

CHAPTER III

RESEARCH METHOD

Research method was an important aspect in doing research, in this chapter; the writer would present the description of methodology that was used in this study. The activities referred to research design, subject and procedure of the research. The research design that was used in this study was Action Research.

3.1 Research Design

There were many kinds of research design. In this research, the research design was an action research. Dick, Bob, (1999), Action research could be described as a family of research methodologies which pursue action (change) and research (understanding) at the same time. In most of its forms it did this by using a cyclic or spiral process which alternated between action and critical reflection and in the later cycles, continuously refining methods, data and interpretation in the light of the understanding developed in the earlier cycles.

In doing action research, the characteristics of action research that had to be known; first, the problem which was being researched was the real problem. Second, this kind of research was conducted to investigate the local problem occurred in the local setting. Third, it had purposed to improve one specific point in a teacher's technique to improve the teaching-learning process.

The main goal of action research was to understand the class better, to solve the problems of the class and improve the class performance. It meant that an action research aim in improving classroom practice and increasing teachers'

understanding of classroom in the teaching and learning process. Based on the condition of the students, they were very passive in teaching and learning process in the classroom and difficult to express their idea in writing skill, because of their minimum knowledge in vocabularies, grammar and writing organization so that the researcher tried to implement task based instruction by using Picture Series for the students' ability in writing recount text.

3.2 Subject of The Study

The subject area was 8th of A class students in SMP Muhammadiyah 4 Giri. The total population of this research project was 42 students, consisted of two classes. The researcher had observed all the classes. The sample then was taken. There were 21 students of 8 A Class. The researcher taught in this class, in teaching and learning process. In writing skill, they were very passive and unable to express their idea especially in recount text. They study English at school two times a week. The duration of every meeting was 2x40 minutes.

3.3 Action Research Cycles

Stephen Kemmis had developed a simple model of the cyclical nature of the typical action research process (Figure 3.1).

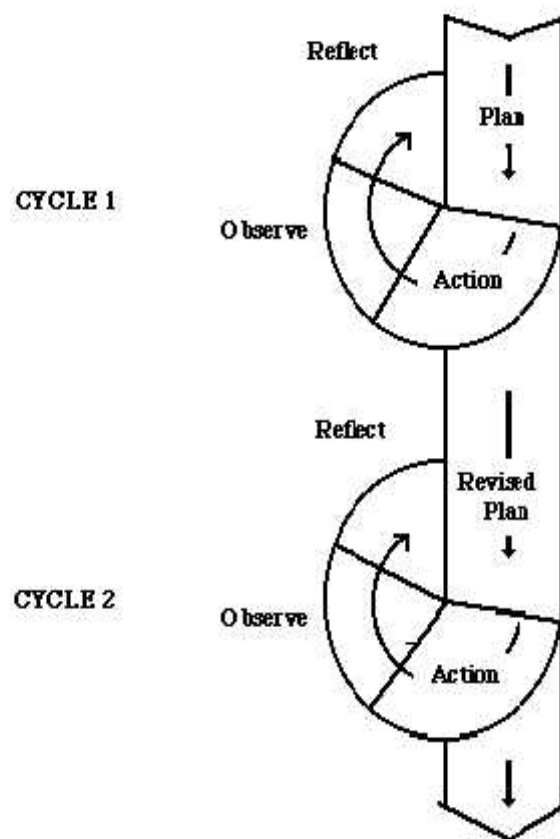


Figure: 3.1 Simple Action Research Model (MacIsaac, 1995)

He had developed a simple model of cycle model of cyclical of the typical action research process each cycle had four steps; they were, planning, acting, observing, and reflecting.

- a. Planning was we prepared the material that we would teach, making lesson plan, syllabus and making evaluation that would examine.
- b. Acting was we taught the students based on our plan, the material and the method. We were going to teach and give the evaluation as the result.
- c. Observing was we observed the result of the acting, was it satisfied or not.
- d. Reflecting was we analyzed the data, synthesize, interpreted and explained the information obtained from implementation activity

Based on the steps of action research, it could be concluded that the teacher as researcher had to prepare teaching process as good as possible. Every step had to be followed in continuous and integrated.

3.3.1 Problem Identification

In order to begin the action research, the observer had to identify the problem, determines the area of teaching and learning that the observer wanted to improve or change. It was needed to do pre observation. This pre observation include observation about the teacher and students activity when teaching learning was conducted by the eighth graders students. So, that was found the problem which would be researched.

In this research, after the researcher observed the condition of the students in the classroom during teaching and learning process when the researcher interviewed the teacher, the researcher found problems in teaching and learning recount writing. The students at 8a class in SMP Muhammadiyah 4 Giri still had low ability in writing and low motivation in learning English. Almost of students' writing score were low that were averages below 52. Besides that, the class was crowded. Some of the students did not pay attention to writing class and some of them slept when the teacher were explaining the material in the class. After giving the note, the teacher explained it. After that he only asked the students to analyze the example of recount text. Then, before closes the class, the teacher gave students homework which was to make their recount text like the example that have given by him. So that, many students did not know how to make good writing and some of them did not make their homework.

Based on those problems, researcher wanted to focus in the one problem; it was about how to improve students' recount writing. So, the researcher used picture series as an instructional media and it was as the solution to solve problem that was faced by English teacher of the second grade of SMP Muhammadiyah 4 Giri.

3.3.2 Planning

Before implementing the real action research, the researcher made a plan. This stage consists of three steps, namely designing lesson plan, preparing materials and media, and preparing the criteria of success.

3.3.2.1 Designing of Lesson Plan

The researcher took four meetings and each meeting takes of 80 minutes. The totals for whole meetings are 240 minutes and would be finished for 2 weeks. In order to make every meeting comes effectively and to be different from first meeting until last meeting. Then, the researcher prepared material.

In designing lesson plan, the researcher made based on the first goal, "The use of task based instruction by using Picture Series for the students' ability in writing recount text." The activities focused on students' activities, such as; the students worked in group and individual, classified the genre based on the text, completed the text, and corrected the verbs, arranged into a good paragraph, made a composition in pairs to imitate the story based on they had studied. All the activities wrpte in lesson plan (see appendix 6).

3.3.2.2 Preparing Instructional Material

All material was prepared by the researcher. It consisted of some exercises related to the topic given. The researcher only focused on one aspect skill in applying this strategy that was writing skill including one standard competence and basic competence. The material was about writing text in form of recount. The topics were about “Holiday”. By applying this material, it was hoped that the students’ writing in recount text could be increased.

3.3.2.3 Preparing Instructional Media

One of the media was picture series which draws a story. The media could be used in integrated way in teaching and learning and not only as ice breaker of teaching and learning.

To understand the way of the picture series, the students needed to appreciate it in abstract way. In the same way, when they expressed their ideas to construct the story in a good coherence as well as unity, they had to think it in abstract way too. Both of them would be easier for them in learning process if the teacher could use picture series. It could not only help the students to get ideas more realistic in understanding the recount text but also in constructing ideas to create it (see appendix 7).

3.3.2.4 Preparing the Criteria of Success

This study conducted with task based instruction to improve students’ writing recount text by picture series. Based on the previous theory and the

condition of the students, the criteria of success of the study were determined as follow:

- The students' average score of English test was 75.
- The students were motivated to join activities in the classroom. It could be seen in the students' activities/participation and classroom atmosphere.

The researcher's planning for an action in each meeting was based on the standard competence and basic competence on the syllabus. The explanation of planning in each meeting was shown as follow:

- 1) The first meeting the researcher would socialize the strategy which would be used by researcher to the teacher and the students. The topic in this meeting was about my holiday. Then, the researcher would give pre-test about English (especially writing recount) to the students at the first test.
- 2) In the second meeting the researcher introduced the material about recount text and implemented the strategy by using picture series.
- 3) In the third meeting the researcher used pictures, text and the students made planning paragraph and composed the recount text.
- 4) In the fourth meeting the students made composition of recount text. The topic in this meeting was still about holiday. It was for the final project of the students and the researcher would use their score as post test score. The purpose of this test was to know the development of the students' writing by comparing between pre-test and post test score.
- 5) In the fifth meeting the researcher distributed questionnaire to the students to know their responds.

After that all, the researcher compared all the data and all the result to know the strategy success or not in improving writing of the students. If the strategy was success, the study would be stopped, but if the strategy was not success, the researcher had to do the next cycle by modify the strategy. All of the planning of each meeting above could be summarized in the table schedule of the implementation of picture series (See appendix 1).

3.3.3 Acting/Implementing

The second step was acting. Acting of the study would begin in the second meeting and finish in the fifth meeting. In those meetings the researcher would try to apply the method of teaching writing by using picture series in junior high school based on base competence.

The implementation of the strategy that was task based instruction, in this study would conduct in three meeting. They could be explained in the bellow:

In the first meeting, the researcher prepared the media that would be used in teaching (pictures and text). The researcher would show the pictures to the students to give connection to the topic. Then, the researcher would divide the students into groups. The researcher applied picture series and the students would be asked to make simple paragraph. After that they could do the task individually using their language but they could discuss and share with their friends in group, while the teacher monitored and offered encouragement. After that they reported in written form (recount text) and presented individually. The last, the teacher asked the students to reflect on and evaluated their own or their friends' performance of the task.

In the second meeting, the researcher prepared the media that would be used in teaching (pictures and text). The researcher would show the pictures to the students to give connection to the topic. Then, the researcher would divide the students into individually and pairs. The researcher applied another picture series and the students would be asked to make paragraph. After that they could do the task individually using their language but they could discuss and share with their friends in pair, while the teacher monitored and offered encouragement. After that they reported in written form (recount text) and present individually. The last, the teacher asked the students to reflect on and evaluate their own or their friends' performance of the task.

In the third meeting, the researcher prepared the media that would be used in teaching (pictures and text). The researcher would show the pictures to the students to give connection to the topic. Then, the researcher would not divide the students into small group or pair but they would do in individual. The researcher applied picture series and the students would be asked to make composition of recount text. Before compose writing, they might make planning paragraph. The topic in this meeting was still about my holiday. Then, the teacher got the students to collect the work and showed to their friends in the classroom. The last activity was the teacher collectes the works of the students. It was for the final project of the students and the researcher would use their score as post test score.

3.3.3 Observing

The third step was observing. Observing was used to see and capture some influences caused by a classroom action. This observation's result was a basic of doing reflection so that the research should be able to show the real situation.

In the observation, the researcher used field notes and observation checklist of the process in observing the students and the situation in the classroom while conducting research in the class. In this case the researcher could not observe the classroom by herself, because to get a valid data, the researcher should be accompanied by a teacher partner.

In observing, the researcher got the data collection. The data collection was an important step in deciding what action should be taken. It collected in the second semester.

To collect the data, the researcher used three instruments, they were: observation, test, and questionnaire in order to identify whether or not it was an effective way to teach writing recount text to junior school students.

The first instrument was observation. In this study, observation conducted when teaching learning process, they were: students attention, students interaction, and all that would need to collect the data. There were two instrument in observation used by the researcher, they were: observation checklist and field notes. Observation checklist was used to collect the data about students' activities in the implementation of the action. Whereas the field notes was used to note the facts dealing with implementation of the actions that could not be put in observation checklist. In this case the researcher could not observe the classroom

by herself, because to get a valid data, the researcher should be accompanied by a teacher partner.

The second instrument was a test. Brown (2001: 2004) states that a test as in instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified of criteria. This instrument was used by the researcher to find out the use of picture series to improve students' writing composition. This test instruments were used by the researcher to get the data and solve the first problem statement related to the students' result of learning that indicated the students' ability in writing recount text using pictures series strategy. It meant that the data was in the form of scores. Here, there were two kinds of the scores, the first was the scores taken from the students' pre test, and the second was the scores taken from the students' post test.

The last was questionnaire. The researcher used questionnaire. It consisted of ten questions to be answered by the students and it would in the form of multiple choices. It was distributed to the students after the conduction of last cycle. All of the questions were related to the implementation of pictures strategy. It was used to know the students' responds using picture series in learning English especially for composing writing recount text.

After determines some instruments in the research, the researcher arranged the procedure to collect the data from the sources of the data. The source of the data was person, place or thing which was used to get some information about the research. In this study, the sources of the data are the students, the teacher and the atmosphere of the class. It meant that the researcher collects data from the students as the subject of the research, the teacher as observer and the teacher of

the class, the teacher partner as the observer in this research and the class atmosphere to get some information about the process of applying this strategy.

Collecting data was one of the most important activities in conducting any research. Here, the researcher looked for some information dealing with the research problem. She observed, described, and recorded everything dealing with the activities in the classroom. Therefore, the researcher determined the procedure to collect the data as the explanation below.

a) The researcher gave pre-test to the students in form of writing recount text.

After that she scores the students' work by using J.B. Heaton (1989) assessment criteria (see appendix 2).

b) The researcher came to the class and implements the strategy. Here the researcher did not observation on the process of manipulating students. In this case the researcher played the role as both the teacher and observer. To make objective observation, she also invited the teacher partner to observe the process of teaching and learning in the class including some changes which the changes which the observer found. The teacher partner came directly in the classroom and recorded everything by using check list and field notes. She helped the researcher during the implementation of strategy.

c) The researcher gave post-test to the students.

d) The researcher distributed the questionnaires to the students to know their responses about the implementation of this strategy. After all, the researcher discussed the result of the observation with the teacher partner. In this stage, the conclusion was formulates the researcher.

3.3.5 Reflecting

This step was the activity of analyzing, interpreting and explaining the information obtained from implementation activity. In this activity, the English teacher discussed together to analyze the data collection from observation. This step presented the findings of the study reflected from the implementations of the strategy in the 1st cycle.

The result of this step was used as information to determine the following action. If the result of reflection in the first cycle showed that the criteria of success were fulfilled, the researcher stopped implementing for the following cycle. However, if the result did not show the criteria determined, the researcher had to revise the planning and implement the modified plan in the next cycle. The students could be said successful if they could achieve score 75 or up to 75 and they were motivated to join activities during teaching learning process.

Before concluding this study, the researcher analyzed the data. The data analysis was conducted while collecting the data. In this step, the researcher did triangulation to analyse the data from the test, observation and questionnaire to check trustworthiness of data analyses.

The first instrument was test. The researcher needs to analyze the students, pre test and post test. The passing grade (KKM) for English was 75. It meant that the students' minimum score is 75. If there was still students get score under 75, so the researcher had to revise the plan.

Secondly, the researcher analyzed the data from observation checklist of students' performances in the class (see appendix 4). Related to the criteria of

success about the students' participation during teaching learning process, the researcher determined the criteria of success in good category. If they still achieved qualification under good category, the researcher revised again some part of the lesson procedures.

The last data was analysed from questionnaire. The questionnaire was used to find out the students' responses toward the use of task based instruction by using picture series (see appendix 9).

Finally, the researcher analyzed and reflected all information concerning the study then discussed all information concerning the study to get research findings. After the researcher got the result from observation, questionnaire and students' scores, she triangulated them with the criteria of success whether continue to the second cycle or not. The criteria of the study were determined as follow:

- The students' average score of test was 75 (passing grade for English lesson at school)
- The students were motivated to join activities in the classroom.

After the study had completed, the researcher concluded her research findings as the answer to the research question.