

CHAPTER III

RESEARCH METHOD

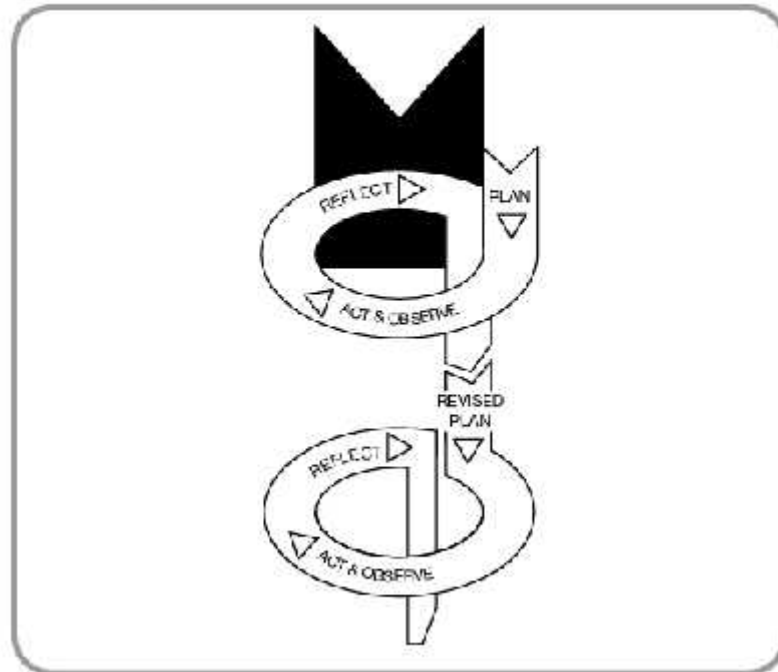
A. Research Design

The design of this research was Classroom Action Research (CAR). It is a type of classroom carried out by the teacher in order to improve students' competence. According to Burn (2010) CAR is the application of fact finding to practical problem solving in a social situation with a view to improve quality action within it. According to Michael J. Wallace (2006) CAR is a type of classroom research carried out by the teacher in order to solve problems or to find answers toward context-specific issues. It means that to begin the CAR, the researcher or the teacher needs to identify and investigate problems within a specific situation.

The CAR procedure use 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 is 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 has the same concept as it has done in the first cycle.

Kemiss and Mc.TaggartDesign

Figure 1.1 The action research spiral.



B. Subjects of the Study

The subjects of this research was the students' in VIII.5 class of MTsN Bungus Teluk Kabung, academic year 2017/2018, the number of students' consists of 34 (thirty four). That would use 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 will choose 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 sample, the

researcher uses cluster random sampling. It selects groups and has similar characteristics. By taking one of four lots randomly, the samples that were chosen become class experiment. To get representative sample for this research, the researcher does these steps:

- a. Collecting the Midterm test scores the entire students grade VIII from the teacher.
- b. Test of normality, test of normality has an objective to know the population normal or not. For this research, the normality test analyzed by using SPSS (*statistical product and service solution*) and was used Kolmogrov Smirnov and Shapiro Wilk. Based on that test the data stated normal if every classes has significance or probability score bigger than 0.05. It can be seen on the table below:



Table 3.1
Tests of Normality

kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
nilai 1	.145	34	.069	.942	34	.071
2	.184	34	.005	.882	34	.002
3	.228	34	.000	.860	34	.000
4	.176	34	.009	.895	34	.003
5	.143	34	.075	.946	34	.090
6	.394	20	.000	.675	20	.000

a. Lilliefors Significance Correction

Based on the table of analysis of *Normality Test* above, it can be seen that the significance of three classes bigger than 0.05 and one class equal 0.05 in both Kolmogorov-Smirnov and Shapiro-Wilk.

To see whether the sample normal or not in distribution, researcher also use normal graphic of Q-Q plot, the data was normal if the distribution of data plot be in the surrounding of aslant and athwart line. From the normality test, researcher got the output as below:

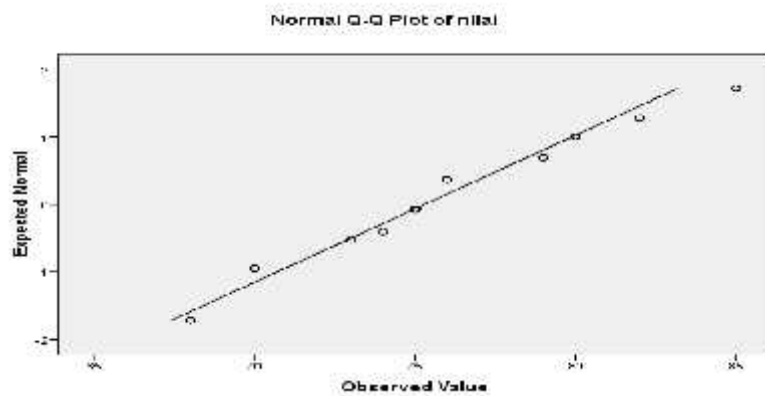


Chart 1: the normality of class VIII

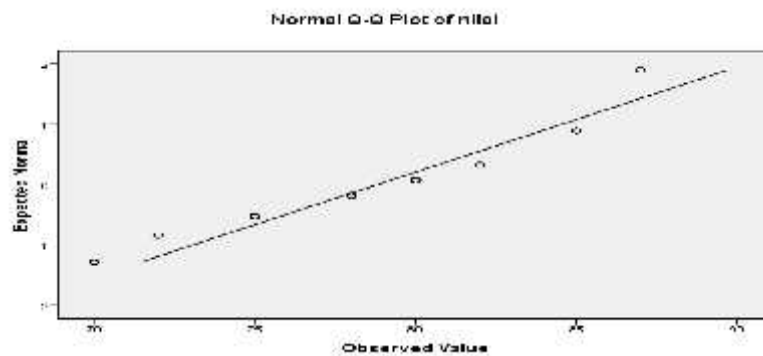


Chart 2: the normality of class VIII²

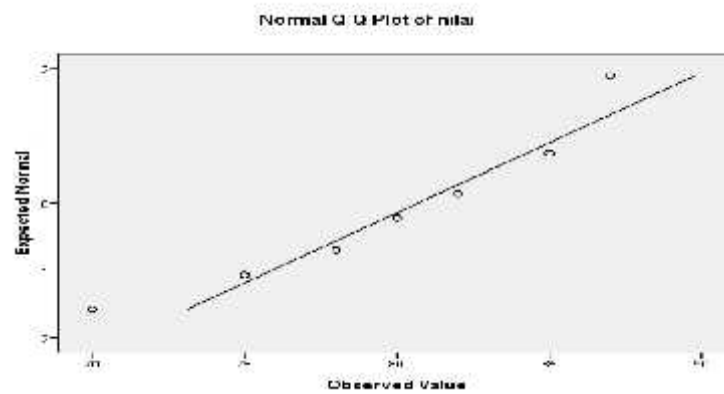


Chart 3: the normality of class VIII³

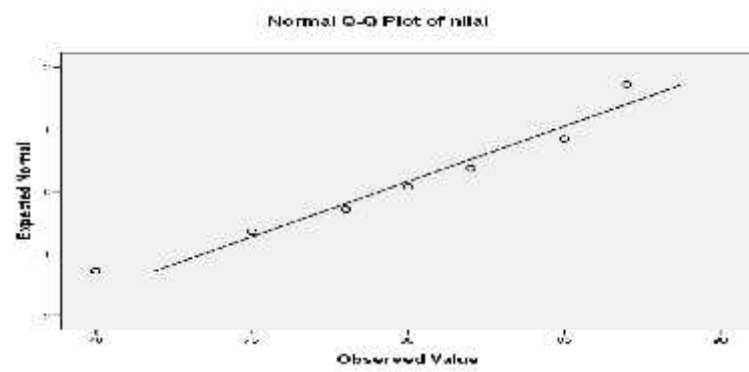


Chart 4: the normality of class VIII⁴

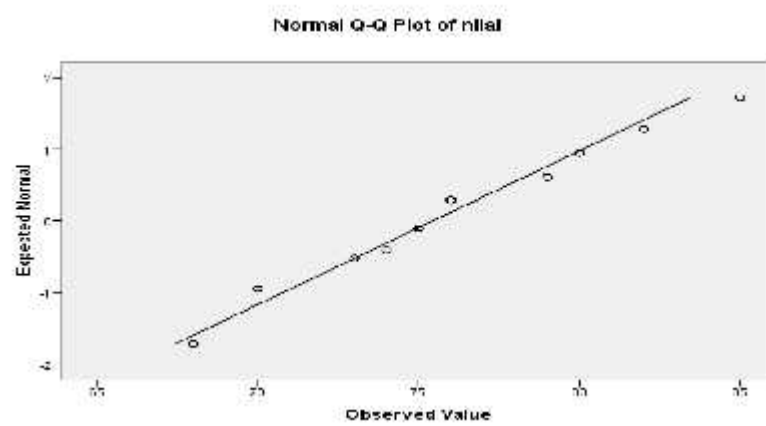


Chart 5: the normality of class VIII⁵

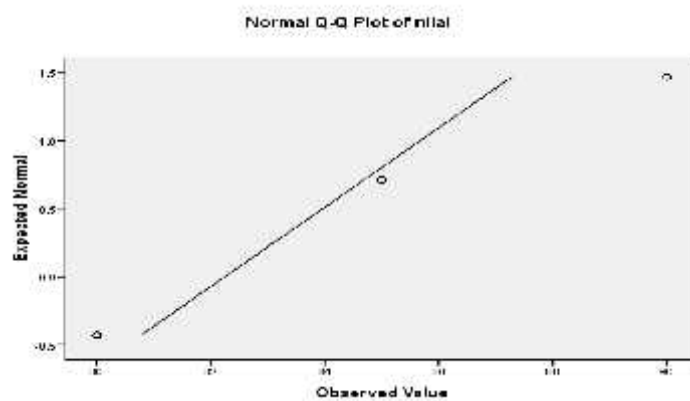


Chart 6: the normality of class VIII⁶

From the charts of normal Q-Q Plot above can be seen that the drops spread around the line. So, it can be concluded that the distribution of all the population were normal.

- c. After doing the normality test, researcher analyzed the homogeneous variation test to know whether the same homogeny or not. It had been conducted by using SPSS with Levene test. If the data are significant or more than 0, 05, it means that the data is homogeneous. Because all the class is normal in distribution and also homogeny, so researcher find VIII⁵ as experiment class of this research that consists of 34 students has higher value than other.

C. The Writer's Role of the Study

The writer would act as a planner, a students' writing assessor, an observer and an English teacher. The researcher would prepare the lesson plans, teaching tools, collect the data and report the result.

D. Procedure of Classroom Action Research

In this Classroom Action Research (CAR), the writer use the CAR principles to collect the data. In this research, the writer is using two cycles and each cycle consists of four elements such as in the Kemiss and Mc.Taggart design consists of four phases within one cycle. Those are planning, acting, observing, and reflecting. If the first cycle is not success, so the writer continiu to the secound cycle to get good score or to solve the students' problem in learning writing especially writing recount text.

1. Planning Phase

In this phase, the writer made some planning based on the finding of preliminary findings. The following activities in this action plann is design in lesson plan, preparing the model of brainstorming technique, preparing materials and determining criteria of sucesess.

Designing lesson plan aim to provide the teacher with the guideline of teaching and learning activities. The lesson plan are including the following items: spesific instructional objectives, the instructional material, procedure of presentation, and procedure of assessment.

Next step is prepare the model of brainstorming technique; using of brainstorming technique in improving students' ability in writing of recount text. A model of brainstorming technique developpe by the writer and collaborator in teaching recount writing

is using shapes, lines, and boxes. It is an activity conducted by the students to generate and organize their ideas on the shapes based brainstorming.

The following step are preparing materials. The materials for implementing the action related to generic structure and language features in writing recount text.

2. Acting Phase

After accomplishing the planning phase, the researcher and the teacher are collaborating to overcome the problems. In this phase, the writer carry out the action based on the lesson plan that have make. In implementing the action, the writer act as the English teacher who taught recount text using brainstorming technique. During the period, the procedure selected for collecting data are developed and put into actions. The teacher become an observer while teaching and learning is held by the researcher teaches in the class.

3. Observing Phase

This step is done at the same time with the acting phase. As an observer, the teacher observes the implementation of CAR in other to gather relevant data. The researcher who assisted the teacher observes the teaching learning activities, students' behavior or their responses, and students' ability in recount text.

The main observation is directed to investigate students' learning activities in teaching of asking question, answering teacher's question, and expressing idea.

4. Reflecting Phase

After get the result of observing that written in the students' writing, if the first plan unsuccessful, the writer should make the next plan (pre-planning) in cycle 2 to solve students' problem to get a good result with the same concept as the first one.

E. Place and Time

This research would carry out at MTsN Bungus Teluk Kabung; the treatment will be conducted at VIII Grade of that school. The research would carry out based on the teaching schedule of MTsN Bungus Teluk Kabung.

F. Research Instrument

The instruments which use in this research focus on the data that needed to be collected. The collect data is be use to explain the application of this research. There were two instruments that use in this research. They are as follows:

1. Observation Sheet

Observation sheet is use to collect the information of teaching learning process in the class. It is created before conducting the research and use to collect real information in teaching learning process during the

action done. This observation sheet is fulfilled by collaborator to help the researcher collected the data.

The level of students' activeness in the learning process can be seen in the point below:

- a. Very active, if 70% -100% students ask questions to teacher, students' answer questions from teacher and expressing ideas.
 - b. Less active, if 40% -69% students ask questions to teacher, students' answer teacher questions, expressing ideas.
 - c. Passive, if 0% -39% students ask questions to teacher, students answer teacher question, and expressing ideas.
2. The test is taken at the pre-cycle and at the end every cycle. The researcher use the students' text to get the students' score by giving mark on each recount text's indicators
 3. Students' Work Analyzing

The analysis of students' work is used to know the result of teaching and learning in writing recount text through by using brainstorming technique. To collect data by using test, the researcher will be guided with Jacob's criteria in writing.

G. The Procedures of The Research

This researcher conducted the researcher in two cycles. Every cycle consisted of two meetings. The time allotment for each meeting is equal to two hours (2 x 40 minutes). Then, the researcher arranges 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) propose that there are four fundamental aspects of the research namely: plan, action, observation, and reflection.

1. Planning

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

- a) Designing the writing test that will give to the students.
- b) Preparing lesson plan, observation checklist, students' attendance list, media of teaching, etc.
- c) Telling the students that the researcher will conduct a research in the class.
- d) Telling the students what the importance of the research to the students.
- e) Ask another English teacher to collaborate in this research, especially in doing observation.

2. Action

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

Table 3.2
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 recount text. - Teacher asks the students to read the sample recount texts. - Teacher asks the students to observe the texts, such as the goal, generic structure, and the language use. 	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 recount texts. - Teacher helps the students to ask the difference among the structure of the texts. - Teacher explains how to write recount text. 	10 Minutes
	<u>Associating</u> <ul style="list-style-type: none"> - Teacher helps the students to analyze the informations that they have learned in the last activity - Teacher helps the students analyze the material based on brainstorming. - Teacher explains about brainstorming to the students based on the sample texts. - Teacher helps students to analyze the structure of the text with brainstorming technique. 	10 Minutes

	<p><u>Doing/ Exploring.</u></p> <ul style="list-style-type: none"> - Teacher introduces the topic and gives learning about brainstorming. - Teacher asks the students to give their ideas about the topic, and the teacher writes students' idea in the whiteboard. - Teacher and students discuss ideas related to the topic and make a brainstorming from the ideas on the whiteboard. - Teacher and students discuss the brainstorming and how to make paragraph based on the brainstorming. - Students write paragraph based on the brainstorming. - 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 conclude the lesson. - Teacher gives advice to the students.. - Teacher closes the class. 	5 Minutes

3. Observation

The observation do by the researcher and collaborator. The English teacher and the (researcher) observe the students during doing the action base on the indicator on the observation checklist.


4. Reflecting

In this step, the researcher analyze the feedback of the first action, interpret the data from the class, and make some decisions for revise plan in the next cycle.

H. Technique of Data Collection

In collecting the data, this research use qualitative and quantitative data. Qualitative data is derived observation to know the students' perception. Additionally, the result from the test would be the quantitative data.

1. Observation



Observation is the technique in collecting data about the process of English teaching learning in physical classroom. It is conducted during the implementation of brainstorming in writing recount text. In this case, the observers are the English teacher and the researcher. The teacher observe the class situation while writing activity and the students' general behavior toward learning process. Besides field notes which are taken from both English teacher and the researcher, recording videos helped to make the observation clearer.

2. Test

This research use pre-action test and post-test for collecting the data. The pre-action test is conduct before the implementation of using brainstorming technique. The aim of pre-action test is to know the students' writing ability. Meanwhile, post-test is conduct after the

implementation of brainstorming technique in each cycle. Because of this research consist of two cycles, hence the post-test have already deliver in the final of both cycles.

I. Technique of Data Analysis

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

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



Explanation :

M_x : Mean

x : individual score

n : Number of students

In order to know the class percentage whether it passes the KKM 75, this formula is used:

After getting the students' writing score individually, the researcher use formula taken from AnasSudijono's book to get the mean of students' writing score and to get the class percentage which passed the KKM (75). At the end, after all steps of analyzing the data is done. The researcher makes table and diagram of students' score.