

CHAPTER III

RESEARCH METHOD

This chapter presents research design, setting and subject of study, research procedure which include preliminary study and four steps used in action research, data collection and data analysis.

A. Research Design

This research is designed to determine whether mind mapping technique can improve students' writing skill of the tenth graders SMK PGRI 1 Kediri. The research of this study is Classroom Action Research (CAR). (Khasinah, 2013) Action research is essentially the *scientific method* of teaching. Teachers use action research to figure out exactly what works in the classroom and what does not. With so many teaching strategies they have, teachers need to determine which ones best work for them and for their students, rather than simply going along with the newest educational trend.

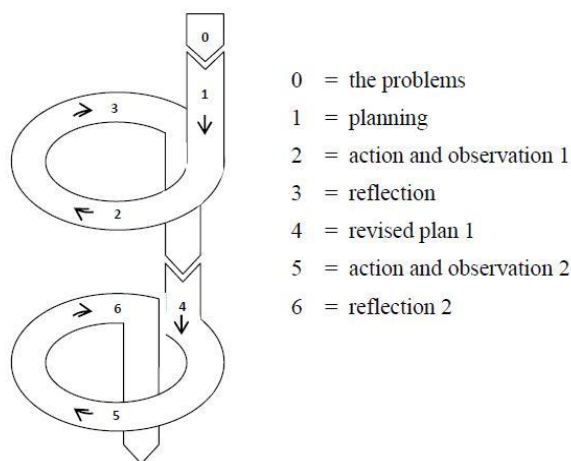
Classroom Action Research is a method of finding out what works best in own classroom so that teacher can improve student learning. There are many ways to improve knowledge about teaching. Many teachers practice personal reflection on teaching, others conduct formal empirical studies on teaching and learning. Classroom Action Research is more systematic than personal reflection but it is more informal and personal than formal educational research.

B. Setting and Subject of the Study

This study conducted at SMK PGRI 1 Kediri. This research conducted of 4th April – 9th May 2019. The subject of this study is students of the tenth grade SMK PGRI 1 Kediri, the class which consist of 31 students.

C. Research Procedure

The research applies classroom actin research model proposed by Kemmis and McTaggart (1988) Classroom action research is done through a cycle and is designed into four steps. (1) Planning (2) Action (3) Observation, And (4) Reflection. Before conducting this research, preliminary study is necessary to do first to identify and analyze the real problem that should be overcome. The cycle of action research:



Preliminary Study

Preliminary study was conducted to identify and obtain the information related to the students' problem faced in teaching and learning English process. In the preliminary study, first the researcher give

preliminary test to student. The pre-test is they are asked to write descriptive text about friend beside them.

1) Planning

In this part, the researcher accomplish the following activities:

- a. Prepare the lesson plan
 1. Preparing materials, making lesson plan and designing the steps in doing the action. (See Appendix 1)
 2. Preparing list of students' name and scoring
 3. Preparing teaching aids
 4. Preparing test

b. Prepare the instrument

1. Writing test

In this step, the researcher gives a test. There are preliminary test and cycle test. The test was implemented a writing test through mind mapping to describe about something. By implementing the preliminary test, it was hoped that the researcher could know how far the students' writing skill before getting knowledge about the mind mapping technique and after getting knowledge about the mind mapping technique. The complete writing test can be seen in Appendix 2.

2. Scoring Rubric

To obtain valid scores that defined students' writing skill, clear criteria to assess their works were needed. To qualify this need, the researcher adopted the rubric of Jacob, et al (1980). Students' writings were assessed by the researcher. There were six aspects to be assessed in students' writing, namely, content, organization, vocabulary, language use, mechanic. (See Appendix 3)

3. Observation checklist

To find out whether students are actively involved in the teaching and learning process of writing assignments, researchers will observe student activities during the implementation of strategies. In this case the researcher made several indicators to find out whether students were active or not in the teaching and learning process. Students are considered active in teaching and learning activities if they carry out activities as stated in the observation list. To analysis data observation checklist, the researcher uses the formula to measure the mean of activities in teaching learning process is as follow. (See Appendix 4)

c. Prepare the criteria of success

The criteria of success are set up in order to judge whether the implementation of the action is affective or not. Therefore, the criteria

of success were used to see whether the application of the use of mind mapping strategy was succeed or failed. It is said to be successful if meets two criteria of success: (1) the students' writing achievement improved and (2) the students are actively involved in the learning activities.

1. The students' writing achievement improved

The first criterion is achieved if in the final test, 80% of class students achieve a score greater or equal to 73. This means that students are considered successful if they are able to achieve an average score. Consideration of score 73 is based on KKM from the English teacher. To count the percentages of the students' success is as follows:

$$\text{Percentages} = \frac{\text{Total students who get score 73 minimal} \times 100\% \text{ total}}{\text{total students in the class}}$$

2. The students are actively involved in the learning activities.

The second criterion is achieved if student involvement in the implementation of the strategy in writing activities is categorized as the "majority students" (70% -100% of students) with the observation list. To count the result of observation sheet, the formula is as follow:

$$\text{Score} = \frac{\sum x}{S_{\max}} \times 100\%$$

$\sum x$: Score got

S max : Score maximum

2) Acting

After the planning was done, the researcher begins to implement mind mapping technique to the tenth graders of SMK PGRI 1 Kediri. The researcher as a practitioner will carry out the lesson plan while the real teacher plays as an observer during the instruction process. The implementation of the plan for each cycle delivered in two to three meetings. Each meeting was 2 x 40 minutes.

3) Observing

The observation is conducted when the action is being implemented in the classroom. (1) Observation checklist and (2) field note are used to monitor the researcher step of action and the student response toward the actings given by the researcher during the teaching learning process. The result of the observation and the field notes will be come input for improvement of the researcher performance.

4) Reflecting

Reflection was conducted to evaluate the teaching activity that had been carry out. The reflection was done every time after the implementation of the actions. The results of this reflection are based on a comparison with

the criteria of success that have been made. The researcher made the reflection and contributed to the reflection on the actions taken. The successful actions were continued in the next teaching and learning process, but the unsuccessful actions were modified into the ones that were more suitable. The important activities in reflection such as:

- a. Reflect on the strengths and weaknesses of the measure that have been used.
- b. Asked about the cause of the circumstances that occurred during the implementation of the action takes place.
- c. Assess the situation on threats that may be encountered
- d. Estimating effects and implications of planned actions