

## **CHAPTER III**

### **RESEARCH METHOD**

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

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

Based on the purpose of the research, the research design which is used in this research is Classroom Action Research (CAR). Accordingly the Classroom Action Research with the cycle model was applied in this research. The researcher is conducting a collaborative research between the researcher and the collaborative teacher of English that is Mrs. Laili Nikmah, S. Pd.

According to Parsons and Brown (2002), Action research is a form of investigation designed for use by teachers to attempt to solve problems and improve professional practices in their own classrooms. It involves systematic observations and data collection of more effective classroom strategies.

Other definition was stated by Anne Burns (2010: 2), Action research is part of a board movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher'. Action

research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching context.

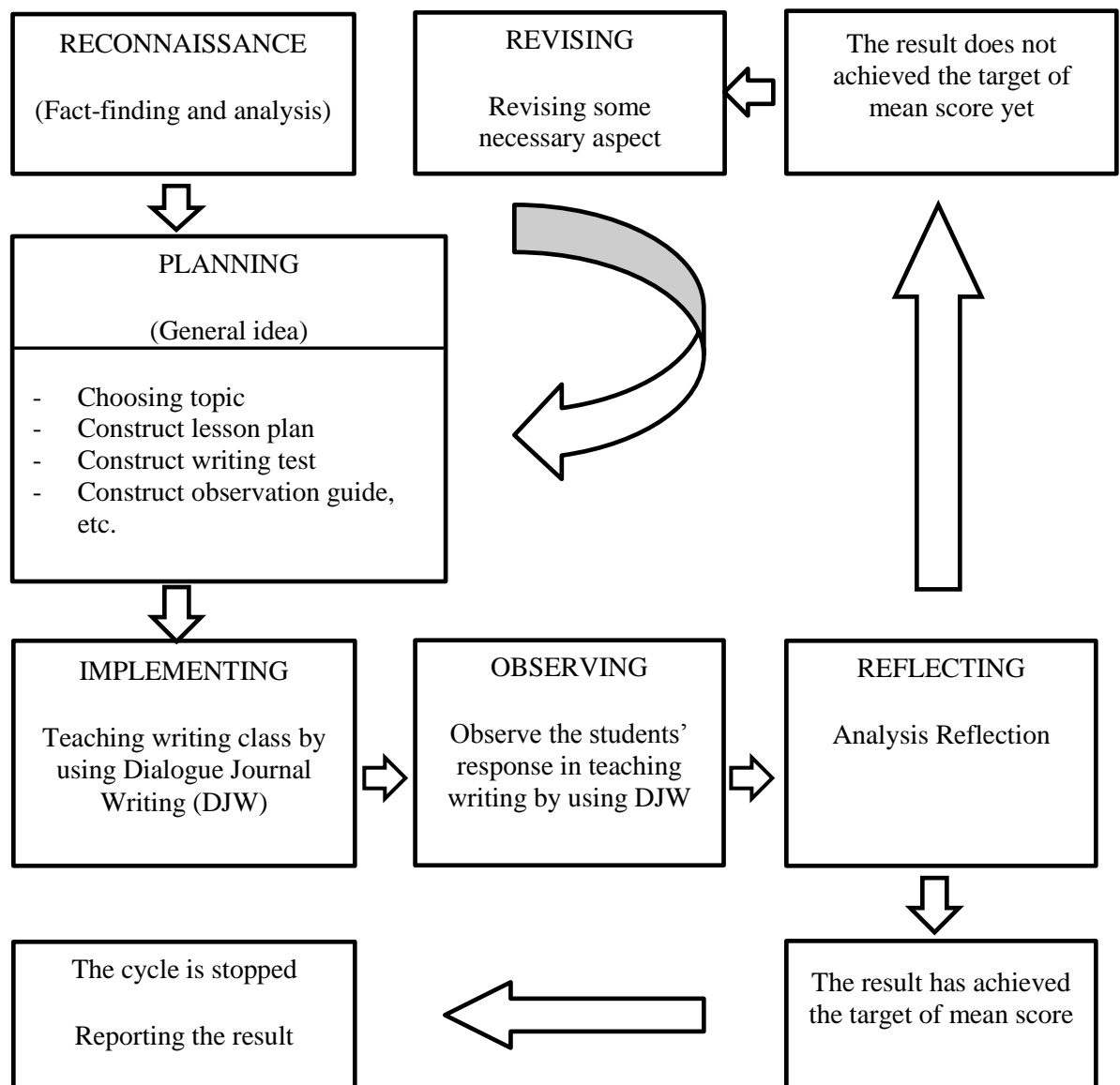
To sum up, a classroom action research is intended to solve a specific problem encountered by the students.

In conducting classroom action research, the researcher conducted this study into cycle models based on Elliot (1991) in which each cycle covers four stages of activities: planning of the action, the implementation of the action, classroom observation, and the reflection of the action. The action given to the subjects is writing recount text using Dialogue Journal Writing.

This research was composed in a cycle each of which consisted of four steps: plan, implementation, observation, and reflection. In one cycle needed three meetings. The model of action research is illustrated in picture 3.1

**Picture 3.1 : The Design of the Classroom Action Research**

(Adapted from Lewin in Elliot, 1991: 71)



## **B. Subjects and Setting of the Study**

The subjects of this study were the tenth grade students of MAN 1 Tulungagung in academic year 2015/2016. The researcher uses school documents in the form of the students' previous writing assignment result and the previous interview with the English teacher as a guideline to decide the class as the subject of the research. One class that has the most complex problem in writing, such as difficulties to develop recount paragraph was chosen as the subject. The class that has the complex problem is X-Language class. Therefore, this class was chosen as the subject of the research.

## **C. Procedures of the Study**

The procedure of Classroom Action Research in this study was divided into five steps as follows:

### **a) Preliminary Observation (Reconnaissance)**

The researcher did the preliminary study on Wednesday, 20 January 2016 at 10.40 am by doing interview with an English teacher of MAN 1 Tulungagung, Mrs. Laili Nikmah, S. Pd. From the interview, the researcher found a clinical problem faced by most of students at MAN 1 Tulungagung that is writing ability. The researcher chose this school because she got some

information from English teacher in this school, which in teaching and learning writing the teacher and the students got some problems as follows:

1. The students had low motivation to write or were not interested in teaching and learning process.
2. The students had lack understanding of vocabulary mastery, so they were confused to start writing, they did not know what they should write.
3. Some students had the low scores in X-Language class.

b) Planning

In the planning stage, the researcher prepared the socializing the research program, providing the strategy, preparing the learning instrument, designing the lesson plan, preparing criteria of success, and training the collaborator teacher.

**1. Socializing the Research Program**

The site of this research was MAN 1 Tulungagung. This school was determined purposively for some considerations, i.e.: (1) Dialogue Journal has never been applied by the English teacher in teaching writing, (2) as informed by the English teacher in the preliminary study, the tenth grade students still have problems in writing class, and (3) it is accessible, means that both the headmaster and the teacher give the researcher permission to conduct the research in that school.

**2. Providing the Strategy**

The researcher and the English teacher prepare the steps that will be done in the learning of recount text using dialogue journal with activities which have to be done by the students of MAN 1 Tulungagung X-Language class. The steps and activities are described as follows:

1. The teacher does not go directly to explain about the dialogue journal writing, yet the researcher is going to explain about recount text by using power point presentation media.
2. The teacher ask the problem about recount text
3. The students presented a story in the narrative form and analyze it together with the researcher, analyze the generic structure, and what is the purpose of recount text.
4. The teacher and student review the explanation of recount text
5. Teacher explain dialogue journal writing and the steps of this activity
6. Teacher asks the students to practice writing recount text by using dialogue journal strategy
7. Teacher asks the student to write a short story then make a dialogue with their friends and to the teacher
8. Teacher give control and help them about difficulties to make the story in recount form
9. Teacher asks the students to submit if they have done their work

10. Teacher gives a reflecting to the students and teacher makes conclusion of learning that day and greeted the students, on the other hand, the students pay attention to the teacher's conclusion and answered her.

### **3. Designing the Lesson Plan**

A lesson plan is developed by the teacher to guide the instruction. In this research, the researcher makes lesson plan to manage the classroom situation while the action implemented. It consists of: (1) Identity of school: name of school, subject, level, time allocated, and state curriculum standards. (2) Indicators: it describes the standards that each student should master to function effectively in their future that is characterized by great change and information growth. (3) Learning Objectives: Learning Objective is the learning outcomes for the lesson. (4) Learning Material: it describes the learning material that will be given to the students that suitable with the curriculum standard. (5) Learning Methods: Learning methods are the teaching strategies will be used in this lesson. (6) Learning Steps: in learning steps, there are a number of items to consider in the procedure section of the plan. It consists of open the lesson, gave explanation about narrative text using dialogue journal and teacher gave student writing test about narrative. (7) Material Resource: it mentions what materials, resources, and technology will be needed for the lesson. (8) Evaluation or assessment: this section

contains a description of the assessment process to measure the students' achievement. The complete form of the lesson plan can be seen by appendix.

#### **4. Preparing the Criteria of Success**

The criteria to measure the success of using dialogue journal writing strategy are follows:

- a. The score of 75% students greater than or equal with 30 in writing test
- b. The students are actively involved during the teaching and learning process
- c. The students feel enjoy in writing class by using dialogue journal writing

Thus, when one of the indicators in the selected criteria has not been achieved yet, the researcher moved to next cycle of action by making revision on the next planning. On the other hand the study is stopped when the result of data analysis show that all indicators in criteria of success were fulfilled.

#### **5. Training the Collaborator Teacher**

In this sub heading, the researcher gives training to the collaborator teacher in implementing the strategy. In training collaborator teacher first, the researcher asks to the collaborator teacher does her innovative teaching strategy is recommended for improving the students' ability in writing narrative text. Then the researcher was suggested by the teacher to conduct a



study in X-Language class with recount text as the topic to be taught. After that, the researcher shows the collaborator teacher sample of strategy, lesson plan, and the criteria of success. Then the researcher implements the strategy. On the other hand, the collaborator teacher observes the process of teaching and learning in the class. Then give 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.

Finally, the researcher makes a decision to stop or to continue the next cycle. The researcher is going to analyze all of obtained data and compared with the criteria of success. If the data can reach the criteria of success, it means that the teaching scenario has been successfully implemented, but if the data cannot reach the criteria of success, the researcher is going to revise the scenario of teaching and continue to the next cycle.

#### c) Implementing

The researcher as the teacher learn about how to implement of writing material teaching technique in order to improve the students' writing skill. The implementation will be done in the classroom by applying dialogue journal strategy, besides the teacher also used recount text as a model to the topic caused more suitable to the students. The steps are as follows:

*The first meeting*, the researcher do not go directly to explain about the dialogue journal writing, yet the researcher is going to explain about narrative text by using power point presentation media. The students are going to show a story in the recount form and analyze it together with the researcher, analyze the generic structure, and what is the purpose of recount text. The researcher gives the stimulus questions to the students or the students should ask about what they are still confuse about. After the discussion, the researcher will ask the students to make a recount and the tittle is chose first together. If the students finish writes the story, the researcher asks the students to write down on their notebook below their written story about their problem and difficulties during the writing process.

*The second meeting*, the steps are as follows:

1. In the first teaching, the researcher will ask the students “So, class, what did you think about the writing class yesterday?”, “How about the story you wrote yesterday?”
2. If the class answer the question and the most answer say “I found difficulties about the story, mam!” and “I don’t know the story”. So, the teacher ask the students to write down a journal for the teacher about their difficulties, what they feel when the writing class was ongoing yesterday.

3. The next activity is the researcher and the students discuss about what topic to be references in the writing class today. If the students agree, the teacher has some topics: **First Day at School, Memorable Journey, My Dream Comes True, and My First Love.**

4. If the topic already chooses, the researcher formed the students into pairs and had them pull out a notebook and a pencil. Then she said,

“OK, everybody settled? So we’re going to write letters to each other about your hobbies, but they are going to be really short. We’re only going to write for five to seven minutes, and then we are going to trade papers. What do you do when you get a letter? Right, you read it! Then what? Of course, you write back. So that’s what we are going to do right now. When we pass these letters, you’ll read what your pal wrote, and right underneath where they stopped, you’ll write them back an answer. But this will go fast. We’ll write and pass three or four times. You just keep writing, and I will keep time for you.

“Finally, what are you going to write about? You may confuse about things that you want to ask about to your pal. If that’s the case, go for it. (The teacher will provide some questions related to the topic).

“This will be something fun and different. Everyone gets to talk, you don’t have to raise your hand. And just so you know, I will be collecting these when we are done to see what you’ve talked about”.

“Ready? Let’s write letters!”

While the students write, the teacher circulates through the room, looking over and controlling students’ progress. About every minute and a half, the teacher instructs students to finish the sentence they are currently working on, and then tells them to exchange papers. Then, their job is to read what their pair has written, and respond, right under wherever their partner left off writing, keeping the conversation going. The teacher reminds them that they can respond, comment, connect, compare, or debate a point.

“Just keep the conversation going,” the teacher encourages.

(Smokey and Elaine: 104-107)

In the third meeting, the class will talk about “My Memorable Journey”. This topic is chosen by the agreement of students with the considerations as follows:

- This topic is really enjoyable for students because they already have their own journey. So that they are free to conduct their ideas based on what they feel.

#### d) Observing

Observation plays an important part in any kind of data- gathering and most action research project use this as an instrument. Observation is a natural process - we observe people and incident all the time and based on the observations, we make judgments. (Valsa Koshy, 2005: 98)

Observing is a step of collecting data. The data to be collected are determined by targeted criteria of success to be achieved. In this study, the researcher collected the data that represent the achievement of the criteria of success. The researcher used the data of observation in reflection whether one more cycle is needed or not. The data to be collected are indicators of the result of the implementation of the strategy. In collecting the data, the researcher used some instruments of collecting data.

##### 1. Observation Sheet

Observation sheet was prepared to record the students' participation during the teaching and learning process. It showed the students' name and a kind of activities performed. It was also intended to know whether the action was in line with the planning or not. The collaborator was needed to give certain mark in the activities column to record the students' activities.

##### 2. Questionnaire

An analysis of the questionnaires may help to shape the nature of the questions you may want to ask during any personal interviews or observations you may wish to conduct.

### 3. Test

The best way to test people's writing ability is to get them to write directly. The researcher gave writing preliminary test and evaluation test for the students. Preliminary test was intended to know how well the students had mastered the writing ability before taught by using dialogue journal writing. It was given in the preliminary study. While evaluation test was aimed at knowing the students' ability on writing after taught by using dialogue journal writing. The result of evaluation test was compared with criteria of success to know whether the students got improvement in writing ability.

#### e) Reflecting

In reflection, both the teacher and observer will evaluate the process and the result of the implementation. The researcher and the observer analyzed and interpreted the data obtained to decide whether the action was done successfully or not by matching the result of observing phase with criteria of success determined before. The result of reflection was used as information for considering the following action. The action was considered

successful if the criteria have been fulfilled. If it was not successful the study was continued to the next cycle by revising and improving the plan.