

CHAPTER III

RESEARCH METHOD

This chapter is focused on a description of the research design, research design, research location, subject of the study, the Stages of the research, Indicators of Success, data and data Sources, data collection method, and data analysis. all of those elements are discussed as follows:

A. Research Design

Type of this research is Classroom Action Research (CAR). Action research is a study conducted by a person who works on what he carried out without changing the system implementation. Action research is a form of research conducted by teachers to solve problems encountered in carrying out its core functions, namely managing teaching and learning activities.

The Important characteristic of action research is collaboration or we call it as a collaborative research where a partnership with other stakeholders such as supervisor, peers, or teachers with researcher. With the existence of this collaborative research, it is expected to run well.

Research partners in this research is the 7th grade teacher MTs Madinatul mubtadi'in Kediri, she is Septina Dwi Cahyani, S.PdI. Research partner is a classroom teacher who has had experience as a teacher teaching for several years. Consideration of selection of teachers as research partners, namely: willing to collaborate with researchers, being open to learning renewal, has adequate experience, has a long experience as a teacher teaching

in grades 7 to know the exact characteristics and social closeness with students.

The use of classroom action research (CAR) based on the goals that researchers want to improve students' skills in the classroom, especially in the field of writing²⁴. Action research objective is to improve and increase service teacher professionalism in dealing with the teaching-learning process, and then this goal can be achieved by performing a variety of alternative measures in solving various problems in the classroom. The main focus lies on the CAR alternative measures planned by the teacher, then tested and evaluated whether these measures can be used to solve the problems faced. This is consistent with the characteristics of action research (CAR) itself, that research is affected by the planned changes that have principal responsibility for determining teaching critically to inform action that may be brought to make up / progress and to evaluate the results of the pilot implementation strategy.

CAR is selected because some characteristics due to the practical problems encountered by the class namely the problem of learning to write stories. Previously, teachers had found the problems faced by students in learning to write text humor. Starting from a problem that is, a teacher trying to solve, improve, and enhance the quality of learning through the provision of treatment in the form of planned action. Secondly, it conducted collaboratively between teachers and researchers in the planning, implementation, and assessment. In the implementation of this study, the researchers collaborate or

²⁴ Kunandar, *asy Steps to Classroom Action Research*, 128.

cooperate with the classroom teacher acts as partners. Researchers themselves who are directly involved in the implementation of teaching writing humor stories. Third, it may be a reflection. After conducting research, conducted reflection is a means to study the action he had done research on the subject and noted the observations. Researcher looks at how the implications that arise on the subject under study as a result of the actions taken. Whether a change in the results after the action, as compared before the action.

CAR measures implemented in a structured and continuous. CAR steps are as follows. (1) Planning (2) action, (3) observation, and (4) reflection

1. Planning

Planning in this regard is a series of planned actions to improve what has happened. In this stage the researchers explain the what, why, when, where, by whom, and how it was done. The ideal action research actually done in pairs between the parties and the parties act observe the course of action. To keep in mind that the observations are directed at oneself is usually less rigorous than the observations made for the things that are outside us, because of the element of subjectivity that effect, which tends to favor him. In the implementation of the plan of action learning in the context of research manifested in a lesson plan.

2. Action

Actions taken should be careful and well-planned. good action contains three elements, namely: improvement of practice, then, improved

understanding, both individually and collaboratively. last, the improvement in the situation where the action happens.

3. Observation

An observation in this case serves to document the implications of action given to the subject. The activities of observations made by the observer (either by others or teachers themselves). As previously described observation that the activity is not separated from the implementation of the action because the observations were made at the time the action is being carried out. So both took place in the same time.

4. Reflection

Reflection which means to study the action he had done research on the subject and has been recorded in the observation. This step is trying to find a logical line of thought within the framework of the process, problems, issues, and barriers that arise in the action planning strategies. These results reflect that there are three possibilities: dismissed, modification, and proceed to the next level or cycle.

Considering the purpose of the study, this research design employer in this study will belong to descriptive qualitative methodology. The use of mind-mapping in the classroom will be described in the room action research.²⁵

²⁵ Ibid, 70.

B. Research Location

The location of the study conducted at In this research, the researcher chooses MTs Plus Madinatul Muftadi'in Kediri as the location of the research It is located in Jalan Pangeran Demang 160 RT 03 RW 01 Badal, Ngadiluwih, Kediri. The headmaster is Muhammad Yasin M.Pd. On this research, subject of the study is focus in seventh graders of MTs plus Madinatul Muftadi'in Ngadiluwih Kediri for the sample of the research, because the students need sufficient knowledge to improve their writing competence.

The selection of research location was based on the following criteria:

(1) This research is open to both teachers and headmasters, (2) teacher is welcome to be invited to collaborate, and (3) based on the preliminary results of observations and interviews with classroom teachers, researchers noticed that the students' ability in writing needs to be improved. Students still have difficulties in finding great ideas in writing.

C. Subject of the study

The Number of students Grade 7 are totally 32 students consists of two classes, namely: 17 Males and 15 females. Here are the names of the seventh grade students of MTs Madinatul muftadi'in Kediri.

The researcher considers selecting MTs Plus Madinatul Muftadi'in Ngadiluwih Kediri grade 7, which is appropriate with the existing competencies in school-based curriculum. In the second semester of 7th grade curriculum, there is competence to write essays based on experience with

attention to word choice and spelling. The competencies are according to research study.

D. The Stages of the Research

The study is conducted under the following procedures: Preliminary study, planning, implementing the action, observing and reflecting or evaluating.

1. Preliminary Study

A preliminary study was carried out to get information about the teaching and learning English at MTs plus Madinatul Mubtadi'in Ngadiluwih Kediri, especially in learning writing. In addition the researcher attempts to get information about the student's problem in learning process especially in learning writing.

In this preliminary study, the researcher meets the headmaster of MTs plus Madinatul Mubtadi'in Ngadiluwih Kediri to talk about the plan of research and ask the condition of seventh graders to the class teacher for in formal interview and doing direct observation in teaching and learning process. Conducting informal information the analyses are carrying out. From the analysis, the researcher found out the student's writing competence. The data obtained from those is used to set up an action plan.

In addition, researcher also conducted several reviews of the documents about the ability of students in the form of exercises and assignment documents, document the results of formative tests on writing

narrative text. Researchers also describe the re-observation of the learning process that takes place during this time, reflecting the learning models, involvement of the student when learning, the ability of student creativity, etc...

This preliminary study is also founded the problems of learning about the process and results of narrative text in MTs Madinatul mubtadi'in Ngadiluwih Kediri Grade 7 In the learning process, researcher feels the issues in the case: the application of learning methods are less appropriate at writing the narrative text, the lack of creativity of the students, the learning environment is less fun, and low ability students in writing narrative text.

Based on the problems above, and then in the planning stage researcher makes a lesson plan, second, Preparation of visual tools in the form of drawings as illustrations in the story when creating mind mapping, third, Preparation of Student Worksheet and the test student competencies related to the ability to write narrative. Last, Prepare the instrument for data collection in the form of guidelines for observation-observation rubric, guidelines for student observation, interview, and documentation guidelines.

2. Planning

In relation the application of action research, the researcher will make a prior preparation to the implementation of the action based on the preliminary study. In this case, the researcher prepared suitable model of

using Mind-mapping to improve students writing competence, design a plan, prepare instructional material, media, topics, criteria of success and test.

a. Lesson Plan

The lesson plan is designed by considering the following items: course identity, time allotment, learning objective, learning activities, instructional material, assessment and evaluation.

b. Instructional Material and Media

In conducting the research, the researcher prepared the instructional material and media, which are relevant with the topic for the writing. The researcher takes the material textbooks and other available sources selected by the researcher, while the media the researcher uses big papers to draw mind-mapping.

c. The Criteria of success and Test

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 in improving student's writing competence was succeed or failed.

3. Implementing The Action

After the planning is finished, the researcher implements the use of Mind-mapping to the seventh grade students of MTs plus Madinatul Mubtadi' in Ngadiluwih Kediri. In implementing this study, the researcher

as a practitioner will carry out the lesson plan while the real teacher plays as an observer during the instructional process. This action is carried four in four cycles. It is conducted based on the schedule that has been arranged before. The implementation of the plan for each cycle 1 delivered in four meeting in which each meeting takes about 2 x 40 minutes.

4. Observing The Action

Observation is conducted to identify the classroom activities occurring during the teaching and learning process. The observation is conducted when the action is being implemented in the classroom.

Observation checklist and field note are used to monitor the teacher step of action and the student respond to ward the actins given by the teacher during the teaching learning process. The result of the observation and the field notes will be come input for improvement of the teacher performance in the following meeting data and source data.

5. Evaluation and Reflection

CAR activity evaluation should covers the subject taught when applying methods. So that there is continuity between the process and the results²⁶.

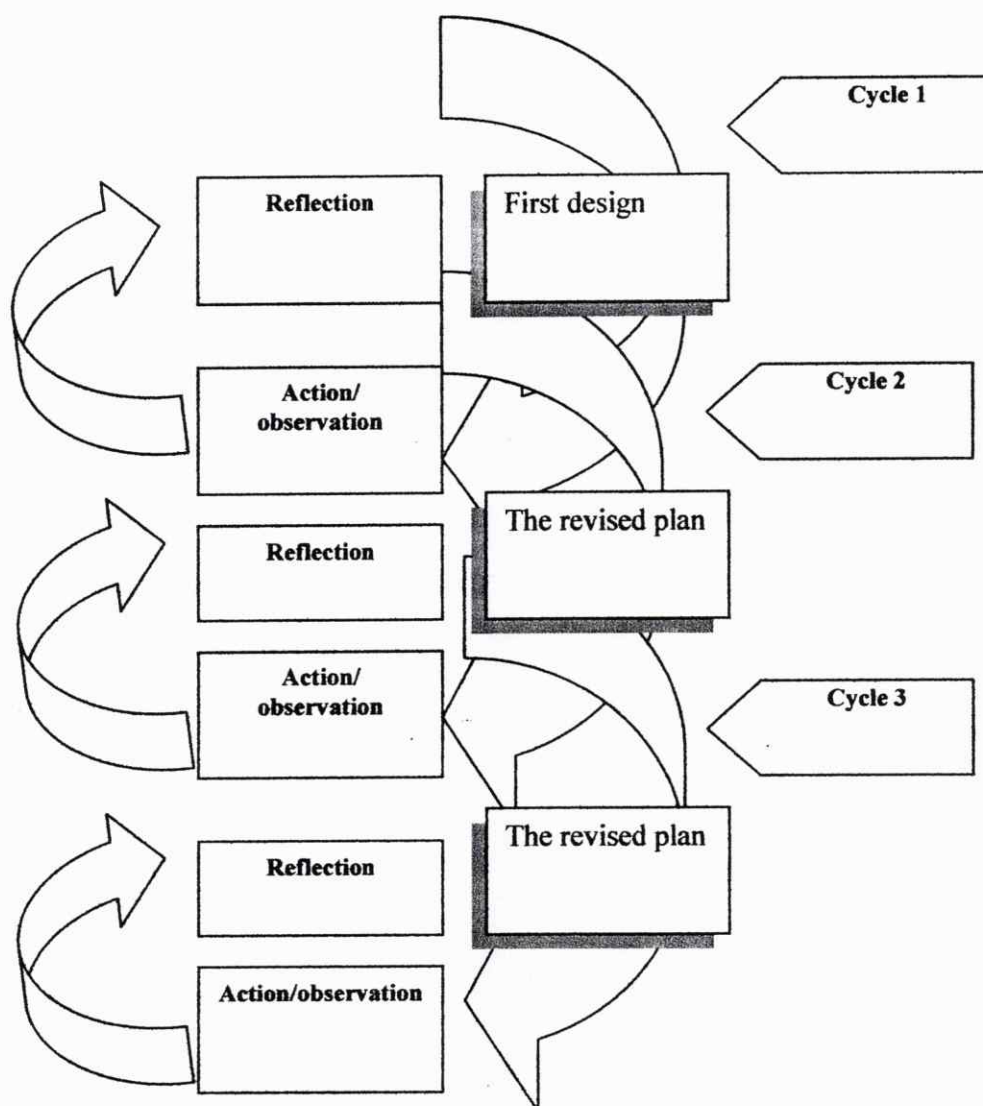
Reflection is an activity performed after evaluation. When a value is generated has changed for the better or not there is a change, the researcher must make before activities into lessons for improvement.

²⁶ Ibid, 67.

Reflection is an act of remembering and pondering exactly as has been noted in the observations²⁷. In reflection are important activities such as:

- a. Reflect on the strengths and weaknesses of the measures 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 the grievances raised.
- d. Identify constraints or threats that may be encountered.
- e. Estimating the effects and implications of planned actions.

²⁷ Ibid, 75.



Classroom Action Research Model by Hopkins²⁸.

²⁸ Mannur Muslih, *Implementing Classroom Action Research Is Easy* (Jakarta: Bumi Aksara, 2009), 43.

The explanation of the cycles above will be detailed in the table below,

Cycle 1

<p>Planning</p>	<ol style="list-style-type: none"> 1. Design a lesson plan 2. Determine the basic competencies 3. Develop learning scenarios 4. Constructing student worksheet 5. Preparing learning resources 6. Developing assessment format
<p>Implementing the action</p>	<p>Implementing appropriate actions the learning scenarios and student worksheets.</p>
<p>Observation</p>	<ol style="list-style-type: none"> 1. Observations that have been prepared according to the format 2. Assessing the results of actions according to the format that has been provided.
<p>Reflection</p>	<ol style="list-style-type: none"> 1. Evaluate the quality, quantity, time of each action. 2. Have a meeting to discuss the evaluation of the learning scenarios and worksheets 3. Improve the implementation of the appropriate actions to be used in the evaluation of the results of the next cycle.

Cycle 2

Planning	<ol style="list-style-type: none"> 1. Identify and determining alternative solutions to problems 2. Developing the second action program
Implementing the action	Implementing the second action
Observation	Collecting and analysis of data a second action
Reflection	<ol style="list-style-type: none"> 1. Analyze problems that occur when this method is implemented. 2. Researcher prepares a number of questions to students at the time of reflection. 3. The researcher notes the response or students' answers, as a result of which will be used to plan or improve on cycle's action. There is an additional treatment for the implementation mind mapping on the next cycle.

E. Indicators of Success

The performance indicators are used to determine the success of the implementation of mind mapping to improve students' writing. There are two criteria:

1. Qualitative indicators in the form of student activity following the model of learning by using a mind map
2. Quantitative indicators such as:

The creativity of the students to make use of mind mapping narrative text at pre-test, cycle I, and II

The purpose of the creativity of the students wrote a narrative text using mind mapping here is the creativity of students in laying or stringing concepts appropriate to write narrative text with decorated using the connecting lines, symbols, images and colors selected students on blank paper.

3. The comparison between the results of student achievement scores obtained by students involvement:
 - a. Results of student scores on pre-test
 - b. Results of student scores on the post, test cycle I
 - c. Results of the students on post test, cycle II

Results of the students in accordance with the standards of completeness criteria minimal (KKM) of English subjects is 75.

F. Data and Data Sources

The data in this study are of two kinds, namely quantitative and qualitative data. Qualitative data activity of students during the learning process. Quantitative data on the value of pre-test results, the value of post test results in cycle 1, the value of post test results in cycle II, and the results of student assessment scores creativity to make mind mapping in cycle I, and II While the source of the data in this study were students, teachers, and researchers.

G. Data Collection Method

Data obtained in the study is in the form of transcript of observation, field notes and student's scores. The first is the data concerning with the process of the implementation of the action in the context of teaching and learning process. They are obtained from the result of observations and field notes. The second is the data Obtained after the students have a test conducted at the end of each cycle.

1. Interview

Through conversations with students learning about the application of the model at the end of the mind map on the subjects of English. The type of interview that is used by researchers is controlled interview, where the interview question things that needed to students and teachers who were interviewed with planned questions.

2. Observation

Observation method is a method of collecting data by observing the behavior of a person / group of people to do a job. Observation method is used to determine the location data directly on research, with this method, the researchers can get the data directly with teachers and students see the activity for mind map is applied to the learning process in the classroom.

At this observation the researcher used participant observation types and also observation of classroom activities. On participant observation, the researchers directly involved in participative and active in

the studied subjects who became the director that directed according to a scenario event researcher and a facilitator who directs the students who studied to implement actions leading to the observation of data while in class activities, researchers noticed that the behavior of students directly during the learning progress

3. Documentation

Method of documentation is to find data about things such as notes, transcripts, books, newspapers, magazines, inscription, minutes of meetings, agenda and so on. Method of documentation that is collecting data on existing research in relation to issues of classroom action research. This documentation method researchers use to obtain data on, the vision and mission schools, students and the location of the data as well as data relating to the creativity of making mind maps and student achievement seen in the pre-test and post-test.

4. Measurement of Learning Achievement Test

Achievement test is to determine the students' ability to write narrative text and to determine whether there is an increase in creativity at mind mapping and students' achievement after the implementation of the mind mapping strategy on the English subjects. Data that is obtained by the researchers to measure the increase creativity in writing ability by comparing the results of pre-test to post-evaluation test.

H. Data Analysis

The analyses of data were investigated by comparing responses on one data with responses on other data. And in the process of analyzing the result of the students' active involvement during the class, the students are considered student's activity involved in learning process of writing.

Essay assessment rubrics in this study as follows

Table 3.1

Essay Rubric Assessment

No	Aspect	Sub-aspect	Description	Score
1.	Content	Compatibility	a) Narrative text is appropriate with the results of that mind mapping has been made.	3
			b) Narrative text is less appropriate to the results of that mind mapping has been made	2
			c) Narrative text is not appropriate with the results of that mind mapping has been made	1
		Coherence	a) Using the conjunctions among the sentences is appropriate	3
			b) The sentence is linked by conjunction, but there are a few conjunctions not appropriate.	2
			c) Sentences by sentences are not linked with the appropriate conjunctions	1
		Completeness	a) The contents is complete (there are actors / characters, plot, setting, and events).	3
			b) Content is less complete (there are actors / characters, plot, setting, and events).	2
			c) Content is complete (there are actors / characters, plot, setting, and events).	1
		Unity	a) The Essay presents a sequence of events, either place the order, and the time is the right.	3
			b) The essay presents less of an event in a sequence, the sequence both places, and time.	2
			c) The essay does not present an event in a sequence, the sequence both places, and time	1

Linguistics	Diction	a) The diction usage is appropriate	3
		b) The diction usage is less appropriate	2
		c) The diction usage is less appropriate	1
	Spelling and punctuation	a. There are no errors of spelling and punctuation usage.	3
		b. There are a few errors of spelling and punctuation usage.	2
		c. There are a lot of spelling errors and punctuation usage.	1
The structure of sentences	a) Structure of the sentences is written correctly.	3	
	b) Less correctly written the structure of sentences.	2	
	c) The structure of sentence is not correct.	1	

The pattern to get score:

$$\text{Score} = \frac{\text{Total score obtained}}{\text{Maximum total score}} \times 100$$

The data obtained from the action above is taken and analyzed to ensure that by applying the mind map can improve students' writing skills. Qualitative data consisting of observations and documentation were analyzed qualitatively.

According to FX Sudarsono said: if that is collected in the form of qualitative data, the qualitative analysis is done anyway. The process is carried through phase: simplify, classify, focus, organize (associate symptoms) in a systematic and logical, as well as making inferences meaning of abstraction in the analysis²⁹

²⁹ FX soedarsono, *The Application of Classroom Action Research* (Jakarta: Departemen Pendidikan Nasional, 2001), 26.

To determine whether the success of the implementation of mind mapping on improving students' writing ability in percentage can be determined by the following formula,

$$P = \frac{\sum X}{\sum N} \times 100\%$$

Specification:

P = The Percentage of success

X = the total number of students who get score more than equal to 75

N = the total number of students in class

The Percentage of Success

Researcher determines the success of the use of mind mapping method by using the qualitative and quantitative success criteria. In a qualitative measure of success in percentage, researcher categorizes that individually, students can improve their writing ability when they reach a minimum indicator namely 75%, appropriate to the criteria of KKM for English subjects in MTs Plus Madinatul Mubtadi'in Ngadiluwih Kediri is equal to 75. Thus, students are categorized classically successful in learning if 75% from the total of all students get a minimum test score 75, And vice versa.

Table 3.2
The Percentage of Successful Students' writing skills
By Using Mind Mapping

The Percentage (%)	Criteria
90% -100%	Very successful
80% - 89%	successful
75% - 79%	Enough successful
40% - 74%	Less successful
0% - 39%	failed