

CHAPTER III

RESEARCH METHOD

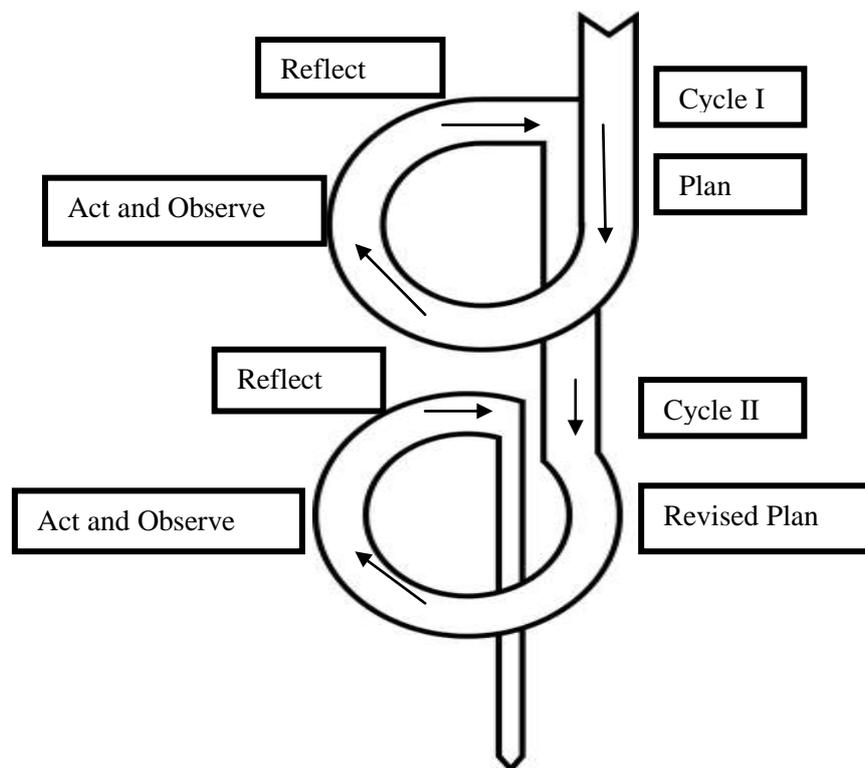
Research method is a significant element in the research activity. In this chapter, some aspects will be used to conduct the study. They include research design, research procedure, and setting and subject of the study.

A. Research Design

To conduct a useful research, a systematic way or well-done plan must be made in order to obtain the valid answers of the research question. It means that the appropriate research design has to be selected. In conducting this study, classroom action research will be used. It is designed to describe a condition objectively and information concerning the status of phenomena of the sample. This study also attempts to describe the analysis of improving the students' ability in writing through one of the communicative learning techniques that is descriptive video. The research design is used to find out the result of "enhancing students' ability in writing through descriptive video at SMP Islam Brawijaya," Jombang in academic year of 2015/2016 using Classroom Action Research.

Based on the principle of an action research design, the researcher took the model of an action research proposed by Kemmis and Mc. Taggart model (Koshy 2006: 04). The action research consists of four main steps, namely planning, acting, observing, and reflecting. Each cycle needed three meetings.

Figure 3.1 Kemmis and McTaggart Action Research Model (Koshy 2006:04)



B. Subject and Setting of the Study

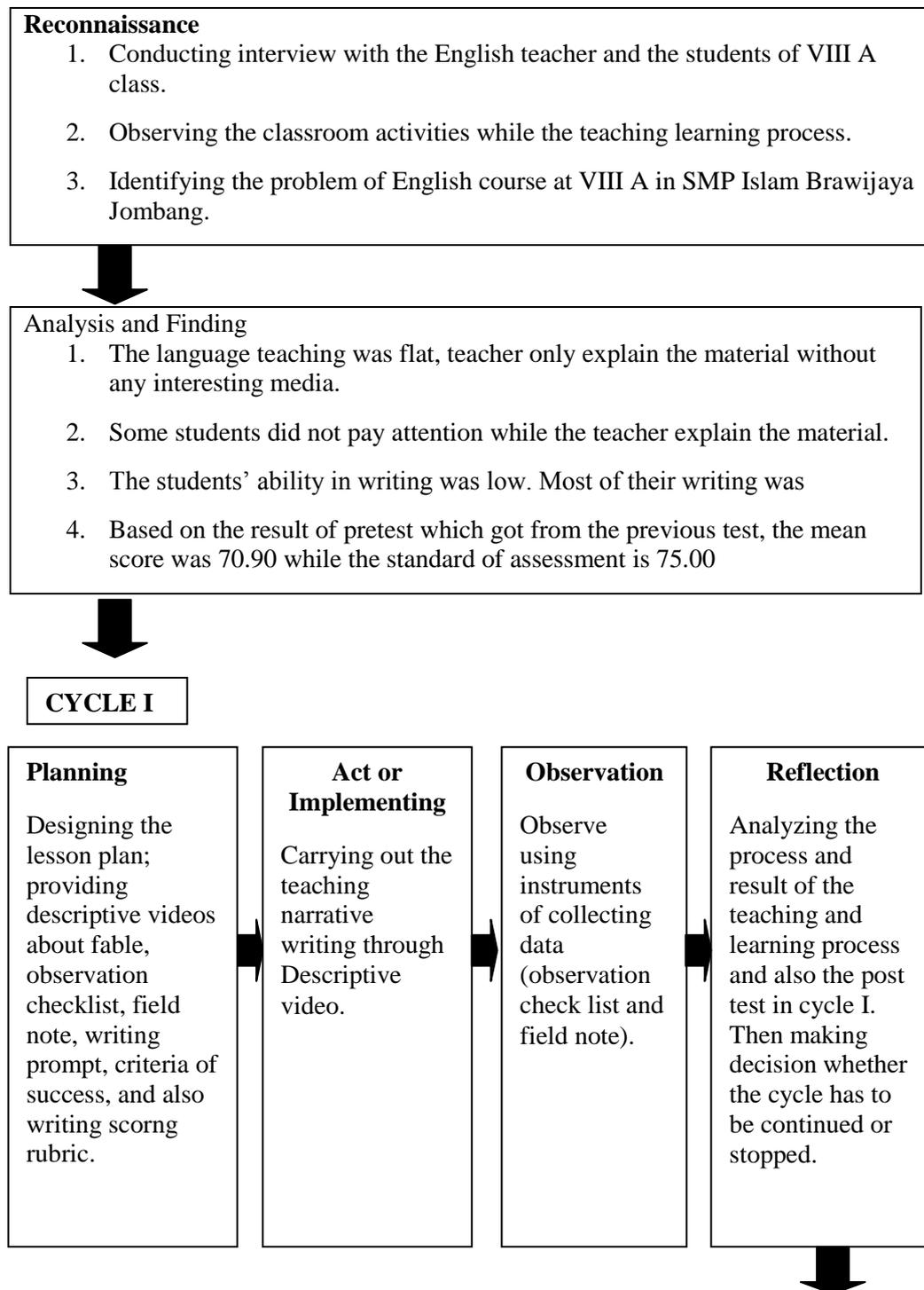
The subject of the study in this research is the eighth grade students of SMP Islam Brawijaya, Jombang in academic year of 2015/2016. There are twenty students in VIII A class. In second grade class, English usually taught two times a week. But for this research, the teacher asked to conduct as soon as possible. So, in a week there are six meetings. The time was divided into 2x40 minutes for each meeting.

This school is chosen because it has applied the 2013 Curriculum which is suitable with the implementation one of the techniques from communicative learning that is teaching by using descriptive video as the learning media. The setting will choose because based on the preliminary study by researcher, it was found that the students have low score and difficulties to mastery the writing ability. As shown on the students' score list, this score is only on the average of less than 75. The passing grade is 75 in the students' score.

C. Procedures of the Study

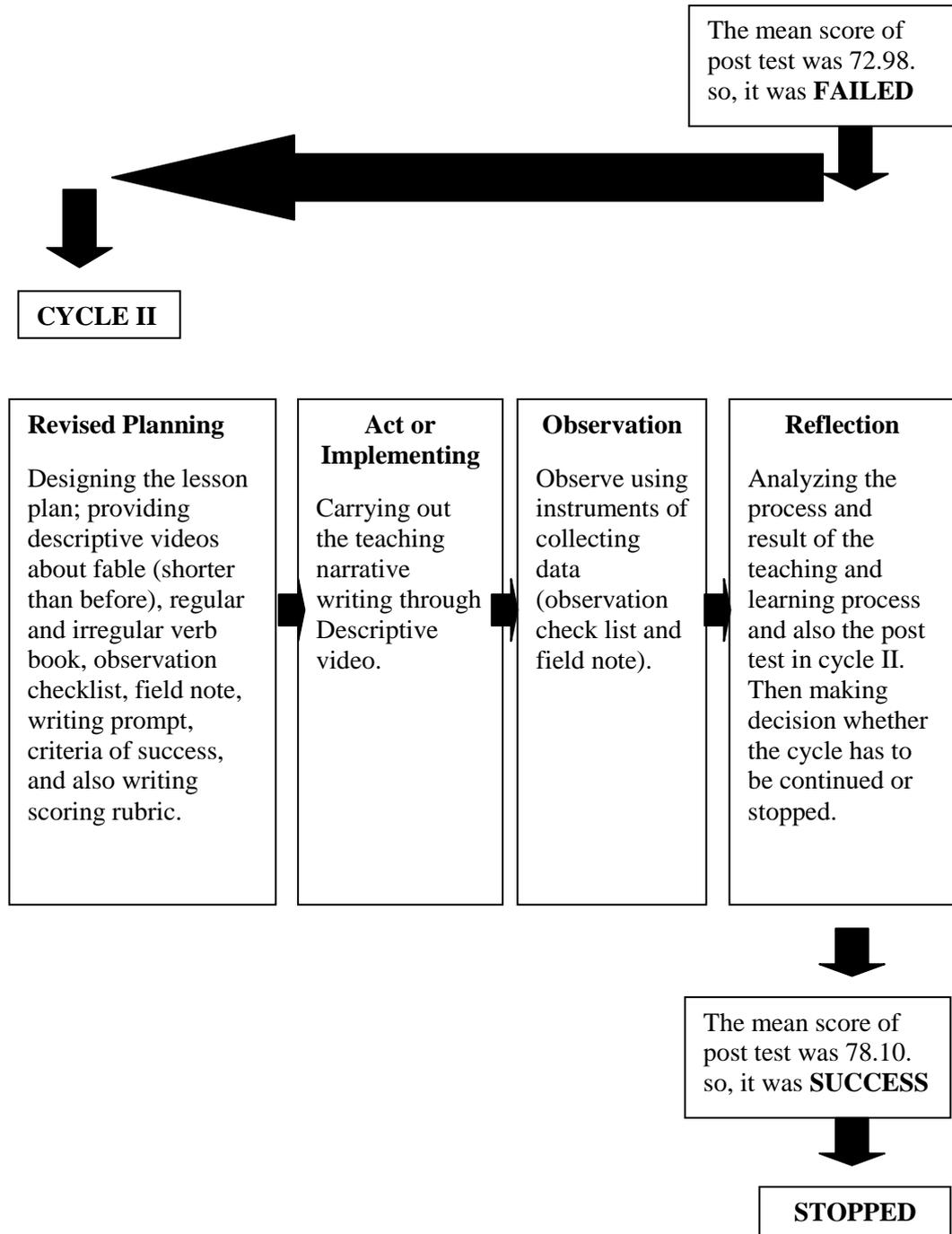
The procedures of this classroom action research will be conducted in two cycles which is covering four steps of activities, namely the planning, acting or implementing, monitoring or observing, and reflecting. Before making a planning of this study, the researcher will formulate the problem first. To know the problem which appears in the classroom, the researcher has to conduct a preliminary observation or usually called as Reconnaissance

Figure 3.2 Classroom Action Research Model (Adapted from Kemmis & Taggart: 1998)



Continued

Continuation



1. Preliminary Observation (Reconnaissance)

Before conducting the study, the researcher begin to do the first observation at SMP Islam Brawijaya Jombang to determine the problem which appears in this school especially which is related to writing activities. The researcher will do interview to the English teacher and students. From the result of the interview, the researcher will get conclusion about the students' problem in writing. (see **appendix ii and iii**)

Based on the interview conducted by the researcher, most of the students were interested in English even though their achievement in writing was bad. They couldn't organize their writing well. When the researcher observed the teaching learning process, the class activities was not conducive; some students did not give their full attention to the teacher, they made noise, some of them didn't do their task, etc. The researcher also got students' previous score (pre test) from the collaborative teacher (see **appendix ix**). After knowing that students have some difficulties in writing the researcher provides descriptive video to enhance the students' ability in writing narrative text.

2. Cycle I

a. Planning

Starting from the result of observation and interview at SMP Islam Brawijaya, Jombang, the researcher uses a newest media to enhance the students' achievement in writing. The media which will be used is descriptive video. Before implementing this media in writing class, the researcher will design some steps in conducting the planning of the study.

1) Socializing the Research Problem

The first step in planning the study is the researcher asked permission to the institutions. Then the researcher socializes this study to the institutions, head master, and also the English teacher at SMP Islam Brawijaya Jombang. After getting permission to do a research, the researcher was invited to observe the students during learning process and also interviewing some students and the English teacher. In the next day, the researcher began to design the learning activities with the English teacher. Finally, the researcher shared the schedule and also the activities of this study.

2) Providing a Suitable Strategy

After conducting preliminary observation, the researcher concluded that students faced some problems in writing English text, such as they felt confused in organizing their writing. They didn't know the generic structure of the text and they felt difficult and confused to translate into English language, etc. So, the researcher provides a strategy to solve it. By using communicative approach, the researcher will use descriptive video as learning media in teaching narrative text.

The researcher adapted the descriptive video from YouTube and subscribed from Book Box App and Aesop. Those were official site which was provided animation English videos especially for language learners. In selecting the descriptive video, the researcher considered some reasons such as only selected narrative video about fable; the duration of videos

were not too long (about 7 minutes); consist of English subtitle and also narration; and the voice of the narration was clear and not too fast.

The researcher took instructional materials from English book which given by the collaborative teacher. The material was about narrative text. For assessing the students' improvement in writing, the researcher designed the writing prompt for narrative text. The students asked to write the story based on the descriptive video. Then the students writing were assessed by narrative writing scoring rubric. There five aspects in writing scoring rubric adapted from Heaton such as Fluency; Grammar; Content; Vocabulary; and Spelling. Those aspects were used to assess to what extent students were able to write narrative text.

The scenario of teaching writing through descriptive video as follow:

Table 3.1 Writing Activities

Writing Activities	Teaching Activities
Pre-teaching	Teacher opens the class by greeting the students and asks them to pray together ; Teacher introduces herself; Teacher checks student's attendance list; Teacher asks the students about their favorite story;
Pre-Writing	Teacher explain about the narrative text (generic structure, simple past tense, kinds of narrative, and social function); Teacher shows the difficult vocabularies in video; Teacher introduce the descriptive video as an example of narrative story; Teacher and students analyze the story; Students answer some questions related to the story; Teacher gives instruction on how to write a story well by using outline; Teacher explains the writing prompt. Students begin to write the outline first;
Whilst-Writing	Students write the story based on the video with their own word; Teacher helps students translate some difficult vocabularies;
Post-Writing	By teacher's guidance, students revise and edit their writing; Students submit their writing; The teacher gives the conclusion of the materials; The teacher gives motivation to the students; The teacher closes the class.

3) Designing the Lesson Plan

In designing the lesson plan, the researcher presents a series of activities which will be held on writing class by using descriptive video. The researcher and the English teacher are collaborated to design the lesson plan. The lesson plan covers some aspects: course identity, instructional objectives, procedures of teaching and learning through descriptive video, and instructional material (see appendix v).

4) Preparing the Criteria of Success

After gathering the students' work, teacher begins to evaluate their work by using writing scoring rubric. The writing scoring rubric involves criteria of successful writing. Teacher also describes each criterion clearly. The teacher is sure that the writing scoring rubric is effective to determine students' achievement in writing (see **appendix iv**). The researcher also provides the criteria of success which have to be reached by students in writing test. The criteria of success score is 7.50. This study is successful if most of the students (75%) get score at least 7.50 and more than it.

By assessing the students' work, the researcher can make a decision or conclusion whether this media is effective or not and whether the researcher has to redesign the planning or not.

5) Training the Collaborator Teacher

Classroom action research (CAR) is a research method which is done in collaborative between the researcher and the collaborative teacher if the researcher is a student. But if the researcher is already a teacher, she or he can conduct CAR alone. In this research the researcher is a student, so it was done with collaborative teacher. As a collaborator, the teacher was involved in the whole process of the activities.

In this case the researcher asked as English teacher who applied descriptive video in teaching writing. So the researcher didn't need to give training to the collaborative teacher. The researcher and the English teacher are collaborated in designing the learning activities and preparing

the criteria of success. The English teacher also accompanies and observes toward students' activity during teaching learning process by using descriptive video.

b. Implementing

In this study, the researcher acts as the practitioner who implemented the proposed strategy and media by referring to the activities done in class. The study will conduct in three meetings in which each meeting has different activities.

1) Meeting I

The first meeting was done on Monday, April 11th 2016 in fourth and fifth period (10.00-11.20). In this meeting, there were 80% of students who attend in the class. In the first meeting the researcher began to introduce herself. Then the researcher opened the class by greeting the students and asking them about the previous material. Most of them were confused when they had to respond using English. The researcher gave example some common expressions in English in order to help them in responding the teacher's question using English.

When the researcher delivered the new material about narrative text, the students were very enthusiasm to attention it. Before playing the descriptive video, the researcher had to review the materials about simple past tense because the students understanding toward the simple past tense was not more than 50%. It can be seen, they did not the formulation of simple past tense and they did not know about

regular and irregular verbs past tense. So, the researcher had to review again about those materials.

After watching the descriptive video about The Four Friends, the students were able to answer some questions related to the story orally. Most of them felt difficult when the researcher asked them to find past verbs in the story. They could not determine whether it was verb or not. So, the researcher had to explain some part of speech. After getting explanation from the researcher, the students began to find the past verbs in the story easily. Besides finding the past tense verbs, students also analyzed the characters, plot, and setting of the story. Most of them understood with the plot, characters, and setting of the story.

2) Meeting II

The second meeting was done on Thursday, April 12th 2016 in the first and second period (07.00-08.20). In this meeting, the researcher asked the students to make some sentences in past tense. Some of students were able to compose simple past sentence correctly. Then, the researcher reviewed the previous descriptive video by asking them some questions related to the story. Most of them were able to answer the questions even though there were some students still used Indonesian. The students who were absent yesterday couldn't respond the questions. But finally they could follow the materials.

The same descriptive video was played again in this meeting. Students asked to watch the video. Then they had to make a group. One group consists of 5 students. They had to watch the video and rewrite the story with their own words. After that one student from each group had to present their writing. The researcher also helped them to revise and translated some difficult words. Finally, they could compose the story about The Four Friends with their own words even though lot of mistakes whether in grammar, spelling, and punctuation. But they could organize their story with the right plot.

3) Meeting III

The last meeting of cycle I was conducted on Thursday, April 12th 2016 in the sixth and seventh period (11.45-13.05). The researcher played a new descriptive video about The Greatest Treasure. To help students understood the story in the video the researcher provided some difficult vocabularies. The researcher also remembered the students about simple past tense and the generic structure of narrative text.

First, they watched the video. They began to analyze the video. The students were asked to make outline. The researcher guided them how to make outline. Then they began to rewrite the story with their own words. Some students still got difficulties in translating words. Finally, they accomplished the writing and submit it.

c. Observing

Observing is the process of recording and collecting the data about any aspects which happen during the implementation of the action. This activity will be done by the researcher and the English teacher. While the researcher is implementing this technique, the English teacher conducts an observation during the learning process. In conducting the observation, the researcher is equipped with the observation checklist and field notes to record the required data. Thus, the data of this research are obtained from the result of observation check list, field note, interview, and students writing test.

In collecting the data, the researcher uses both of qualitative and quantitative study data. The qualitative data are taken from observation, and interview, the quantitative data are taken from students' score in pre-test and post-test writing. Based on the technique of collecting data above, in this study the researcher uses some instruments, such as observation checklist, field notes, interview guide, and providing writing post-test. For more specific explanation will be described below:

1) Observation

Observation is the most important technique of collecting data because the observer can observe directly what have happened in the field. Before conducting the observation, the researcher has to provide the observation checklist which includes some statements deals with classroom atmosphere, students' attitude while in writing class, and teacher's performance in presenting this technique of using descriptive video, etc. The observer can also write down some activities which are

not including in observation checklist. This is called as field note. By observing this class, it can be concluded whether the descriptive video is effective or not in improving students' ability in writing.

In this study, the researcher conducts observation in preliminary study first to get the capture about English profile in VIII A class. During the implementing of descriptive video, the collaborator teacher also observes the students' activities, students' interesting, and the students' motivation in writing class. While the researcher was implementing the descriptive video, the collaborative teacher conducted observation toward students' activity in writing class. In the first meeting, students were interested in descriptive video. Even though they didn't understand yet about narrative text but they understood the content of the story. The students' understanding in past tense was low and they couldn't determine whether it was verb or not.

In the second meeting, students watched the same video. They began to understand about verb and simple past after doing some exercise. They also asked to rewrite the story with their own words in group. Some of them still got difficult in arranging the sentences and translating the words. The students were able to write the story even though it was not fluently enough. In the last meeting, the students were shown a new descriptive video. Then they asked to write the story individually. The teacher helped them to control and revise their writing. Then they submitted their writing as the post test in cycle I.

2) Interview

In preliminary study, researcher interviews the English teacher and also some students in order to know the English profile and students' perspective about writing narrative text (**see appendix ii and iii**). After implementing the descriptive video, the researcher interviews again some students deals with their opinions toward writing narrative through descriptive video. The instrument of the interview is interview guide which consist of some questions related to the students' perspective about writing narrative text and the use of descriptive video in writing narrative text.

3) Test

In conducting writing test, the researcher provides writing prompt. After teaching the students by using descriptive video, teacher asks to students to compose a narrative text based on the writing prompt. Then the result of the test will determine whether students have reached the criteria of success or not.

After all the data were collected, the researcher began to analyze and interpret the data. The data were collected from interview, observation and field notes would analyze descriptively. The data were collected from students' pre test and post test will be analyzed by using descriptive statistic. Then the researcher gets the mean score. After analyze the data, the researcher knew whether the criteria of success had been achieved or not yet.

d. Reflecting

During the process of implementing the descriptive video, the researcher gets data. The researcher tries to criticize the strengths and weakness of the procedure in implementing the researcher plan. After analyzing of the data, the researcher makes the reflection from the action in cycle I. Based on the observation checklist, the result of the post-test, and also considers the result of interview. The result of the cycle I should match with the criteria of success. The criteria of success were not fulfilled, so the researcher has to revise their planning in the next cycle until achieve the criteria of success and the action is finished.

3. Cycle II

a. Revised Planning

Reflecting from the result of cycle 1, the researcher revised the planning of the study. Considering from the previous cycle, students still got difficulties in deciding whether it was regular or irregular verb. The students also still confused in translating words. They also got problems in spelling. To help the students recognized the regular and irregular verb, the researcher provided a book which consist of the collection of regular and irregular verb. The researcher also gave additional vocabularies to the student deals with the story. The researcher always remembered the students to make outline first before writing in order to they could generate their writing well.

Even though the students were able to understand the story in the descriptive video before, the researcher selected another descriptive video which was simpler. The previous descriptive video was too long and complicated. The duration of the descriptive video in cycle two only about 4 minutes and the story was not too complicated. By giving them simpler and shorter descriptive video, the students would write story easily and did not waste many times. The researcher also helped the students to revise and edit their writing, especially in the grammar and spelling.

After selecting suitable descriptive video, the researcher designed the lesson plan for cycle 2 (**see appendix xi**). There were three meetings in this cycle. For assessing the students' improvement, the researcher used the same assessment as in previous cycle. The criteria of success score is 7.50. This study is successful if most of the students (75%) get score at least 7.50 and more than it.

b. Implementing

The implementation of cycle II was conducted on three meetings. It was done on April 15th-16th, 2016. Reflecting the result of cycle I, the researcher made some revisions in implementing the descriptive video.

1) Meeting I

The first meeting was done on Friday, April 15th 2016 in first and second period (07.00-08.20). In this meeting, the researcher made

some revision in planning. The researcher selected another descriptive video which was simpler and the length was shorter than before. The descriptive videos were also familiar for students in order they had more background knowledge toward the story.

In this meeting, the researcher played a new descriptive video about The Fox and The Crane. Some of the students have known the story in Indonesian version, but they didn't know in English version. Before playing the video, the researcher introduced to the students about regular and irregular past verb. In previous cycle, some students got difficult in analyzing the regular and irregular past verb. So, the researcher gave more explanation about it and asked the students to made sentences by using regular and irregular past verb. After that, the researcher showed some vocabularies in the story and discussed it with the students.

After watching the descriptive video about The Fox and The Crane, the students were able to answer some questions related to the story orally. Students analyzed the characters, plot, and setting of the story. Most of them understood with the plot, characters, and setting of the story.

2) Meeting II

The second meeting was held on Saturday, April 16th 2016 in the first and second period (07.00-08.20). In this meeting, the

researcher played the same video about The Fox and The Crane and asked the students to analyze the moral value of the story. Then, the researcher asked the students to re write a story based on the video with their own words individually.

The researcher showed how to make outline first. The students began to write a simple outline. The researcher also helped them to revise and translated some difficult words. Finally, they could compose the story about The Fox and The Crane with their own words even though there were students who get lot of mistakes whether in grammar, spelling, and punctuation. But they could organize their story well.

3) Meeting III

The third meeting was conducted on Saturday, April 16th 2016 in the sixth and seventh period (11.45-13.05). The researcher played a new descriptive video about “The Lion and The Mouse”. To help students understood the story in the video the researcher provided some difficult vocabularies. The researcher also remembered the students about simple past tense and the generic structure of narrative text.

First, they watched the video. They began to analyze the video. The students were asked to make outline. The researcher guided them how to make outline. Then they began to rewrite the story with their

own words. Some students still got difficulties in translating words. Finally, they accomplished the writing and submit it.

Before closing the class, the researcher interviewed some students. The researcher interviewed students which got the lowest and the highest score. The students who got score exactly the standard of success were also interviewed by the researcher. From the result of interview, it can be seen that students were interest in descriptive video. They were able to understand about the story and also the simple past tense easily. When they asked to write the story, they could get more vocabularies. So, they could write the story well.

c. Observing

While the researcher was implementing the descriptive video, the collaborative teacher conducted observation toward students' activity in writing class. In this cycle, the students' understanding toward narrative text was improved. They could recognize the generic structure well. They also were able to determine the moral value of the story. In writing narrative text, they could write the story in order. Their writing was meaningful. They stated the characters, setting, and the plot well.

d. Reflecting

After analyzing of the data, the researcher makes the reflection from the action in cycle II. Based on the observation checklist, the result of the post-test, and also considers the result of interview, the researcher concluded that: the students were interested in descriptive video; they could understand and analyze the story easily; they could recognized the simple past tense and regular irregular verb; they knew the social function and generic structure of narrative text; they could conclude the moral value of story; the students also were able to re-write the story with their own words. Their writing was better than before. So, the criteria of success in this cycle were fulfilled successfully. The researcher might stop this research.