

CHAPTER III

RESEARCH METHODOLOGY

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

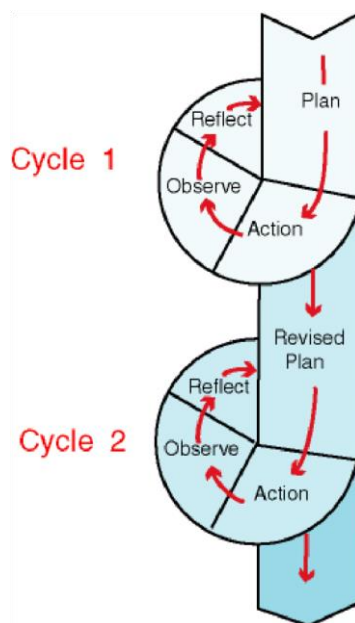
3.1. Research Design

The design of this research was classroom action research (CAR. According to Brown (2000),” action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research”. According to Burn in Richardo Donato (2003), action research is the application of fact finding to practical problem solving in a social situation with a aview to improve the quality of action within it, involving the collaborative and cooperation of researcher, teacher and students.

It means that action research is conducted to improve learning condition in order to gain better results after a learning process. As the purpose of this research was to improve student`s writing skill after implementation using Buzan`s mind map. The English teacher, informed first grade students of SMP Islamic Qon especially in class A had less motivation in studying english especially in writing class and they had difficulties in grammar. It made them have less ability in writing.

3.2. The Step of Action Research

There are four steps procedure of Classroom Action Research, there are planning, action, observation, and reflection.



Picture 6 : Classroom Action Research Procedure (from Dan MacIsaac, 1995)

The spiral of the action research was carried out after the problem was identified.

The problem of the students in SMP Islamic Qon is generating their idea. When they create a descriptive text, they are difficult to develop their paragraph because of they can't find the ideas well. by using Buzan iMind Map Software, the process will facilitate the student to find out the ideas when they describe something.

3.2.1 Planning

The researcher made a plan for correction action. Planning was done

collaboratively with the teacher of SMP Islamic Qon. The research prepared everything concerning the actions designing lesson plan which focuses on mind mapping in descriptive and preparing material. Repare the observation sheets in learning activities. Designing an evaluation tool both the evaluation of process and evaluation of result. In conduction this study, the research employed mind mapping as the technique of teaching writing descriptive paragraph the consideration that technique can increase students ability in writing.

3.2.1.1 Lesson Plan

Good lesson planning is the art of mixing techniques, activities and material in such as a way that an ideal balance is created for the class. By lesson plan, the succes of teaching was exposed because lesson plan will make the teacher easier in conducting teaching and learning process. In this research, the researcher made the lesson plan together with the English teacher.

3.2.1.2 Material

Set up sources of learning and media. The materials were taken from reading texts used by the teacher. The topic of the material was following in the table below:

No.	Topic	Meetings
1.	Our Environment	4
2.	I Love My Country	2
3.	Indonesian Culture	2

Table. 3.1. Theme of Materials

Beside that, the researcher searched additional material from internet and textbook. The researcher taught the material to get the valid data. The researcher used mind mapping as technique in teaching learning process.

No.	Score Level	Criteria of Content
1	<65	Very Poor
2	65-74	Poor
3	75-79	Fair
4	81-90	Good
5	91-100	Very good

Table. 3.2. the criteria of successful of student's descriptive writing

3.2.2 Action

The action refers to the realization of the lesson plan. Preparing the media that focuses on the Buzan Mind Maps software. In the implementation, the stage of using Buzan Mind Maps is adapted from its source, that mind map itself which added different stage.

The stage of mind mapping is, Building Knowledge of Field (BKOF), Modeling of Text (MOT), Introducing to Buzan Mind Maps, Joint Construction of Text (JCOT), and the last is Independent Construction of Text (ICOT).

3.2.2.1 Building Knowledge of Field (BKOF)

In this stage, the students are introduced to mind map manually without using computer. The teacher make a mind map in the whiteboard by using some color marker. The teacher show how mind maps works. In this stage the students also explained what is descriptive paragraph and its part. Start from definition of descriptive text until the structure of it.

3.2.2.2 Modeling of Text (MOT)

In this stage the students were implementing the mind maps manually by using their writing tools. The teacher giving the topic of the descriptive text and asked students to create mind maps based on their topic they get. Actually BKOF and MOT are implemented into a meeting. When they are applied in one meeting, the teacher can implement the third stage. So it will be effective way to apply the software.

3.2.2.3 Introducing to Buzan Mind Maps

In this stage the teacher introducing to students what is Buzan Mind Maps Software and its function. The teacher show the students how to create mind maps in this software by details to the students and the students copy the way to create mind map there.

3.2.2.4 Joint Construction of Text (JCOT)

In this stage teacher asked the students to create a sentence from their mind maps branches. Each students discuss with their friend, and can be helped by dictionary when they don't know the translation.

3.2.2.5 Independent Construction of Text (ICOT)

In this last stage students asked to finish their project by creating descriptive paragraph in this software. They discussed with their partner to arrange their sentences to be a good paragraph. In this stage the teacher explain again how to create a good descriptive paragraph.

3.2.3 Observation

In this step, researcher tried to know what the students were doing

during teaching and learning process. The observation focuses on students activities (action) during learning activities, students vocabulary mastery and students interest in learning english language.

There because of the researcher is the teacher of the class, the researcher asks IX English teacher to observe in the class.

3.2.4 Reflection

In this step, the researcher reflected what the researcher had done during the research. The researcher and the teacher were reflecting together. They summarize the result of the observation, analyze the result of the test, and record the result of the success or failure for repair. From this reflection, the researcher decided whether the next cycle was necessary to be conducted or not. In this study, the researcher who carried out the teaching process in which researcher acted as class teacher and collaborated with the classroom teacher of IX of SMP Islamic Qon in conducting this research.

3.3. Subject of the Study

The researcher will hold the classroom research at SMP Islamic Qon GKB Manyar Gresik. It is located in Jln. Rantau Gg. Masjid No.1 GKB Manyar Gresik. The students are able to bring notebook as learning media. The researcher choos the seventh grade students, specifically 7A class which consist of 24 students, 14 is males and 10 is females. Researcher decided to choose this class because of researcher have teaching experience in 10 months (120 meetings).

3.4. Data of the Study

The data are the result of the observation and students writing test

using Buzan mind maps Software. The result of observation diaries and teachers' note are used to describe the use of writing fun to improve students' writing ability. The students' writing test using Buzan Mind map software is used to investigate the improvement of students' writing.

3.5. Cycle

Cycle 1, done in four meetings:

1. Planning action, systematic step and doing the research
2. Doing the action, giving treatment to the subjects investigated through mind mapping which facilitated by Buzan iMind Map Software
3. Observing and evaluating the treatment progress and evaluating the treatment progress
4. Reflecting the result of the treatment

3.6. The Research Instrument

The instrument is one of important ways to collect data. In this research, the researcher uses instrument as followed:

3.6.1. Test

A writing test is actually subjective as said by Harris in Bayti (2009) that composition test are unreliable measure because:

1. students perform differently on different types and on different occasion
2. the scoring of the composition is by a nature highly subjective in addition, writing composition students can cover up weakness by

avoiding problems (e.g. the use of certain grammatical patterns and lexical items) they find difficulties.

The aim of using this technique is to know the ability of the students in producing writing text, to know what the extent of improving writing ability using Buzan Mind map software, to gather information and to find a simple way for students to find the idea and develop it well.

3.6.2. Observation

According to Sriyati observation classified into two types. First, participant observation, it's called partisipant as researcher and the second is non participant observation who researcher only watches the teaching learning process.

In this research, the researcher used participant observation because the researcher actively participated in the teaching process. The observation was used to get the data about the students writing ability. The researcher did consultation to the consultant of school about the lesson plan for the next teaching and learning process in class.

3.7. Data Collection

Collecting data is one step used in an action research since the data is absolutely needed to answer the research problem. In this research, the researcher observes and records all the things that happen in the classroom. There are four steps of collecting data as followed:

1. the researcher gives pre-test to the students in the form of writing.

After that the researcher scores the students' work by using PA assessment criteria.

2. The researcher applies Buzan Mind maps to improve students writing. The researcher conducts five meetings in a cycle. In doing this, the researcher observes and records all the things in the classrom by using document analysis.
3. The researcher gives the post test to the students. The researcher scores students work by PA assessment criteria

3.8. Data Analysis

Besides collecting data, the researcher use technique for gathering evidence that is diaries and docuent analysis to complete findings that will be helpful for teaching and learning to improve students writing.

Firstly, the researcher needs to analyze the students writing in pretest and post test by using modified score assessment criteria. The passing grade in english is 75 it means that the students minimum score is 75. Secondly, the researcher describes the file to support research by teacher partners note and document analysis. This file is evidence gathering the research. Finally the researcher analyzes and reflects all information concerning the study then discusses all information concerning the study to get research findings. After the researcher gets the result. The researcher decides whether continue to the second cycle or not based on the criteria of success. The criteria of succes of the study are determind as follows.

No.	Score Level	Criteria of Content
	<65	Very Poor: Not Appropriate with the topic, ideas confused or disconnected, errors of spelling, punctuation, capitalization, and paragraphing.

	65-74	Poor: there are three sentences and 7 vocabularies in a paragraph about the topic, well organized, logical but incomplete sequencing, and limited development of topic
	75-79	Fair: there are a conjunction, five sentences and 10 vocabularies in paragraph about the topic.
	81-90	Good: there are conjunction, eight sentences, and 15 five vocabularies in a paragraph about the topic, coherence, some knowledge about the topic, relevant to assigned topic.
	91-100	Very good: ideas clearly stated or supported, there are conjunction, preposition, 18 vocabularies and more ten sentences in a paragraph about the topic, coherence, perfect tenses, word from mastery.

Table 3.3. Detail Criteria Of Successful of student's descriptive writing

And the classification of the student's score is follows:

No.	Score Level	Criteria of Content
	<65	Very Poor
	65-74	Poor
	75-79	Fair
	81-90	Good
	91-100	Very good

Table. 3.4. the criteria of successful of student's descriptive writing

Description:

The standard point in this class for writing was greater than or equal to 75 from 100 as the total score of writing. So the students got 75 or above, he or she passed the criteria success of writing proficiency. And the percentage of criteria of success for the class is > 90 % of students are passed from criteria of success.

While to know the percentage of success criteria of students writing used the formula as follows:

$$\text{Percentage} = \frac{\sum \text{Score}}{N} \times 100\%$$

N

Description:

$\sum \text{Score}$: the maximum Score

N : Number of students

100 % : the Maximum percentage