CHAPTER III

RESEARCH METHOD

This chapter presents the descriptions of the research method. It is discussed the aspects which include Research design, Setting and Subjects, Instrument, Data collection method, Research procedure, Determining criteria of success, Data analysis.

A. Research Design

Design of this research is Classroom Action Research (CAR). According Wijaya, CAR is a research which is done by teacher in the classroom[16]. 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 process which must be done as teacher to student to develop writing ability of student.

The purpose of CAR is to improve the process and learning outcomes that use serial picture in classes conducted in cyclical. CAR is problem of learning process which is systematic and controlled. Systematic which is coherent based on the rule. It happens between teacher and students in the classroom. In the research, the researcher does activity in two cycles. Each cycle consist of four stages[17]: Planning, Action, Observation and Reflection.
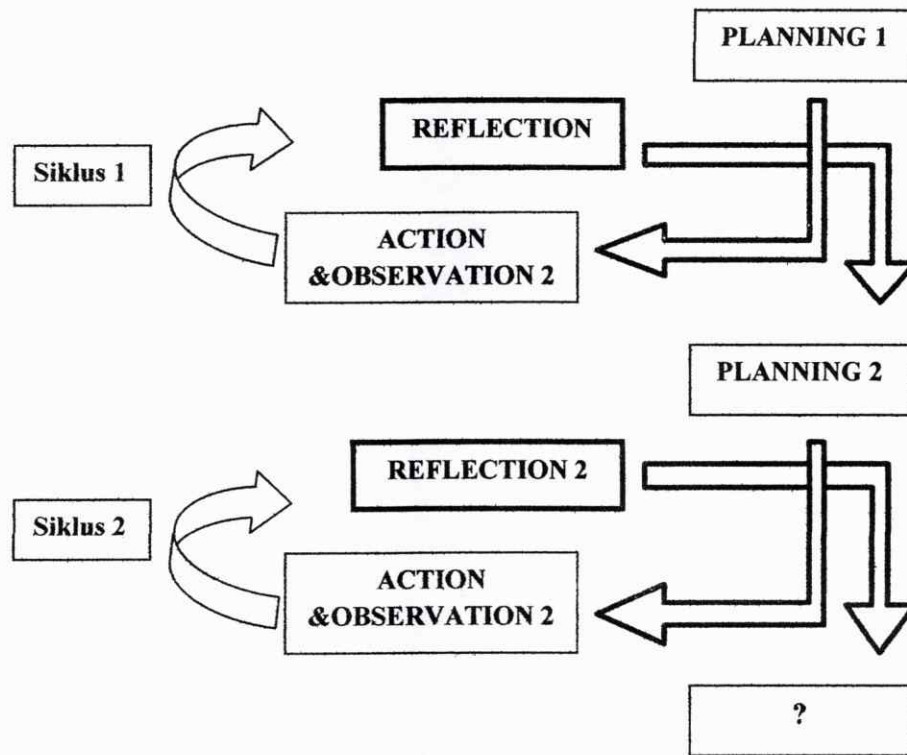
---

[16]Wijaya Kusumah dan Dedi Dwitagama, Mengenal Penelitian Tindakan Kelas,(Jakarta Barat: PT. Indeks, 2010), Page.9

[17]Suharsimi Arikunto dkk, *Penelitian Tindakan Kelas* (Jakarta:BumiAksara, 2008) Page 74

In the research, the researcher uses the patterns of teacher. In the pattern, the teacher has primary role both a researcher and teacher in the classroom. The teacher or researcher will make planning and implementation the planning that make before in the class. The teacher observes the response of student and make note what happen in the class to get accurate when the teaching learning process conducted. The design of classroom action research is illustrated in the following diagram.

KEMMIS & MC TAGGART MODEL (1988)[18]

RESEARCH DESIGN OF CLASSROOM ACTION RESEARCH

```
                                              ┌──────────────┐
                                              │  PLANNING 1  │
                                              └──────────────┘
           ┌──────────────────────┐
           │     REFLECTION       │
┌────────┐ └──────────────────────┘
│Siklus 1│
└────────┘      ┌──────────────────┐
                │     ACTION       │
                │ &OBSERVATION 2   │
                └──────────────────┘

                                              ┌──────────────┐
                                              │  PLANNING 2  │
                                              └──────────────┘
           ┌──────────────────────┐
           │    REFLECTION 2      │
┌────────┐ └──────────────────────┘
│Siklus 2│
└────────┘      ┌──────────────────┐
                │     ACTION       │
                │ &OBSERVATION 2   │
                └──────────────────┘

                                              ┌──────────────┐
                                              │       ?      │
                                              └──────────────┘
```

---

[18]Arikunto, Suharsini, Suhardjono, Supardi, (Jakarta: *Penelitian Tindakan Kelas.* 2008) Page16

B. Setting and Subjects

The researcher conducted the setting and the subjects in this research.

1. Setting

This research is conducted at MTs Miftahul Huda Silir Wates Kediri. This research happens until 3 weeks namely Mei, 14th 2013 till Mei, 29th 2013. This site was chosen as the field of research because of the researcher wanted to know the use series picture to improve the writing ability of students at the second grade of MTs Miftahul Huda Silir Wates Kediri.

2. Subjects

The subjects of the research were the students in class VIII-A of MTs Miftahul Huda Silir Wates Kediri. The number of student in the class VIII-A is 23 students academic year 2012/2013. The reason of researcher chose this site because the student' motivation of Miftahul Huda Silir Wates Kediri especially the students at second grade to learning writing is low.

C. Instrument

Instruments are the tools used by the researcher in using data collection method.[19] Before conducting the research, researcher should decide what instruments will be used to get data. The researcher finally uses interview list, the field-notes,test, scoring guide as research instrument.

---

[19]Arikunto, *Manajement Penelitian*, (Jakarta: Rinerika Cipta, 1990), Page 135

1. Interview list

   The researcher used interview to get information from direct verbal attempt and responded between the researcher (interviewer) and the interviewee. According to Lexy J. Moloeng Interview oral question and answer between two people or more that has special purpose. There are three-types of interview methods based on necessity of collecting data, namely unguided interview, guided interview and controlled interview[20]. The researcher used unguided interview to obtain the information about the implementation of English learning process especially in writing at second grade class.

2. Field-note

   The term of field-note according to Bodgan and Biklen referred to the written account of what the researcher heard, saw, underwent, and thought in the course of collecting and reflecting on the data in a qualitative study[21]. Based on this quotation, the researcher of the study also focused on the field-notes taken in conjunction with a participant observation study in which the field-notes were concerned with all of the research questions. In other words, the researcher did the observation, interview and/or other activities in the classroom where the teacher had the learning-teaching process.

---

[20]Lexyj, Moloeng, *MetodologiPenelitian Kualitatif,* (Bandung: PT Remaja Rosdakarya, 1998) Page 178

[21] Robert C. Bogdan and Sari Knop Biklen, *Qualitative Research for Education,* (USA: Allyn an bacon, 1992) Page 107

25

3. Test

The test technique is used to measure how good the motivation of the students in learning writing. The test that researcher will conduct are pre-test and post-est. The pre-test is conducted for checking whether or not the students can produce recount text. The post-test is used for knowing how far the students able produce a good recount text through series picture. In this research, the researcher ask student to produce recount text or make story based on the picture. The researcher still use same series picture for test them in cycle 2, if their result of writing test in cycle 1 is not successful yet.

4. Scoring Guide

One of the ways to give score to the students' achievement in writing is a raw score. In using raw score, the score can make rank order of the result of the students' work based on given categories to know which student who get high score and who get low score. The scheme rank score as bellow:

Table 1

Scoring Guide

The Analytical Scoring Guide for Students' Final Composition[22]

No	Aspect of Writing	Score	Criteria
1	Content	5	Complete, provide complete supporting details, relevant to the topic, and easy to understand
		4	Complete, provide almost complete

---

[22] Cohen, *Assesing Language Ability in the Classroom* (2 Eds) (Boston. MA. Heinle&heinle, 1994)

26

			supporting details, relevant to the topic, and easy to understand
		3	Complete, provide fairly complete supporting details, relevant to the topic, and fairly easy to understand
		2	Complete, provide less complete supporting details, relevant to the topic, and little bit easy to understand
		1	Not complete: quite relevant to the topic and quite easy to understand
2	Organization	5	Well organized and utilize effective use of connector
		4	Fairly Well organized and utilize effective use of connector
		3	Loosely organized, main idea clear, logical but incomplete connector
		2	Not quite organized and lack connectors
		1	Lack of organization and does not utilize any connector
3	Vocabulary	5	Effective choice of words and word forms
		4	Effective choice of words and some misuse word forms
		3	Adequate choice of words but some misuse word forms
		2	Limited range, confusing use of words and words
		1	Very limited range, very poor, knowledge of words, and word forms
4	Grammar	5	No errors in the use of grammar, pronoun and other aspects of grammar
		4	Few error in use of grammar, pronoun, and other aspects of grammar
		3	Some error in use of grammar, pronoun, and other aspects of grammar
		2	Many error in use of grammar, pronoun, and other aspects of grammar

		1	No mastery of grammar, pronoun and other aspects of grammar-dominated by errors in the use of grammar, pronoun and other aspects of grammar.
5	Mechanics	5	Mastery of spelling, punctuation, and capitalization
		4	Few error in spelling, punctuation, and capitalization
		3	Fair number of spelling, punctuation, and capitalization
		2	Frequent error in Mastery of spelling, punctuation, and capitalization
		1	No control over Mastery of spelling, punctuation, and capitalization

Because of there are 5 aspects and each is scored 1 to 5, so the maximum score is 25. The scoring based on the analytic method. This method will be better when we want to inform our students about their achievement (Heaton, 1979:109)[23]. Because of the test result are raw score so that it is necessary to multiply them by 4 to get more meaningful numerical data. The researcher obtained the rating scale of 1-100. For instance, a student who gets 25 score, the score will be multiplied by 4. It means the student gets 100 score, a students who gets 16, the score is multiplied by 4 and the student gets 80 and so on.

---

[23] Heaton, J.B. 1975. writing english language test. london: longman group Page 109

The researcher use the formula from heaton[24] to know the average of the result of writing test of students. The formula as bellow:

$$\text{The Average of Student Result} = \frac{\text{The Total of Percentage}}{\text{The Number of Students}}$$

D. Data Collection Method

The researcher uses two ways to collect data. Those are: observation, and interview.

1. Observation

The researcher will come to MTs Miftahul Huda Silir Wates Kediri. It is to make an observation in the second Grade class that is VIII-A. The researcher takes some notes to know what the English learning process in the classroom. The observation will be done to get the description about situation in the class and the observation about the students' response when use serial picture for English learning process in the classroom. The first step which has been done by researcher to get the data is by doing direct observation. Thus he knew the real condition of teaching learning process in second grade class of MTs Miftahul Huda Silir Wates Kediri.

2. Interview

The interview is a sense, an oral questionnaire. The respond, the subject or interviewee gives the needed information verbally in a face-to-

---

[24] J.B. Heaton, 1975. *Writing English Language Test*. London: Longman Group

face relationship with a skillful interviewer, the interview often superior to other data gathering devices. Its method is taken because it is more willing to talk than to write.[25] In this study the researcher will do interview the student. The purpose is to know the problems faced by the students for learning writing.

E. Research Procedure

The classroom action research involves two cycles. There are two cycles in this classroom action research. Each cycle consist of planning, implementation of action, do observation, and do reflection.

Table 2

The Research Procedure

CYCLE I	1. Planning 1	1. The researcher make planning the teaching activities or making lesson plan (RPP). 2. The researcher determine the material based on curriculum. 3. Prepare the learning medias like series picture
	2. Action 1	The researcher act based on the lesson plan (RPP) that is made in the class.
	3. Observation 1	This observation will be done during the action and the research

---

[25] John W. Best, *Research in Education* (New Jersey : Prentice-Hall. Inc.), Page164

30

		focuses on the students in the English learning process using serial picture according the plan.
	4. Reflection 1	In this step, the researcher wants to take conclusion from result of observation in the cycle 1. If in the first cycle is not success, so the researcher must revise or make good planning for the next cycle.

CYCLE II	1. Planning II	1. Study the result of reflection in the cycle 1 and make the material to prepare the next action. 2. develop the action program in cycle I
	2. Action II	The implementation of action
	3. Observation II	Observation and collecting the data in reflection II.
	4. Reflection II	Evaluation action II.

F. Determining Criteria of Success

The criteria of success are basic to determine whether action in the research is successful or not. In the research, researcher use two criteria of success determine it. The first criterion if less than 75% of students get 75 score, it means that is not successful. And the second criterion if more than

31

75% of student get 75 score, it means that is successful The researcher takes 75 score as the standard because 75 is the score that appropriate with the SKBM (Standar Kelulusan Batas Minimal) of MTs Miftahul Huda Silir Wates KediriAnother reasons researcher knows the students at the second grade of MTs Miftahul Huda Silir Wates Kediri still have many problems in English lesson, especially in writing. So, the researcher doesn't take the over score for standard of passing grade.

G. Data Analysis

Data Analysis in the classroom action research is process to select, simplify, focus, organization and display material that used to reach the purpose of CAR. According Miles and Huberman, the data analysis was based on three concurrent flows of activities: data reduction, data display, and conclusion drawing/verification.[26] The data will be analysed in the following procedures: reducing the data, data display, and drawing conclusion[27].

1. Reducing the Data

Reducing is the form of analyse that sharpen, classification, give direction, discard the data which is not needed and organize the data. The function of organize data is to draw and verify the conclusion. In this study, the researcher will take the data from the name of student and worksheet of student.

---

[26]Burhan Bungin, *Analysis Data Penelitian Kualitatif,* (Jakarta: PT Grafindo Persada, 2003) Page 70

[27] Mathew B. Miles. A. Michael Huberman, *Qualitative Data Analysis*(Trj. Tjetjep Rohendi, Rohidi,Analisis data kualitatif), Jakarta, UI, 1992, Page 16

32

2. Data Display

Data display is the process of presenting the data in which the display usually took the narrative form, which occurred in the form written up of field-notes. So, the data display is directed to confirm the result of data analyses until the process of data arrived at verification.

3. Draw Data

The researcher takes conclusion from the result of research. The result of succeeded level in the process of teaching learning can be achieved when students can response the method of teaching that has been applied.