three meetings for each cycle in conducting this research. In the first meeting, the researcher as instructor explains about recount text, gave the example and explained the generic structure. The second meeting the researcher explained how to use photograph sequence as the strategy to write a recount text,

the researcher prepared a title and ask them to try in writing recount text. The last meeting, the researcher focused to get score by evaluation. The researcher directly distributes a paper to the students to write recount text based on the Photograph Sequence which is displayed by using projector.

4. Preparing the Criteria of Success

A criterion of success was set to determine whether the learning activity in the research was successful or not. The criterion required was the students of second grade (VIII-H) at SMPN 1 Ngunut can write recount text using photograph sequence strategy. The students can improve their ability in writing individually. The target of success is 75%. It means that 75% of the student's total of the research get writing score more than 75. Since, the minimal score of English is 75, then the researcher make an analogical conversion that the score of writing particularly recount text is at least 75. Therefore, the minimum score of writing is 75.

5. Training the Collaborator Teacher

In this sub heading, firstly the researcher told the collaborator teacher the strategy that would be employed in writing recount text. Then the researcher was suggested by the teacher to conduct a study in VIII-H class with the recount text as the topic to be taught. After that, the researcher showed the collaborator teacher the sample of the strategy, lesson plan, and the criteria of success. Then the researcher

implemented that strategy. Moreover, the researcher explained clearly the steps of implementing Photograph Sequence strategy in teaching recount text to the collaborator teacher.

c. Implementing

In this stage, the researcher played as the teacher and worked collaboratively with the collaborator (classroom English teacher). The collaborator played as the observer. When the researcher was applying the technique, Photograph Sequence for teaching writing, the collaborator observed the teaching and learning process using fieldnote which had been prepared. The observer observed the teaching and learning process by focusing on the activities of the teacher in implementing the technique and the students as the subject. In the end of the teaching learning process, the researcher and collaborator teacher discussed and analyzed the teaching and learning process which had been done.

d. Observing

Observation is a step for collecting data. The data to be collected are determined by targeted criteria of success to be achieved. In this study, the researcher is going to collect the data that is representing the achievement of the criteria of success. The data to be collected are indicators of the result of the implementation of the technique used. In process of getting the data, the researcher used some instruments of collecting data, those are: fieldnote in observation, and test in collecting the score.

The fieldnote was given by the collaborator teacher. The fieldnote would provide information of the students' writing activities during the teaching and learning process. Meanwhile, Test was tool to measure the students' achievement. Test was a method of measuring a person's ability or knowledge in a given domain. According to Arikunto (2006:150) test is a set of questions or exercises or other instrument used to measure skill, knowledge, intelligent, and aptitude of an individual or a group.

e. Reflecting

In this stage, the researchers reflected and analyzed whether the teaching learning process was done successfully or not to reach the objectives of the lesson plan in the first cycle. Furthermore, (Arikunto, 2010:140) stated that reflection is an activity of analyzing the collected data through doing observation. Reflection is also an activity to put forward what had happened. The researcher found out more problems and weakness of the first cycle, it would be reflected and revised. The result of the reflection was taken into consideration as the feedback to enhance to implementation of the strategy in the next cycle. Then, the researcher would use all information gathered to re- planing the next cycle. After that, the researcher decided to take some new steps in the next cycle in order to overcome the problem.

The next step was data analysis. The technique for analyzing data was as follows. Firstly, the data were classified according to the kinds of data source. The data taken from observation (using fieldnote) would be

analyzed descriptively. For the test, the data would be analyzed quantitatively. To know the success students' percentage, the researcher used the formula:

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

P : the class percentage

F : total of success students

N : number of students

The analysis of the result of observation is done by comparing the data collected with the target or criteria of success. If the result of analysis had matched with the criteria, it means that the action was finished. However, if the result had not matched yet, there would be another action in another cycle by revising the plan. This is in line with (Latief, 2011: 152) the result of reflection is also used to determine what part of strategy needs improvement. By doing this step, the researcher would know the progress related the teaching and learning process, the strength which can be maintained, and the weaknesses to be minimalized or even omitted to gain a better result in the next cycle.