

CHAPTER III

RESEARCH METHOD

In this chapter the researcher will discuss the description of methodology that is used in this study. The activities refer to research design, subject and procedure of the research. The researcher will explain them one by one as follows:

3.1 Research Design

There are many kinds of research design. The type of this research is Classroom action research. Classroom action Research is a kind of research that involves some people like a teacher. The aims is improving teaching practical quality, contribute teaching theoretical educational and teacher career progression.

Brien states that action research is “learning by doing” - a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again”. (1998).

From the definition above, it can be concluded that action research is the systematic study of efforts to overcome education problems or to change things related to educational problem for improvement.

This research was carried out by the collaboration of the researcher as the teacher and her partner and teacher as the observer. The practical action was using Four Square Writing Method to improve students’ writing skill. The reflection of the actions could be known while the method was used. This reflection shows whether Four Square Writing Method can improve students’ writing skill.

In this study, the classroom action research was design to implement movie clips media in teaching writing narrative text. The research was intended to develop a strategy to solve the problem that found by the teacher in teaching writing. It was conducted by giving certain action to improve the quality of teaching practice in the classroom activities more effective. The goal of this study is to improve student's writing narrative text using Movie clips in MTS Negeri Gresik.

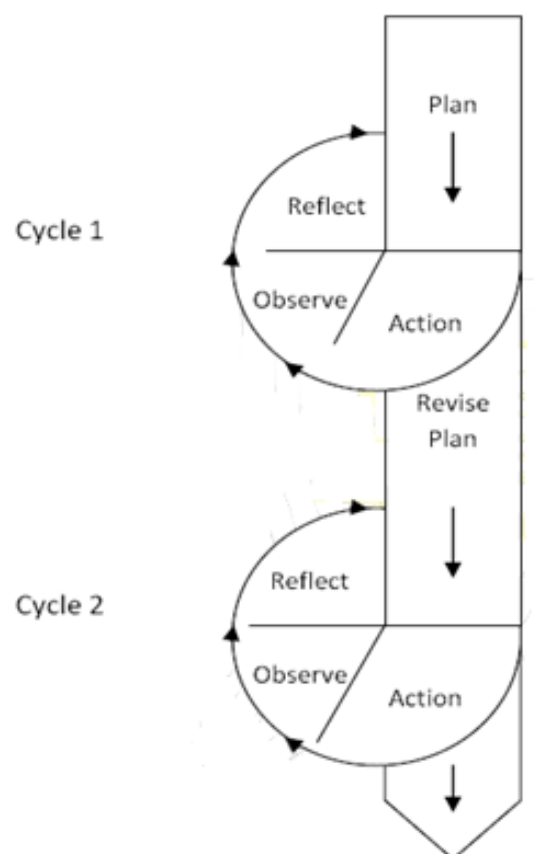
3.2 Subject of the Research

In this study, the subjects of this research were the eighth grade students' of Madrasah Tsanawiyah Negeri Gresik. There were nine classes in eighth grade and the researcher chose 8 U, because the students in there are smart and the problem comes up in this class. They have a problem in writing narrative. The total numbers of the students were 36 students, 12 are boys and 24 are girls. They study English at school 3 times a week. The duration of two meetings are 2 X 40 minutes and one meeting 1 X 40 minutes. The researcher chooses MTs Negeri Gresik to do an action research because she sees it is necessary for the teacher to develop the way in teaching English particularly to develop the method in teaching writing narrative text.

3.3 Step of Classroom Action Research

In term there are some steps should be doing for the researcher to develop classroom action research. There are: planning, implementing, observation and

reflecting. Below is a diagram of classroom action research steps (Hopkins, 1985 in mark young)



Adapted from Hopkins (1985) in Mark young

Before starting the step of classroom action research in the first cycle, the researcher conducted the observation in Mts Negeri 1 Gresik, exactly in the VII Unggulan students which consists of 24 girls and 12 boys. Based on the observation, the researcher found the problems that happened in there. There are 36 students. The majority of students have difficulty in understanding

organization of the text when they write. In teaching learning process they just listen the explanation of teacher, answer a question and rarely write composition based on the topic in their life. The monotonous technique makes students not interest to learn English. Finally, the students were difficult to write.

Based on the fact above the researcher wants to solve the problems using movie clips. Movie clips is a short pieces of a film that have a narrative story, which have length for about 5 minutes.

3.3.1 Planning

This is the first step after the problems were identified. In here the researcher develops a plan of action to improve the present situation (for the schedule, see appendix 1). The most important outcome of the planning phase is a detail plan of the action. Here, the researcher prepared everything which is needed in doing the action in order to improve the students' writing skill. The researcher makes a plan the stages consist of some steps, In this research, the researcher works as a teacher. Here the steps of planning:

a. Designing the lesson plan

The lesson plan proposed in this action research based on its purpose to improve students' writing narrative text. The activity in the lesson plan is stressed on how they learn the lesson through movie. Such us; before viewing, Viewing and After viewing. (See appendix 2)

b. Preparing materials

In here all of materials were prepared by the researcher. All the materials are included in the lesson plan. The material is about narrative text. It consists of some exercise related to the topic given by applying the movie and material, it is hope the student's writing will be improved.

c. Preparing of the student list and scoring

The reserceher prepared the name of the student that follows the teaching activity in the class and it makes a teacher easy to scoring every students (see appendix 3). The students get score based on the criteria that was prepared by the researcher

d. Preparing teaching aids (movie clip)

In here the movie should appropriate with the students' need and not for long time. In this case the researcher make a movie that have long time to play becomes shortest for about 5 minutes. It can be called as movie clips. For example: Cinderella Story, Little Red Riding Hood, The Princess and the Dragon, and Jack and the Beans Stalk.(see appendix 4)

e. Preparing sheets of classroom observation

To know the situation of teaching-learning process when the method or technique is applied the researcher should prepare the sheets of the classroom observation by using checklist. (see appendix 5)

f. Preparing a test

Test that was made for the students is a free writing based on the topic that the teacher given. So the researcher should prepare some sheets of paper with

some instruction, which is used to compose text by the students. (See appendix 6 & 7 for pre test and post test)

g. Preparing sheets of questionnaire

Questionnaire used to know the students' responses in teaching writing process. Questionnaire that is made by the researcher consist of 10 items. The students should answer the question with giving check in every statement. (See appendix 8)

h. Preparing of criteria of success

This study deals with improving student's in writing narrative text by using movie clips as a media. Based on the theory and the condition of the students, the criterion of success is the students average score in writing skill is more than 75.

3.3.2 Acting

The second steps is acting, in this step the researcher divided the material consist of one cycles, every cycle was held in 4 meetings and each of them took 80 minutes. Every week there are 3 meetings. The teacher taught based on the lesson plan that had been made in planning stage. The researcher tried to implement the plans of action that had been stated previously. The researcher must be consistent with the plan. Modification was permitted as long as it did not break the principle which was formulated. Related with the research project, the researcher implemented the research planning that was stated in the form of lesson plans for one cycle. The lesson plans was as a guidance of the researcher to manage the meeting, the material, the activities, and media which was needed in

teaching and learning process. Firstly, the researcher gives the test to write narrative story that they know before implementing. Secondly, she introduced the model of movie clips presentation in studying writing narrative, and then the writer applies lesson plan which was made in the classroom. After this, the researcher gave post test to measure students writing after implementing the lesson plan. The implementation of the action described below:

3.3.2.1 1st Meeting

The first meeting was conducted on 15th May 2012. It spent 80 minutes. The subject was the students of VII U. They consist of 12 male and 24 female. In that day one of the students did not come. From the students' information, the teacher knew that the student was sick. Here, the teacher partner helped the teacher to observe the class because she could not observe herself. The process of teaching learning process was presented as a follow:

a. Pre Viewing

The researcher as a teacher came in the class, for the first meeting, the classroom condition was very crowded. She tries to wait the students to stop stoking without giving instruction. For a minute, they were silent. For the warming up stage, the researcher opened the class by greeting and checking the students' attendances. Before she begun discussing the material, she did brainstorm the students about narrative story and the example. It showed that the students had learned about story, especially narrative. Then, she told that they would learn about writing especially about narrative text. After that, she asked to the students whether they had studied about narrative text before or not, from the

students' answer, it showed that they had known about narrative. To know the students understanding, the teacher asked some question related with narrative. Narrative was not a new material for the students because they have learned about narrative before. But, some of them still confused about narrative text. Then, the teacher explained the narrative text just for remembering at all, because it has been explain by the previous teacher. After explaining the material, the teacher did not give explanation about simple past tense because all of the students know about past tense. Later, the teacher gave the students' opportunities to ask if they did not understand, but all of the students just silent. Later, the teacher told to the students that she would apply the movie clips as a media in teaching writing. Before implementing the movie clips she told to the students the technique in using movie clip, and in the end they should write a narrative paragraph. Then, she prepared everything to play the movie using laptop and connected with LCD and sound system.

In this stage, the teacher applied movie clips media to teach writing. She divided the students become some group. Every group ideally consists of 5 students. That day there was a student's absent. So, all of the group have same number of the students. It was divided based on their shaped, they really enthusiast when the teacher asked the student to find their own group. The students got rectangle in the same group and so on. Later the teacher gave vocabulary to the students `to make the students easy to understand the movie clips later.

b. Viewing

The teacher played the movie clip with the title Cinderella. Most of the students know about this story. But, it was the first time those story shown using movie clips in teaching learning. It became the reason the students paid attention when it was being played. The teacher used pause and stop to make the students easier to report the story in the movie clip. But some students did not comprehend the whole part of the story. Then, she questioned students that about the generic structure of the story in the movie clips (orientation, complication and resolution) and the students could answer the teacher question. And for the next, the teacher played the movie again to check their report and also ask them to make some sentences based on the movie clips in the past tense

The next activity was practicing to write the simple story based on the movie clips. During the lesson, some of the students opened their traditional and electrical dictionary, only a half of the students' brought dictionary, so some students waited their friends to find some vocabulary. The teacher gives announcement that all of the students should bring dictionary later. The teacher moved around the class to guide the students and helped the students if they had difficulties. Most of them still ask about the simple past tense. They still not understand about the feature to write the sentences.

c. Post viewing

The teacher asked the students to share their writing with their friend, because the bell finally rang, so the teacher ask the students to submitted their work and give the comment about the students' writing in learning process today.

3.3.2.2 2nd Meeting

The second meeting was conducted on 16th May 2012. It spent 80 minutes. The subject was the students of VII U. In that day all of the students came. Here, the teacher explained the material that the students did not understand, after that the teacher showed the narrative movie clips media, after viewing the movie, the students should compose narrative story based on the movie clip. The process of teaching learning process was presented as a follow:

a. Pre Viewing

The activity in this part was not to different in the first meeting. Before explaining the material, the teacher reflected to the students to the previous lesson that has been explained and done by them. The teacher asked the students *“have you still remembered the previous lesson yesterday?”* and the students said *“yes miss”*. To check their understanding, the teacher asked the students about the generic structure of the text, and the students could answer the teacher questions. It showed that the students understand about the generic structure of the narrative in last meeting

The teacher explained about past tense because in the last lesson most of the students still made an error writing sentences with the past tense. After explaining and giving an example on the white board, she asked the students to make sentences in simple past tense on the white board. After getting more explanation about simple past tense, the teacher asked the students whether the lesson has been understood or not yet. Then all the students said that they were understood.

In this stage, the teacher applied movie clips media to teach writing narrative text. Like the first meeting, she divided the group. In second meeting the teacher divided the students by asking the students to count the number. After that, the teacher gave serial number to each student. When the teachers asked the students to find their own group, the situation on the class very crowded because the students ask to their friend what number of their group. After all of the students set with their group. Later, the teacher gave the list of vocabulary to the students. After this, the teacher explained the meaning of the vocabulary to make the students understood about the movie that they would be seen. Before playing the movie, the teacher asked the students whether they knew about the story with the title “The Little Red Riding Hood”. More than a half of the students knew about this story. But they never see the movie of that story. All of the students paid attention when it was being played.

b. Viewing

The teacher played the movie clip with the title red Riding hood. The teacher used pause and stop to make the students easier to report the story in the movie clip. Then, she played the movie again without stop and pause to check their report. After showing the movie, she asked to each group to make an outline with guidance question; (what is the story about?, what did the wolf do for the girl?, What happened with the grand mother?, Who come to rescue the girl and the grand mother?) After that the teacher asked one of the students to write on the board. *“one of you please write down your outline on the white board. Your outline will be discussed together and after this I would you write good*

composition". Many students want to write on the board but the teacher chose one student. Then, the class discussed the outline on the white board together until they found the suitable guidance to write narrative composition.

The next activity was practicing to write based on the movie clips with guidance outlines. When the teacher gave instruction to the students to write narrative composition, the students said to the teacher "nanti kalau salah lagi gimana miss?". Then the teacher encourages the students that it was ok if they produced many errors in writing. The teacher said: "namanya juga belajar, jadi jangan takut membuat kesalahan dalam penggunaan kata, grammar, kalimat. kita belajar lebih baik dari kesalahan kita". Finally the students started to do their work to compose narrative text. After that they submit their writing.

c. Post Viewing

The teacher took one of the students work and asked her to share their writing with their friends and give correction about the error of the students writing. After that the teacher reviewed the lesson in this meeting.

3.3.2.3 3rd Meeting

The third meeting was conducted on 22nd May 2012. It spent 80 minutes. The subject was the students of VII U. In that day two of the students did not come. Here the students would make a draft and use the question as a guidance to compose a narrative text. The process of teaching learning process was presented as a follow:

a. Pre Viewing

In this meeting two students did not come because there were necessary. Then she reminded the material in the previous meeting and asked what difficulties that they had in previous meeting. After that, the teacher gave the result of their writing last day to know their error in writing. After giving the result the teacher ask to the students to study their error to make their writing better. Then, the teacher explained some material how to make the unity and coherent sentences. Then the teacher asked to the students to come forward to write one orientation paragraph based on the movie they seen. In here, there were two student want to write the on the board. From that paragraph, the teacher knew that the students understand about the material.

Like the first and second meeting, she divided the group. In this meeting the teacher asked the students to set in the previous group in second meeting. When the teacher asked the students to find their own group, they were very enthusiastic to find their group, because they already know the group. After all of the students set with their group, Later the teacher gave the list vocabulary to the students. After this, the teacher explained the meaning of the vocabulary to make the students understand about the movie that they would be seen. Before paying the movie the teacher ask the students whether they knew about the story with the title “the princess and the Dragon”. Most of the students did not know about the story. It made the students curious about the story.

b. Viewing

The teacher played the movie clips. The teacher used pause and stop to make the students easier to report the story in the movie clip, then, she played the movie again without stop and pause to check their report. After showing the movie, she asked to each group to make a draft with generic structure as guidance. After that the teacher asked one of the students to come forward and share their writing draft. Then, the class discussed the draft together until they found the suitable guidance to write narrative composition.

The next activity was practicing to write based on the movie clips with guidance outlines. Before starting their writing, the teacher remembers the students writing using some question. Those are; (1) have you given the information about who, where and when of the beginning of your narrative?, (2) Have you arrange the events based on the video?, (3) Have you used action verb in the past tenses?, (4) Have you checked your spelling?, (5) Have you use full stop at the end of sentences?, (6) have you checked you spelling?. After giving those guidance, the teacher gave instruction to the students to write narrative composition, the students said to the teacher “ males miss, nulis lagi, Lihat movie saja miss, menulisnya nanti”. Then the teacher encouraged the students with giving motivation about someone who was success because of her/his written. In here the students gives an example Rahmania Arunita (the writer of eifel I am in love books) and Andrea Hirata (the writer or laskar pelangi books). Finally the students started to do their work to compose narrative text.

c. Post Viewing

The teacher asked the student to share with their friends about their writing. Then, she gave suggestion to the students related with their writing. After that the teacher asked the students to submit their work

3.3.2.4 4th Meeting

The Fifth meeting was conducted on 29th May 2012. It spent 80 minutes. In this meeting all of the students came. The teacher planned to give a movie clips and ask to the student to compose narrative text. The process of teaching learning was described as follows:

a. Pre Activity

As a usual the teacher opened the class by greeting the students. Teacher said “how is live?” when the teacher asking the student using those sentences, they were silent. Knowing about that the teacher change the sentences became “how are you today”. When the teacher greets the students using “how are you today?” they directly response the teacher greets. After this, the teacher checked the attendance list. Then, she reminded the material in the previous meeting and asked what difficulties that they had in previous meeting. . After that, the teacher gives the result of their writing in the last meeting to know their error in writing and make their writing better. The teacher told that she still would use the movie media in teaching writing narrative text.

Like the first and second and third meeting, the teacher divided the group. In this meeting the teacher asked the students make a pair group by themselves. When the teacher asked the students to find their own group, they were very

enthusiastic to find their group because they could change their own partner. After finding their group, the teacher gave the list vocabulary to the students. Then explained the meaning of the vocabulary to make the students understood about the movie that they would be seen. Before paying the movie the teacher ask the students whether they knew about the story with the title “Jack and the beanstalk”. A half of the students knew about the story. But some of them did know about the story. It made the students curious about the story.

b. Viewing

The teacher played the movie clips. The teacher used pause and stop to make the students easier to report the story in the movie clip, then, she played the movie again without stop and pause to check their report. After showing the movie, she asked the students to make a draft with their partner. After making a draft they should compose a narrative story based on the movie clips they seen.

The next activity was practicing to write based on the movie clips with guidance outlines. Before the students start their writing, the teacher remembers the students writing using some question. Those are; (1) have you given the information about who, where and when of the beginning of your narrative?, (2) Have you arrange the events based on the video?, (3) Have you used action verb in the past tenses?, (4) Have you checked your spelling?, (5) Have you use full stop at the end of sentences?, (6) have you checked you spelling?. After giving that guidance, the teacher gave instruction to the students to write narrative composition. And then, the students started to do their work to compose narrative text.

c. Post Viewing

The teachers asked the student to share with their friends about their writing. After that the teacher asked the students to submit their work. Then the students gave comments about the students writing.

3.3.3 Observing

The third step is observing. The researcher observed the classroom situation before and during the research was conducted to know the subject of the research well. In this step the researcher collects the data. In collecting the data for this research, the writer uses:

3.3.3.1 Observation

In collecting the data, the researcher used observation. Observation was a technique of collecting the data by closely watching and noticing classroom or as an observer of another teacher's observation. The researcher as a teacher who teaches writing using movie clips. The teacher writes the events in the classroom by using diary journal and the teacher noted the diary journal after each meeting. To make a valid data the researcher would be accompanied by the teacher partner, teacher partner in here was another person. He was the English teacher in MTs Negeri Gresik. Teacher's partner observes all the activity in the classroom by using teacher checklist that had been made in planning. Teacher checklist contains of the students and teacher in learning process.

3.3.3.2 Writing Test

Test was a set of exercises used to measure the students' writing skills from the achievement side. In here the types of test was a free writing with the

certain topic. The researcher makes pretest and posttest to know the student's writing in narrative text before and after implementing movie clips. To know validity of pretest and posttest. The researcher asks to the three English teachers in there

3.3.3.3 Questionnaire

The questionnaire is several questions expected to be answered by the students in order to get certain information from respondent in collecting the data. The researcher gave the students questionnaire sheets that have been made in planning. The questionnaire is about the way she implement the technique in movie clips which deal with the students' problems in writing, what they have done to overcome the problems, and the techniques that would be used in the action. It used to know the students' response to the teaching writing class using movie clips. The researcher made a questionnaire consist of 10 statements

3.3.4 Reflecting

The fourth step is reflecting. This step is the activity of analyzing, synthesizing interpreting and explaining the information obtained from implementation activity. It is the stage where the researcher analyzes data from the observation and makes reflection from the result of analysis. A technique of this analysis was using Triangulation. In here the researcher analyzes the data form the test, observation, and questionnaire to check trustworthiness of data analysis.

The first instrument is test. The researcher analyzes the student pretest and posttest. The passing grade (KKM) for English in MTs. Negeri Gresik is 75. It's

mean that the student's minimum score is 75. If the students' average score is under 75. So, the researcher has to revise the lesson plan.

The second, the researcher analyzes the data from diary journal observation in determining student's performance in the class. If the student's participation during learning process still low. The researcher would revise some of part lesson plan.

The third, the data analyzes from questionnaire. The questionnaires used to find out the response of the students in teaching learning process using movie clips. The data was simplified by making percentage and description.

Finally, by analyzing and comparing the observation result, test result, and questionnaire, the researcher analyzes and reflects all information concerning the study then discusses all information to get research finding.