

CHAPTER III

RESEARCH METHOD

This chapter presents the method used in this research. It contains research design, research subject, action procedure, data collection, research instrument, data analysis.

A. Research Design

In this study, researchers used a qualitative design. Gay (2006) states that a qualitative descriptive method is used to determine and describe the way the test is analyzed. This study aims to understand students and apply English learning, especially in writing skills, with the type of Classroom Action research. Therefore, action research can help teachers create a connection between the theoretical concepts they learn in teacher training and professional development courses and what they need to prepare before they begin participating in their own schools and classroom contexts with their coworkers and students (Burns in Handoyo and Zakharia, 2014: 90). So the goal of basic classroom action research is to improve e rather than to produce knowledge. There are many essential features possessed by classroom action research that differentiate it from other studies involved in conducting the research (Burns & Rochsantiningsih, 2006: 22).:

1. It is small-scale, contextualized, and local, recognizing and looking into teaching-learning problems in a particular environment.
2. It also entails examination and reflection with the intention of changing practice

3. The third feature is that it is participatory, making groups of participants to look at socially relevant issues together.
4. Fourth, changes in practice are based on systematic data gathering and analysis, which sets it apart from the "intuitive" thinking that may happen as a regular teaching component.

In addition to these features, there are also some general characteristics that exist in all types of action research, including (Lodico, et.al., 2006: 290-291):

- 1) The practitioner-researcher participates actively in the research, which is carried out in the practitioner's educational environment. Additionally, it guarantees that the research is grounded on actual, commonplace educational methods.
- 2) It entails working with other teachers and people engaged in the educational process. However, the research is distinguished by a shared regard for the knowledge each participant contributes to the work.
- 3) It emphasizes taking the initiative to alter and enhance educational procedures. All action research includes taking action at some point. This step could be as straightforward as changing an assignment for the following academic year or reevaluating how students are graded.
- 4) Consists of numerous information gathering, reflection, and action waves. Because Action Research has 4 broad phases which become the continuous research process cycle or research and Action spiral. Here are the 4 phases in classroom action research:

1. Planning: a problem or issue is identified and a plan of action is developed in order to bring about improvements in specific areas of the research context;
2. Acting: the plan is put into action over an agreed period of time;
3. Observing: the effects of the action are observed and data are collected;
4. Reflecting: the effects of the action are evaluated and become the basis for further cycles of research.

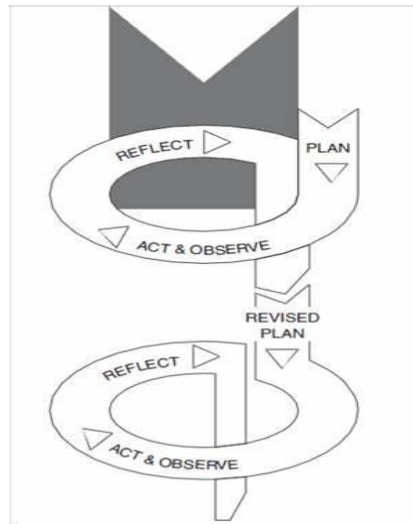
B. Research Subject

This research was conducted at SMAN 3 Kediri this research was conducted in March-April located in Kediri. The subjects of this study were 11th grade students, totaling 36 students. The reason for choosing this class is because in this class there are various difficultness for students when learning to write. They have low comprehension and tend to neglect writing skills.

C. Action Procedure

In this study there are several things that must be considered when choosing the classroom action research. Among them there are 4 things that must be applied. There are 2 cycles that are interconnected if in the first cycle there are several cases it will be revised & this research will continue in the next cycle.

Researchers also conduct preliminary research which is useful for finding information and identifying problems in students during the teaching and learning process. Researchers made observations and identified cases. In the Kemmis cycle there are fourthe steps in Classroom Action research namely: Planning, Acting, Observing, and Reflectig.



Adopted from; Cyclical Action research model based on Kemmis and Robin Mc Taggart

1. Pre Test

Writing pre-test and post-test are also the first instruments used to obtain information about students' writing skills. Writing pre-test is a test conducted at the beginning of treatment. It gives information about students' writing ability before further action. In addition, the post-test is to measure students' writing skills after the action. Both tests measure how the actions improve students' writing skills.

2. Planning

The researcher applied Action research to find out the students' progress. The first step begins with planning. In this step the researcher as an English teacher in the class arranges the following:

- a. The researcher preparing the material and lesson plan

Making a lesson plan what is needed and what would be done in action, and designing the step in doing action.

b. Preparing test

Preparing test is for knowing improvement students' ability in writing explanation text using TED talks. Researchers used tests to determine student scores from theoretical scores. Researchers will divide the groups and then students will listen to TED TALK according to the learning material and identify according to the instructions given. Then students are asked to write what they have listened in the form of explanation text

c. Observation checklist

Researchers used checklist observations to determine the activities of students and teachers during the teaching and learning process. At this stage the researcher gave an observation sheet to the English teacher to observe the learning process during the research.

d. Prepare the criteria of success

These criteria are used to see whether the implementation of listening TED TALK is successful or failed. This research is successful if students' writing achievement increases and students are actively involved in learning activities.

3. Acting

In this step the researcher implements teaching learning activity of using listening TED talk to improve students' ability in writing explanation

text on the lesson plan. The action was divided into 3 steps; pre test, while writing, and post-test. Each action in the meeting described as follow:

The first meeting

- a. The teacher reminds students about previous learning
- b. The teacher gives an explanation to students about the explanation text
- c. The teacher explains the method of using TED TALK in learning explanation text

The second meeting

- a. The teacher reminds about the previous material
- b. The teacher asks the students to listen carefully to the TED TALK and then write the contents of what they have listened in the form of explanation text
- c. The teacher discusses with students about the difficulties they get while writing explanation texts using listening TED TALK

The third meeting

- a. Set the situation of the class.
- b. The teacher gives post test to students

4. Observing

Researchers observe during the teaching and learning process in class XI, and the research will be conducted in March-April. The research took place throughout the students' writing progress to get the

information needed in this research. Everything related to student behavior in learning to write, the teacher's actions in class, and problems related to the teaching and learning process are recorded. Observation aims to observe during the teaching and learning process in progress to obtain data about the effect of the actions carried out in learning to write. Observation techniques also provide field notes about all conditions during the teaching and learning process.

5. Reflecting

Reflection is used to evaluate the learning activities carried out. Reflection is carried out at the end of each Action implementation. Researchers make reflections and contributions to each action taken. The researcher discussed the weaknesses and what was needed with the English teacher and then prepared the next plan to be carried out in the second cycle. Reflection aims to interpret test results.

D. Data Collection

In collecting the data, the researcher used several instruments. There were in the form observation sheet, pre-test, post test, and students' scores. Data collection was obtained from direct observation of class 11 teachers at SMAN 3 Kediri during the learning process.

E. Research Instrument

This lesson is intended to improve students' writing ability by So the instruments used in this study are:

1. Observation sheet

Observation sheets are used to collect research data and explain the process of learning writing skills that are currently taking place in class. An observation sheet was given to the examiner to find out whether using TED Talk to improve students' ability in writing explanation text was effective and could be implemented properly. Then the observation sheet is arranged based on the observation grid.

Table 3.1

Observation sheet

No	Observed Thing	Score			
		1	2	3	4
1.	Mastery of Materials: a. Fluency in explaining the material b. Ability to answer questions c. Exemplary diversity				
2.	Systematics: a. Completeness of the material description b. The description of the material leads to the goal c. The material is in accordance with the RPP				
3.	Method Application: a. The accuracy of the selection of methods according to the material b. Conformity of the order of syntax with the method used c. Easy for students to follow				
4.	Media Usage: a. The accuracy of the selection of media with material b. Media use skills c. The media clarifies the material				
5.	Performance: a. Clarity of spoken sound b. Teacher communicative to students				

	c. The flexibility of the teacher's attitude with students				
6.	Giving Motivation a. Teacher enthusiasm in teaching b. Teacher's concern for student c. Appropriateness of reward and punishment				

Criteria:

4: Very Good

3: Good

2: Not Good

1: poor

2. Writing test

The test in this study was to find out or measure the extent to which students' abilities, activeness and skills in learning English, especially writing skills were mastered. The test is used to determine the success of the teaching and learning process carried out at the end of the learning cycle.

The researcher took an objective test as one of the instruments used. Measuring the level of knowledge and writing skills and questions to measure the extent of students' abilities during the learning process in the teaching class.

Table 3.2

Scoring rubrics of writing

Aspect	Level	score	Criteria
Content	Excellent	4	Knowledgeable, substantive, through development of thesis, relevant to assigned topic

	Good	3	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	Fair	2	Limited knowledge of the subject, little substance, inadequate development of topic
	Poor	1	Does not show knowledge of subject, non- substantive, not enough to evaluate
Organization	Excellent	4	Fluent expression, ideas clearly stated/ supported, well organized, logical sequencing, cohesive
	Good	3	Loosely organized, limited support, logical but incomplete sequencing
	Fair	2	Non- fluent, ideas confused or disconnected, lacks logical development and sequencing
	Poor	1	Does not communicate, no organization, not enough to evaluate
Vocabulary	Excellent	4	Sophisticated range, effective word usage, word from mastery
	Good	3	Adequate range, occasional errors of word usage but meaning not obscured
	Fair	2	Limited range, frequent errors of word usage, meaning confused
	Poor	1	Essentially translation, little knowledge of English

F. Data Analysis

After collecting research data, then the researcher will process, analyze, interpret and make conclusions by preparing several techniques as follows:

1. Prepare a writing assessment sheet.

2. Calculate the results of student scores for each cycle, and look for the average.
3. Comparing the increase in student scores in each cycle.
4. Draw conclusions. To find out the average student score, the researcher uses the following formula:

$$M = \frac{\sum x}{N}$$

M : Mean

$\sum x$: Total Score

N : Total students

When calculating the scores of all tests, to find out whether there is an increase in student scores with the method applied in this learning process using KKM, (80) in learning English. If 80% of students attain 80 score, then it is said to be successful.

