

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

The researcher conducts classroom action research in the teaching learning processes. The fundamental aim of action research is to improve practice rather than to produce knowledge (Elliot, J., 1991:49). This research is not conducted to find the new knowledge but to improve practice, in this research is to improve students' writing. The goals of action research are to solve the problem which has occurred in the class room and to improve students' outcomes. The result of research used descriptive quantitative. It means that the result of research will display in mark.

3.2 The Steps of Action Research

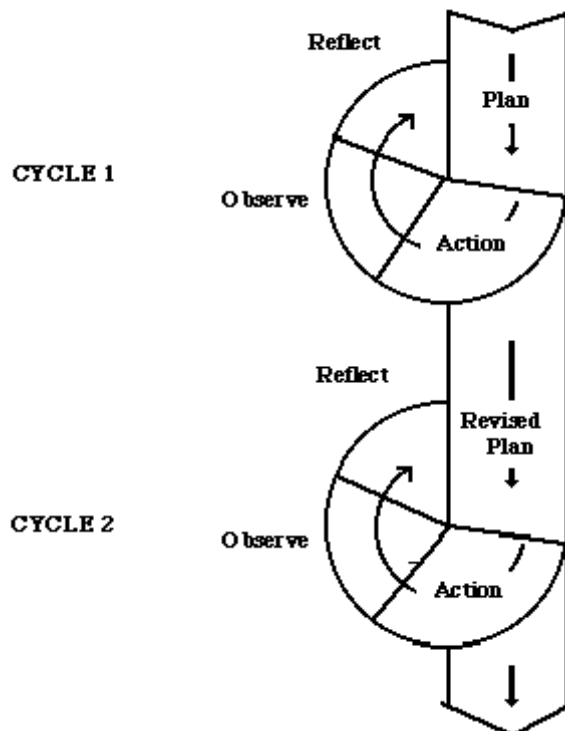


Figure 3.1 Action Research Protocol after Kemmis (cited in Hopkins, 1985) taken from <http://physicsed.buffalostate.edu/danowner/actionrsch.html>

According to the figure above, action research has a cycle to answer a problem statement. In one cycle, there are four steps in application: planning, acting, observing, and reflecting. The criteria of success consider the cycle given. Based on KTSP, the criterion of success in score is 75; if students get this score or more than that, the research can be stopped and the researcher does not need to conduct the 2nd cycle.

3.2.1. Planning

There are three steps in this stage. The first is identifying the idea, the second is designing the lesson plan based on the idea, and the third is developing action. The researcher identifies “writing fun” as a tool to improve students’ writing and as treatment for students which have to focus on writing class.

After identifying the idea in writing class, the researcher designs the lesson plan. The researcher uses “writing fun” website by Jenny Eather as media in lesson plan to answer the problem statement. The researcher also prepares the criteria of success to get a feedback of lesson plan giving. There are two criteria of success in this research; (1) The students’ average score of the writing test is 75 and (2) The students are motivated to join activities on the strategy.

The last, the researcher develops action. In this step, the researcher should prepare the material, indicators, and time allotment which are formed in the lesson plan. The researcher also arranges the schedule for the implementation of writing fun.

3.2.2. Acting

In this stage, the researcher implements writing fun as a strategy to teach

writing in the class room. In the acting stage, the researcher uses lesson plans to improve students' writing ability by writing fun. The researcher can make a change based on the situation in the class. The researcher will conduct five meetings in one cycle. The introducing "writing fun" able be done in second meeting. The researcher conducts two meetings which is continuing produce writing text base on "writing fun" creation. First of all, researcher gives a pre-test to show mark of writing before use "writing fun". After that, researcher implements the writing fun learning. The students have to write text based on the writing fun's concept. From writing test that given would show in mark which reaches on did not reach to the criteria of success in writing learning. If the result of first writing test have fail, it will run to next cycle of treatment in improving writing ability.

3.2.3. Observing

While conducting research in the class, the researcher also observes the students and the situation of the class room by using diaries and teacher's note. To get a valid data, the researcher can not observe the class room by herself. So, in this case, the researcher should be accompanied by another person. In this research, the researcher is accompanied by a researcher partner. The researcher partner helps the researcher to observe and record everything that happened in the class.

3.2.4. Reflecting

In this stage, the researcher analyzes the data which had been collected to be summarized. If the result of the study shows the target of criteria of success, this strategy can reach the goal and the researcher can report the result of the study but if the study cannot reach the criteria of success, so the researcher needs to modify the strategy and implement the modified strategy in the next cycle. In this step, the researcher compares the result of the study with the criteria of success to decide whether the research can be stopped or not.

3.3. Subject of the Study

The researcher will hold the classroom research at SMPN 1 Manyar Gresik. It is located in Jalan Kalimantan Gresik Kota Baru. This school has ICT and multimedia class which are completing learning using media. The researcher chooses the eighth grade students, specifically 8 A class which consist 32 students, 7 is males and 25 is females. Researcher decided to choose this class because of researcher have teaching experience in 3 meeting.

3.4 Data of the Study

The data are the result of the observation and students' writing test using writing fun. The result of observation diaries and teacher's note are used to describe the use of writing fun to improve students' writing ability. The students' writing test using writing fun is used to investigate the improvement of students' writing.

3.5. The Research Instrument

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

3.5.1. Test

A writing test is actually subjective as said by Harris in Karolina (2006) that composition tests 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 writing fun, to gather information and to find a simple way for students to produce text.

The scoring of writing test adopted from *Panduan Materi Bahasa Inggris SMP/Mts*, the formula is:

$$= \frac{\text{totalscore}}{\text{total item assessment}} \times 100$$

The formula to calculate the average of students' score adopted from Christopher Butler in basic statistic.

$$\text{mean} = \frac{\sum fx}{N}$$

- Mean : average

- $\sum fx$: sigma x (the overall of scores)
- N : sum of students'

3.5.2. Observation

This action research needs the data to support the investigation. Elliot (1991: 77 – 83) stated that there is a list of techniques and methods which can be used to gather evidence in the reconnaissance and monitoring phases of action research. They are diaries, profiles, document analysis, tape / video recording and transcript, using an outside observer, interviewing, the running commentary, the shadow study, checklist, questionnaires, inventories, triangulation, and analytic memos.

This research, researcher will use diaries and document analysis to gathering evidence in the reconnaissance and monitoring phase of action research.

3.6. 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 class room. There are four steps of collecting data as followed:

- a. The researcher gives pre test to the students in the form of writing. After that the researcher scores the students' work by using Cohen at all assessment criteria.

- b. The researcher applies writing fun 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 class room by using document analysis.
- c. The researcher gives the post test to the students. The researcher scores the students' work by using Cohen at all assessment criteria.

3.7 Data Analysis

Besides collecting data, the researcher uses techniques for gathering evidence that is diaries and document 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 pre test and post test by using Cohen's score at all assessment criteria. The passing grade for English is 75. It means that the students' minimum score is 75. Secondly, the researcher describes the file to support research by teacher partner's notes 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 to continue to the second cycle or not based on the criteria of success. The criteria of success of the study are determined as follows:

- The students' average score of writing test is 75 (based on KTSP curriculum).
- The students are motivated to join activities on the strategy.

After the study has completed, the researcher concludes her research findings as the answer to the research question.