

CHAPTER III

RESEARCH METHOD

This chapter discusses dealing with the description of research method which is intended to improve students' writing skill using cooperative TWT method. They are research design, setting and subject of the study, and research procedure which include preliminary study and four steps used in action research, namely planning, implementing, observing and reflecting.¹

A. The Research Design

The design of study is classroom Action Research (CAR). Classroom action research aims to improve the process and learning outcomes in classes conducted in cyclical. According to Wijaya CAR is a research which is done by teacher in the classroom.² The problem of CAR must be start from teacher who wants to improve the quality of education. Based on the research problem, the researcher used CAR because the researcher wants to know all of the process which must be done as teacher to student to develop student's skills in writing descriptive text.

B. The Setting and Subject of the Study

In this study, researcher takes MTsN KANDAT as the location of the study, because MTsN KANDAT is a developing school, it means that

¹ Masnur Muslich, *Melaksanakan PTK Itu Mudah (classroom action research)*. (Jakarta: Bumi Aksara,2009) 43.

² Wijaya Kusumah dan Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta Barat:PT.Indeks,2010),9

there should need a new method to develop their students' skill, especially in writing descriptive.

The subject of the study is students First years of MTsN KANDAT. It consist of 40 students of class VII academic year 2012-2013 . The reason chose this class because the students cannot understand about digging the main idea and improving the writing.

C. Research Procedure

In doing the research, the researcher will do classroom Action Research, which consist of preliminary of the study, Planning the Action, observation and Reflection in each cycle. The cycle depends on the result of every cycle given. The cycle will be stop when the result has reached the criteria of success.

1. Preliminary Study

In this case , the researcher will dig the entire problem in the teaching learning process. The researcher will observe the students attitude, their condition in teaching learning process, their achievement and another.

The preliminary of study of this research was conducted on May 2012 to the students in class VII MTsN KANDAT in the 2012-2013 academic years. and the result is that many students who have difficulty in writing, that is like and the most students' difficulties in expressing their ideas, arguments and knowledge.

1) Observation Checklist

The first instrument used to collect the data was observation form. It means that the researcher comes to the location of the research, the researcher also follow the class and directly observe the students attitude in the class. Besides that, observation the researcher will observe the condition of the students during the learning teaching process before the implementation, during implementation, and after the implementation of this method. (See Appendix 3,4and 5)

2) Interview Guide

The writer will do the interview to the students and to purpose is to know the difficulties faced by the students in writing descriptive text.

The difficulties faced by the students could be seen in the students' works and also the writer will ask to the students about teaching by using situational picture, the advantage and disadvantage of using picture for teaching – learning class especially in writing class.

3) Test

The tests that the writer will conduct are pre-test, test in each cycle and post-test.

The pre-test is conducted for checking whether or not the students can produce the descriptive text well. The assessment

test are used for knowing whether there is achievement of the students in producing a descriptive text. The post-test is used for knowing whether or not the students can really produce a good text. (See Appendix 2)

d. Determining Criteria of Success

The students' success and failure in doing the activities planned above will be assessed by referring to the criterion issued by the school. The criterion says that a student can be successful if he/ she achieves at least 80% of students get score at least 75.

The researcher make score 75 to be criteria because of the minimum standard value in this school is 75.

Through scoring, the result of the students' work will be useful to depict students' level of writing achievement.

$\frac{\text{Total students who get score 75 minimally} \times 100\%}{\text{Total Students in Class}}$
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Scoring the students' work is a step to obtain quantitative information of each student. One of the ways to score or to evaluate the students' achievement in writing rating scale. In using the rating scale, the scorer can make a rank order of the result of the students' work based on given categories to know which students have the high scores and which have the lowest scores.

Implementing the following scheme of the rating scale is used to measure the students' achievement in their written product.

Table 4

Item	Scoring
Fluency	<p>5 . Flowing style---very easy to understand---both complex and simple sentences---very effective.</p> <p>4 . Quite flowing style---mostly easy to understand---a few complex sentences---very effective.</p> <p>3 . Reasonably smooth style--- not too hard to understand mostly (but no all)---simple sentences--- fairly effective.</p> <p>2 . jerky style--- an effort needed to understand and enjoy--- complex sentences---confusing---mostly (but not all) simple sentences---fairly effective.</p> <p>1 . Very jerky ---hard to understand---can not enjoy reading--- almost all simple sentences confusing---excessive use of "and".</p>
Grammar	<p>5 . Mastery of grammar taught on course --- only 1-2 minor mistakes.</p> <p>4 . A few minor mistakes only (e.g. preposition, articles)</p> <p>3 . Only 1 or 2 major mistakes but few minor ones.</p> <p>2 . Major mistakes lead to difficulty in understanding---lack of mastery of sentences construction.</p> <p>1 . Numerous serious mistakes---no mastery of sentence construction---almost unintelligible.</p>
Vocabulary	<p>5 . Use of wide range of vocabulary taught previously.</p> <p>4 . good use of new words acquired---appropriate synonyms, circumlocution.</p> <p>3 . Attempts to use words acquired---appropriate vocabulary on the whole but sometimes restricted---have to resort to use synonyms circum location on a few occasions.</p> <p>2 . Restricted vocabulary---use a synonym (but not always appropriate)---imprecise and vague---effect meaning.</p> <p>Very restrictive vocabulary---inappropriate use of synonyms seriously hinders communication.</p>
Content	<p>5 . All sentences support the topic---highly organized---clear progression of ideas well linked---like educated native speaker.</p> <p>4 . Well organized ideas---links could occasionally be clearer but communication not impaired,</p> <p>3 . Some mediocre organization---rereading required for clarification of ideas.</p> <p>2 . little or no attempt at connectivity ---though reader can deduce some organization---individual idcas may bc clear but vry difficult to deduce connection between them.</p> <p>1 . lack of organization so severe that communication is seriously impaired.</p>
Spelling	5 . Non errors

Item	Scoring
	4 . 1 or 2 minor errors only 3 . Several errors- do not interfere significantly with communication- not too hard to understand. 2 . Several errors---some interfere with communication---some words very hard to recognize. 1 . Numerous errors---hard to recognize several words---communication is made very difficult.

Since there are 5 items and each is scored 1 to 5, the maximum score is 25. The scoring is based on the analytic method. This method will be better when we want to inform our students about their achievement (Heaton, 1979:109)⁴. Since the test result are raw scores so that it is necessary to multiply them by 4 to get more meaningful numerical data. By doing so, the writer obtained the rating scale of 1-100. For example a student who gets 25 of row score, the score will be multiplied by 4. It means she / he get 100; a student who gets 15, the score is multiplied by 4 and she/he gets 60 and so on.

The scores will become a more meaningful numerical data if they are converted to numerical data, which will be processed to the scale of 0 to 100. Then the processed scores will be used sequentially from the highest to the lowest. It will be easier to know the position of the student in his/her group.

⁴ Ibid page 109

The measurement of the students' achievement that is stated by Harris (1969:134)⁵ will be interpreted as follow.

Table : 4
The measurement of the students' achievement
(Taken from Harris)
Criteria of Mastery Grade

Criteria of Mastery	Grade
91-100	Excellent
81-90	Very Good
75- 80	Good
61 - 70	Fair
51- 60	Poor
Less than 50	Very Poor

3. Implementing

The implementation of action is the thing which is done in the learning process. The implementation is the conducted by many cycles. It depend of researcher if the result has success in one cycle so the research is finish, but if there is revised, so can be continue in the text cycle.

4. Observing the Action

According the Muslich, observation is used to get information about human being in the reality.⁶ In the observation phase, the researcher will be observe and collect the data any aspects or events that had happened during the implementation of the action in relation to the objectives of this study. The data were obtained from the field notes and supported by observation checklist.

⁵ Harris D.P.1969.Testing English as a First Language.(New York; Mc.Graw-Hill Book Company.) Page 42

⁶Muslich,Mansyur. "Melaksanakan PTK itu mudah"(Jakarta: Bumi Aksara 2009),106.

5. Reflection

Reflection is the way to evaluate of implementation. In the reflection, the teacher wants to take the conclusion from the research. Before that, the researcher reflects what have done in previous action by using the instruments. In the class, we can conclude that teaching writing using serial picture can build the writing skills on narrative text is success or not. If in the cycle one still fail or not success , so the researcher must continue and revising to the next cycle.

c. Data analysis

Data analysis in classroom action research is process to select, to make simple, to focus, to organize and to present the instrument that can be used to compile the answers for the classroom action research' objectives. It uses method that involves the convergence of data from multiple data collection procedures

This classroom action research uses a formulation below to analyze the data from the test.

$$\frac{\text{Total students who get score 75 minimally} \times 100\%}{\text{Total Students in Class}}$$

The researcher and the English teacher make an agreement that the students' achievement improves if there is more than 80% students get score 75 minimally in test.

Table 3.7. percentage Criteria of the successful Treatment

Percentage of the students getting 75 minimally	Qualification
80%- 100%	The students' achievement in English improve and the method that be applied can improve the students' achievement in English successfully.
30 %- 79%	The students' achievement in English improve enough and the method that be applied is not successfully yet in improving the students achievement in English.
0% - 29%	The students' achievement in English do not improve and the method that be applied is fail in improving the students' achievement in English.

(Source : melaksanakan PTK itu mudah)⁷

⁷ Mansur Muslich" *Melaksanakan PTK itu Mudah*",(jakarta: Bumi Aksara,2009),163.