

CHAPTER III

RESEARCH METHOD

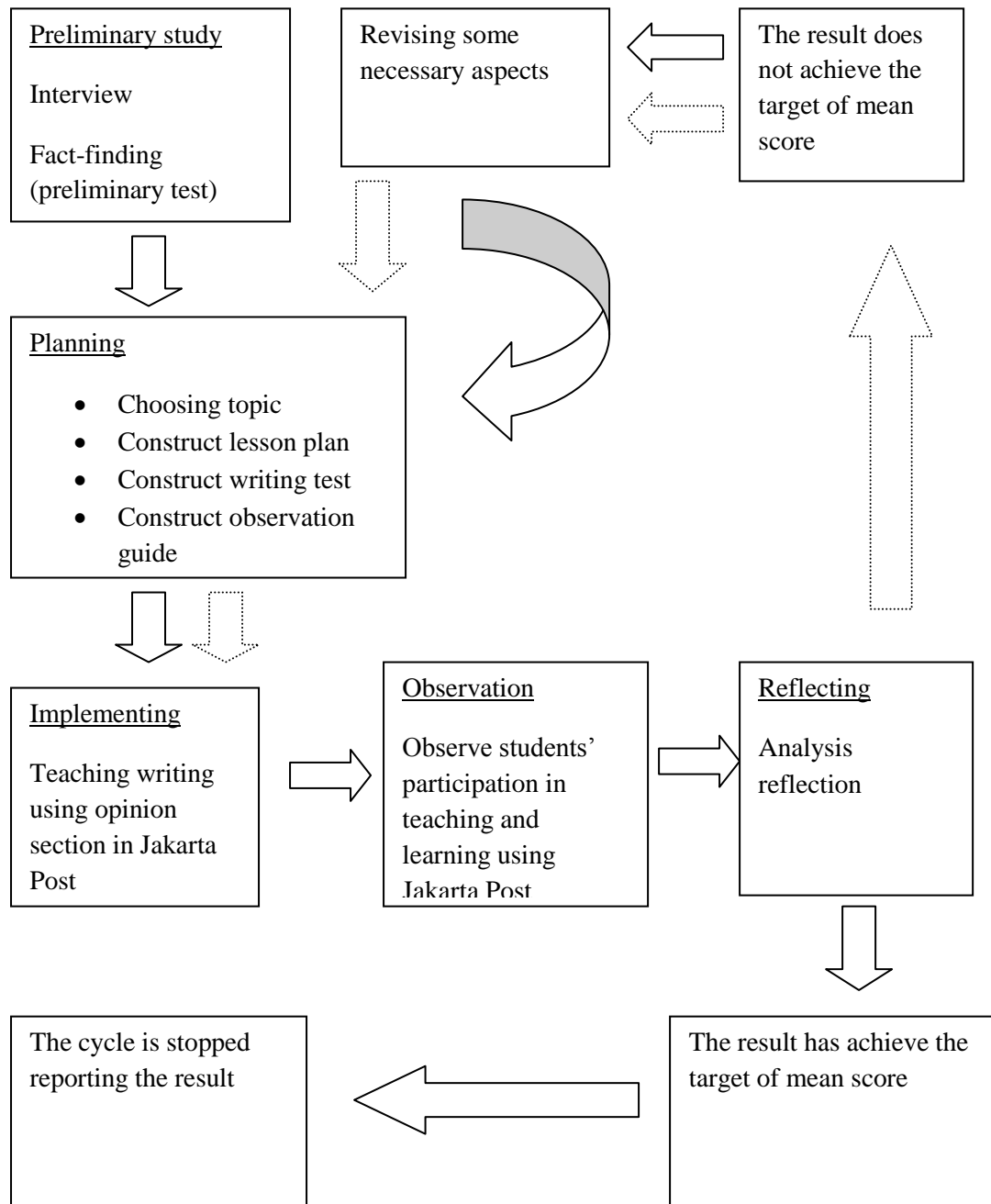
A. Research Design

This research is designed to propose an alternative to overcome students' problem in the classroom, especially in writing argumentative text. Accordingly, the classroom action research was applied in this research. This research was done in collaboration with the English teacher to conduct the study, because the researcher was not the real teacher, the researcher was use the teachers' class to conduct the research. Classroom action research is the study to repair or improve quality of teaching and learning in the class. According to Eilot (1991:69), classroom action research is the study of social situation with a view to improve the quality of action within it. According to Carr and Kemis (1989) classroom action research is the collective self reflection conducted by the participants in social situation to improve reasoning and justice and practice of education and their social practice, also the comprehension about practice and situation in the place of practice conducted.

In conducting a classroom action research, the researcher conducted this research into cycle models based on Eilliot (1991:70) which each cycle covers four stages of activities: planning, implementing, observation, and reflection. This action research is illustrated in figure 3.1

Figure 3.1 : The Design of the classroom Action Research

(Adapted from Lewin, in Elliot, 1991:70)



B. Subject and setting the study

The subjects of this research were XI grade in Islamic high school 3 Tulungagung. The grade chosen based on learning materials. Writing argumentative materials is kind of competence of the students in XI grade semester two. The researcher interview the English teacher as the guideline to decide the class as the subject of the research. The researcher chose the class in XI IIS 1 that consist 36 students, because the students in the class XI IIS 1 has low score. All of the students has low ability in writing.

C. Procedures of the study

The procedure of CAR in this study was divided into five steps as follows:

a. Preliminary observation

The researcher observing the school condition, the class condition, the teaching media that use in the class. The researcher did preliminary study on 23th of January 2017 at 10.45 a.m by administering the writing test for the students about argumentative text, to know the ability the students in writing argumentative text. Interview the students and interview the English teacher. From the investigation above the researcher found that in teaching and learning the students got some problems as follow:

1. The students were less interested of the media that used. Because the teacher just use the book (module) to teach the students
2. This class had low score in English based on the result of the test.
The table 3.1 explained the result of preliminary test:

NO	NAMA	P/L	SCORE
1	A N M	P	50
2	A G A	P	50
3	A A S	L	45
4	A S A	L	45
5	A A S	L	55
6	A F	L	45
7	A R	L	55
8	C D S	P	60
9	D S L	L	40
10	D P W A	P	40
11	E L A	P	40
12	F R	L	40
13	F N A	P	55
14	I Z F	P	40
15	I F R	P	45
16	M A A	L	45
17	M B	L	55
18	M L K	L	55
19	M R A S	L	40
20	M R H	L	45
21	M S	L	60
22	N D A	P	65
23	N L	P	40
24	N R	P	55
25	R N K	P	70
26	R A P	L	40
27	R F R	P	60
28	R W	P	40
29	S S P N	P	40
30	S K P	P	50
31	S F Z	P	70
32	S U K	P	40
33	S B A	L	45
34	T W N A	P	50
35	U W A	P	40
36	W W S	P	40

Total	1750
Mean	48.61

From the table above can be seen that all of the students got score bellow 75, it means all of the students can not reach the mastery learning criteria.

b. Planning

In the planning stage, the researcher prepared the socializing the research program, providing a suitable strategy, preparing the learning instrument, designing the lesson plan, preparing the criteria of success.

1) Socializing the Research Program

The researcher has ask permission to the English teacher in Islamic High School 3 Tulungagung and deliver the media that will be used teach the students in the class. The site of this research was Islamic high school 3 (MAN 3) Tulungagung. This school has been selected based on several aspects, (1) Jakarta Post has never been applied by English teacher in teaching writing, (2) as the result of the preliminary test, the XI grade still had problems with English writing, means that both the headmaster and the teacher give the researcher permission to conduct the research in the school.

2) Providing a Suitable Strategy

The researcher and the English teacher prepare the step that will be done in the teaching and learning of argumentative writing

using Jakarta Post which have to done by the student in MAN 3 Tulungagung class XI IIS 1. The step and activities are described as follows:

1. Teacher greets the students to open the teaching and learning process.
2. Teacher check the attendant list of the students.
3. Teacher asks the student about argumentative writing
4. Teacher asks the problems about argumentative writing.
5. Teacher gives explanation about argumentative writing and wrote on the whiteboard.
6. Teacher share the Jakarta Post sheet for the students
7. Teacher asks the students to read and discuss about the news in the Jakarta Post
8. Teacher asks the student to write argumentative using the topic in Jakarta Post
9. Teacher gives help the students about difficult word to make argumentative writing.
10. Teacher asks the student to submit their works after they have done
11. Teacher gives a reflecting to the students and teacher makes conclusion of learning. On the other hand, the students pay attention to teachers' conclusion.

3) Design the Lesson Plan

A lesson plan is used by the teacher to guide the instruction. The researcher makes lesson plan to manage the classroom situation while the action implemented. The lesson plan arranged the lesson plan start from K.I (The core of competence) and K.D (Basic competence), and from the problem the students in the class that can not write the argumentative text well. The lesson plan corrected by Mrs. Zakiya Fuad (English teacher in Senior High School). It consist: (1) identity of school: it consist of name of the school, subject, level, time allocated, and state of curriculum standards. (2) Indicators: It describes the standards that each student should master in write argumentative text (3) Learning Objective: Learning objectives are the learning outcomes for the lesson. (4) Learning Material: It describes the materials that will be given for the students suitable with 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, give explanation about argumentative writing and the teacher give the students writing test about argumentative. (7) Evaluation or assessment: This section contains a description of the assessment process to measure the students' success. The lesson plan is presented in Appendix 1

4) Preparing Criteria of success

The criteria used to measure the success of the students. The criteria of success consist:

- a. The students are interested to the teaching media that used by the teacher.
- b. The students are able to write argumentative text well
- c. At least 75% the students get score ≥ 75 .

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 was done in the classroom by using Jakarta Post. The researcher share the Jakarta Post sheet for the students after that the researcher asks the students to read and discuss about the news in the Jakarta Post. After discuss the researcher asks the students to write their opinion based on the news in the Jakarta post individually.

d. Observing

In this step the teacher conducted the activity teaching and learning that has been planned. The activities of teaching and learning of argumentative writing use teaching media of newspaper. Observing is a step for collecting data. The data to be collected are determined by target of criteria of success to be achieved. The researcher used some instrument instruments of collecting data.

1. Observation Sheet

Observation involves recording the behavioral pattern of people, object and event in a systematic manner (Thames Valley, 2008) the researcher used observation sheet in this study. Observation sheet was printed to record students' participation during the teaching and learning process. It showed the students names and a kinds of participation performed. Besides that it was intended to know whether the action was in line with the planning that had been before. The collaborator was needed to give certain mark in the participation column to record students' participation. To make sure validity of observation sheet is correct it has been validated by the advisor, the validity of observation sheet presented in appendix 2. The observation sheet is presented in Appendix 3

2. Questionnaire

The researcher got all of information that the researcher want through questionnaire. Questionnaire was supposed to give some information dealing with the students' personal learning experience before and after the implementing of technique. The researcher used questionnaire in order to know the students respond related to writing argumentative text. To make sure validity of questionnaire is correct it has been validated by the advisor, the validity of observation sheet presented in appendix 4. The questionnaire is presented in Appendix 5.

3. Test

Test is series of questions, problem or physical responses designed to determine knowledge, intelligence, or ability (American Heritage: 2003) the researcher gave the 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 Jakarta Post. It was given in the preliminary study, while evaluation test aimed at knowing the students' ability on writing after taught by using Jakarta Post. The result of evaluation test was compared with criteria of success to know whether the students got improvement in writing ability. The validity of test presented in appendix 6. The test is presented in Appendix 7.

4. Reflection

In reflection, the teacher and researcher will evaluate the process and the result of the implementation. The teacher and the researcher 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.