

CHAPTER III

RESEARCH METHOD

A. Research Design

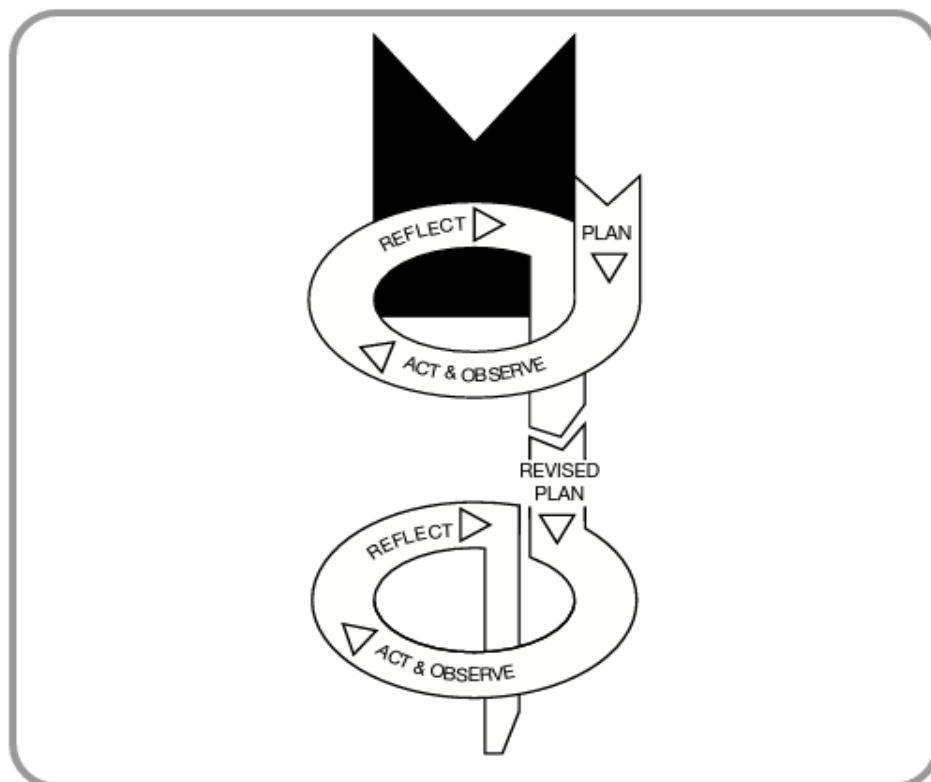
Classroom action research was used in this study. This classroom action study concerned with teaching writing by using two kinds of tests, those were, initial reflection or pre-test and reflection or post-test. Ferrence (2000:1) states that action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. McNiff and Whitehead (2006:7) also state that action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work. Action research could be a powerful and liberating form of professional enquiry because practitioners investigate their own practices they find ways of living more fully in the direction of their educational value. It makes use of a collection of pre-test and post-test research design. Furthermore, Wallen and Fraenkel (2009:589) state that action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice. Norton (2009:4) describes that the purpose of action research is to systematically investigate our teaching/learning facilitation practice with the dual aim of modifying practice and contributing to theoretical knowledge. Richards and Lockhart (2008:12) add that action research typically involves small scale investigation projects in the teacher's own classroom and consists of a

number of phases which often recur in cycles: planning, action, observation, reflection.

The CAR procedure used in this research based on Kemiss and Mc.Taggart design which consists of four phases within one cycle such as, planning, acting, observing and reflecting in a spiral system which are interrelate. After finishing one cycle, it would probably find some new problems or the previous unfinished problems yet. Therefore it was necessary to continue to the second cycle which had the same concept as it has done in the first cycle.

Kemiss and Mc.Taggart Design

Figure 1.1 The action research spiral.



B. Subject of the Study

The present study focused on investigating students' skill in mastering writing. The researcher selected the tenth grade students of Vocational High School 1 Padang in academic year 2017/2018. The total of the students in this class were 23 males. This class was selected as subject of the study because they had crucial problem in writing English paragraph. Moreover, according to the result of interview that was given to the English teacher, it could be said that the students of tenth grade had problems in English subject especially in writing. Most of the students also did not interest when they learn English with same way without applying new and fun strategy in learning writing. Thus, they should be improved immediately by applying guided writing. That used simple random sampling.

According to Sugiyono (2010:120) concern that simple random sampling refers to select the sample that the researcher believes to be representative of homogeneous population. In this research, the researcher chose one class as sample.

Gay and Airasian (2000:121) content that sampling is the process of selecting a number of individuals for a study in such a way that they represent the larger group from which they were selected. In order to get the sample of the student, the researcher picked random sampling. It selected class and had similar characteristics. By taking one of the class

randomly, the samples that was chosen become class that had been given the treatment by the researcher.

C. The Writer's Role of the Study

The writer acted as a planner, a students' writing assessor, a collaborator and an English teacher. The researcher prepared the lesson plans, teaching tools, collect the data and report the result.

D. Procedure of Classroom Action Research

This research was conducted in two cycles. Every cycle consisted of three meetings in the first and two meetings in second. The time allowance for each meeting was equal to two hours (2 x 40 minutes). Then, the researcher arranged four phases for cycle 1 and second cycle, namely: planning, acting, observing, and reflecting or evaluation. Dealing with the four phases of Classroom Action Research, Kemiss and Mc.Taggart (1988:47) proposed that there are four fundamental aspects of the research namely: plan, action, observation, and reflection.

1. Planning

In planning stages, the researchers did some activities, such as:

- a) Designed the writing test.
- b) Prepared lesson plan, observation checklist, students' attendance list, media of teaching, etc.
- c) Asked another English teacher to collaborate in this research, especially in doing observation.

2. Action

There were some activities in the teaching and learning process in the classroom. The action itself was divided into five stages: observing, questioning, associating, exploring, communicating.

Table 3.1
Procedure of The Research

NO	PROCEDURES ACTIVITY	TIME
1	Pre Teaching Activity <ul style="list-style-type: none"> - Teacher greets the students. - Praying. - Teacher check students' attentent list. - Teacher introduces learning objective to students. 	5 Minutes
2	Main Activity <u>Observing</u> <ul style="list-style-type: none"> - Teacher gives the students samples of Descriptive text. - Teacher asks the students to read the sample Descriptive texts. - Teacher asks the students to observe the texts, such as the goal of the text. 	10 Minutes
	<u>Questioning</u> <ul style="list-style-type: none"> - Teacher helps the students to ask about the goal, generic structure, and language use in Descriptive texts. - Teacher helps the students to ask the difference among the structure of the texts. - Teacher explains how to write Descriptive text. 	10 Minutes

	<p><u>Associating</u></p> <ul style="list-style-type: none"> - Teacher helps the students to analyze the informations that they have learned in the last activity - Teacher makes groups among the students consist 4/5 students each group. - Teacher helps the group analyze the material based on guided writing. - Teacher explains about how to write Descriptive Text to the students based on guided writing technique. 	10 Minutes
	<p><u>Doing/ Exploring.</u></p> <ul style="list-style-type: none"> - Teacher guide students to make an outline based on the given topic. - Teacher asks the students to give their ideas about the topic, and the teacher writes students' idea in the whiteboard. - Teacher guided the group of the students make rough draft - Students write paragraph. - The Students do pair editing among them of the group. - The teacher and the student do their revising - Teacher and Students do editing together. - Teacher monitors the students activities. - The teacher gives students feedback on the students' work. 	40 Minutes
	<p><u>Communicating</u></p> <ul style="list-style-type: none"> - Teacher ask students to communicate their writing in front of the class. - Teacher collects the students' work. 	10 Minutes
3	<p><u>Closing</u></p> <ul style="list-style-type: none"> - Students are asked about their feeling after following the instructional activities or learning process. - Teacher asks the students about understanding materials that students have gotten. - Teacher and students review and 	5 Minutes

	conclude the lesson. - Teacher gives advice to the students.. - Teacher closes the class.	
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3. Observation

The observation was done by the researcher and collaborator. The English teacher and the researcher observed the students during doing the action base on the indicator on the observation checklist.

4. Reflecting

In this step, the researcher analyzed the feedback of the first action, interpreted the data from the class, and made some decisions for revise plan in the next cycle.

E. Place and Time

This research carried out at Vocational High School 1 Padang; the treatment was conducted at X Grade of that school. The research was carried out based on the teaching schedule of Vocational High School 1 Padang, that us on Juny to August 2018.

F. The Instruments of the study

Research instrument was for gathering the data. Research instruments used by the researcher was as a vehicle to stimulate, elicit, and encourage the students to give their opinions, responses and answers to obtain valid and reliable required data for the investigation. In this study,

the researcher used two instruments in collecting data. The instruments were:

a. Test

Test was given to the students focuses on writing descriptive paragraph. The purposed of this test was to find student's skill in writing descriptive paragraph correctly. The test used in this study were initial reflection or pre-test and reflection or post-test. Pre-test was conducted before the teaching learning process was carried out. Its purpose was to find out the existing students' writing skill, especially in writing descriptive paragraph. The post-test was conducted at the end of each cycle to find out the students' improvement in each cycle after they were taught writing descriptive paragraph by using guided writing. The researcher then analyzed the students' work based on the rubric. According to Oshima and Hogue (2007:196) and Jacob's writing criteria, to give a score of students writing paragraph will use rubric to score the format, punctuation and mechanic, content, organization and grammar.

b. Observation.

According to Gay (2000) said that observation takes many forms and level of interaction with participant observer to covert observer. In this observation, the English teacher was as observer to find out the increasing of students motivation. The Indicator and criteria of observation sheet as follow :

No.	Aspect	Item	Total
1	Interest	1,2,3	3
2	Group Work	4,5,6,7	4
3	Responsibility	8,9,10	3
4	Organization	11,12	2
5	Fun	13,14,15	3
Total			15

G. Technique of data collection

There were two kinds of instruments used to gather the data of this classroom action study: they were test (pre-test, post-test) and observation. Thus, the data required to answer the research question was gathered through administering pre-test, post-test and observation to the tenth grade students of Vocational High School 1 Padang in academic year 2017/2018. The pre-test or initial reflection was conducted to the students under study to find out their pre-existing descriptive paragraph writing skills. In pre-test or initial reflection, the students were asked to make a short descriptive paragraph based on the topic. Post-test was conducted at the end of each cycle (cycle I and cycle II) to find out the result of actions toward the strategy uses. And observation was conducted to show the students changing learning behaviors in learning descriptive paragraph writing by using guided writing.

Thus, there were considerably three kinds of raw scores obtained for the present class action study they were as the following:

- a. Scored indicating the students' pre existing descriptive paragraph writing skill,
- b. Scored showing the students' progress achievement in descriptive paragraph writing skill, and
- c. Scored showing the students' changing learning behaviour.

H. Technique of data analysis

The students' writing product was analyzed by using Jacob's criteria in writing which consist of five components such as content, organization, vocabulary, language use, and mechanic. It was used to see the different quality of the students' writing before and after implementing Guided Writing technique.

To get mean of students' writing score within one cycle, it used the formula:

$$Mx = \frac{\sum x}{n}$$

Explanation :

Mx : Mean
 x : individual score
 n : Number of students

After getting the students' writing score individually, the researcher was used formula taken from Anas Sudijono's book to get the

mean of students' writing score and to get the class percentage which will passes the KKM (75). At the end, after all steps of analyzing the data was done. The researcher made table and diagram of students' score.

Beside students' writing ability, the researcher analyzed their response from observation that was conducted by the observer.



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