

## **CHAPTER III**

### **RESEARCH METHOD**

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

The research design used in this study is classroom action research (CAR). Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue. According to Kemmis and McTaggart, as cited in Nunan (1999:18) explains that action research is a group of activity and a piece of descriptive research carried out by the teacher in his or her own classroom, without the involvement of others, which is aimed at increasing our understanding rather than changing the phenomenon under the investigation that would not be considered by these commentators to be action research, the essential impetus for carrying out action research is to change the system. Research is important because it suggests improvements for practice. The research designs are procedures for collecting, analyzing, and reporting research in quantitative and qualitative research. As the researcher conducts a classroom action research to know and learn the phenomenon which occurs in the teaching learning process and will try to give the solving for the problem happened.

In this study, CAR is conducted to help students improve their writing skill. The strategy is by using self talk. The first step of CAR is planning. In planning the researcher prepared lesson plan, criteria of success, and also prepared observation sheets for collecting data during teaching learning

process. In the second is implementing. In this step, the researcher implemented the prepared planning before. This step is deal with the application of self talk strategy to improve students writing skill.

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 supported 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 achieved yet.

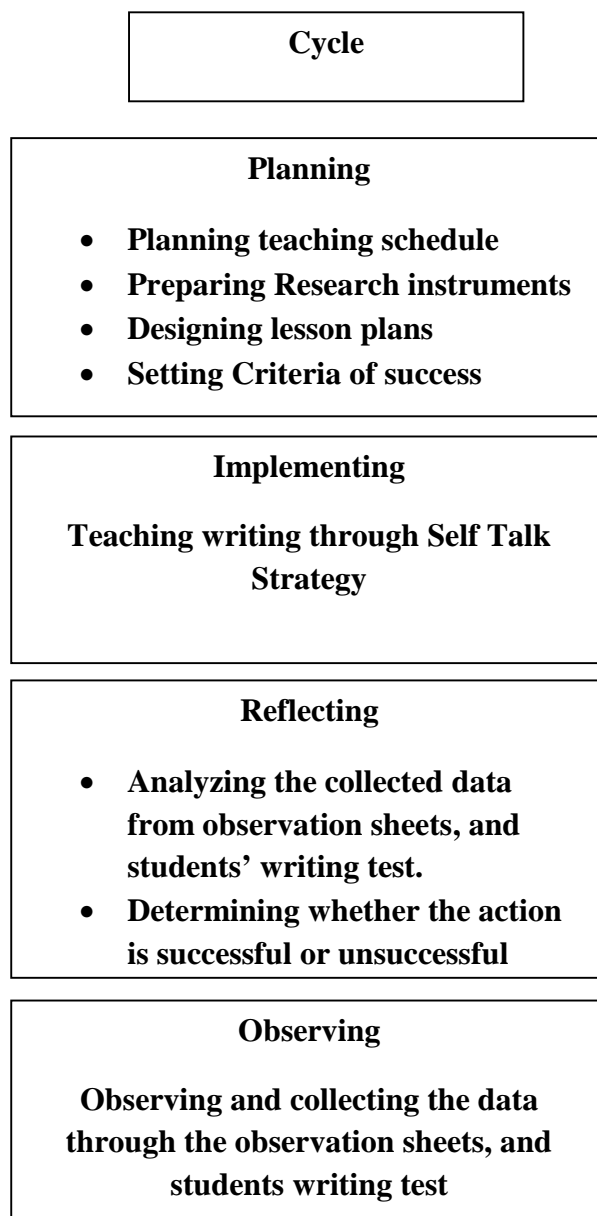
According to Nunan ( 1999: 17), there are some characteristics, aims and model of classroom action research, they are:

1. Characteristics of a classroom action research, they are:
  - a. It is carried out by practitioners (for our purposes, classroom teachers) rather than outside researchers,
  - b. It is collaborative, and
  - c. It is aimed at changing things.
2. The aim of action research

There are many possible reasons for conducting a classroom action research as follow: the teacher wants to know more about his students and the difficulties in learning process. Teacher wants to learn more about him as teachers how effective teacher is, how teacher looks the students, how teacher looks himself as if observing her own teaching. Teacher wants to gauge the interest generated by certain topics, or judge the effectiveness of certain activities types. Teacher wants to see if an activity would work better done in

groups rather than pairs, or investigate whether reading is more effective with or without pre teaching vocabulary. Applying the action research design, this study involves the planning, action, observation and reflecting.

### 3.1 The figure of action research stated by Arikunto at all (2015)



In this study there will be two cycles. And there are four components in one cycle for doing action research, they are:

a. Planning

Planning is the beginning process of research to conduct treatments or after making sure about the problem of the research, a researcher needs to make a preparation before an action research. Researcher prepares some materials that use in research process. Such as lesson plan based on the teaching material, choose the theme, prepare the materials that needed in the learning process, and prepare checklist for observation and formative test.

b. Acting

This section explained about the steps and activities that will be taken by the researcher. Researcher tries how many students' abilities to understand in writing recount text. Give students duty in individual, evaluate their mistakes.

c. Observing

The next step is observing, a researcher has to observe all events and also observe the situations in class during teaching learning process. How about the students' respond, attitude. This step is doing to know their difficulties.

d. Reflecting

Arikunto stated (2010: 140) reflecting is the inspecting effort on the success or failur in reaching the temporary purposes in order to determine the alternative steps that are probably made to gate the final goals of the research.

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

This research conducted at MTsN Tunggangri Kalidawir. The subject is the students of the second grade of MTsN Tunggangri Kalidawir 2015-2016 exactly at D class consist of 42 students. This research conducted in D class because this class have the trouble in writing, it based on the English teachers' opinion and also when the researcher did teacher training (PPL).

The problems are they less understanding about recount text, still confused what thing they will write, they did not have a good ability in writing, they did not master many vocabularies well in learning English and also still confused what tenses used in recount text then the score of students' achievement in writing that involved in test is still poor.

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

In the research procedure in taking the data used by the researcher were: preliminary observation, planning, implementing, observing, and reflecting.

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

Before the researcher does the cycles in action, the researcher will observe first as follows:

1. Collect data such as documentation includes the number of the students' name list and pre-test.
2. After collects the data, the researcher do a pre-test. It purposes is to know the score mean of the students' writing in recount text before using self talk strategy.
3. The researcher assesses the result of students' writing in pre-test.

Preliminary observation is very important to do because it is to know the real condition of the students and also to solve students' problem in writing. In this study the researcher prepares all the instruments before the researcher begins the research. The purpose of this preliminary study is to see what problems appearing during teaching learning writing. In the preliminary research, the researcher distributed questionnaire to the 42 students of class and to get the data the researcher also interviewed the English teacher to find the weakness of students and also the problems. The the problems found was most of students were less confident in writing and they still confused how to make recount text, because the teacher rarely ask them to make an essay in recount

text so their ability in writing skill are low. The students need to give more motivation and the way how to make them wants to write. The researcher distributed questionare and conducts the pre-test to know the students problem in writing recount text before the researcher teaches the material. The researcher makes criteria od success the result of teaching learning. The researcher uses written test to know students' capability in writing recount text. The students invited to make an essay about their experience. The researcher will conduct in the second semester.

#### **b. Planning**

Planning is the first step that would be applied in the study. The researcher would prepared everything needed in conducting the research. This step consist of socializing the research progam, providing suitable strategy, designing lesson plan, and preparing criteria of success. The researcher prepares the action that should improve students' writing in recount text and give the solution to solve their problems through self talk strategy. The subject in this study is the students in eight grade of MTsN Tunggangri Kalidawir. Especially in D class.

#### **1. Socializing the Research Progam**

The researcher socialized the research progam to the head curriculum deputy and English teacher second grade of MTsN Tunggangri about what would be done in this study. Mrs. Sulistyowati with the researcher discussed the strategy would be used in this study. The researcher explain the role then

the English teacher as the collaborator teacher, the English teacher become the observer during teaching learning process.

## 2. Providing a Suitable Strategy

Based on the students' problem in writing, the researcher would give the solution by applying self talk strategy. This strategy can improve students' ability in writing recount text they make essay about recount text based on their brainstorming or their experience.

The scenario of strategy implemented by the researcher in teaching learning writing was as follows:

**Table 3.1 The Teaching Learning Scenario**

<b>Writing Activity</b>	<b>Teaching Activity</b>
<b>Pre- activity</b>	Greeting ,Praying,Checking the presence list, Introducing topic is going to be taughtDelivering the goal of studying
<b>Pre-writing</b>	The teacher explains about simple past tense and Explain about recount text. Introduce Self talk Strategy Explain the strategy as clear as possible. Gives instruction how to apply the strategy Ask the students make an essay
<b>Writing activity</b>	The teacher give instruction to the students and distrubuted paper to make an essay based on theme pepared by the teacher The students are active in making essay. The teacher asked them to use dictionary The teacher monitors and helps students when they asking the question about how to make an essay.



<b>Post-writing</b>	Teacher gives motivation to the students Teacher give feedback then closes the class by greeting
---------------------	---

### **3. Designing a Lesson Plan**

The researcher makes a lesson plan to make easy in teaching learning process, the researcher explains how to use self talk strategy in writing recount text. The lesson plan is consist of identify the school, standart competence, basic competence, indicators, learning objectives, teaching material, teaching procedures, learning source and assesment. There are two meeting in conducting this research. In the first meeting, the researcher as instructor explains about how to use simple past in a recount text and explains it. Then in the second meeting the researcher explain how to make a recount text based on their experience or their imagination is called self talk strategy, the researcher prepared a theme and ask them to make an essay based on their experience. In the second meeting, the researcher focuses to get score by evaluation.

### **4. Designing research instruments**

The researcher makes research instrument to collect the data. The instruments are interview guide, observation sheets, questionare and test.

### **5. Preparing the criteria of Success**

This classroom action research would be conducted to solve some problems faced by the students in joining writing in recount text. Criteria of success will be the main focus of the study. The criteria of success of this

research if 80% of D class in MTsN can pass the writing test it means that they can make an essay about recount text, the mean score individual is more than 75, the student give the respond and feel enthusiasm in applying the strategy in teaching learning process, and the teacher feels comfortable in using self talk as the teaching strategy for students writing in recount text.

## **6. Training the Collaborator Teacher**

The researcher gives training to the collaborator teacher in implementing the strategy. In training the researcher asks to the collaborator teacher what did she do in improving students writing recount text. Then, the researcher was suggested by the teacher to conduct a research in VIII D class with the material recount text. The researcher shows the collaborator teacher sample of strategy, lesson plan of criteria of success. The researcher implement that the strategy and the teacher observe the process of teaching learning in the class. After finishing the activities in teaching learning process the researcher and the teacher discuss the result of teaching learning process from the beginning until closing. In the end, the researcher conclude to stop and continue the next cycle.

### **c. Implementing**

In this study, the researcher would apply Self Talk strategy to improve students writing recount text. It is an implementation of the planning and it can be done by the teacher, the researcher, or the collaborator. But, here the teacher

as the observer whereas the researcher implements the strategy in three meetings in Cycle 1 to achieve the criteria of success.

For the detail description of the implementation process would be discussed as follows:

**a. Cycle 1**

**1) Meeting 1**

The first meeting was conducted in February 13<sup>th</sup> 2016 at 08.00-08.40. The researcher and the English teacher came class Eight grade exactly in D class. The researcher started the class by greeting to the students, and checking their attendance list. In this study the researcher as the real teacher while the English Teacher as the observer. This is the first meeting, they have a good condition and welcome with the researcher.

In the first meeting the researcher asked the students about recount text, the purpose is to stimulate their understanding those text. And some students tried to answer but not at all. Then the researcher asked them to open their English book related with the material of recount text. So, they can read and know the example of what is recount text and it can help them to recall their memory about recount text.

Then the researcher explain to the students what is recount text, the fuction, the general structure of recount text and what tenses should used in making essay of recount text until they understand. The researcher gives an example based on their English book then discuss it together. Then, the

researcher continued in the next meeting and asked the students to prepare bring their dictionary individually and closed the class by greeting.

## **2) Meeting 2**

In this meeting was conducted in february 15<sup>th</sup> 2016 at 07.20-08.00. Same with the first meeting the researcher started the class by greeting, and checking attendance list of the students. to stimulate the students the researcher reviewed little about the material in previous meeting.

In the second meeting of this study was continuing the material in the first meeting also introducing about the self talk strategy, the researcher explained self talk strategy in making essay of recount text. Every student should make an essay of recount text based on the theme prepared by the researcher. Before continuing in making essay the researcher give an example to the students about brainstorming in making sentences. The researcher also instructed to them to ask about it, it can be understand or not. Some students were active in asking question.

Before closing this meeting, the researcher gave feedback toward the students' questions in making essay, and gave them some advices. Then, the researcher gave them the real assignments of making an essay of recount text it will be continued in the next meeting.

## **3) Meeting 3**

The third meeting was conducted in February 20<sup>th</sup> 2016 at 08.00-08.40. The researcher started the class with greeting and checking attendance list. In this meeting is writing test in form of self talk strategy. Before starting

in making essay the researcher tried to review about the rules and the way of making an essay of recount text and asked them to use their dictionary.

In this test the researcher prepared a piece of paper and distributed to the students and there was a theme on the top of the paper. During the students were doing writing an essay the researcher accompanied and just keep silent in the class while answer the students' question asking about the vocabularies which they did not know how to translate in English. Although they brought a dictionary but they still confused how to applied in sentences.

After finishing their duty in making essay the researcher asked them to collect. Then, the researcher closed the class by greeting.

## **b. Cycle 2**

### **1) Meeting 1**

The first meeting in cycle 2 was conducted on February 27<sup>th</sup> 2016 at 08.00-08.40. The researcher started the class by greeting and checking the students' attendance. In this meeting, the researcher designed the activities about the generic structure and language features of recount text. The researcher gave more explanation about tenses which use in recount text, then gave example about essay of recount text, it took from students' modul. In this occasion the researcher gave a chance for the students to ask the question about their difficulties in applied past tense when making an essay of recount text. Then, there was one of the students' asked. Sayamasihbingungmbakketikapast

tense itukokada verb- yang belakangnyatidakditambah –edya? Then, the researcher explained clearly.

After that the researcher ask to the students to open their dictionary to looked for regular and irregular then explained to them, and gave the example how to use it. Students seemed enthusiastic in the class they opened their dictionary and checked individually. The researcher walked around to looked the students. After they understood the researcher summarized the lesson and closed the teaching learning process by saying that all for today, see you tomorrow.

## **2) Meeting 2**

The second meeting was conducted on March 05<sup>th</sup> 2016 at 08.00-08.40 . In this meeting the English teacher as an observer. Like the first meeting before starting the teaching process the researcher checked the students' attendance and the researcher gave example the text and asked them to analyze together it could help students understand more about recount text, about the word showing such as how to use past tense in the recount text. The topic of the text about the past experience in holiday.

## **3) Meeting 3**

The third meeting was conducted on March 12<sup>th</sup> 2016 at 08.00-09.00. This is the last meeting in cycle 2. Like the first and second meeting before starting the teaching process the researcher checked the students' attendance. In this meeting the researcher gave post test to fullfill score standart, because

in the cycle one they could not get the standart score and it did not suitble with the criteria of success based on the the researcher purposes.

#### **d. Observing**

Observation is process for collecting data and the observation is done during the action. The data can collect depend on the result the target criteria of success. In this study, the process of getting the data the researcher uses some instruments of collecting data.They are students observation sheet, students questionnaire,teacher interview guide and test.

The researcher acts as the collaborator to be the observer in the classroom.The researcher uses questionnaire sheet to know the response from the students during the teaching and learning process using self talk strategy. In the end the researcher gives test or administering test about “Recount Text” ask the students to make essay based on their experience. To knowthe result of writing test after the researcher check it then compared to the criteria of success.

According to Burns (2010:62) observation sheets are used in what is sometimes called systematic or structured observation. This type of observation involves using a coding system or checklist prepared before the lesson begins. The resercher used observations because we want to know students activities in writing class. The researcher provided the students observation sheet or check list as the instrument for collecting the data. The observation sheet provide information of the students’ writing activities during the teaching and learning process.

**Table. 3.2 The observation Checklist of Students' Activity**

<b>Steps</b>	<b>Description</b>	<b>Yes</b>	<b>No</b>
<b>Opening</b>	a. Greeting b. Praying c. Checking the presence list d. Introducing topic is going to be taught e. Delivering the goal of studying f. Encouraging the students about the important English in daily life g. Delivering questions about <ul style="list-style-type: none"> <li>- Dif you have an holiday</li> <li>- What did you do last holiday</li> <li>- Could you tell it to us</li> </ul>		
<b>Main activity</b>	a. The teacher explains about simple past tense b. Explain about recount text ( The procedure in making recount Text)		
<b>Closing</b>	a. Teacher with students conclude the result of teaching learning process b. Evaluation c. Closing		

Test. In this research, the researcher uses an achievement test to measure students writing skill in recount Text improvement. The researcher use Self Talk strategy to assess students' achievement in writing recount text . There are many criteria in assesing writing. In this research the researcher uses general rubric for holistic evaluation. The criteria are focus on the organization, context, grammar usage and language use.



To get the writing score the researcher uses the table of scoring writing:

**Table 3.3 Scoring Rubric for Writing Assessment**

Grammar	4	No errors, full control of structure
	3	Almost no errors, good control of structure
	2	Some errors, fair control of structure
	1	Many errors, poor control and structure
Language use	4	Few error of agreement, tenses, and word order
	3	Several error of agreement, tenses, and word order
	2	Frequent errors and meaning obscured
	1	Dominated by error, does not communicative, not enough to evaluate
Context	4	Main ideas stated clearly and accurately, change of opinion very clear
	3	Main ideas stated fairly clearly and accurately, change of opinion relatively clear
	2	Main ideas somewhat unclear and inaccurate, change of opinion somewhat weak
	1	Main ideas not clear or accurate, change of opinion very weak
Organization	4	Well organized and perfectly coherent
	3	Fairly well organized and generally coherent
	2	Loosely organized but main ideas clear, logical but incomplete sequencing
	1	Ideas disconnected, lacks logical sequencing

**Standard of Assessment:**

90-100 : Exceed the standard

75-89 : Meets the standard

60-74 : Approaching the standard

40-59 : Below the standard

The formula counting the final score:

$$\frac{S}{M} \times 100 = \text{Final score}$$

**e. Reflecting**

Reflection is an activity of analyzing the collected data through doing observation. Reflection is also an activity to put forward what have happened (Arikunto, 2010: 140). It is the process of analyzing data to determine how far the data collected have shown the success of the strategy in solving the problems.

In this study, the researcher are going to evaluate and analyze in the learning process in both first meeting and second meeting and the researcher can determine that the teaching strategy is successfully implemented or not . If the teaching strategy is not successfully implemented, it's mean that the next meeting is needed. And the researcher also compares the result of the study with the criteria of success.