

## CHAPTER III

### RESEARCH METHOD

This chapter discusses the description of research method applied in this research. This discussion covers research design, research setting and subjects of the research, research procedures which are planning, implementing, observing, and reflecting the action, data collection, data analysis and criteria of success.

#### A. Research Design

The research design of this research was classroom action research (CAR) which focused on improving teaching and learning activities in the classroom. This research was designed to overcome the problem dealing with the teaching of writing descriptive text at MTsN Pagu. According to Latief's statement (2013)<sup>33</sup>, Classroom Action Research is an effective media in improving the quality of English teachers' performance in instruction as well as students' achievement in learning English in classrooms. Suyanto and Sukaryana (2001)<sup>34</sup> say that Classroom Action Research is a form of various activities as one of the efforts made by a teacher or practitioner which is conducted to improve an unsatisfactory condition or to increase learning community in the classroom.

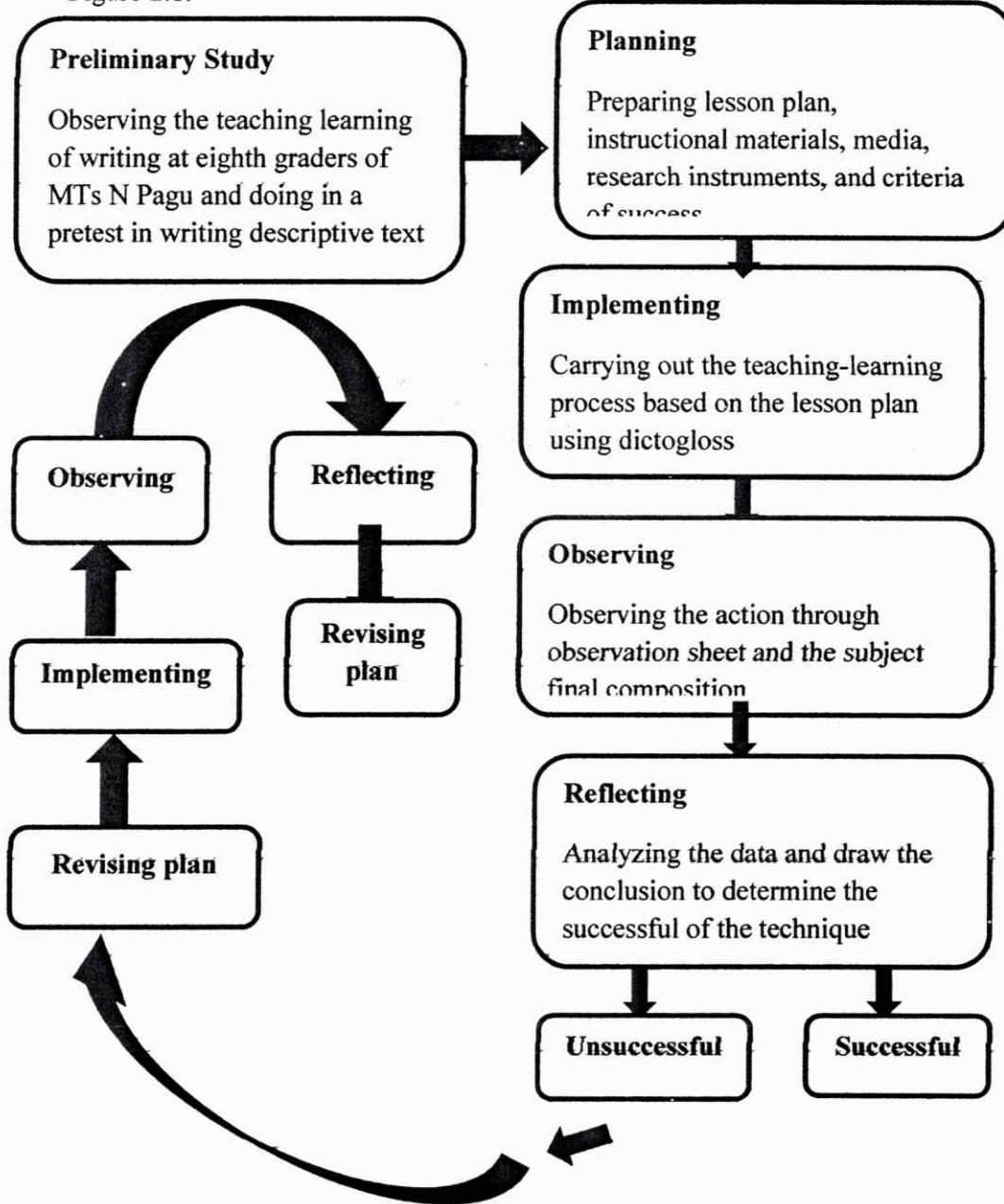
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<sup>33</sup>Latief, M. A. *Research Methods on Language Learning An Introduction*. 2<sup>nd</sup> Ed. (Malang: UM Press, 2013).

<sup>34</sup>Suyanto, K.K.E. & Sukaryana, I.W. *Penelitian Tindakan Kelas untuk Guru*. Malang: Penerbit (Universitas Negeri Malang, 2001)

The researcher implemented the model of CAR as proposed by Kemmis, Elliot, and Ebbutt as cited in Mc. Niff, 1992)<sup>35</sup> as can be seen in the

Figure 2.1.



<sup>35</sup> McNiff, J. *The Action Research Principle and Practice*. (London: Roudledge 1992), 67

**Figure 3.1 Classroom Action Research Procedure** (adapted from Kemmis, Elliot, and Ebbutt in Mc. Niff, 1992)

Latief (2013)<sup>36</sup> states that classroom action research occurs through a dynamic and complementary process, which consists of four essential stages namely planning an action (identifying problem is issue and developing an action plan), implementing the plan (putting the plan into action), observing the implementation (data collection phase), and reflecting or evaluating the process and the result of the implementation (evaluating and describing the effects of the action). He further says that classroom action research may be done in several cycles. Each cycle is repeated in the next cycle if the result is not satisfactory, yet the next cycle must be done with a better lesson plan.

#### **B. Setting and Subject of the Research**

The research was conducted in MTsN Pagu. MTsN Pagu was chosen as the field of this present research due to the following reasons: Firstly, the researcher was one of the student at MTsN Pagu. So the students' condition and the school's environment were familiar for her. Second, the researcher would like to make a new innovation in developing the teaching and learning process, especially in teaching writing descriptive text. The research was carried out in the even semester of the academic year of 2014 – 2015. The class was chosen by the researcher to be her research was VIII-H class. The

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<sup>36</sup>Ibid.

number of the students in this class was 35, consisting of 12 boys and 23 girls.

### **C. Research Procedure**

The research procedure was a cyclical process which consisted of four stages, namely: (1) planning the action of dictogloss, (2) implementing the concept of dictogloss, (3) observing the implementation of the teaching technique using dictogloss, and (4) reflecting the action of dictogloss. The brief explanation of the process was described as follows:

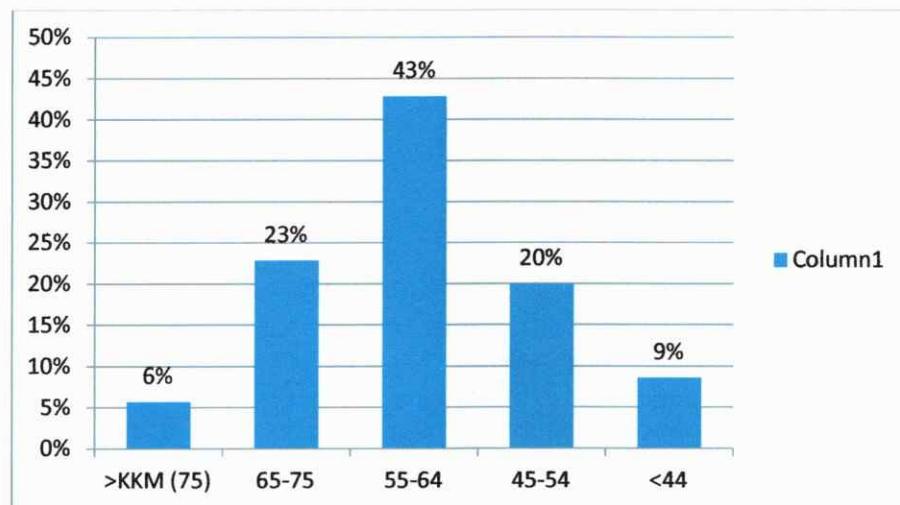
#### **1. Preliminary Study**

The first procedure conducted was a preliminary study. The researcher conducted a preliminary study in order to identify and collect data about the factual problem faced by the students in teaching and learning process. The preliminary study was conducted by test and interviewing the regular teacher.

The preliminary study was conducted on 25 April 2015 to the class eight-H students of MTsN Pagu. In carrying out the preliminary study, the researcher as a teacher assigned the students to write a piece of descriptive text of describing someone for about 40 minutes during their English class session. The students' writing was then scored using the scoring rubric. After calculating the students' score, the researcher analyzed it by using percentage. From the data it was found that only 5.71% (2 students out of 35 students) of this class got score equal or above

75. The result of the students' writing test showed that they mostly made errors in vocabulary and grammar, and some of them also made errors in content and organization. There were 22.86% (8 students of 35 students) got score between 65-74, 42.86% (15 students of 35 students) got score between 55-64, 20% (7 students of 35 students) got score between 45-54, 8.57% ( 3 students of 35 students) got under 44 score. The mean of all students' score at that time was 59.33. These results are visualized in Figure 2.2. The detailed results can be seen in Appendix 1.

### **Students' Writing Scores in the Preliminary Study**



**Figure 2.2**

Based on the preliminary study, it was found out that the students of VIII - H had low ability in writing a piece of composition, primarily a descriptive text. The results of the students' writing indicated that they had problems in producing a piece of descriptive text, i.e. vocabulary, grammar, content, and organization. There were two dominant reasons come up as the causes of the problems above: (1) the monotonous writing

that were dominated with instruction without being given a model text; (2) the students usually did the writing task individually, without dictated.

In relation to the problem above, the researcher considered that the use of cooperative integrated reading and composition could solve the students' problem particularly in writing descriptive text since it could help students to improve vocabulary, to overcome the grammar difficult, to create a good idea, and to organize the paragraph.

## 2. Planning the Action

The researcher needed to plan several activities concerning the teaching technique of dictogloss technique to improve the students' ability in writing descriptive text. In this case, she accomplished the following set of activities: preparing teaching technique and a lesson plan.

### a. Preparing the Teaching Technique

The teaching technique was employed in this research was dictogloss. The researcher believed that this technique could solve the students' problem in writing descriptive text, since this technique gave the opportunity to the students to think and share together one another, so they could learn more deeply about the material.

In the dictogloss technique, the researcher leaded the students to make groups consisting of the four to five students in each group which had to be heterogeneous in terms of achievement, performance level, and classification of gender (male and female). They were categorized based on the achievement in the score of preliminary

study. They were ranked from the highest to the lowest ranks. The member of each group consisted of various levels of students in order to be able to give enrichment process among the group members themselves.

In teaching learning process, the researcher's role was as inquirer, creator, observer, facilitator, and as change agent. The teacher as inquirer means a teacher has to understand the students' language. The teacher as the creator means the teacher as the key for structuring successful cooperative learning classrooms which are found in creating the social climate, setting goals, planning and structuring tasks, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting materials and time.

Then, the teacher is as observer. It is the basis of decision making about each students' progress, and it also provides rationale for specific programming. The next role of the teacher is as facilitator which means that teacher prepares to step aside to give the learner a more meaningful role. As a facilitator, the teacher offers guidance in helping students to engage in the thinking process (Brown, 2001). The last teacher role is as change agent which means the teacher way and students perceive another and themselves ultimately affect the social climate for learning.

To make quantitative report, the researcher provided the students evaluation. It was conducting a test. In this test, the researcher could ask several additional questions and ask the students to write it on piece of paper. Moreover, she could directly handle the test materials. In this case, the students were asked to write a simple descriptive text by using appropriate vocabulary, a good grammar, a correct content, organization, and mechanic. Then they had to submit their final composition individually. To be more clearly, the research presented the scenario of teaching technique in Appendix 2.

b. Preparing the Lesson Plan

After determining the appropriate technique, the researcher designed lesson plans. Preparing the lesson plans was very important for the researcher and for any other teachers. It helped to guide the teachers in conducting the learning and teaching process in the classroom in order to make the learning process run successfully. There were six meeting which had implemented in this research.

The lesson plan covers: course identity, time allocation, general description of teaching writing, core and basic competences, learning objectives, indicator achievement, instructional material and media, teaching procedure, and assessment. The lesson plan was designed based on the aims of the current research that was to enhance the students writing skill by using the dictogloss technique. There were several important parts in the lesson plans. The first was time

allocation. The set of time in each meeting was considered from the requirement of MTs curriculum. Each meeting would run for 2 x 40 minutes

The second part of the lesson plans was instructional objective of learning activities. It was to enhance students writing skill which focused on vocabularies, language feature, content, and generic structure according to theme in every meeting. The third was instructional material and media. Instructional material and media were in the form of reading text to dicte and students' worksheet.

The next part was procedures of implementation. There were four stages during the procedure of the implementation of the applying the Dictogloss technique. The researcher divided the steps into preparation, dictation, reconstruction, and analysis and correction

The last part of lesson plan was assessment. The product assessment focused on assessing final product which is writing product. Cahyono and Widiati (2011)<sup>37</sup> state that in the light of writing as product, writing is considered to be final product of writing activity. The students' final product would be assessed by using analytical scoring rubric adapted and simplified from Brown (2004)<sup>38</sup> as shown in Appendix 4. All aspects in writing were assessed using analytic scoring which had five categories to assess, namely: 1)

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<sup>37</sup>ibid.

<sup>38</sup>ibid.

vocabulary, 2) grammar / language feature, 3) style and quality of expression (content), 4) logical development of ideas (generic structure), and 5) punctuation/spelling/mechanics.

Moreover, to avoid the subjectivity of the rater in assessing their writing, the researcher and the collaborator also applied weighting to determine the focus of the scoring. The criterion of weighting depended on the level of students' proficiency, the importance of each component, and the goal of the curriculum (Brown, 2004)<sup>39</sup>. The researcher gave weighting for content 3. Then, the categories were: organization 3, grammar 2, vocabulary 2, and then mechanics 1. Therefore, the maximum total score was 44. The researcher gave the least weighting, especially for mechanics because the researcher did not emphasize much on it. However, she still recognized that it was important in constructing a good text.

### 3. Implementing the Action

After finishing the preparation stage, planning the action for the research, the researcher implemented Dictogloss in the class. In implementing the action, the researcher taught the students while the collaborator observed the process of teaching and learning activities utilizing Dictogloss technique and the students' response towards the implementation of the technique based on the observation sheet.

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<sup>39</sup>Brown, H. D. *Language assessment Principles and Classroom Practices*. (San Francisco: Pearson Education2004), 69

The teaching procedure was implemented in the class VIII - H of MTsN Pagu as what had been presented in Appendix 2, the teaching procedure was implemented into four stages, namely preparation; dictation; reconstruction; and analysis and correction.

#### 4. Observing the Action

Observation was done to collect the data related to teaching and learning process during the implementation of the action whether the technique was successful in solving the classroom problems or not. The focus was on the data related to the criteria of success that had been decided. Therefore, the researcher defined data and sources of data as follows.

##### a. Criteria of Success

The criteria of success was used to determine whether the action was successful or not and to identify what would be revised in the next plan. The criteria of success in this research were emphasized on the students' final product, the students' participation and the students' perception towards the teaching -learning writing processes. The students' final products were assessed by using analytical scoring rubric (see Appendix 4). The students' final product should reach to 10 point of gain or more.

The students' active involvement during the teaching and learning process was a justification on the effectiveness of the method. The students were considered to be active in the teaching and learning process

when they took part in the activities in the observation checklist. It was considered to be successful if equal or more than 75% of the students get score at least 75 and average score is at least 75 of the whole class do the activities. If there were equal or less than 25% of 35 students fail in teaching-learning process, they would be given a remedial in external school. The data from questionnaire revealed the students' feeling about the implementation of Dictogloss technique in teaching and learning of writing. In the final report, the researcher presented the analysis in form of percentage of students who had achieved or passed the criteria of success in the writing test and the percentage of students who answered the questionnaires at least seven or more questions with "agree" answer. The criteria of success was described in table 3.1

**Table 3.1 The Criteria of Success**

The Criteria of Success	Data Sources	Instrument of Data Collections
<b>The Product:</b> <ul style="list-style-type: none"> <li>• 100% the students reach to 10 point of gain or more</li> </ul>	<ul style="list-style-type: none"> <li>• The result of the students' writing product</li> </ul>	<ul style="list-style-type: none"> <li>• Writing test</li> </ul>
<b>The process</b> <ul style="list-style-type: none"> <li>• The students are actively involved during the teaching</li> </ul>	<ul style="list-style-type: none"> <li>• The record of the student's participation during the</li> </ul>	<ul style="list-style-type: none"> <li>• Observation Checklist</li> </ul>

<p>and learning process.</p> <ul style="list-style-type: none"> <li>• The students answer the questionnaires at least seven or more questions with “agree” answer.</li> </ul>	<p>implementation of the research</p> <ul style="list-style-type: none"> <li>• The students’ perception toward the implementation of the technique</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire</li> </ul>
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#### b. Data and Sources of Data

The data of the present research was taken from the result of the test, questionnaires, and the record of the observation checklist. The data were in the form of the score of the writing test and the total amount of “Agree” answer of each student on the questionnaires. The researcher needed data from the scores of writing test to be analyzed in order to figure out the students’ ability in writing descriptive text. The data from the writing test revealed the students’ ability in writing descriptive text by using the appropriate vocabulary, correct grammar, good content and organization.

Besides, the purpose of this research was to figure out the students’ involvement in the teaching learning process by using Dictogloss technique. There were notes and record of events or activities carried out by the researcher and her collaborator during the teaching and learning process. All of those data were recorded in the observation checklist that

was taken by the collaborator. The data which acquired from observation checklist were analyzed and discussed constantly by the researcher with her collaborator at the end of each meeting. The results of data analysis were used to see the weaknesses and the strength of the action implemented.

In addition, the researcher also needed data from questionnaires since one of the criterion of success was set to figure out whether the students felt comfortable and enjoyed in learning writing by using Dictogloss technique. The form of data was the total number of students who answered "agree" in each item of the questionnaires. The data from questionnaire revealed the students' feeling about the implementation of Dictogloss technique in teaching and learning of writing. In the final report, the researcher presented the analysis in form of percentage of students who had achieved or passed the criteria of success in the writing test and the percentage of students who answered the questionnaires at least seven or more questions with "agree" answer.

The source of data of this research was the VIII - H of MTsN Pagu in the even semester of the academic year of 2014 – 2015. Here, the students were as the subject of the research, events, and situation happening during the implementation of the action in teaching learning process. All of the data were needed to be analyzed in order to determine the successfulness of the Dictogloss technique in improving students' ability of writing descriptive text.

## 5. Reflecting the Action

The reflection part dialed with the activity to analyze the data collected during the observation. It included the discussion how far the data collected had shown the success of the technique or what factors might cause the failure of the one employed in overcoming the problems.

## D. Data Collection

To collect the relevant data, the researcher needed to develop the instruments of the research. They were as follows:

### 1. Writing task

The first instrument was a writing test in the last meeting (see Appendix 5) that was used to obtain the students' individual final writing. Writing task was used to identify the students' writing achievement, whether the students made progress in the writing after the implementation of Dictogloss technique. The form of task was writing test. Here, the students were assigned to write a descriptive text. The writing test was scored using analytic scoring rubric as illustrated in Appendix 4. The students' final descriptive texts were assessed using the scoring rubric and were used as the data for the students' writing products. The data were analyzed by comparing them with the criteria of success in terms of students' product.

## 2. Observation checklist

The second instrument was observation checklists. The observation checklists were used to monitor the students' involvement during the teaching and learning process using Dictogloss technique. The use observation checklists were carried out by collaborator. Observation checklist was utilized to gather the data about the students' activities during the learning process, especially writing descriptive text in the classroom. In this step, the collaborator was observing and collecting the data, while the researcher was implementing the technique of the teaching descriptive text on writing by using Dictogloss technique. The collaborator observed the whole processes of teaching learning activities and gave a tick (✓) for the students' activities and interaction that provided in observation sheet. For the complete observation checklist see Appendix 6. Each activity conducted by students was scored based on the category (see Table 3.3) adapted from Supardi (2014)<sup>40</sup>.

**Table 3.4The Categorization of the Activities**

No	Number of students do the activity (range)	%	Category	Mark
1	26-36	76%-100%	Very good	4
2	17-25	51%-75%	Good	3

<sup>40</sup>Supardi. *Using Mr. Bean's Video-Based Materials to Improve Reading Comprehension of the Eight Graders of SMPN 1 Montong Gading – East Lombok.* (Unpublish Thesis: State University of Malang,2014), 38

3	8-16	21%-50%	Fair	2
4	3-7	5%-20%	Poor	1
5	0-2	<5%	Very Poor	0

### 3. Questionnaire

The last instrument was questionnaire. Questionnaire was used to obtain students' facts and opinions toward the implementation of Dictogloss in writing descriptive text. The researcher developed the questionnaires without adapting from other sources. However, the researcher developed each item of the statement in the questionnaires based on the criteria of success in this study which wanted to figure out the students' feeling about the implementation of the Dictogloss technique in learning writing. In order to make it as a valid instrument, the questionnaires were validated by showing and asking comments from the senior teacher in that school (for the complete form of the questionnaires (see Appendix 7). The distribution of the questionnaire was given to the students to elicit the students' opinion about the implementation of Dictogloss technique to improve the students' ability in writing descriptive text at the end of the cycle after they had finished the writing test. The researcher compared the result of the questionnaire with the criteria of success. To figure out the students' response and feeling about the implementation of the Dictogloss technique, the researcher assumed that ten questions had already

represented the detail information indicating the students' response. The indicator of success was determined when each students of the class answer "Yes/Agree" at least seven items which indicated good and enjoyment condition were faced by the learner during the teaching learning process through the Dictogloss technique.

#### **E. Data Analysis**

The data analysis was done by comparing the collected data with the criteria of success.

In this research, the data got from a writing test. It was analyzed by comparing them with the criteria of success in term of students' product. In this case, the final students' product should reach to 10 point of gain or more to be considered that students' writing product had met the criteria of success. If the data met criteria of success, the researcher ended the cycle of CAR. On the other hand, if the students could not reach to 10 point of gain or more, the students' writing product had not met the criteria of success. If this was the case, the researcher had to analyze the causes of the failure in order to revise the plan for conducting the next cycle.

Another data were analyzed in this research was derived from the result of observation checklist. The data in the observation checklist consisted of the students' involvement during the action implemented and also the phenomenon which happened during the process of teaching learning. The data taken from the students' participation in the classroom

were analyzed by scoring their activities in the observation checklist. The activity was categorized 'very good' when it was conducted by 76%-100% of the students. If the activity was conducted by 51%-75% of the students was categorized as 'good'. If the activity conducted by 21-50% of the students was categorized as 'fair'. If the activity conducted by 5%-20% of the students was categorized poor and if it conducted by <5% of the students was categorized as 'very poor'. The percentage of the students' involvement in each meeting were the result of the amount of the score obtained based on the students participation in preparation, dictation, reconstruction, analysis and corection (writing) multiple by a hundred and divided by the total score of indicators provided.

The data recorded from classroom observation were synthesized each other. The researcher described in details the findings or much information that were gathered to see the strength and the weaknesses of the action implemented. From the records of the observation checklist, the researcher could capture the effectiveness of using the Dictogloss technique in improving the students' activeness during the teaching learning of writing descriptive text. However, if the analysis result showed that the students who provided positive responses, attitudes, and motivations toward the implementation of the technique were less than 75%, it meant that the criteria of success in term of the process of implementing the technique had not been met. In this case, the researcher

would analyze the cause of the failure in order to revise the plan conducting to the next cycle.

The next data were derived from questionnaire. There were ten questions in the questionnaires which indicated the students' feeling, opinion, and enjoyment during the teaching learning process using the Dictogloss technique. The students' response toward the questionnaires was simply analyzed by counting how many students answered "agree" and "disagree" toward each statement or item within the questionnaires provided. After that, the total number of students who answered "agree" and "disagree" were summed up and concluded in the form of percentage. From the data taken by using questionnaires, the researcher could come to the conclusion of the students feeling about the implementation of the action.

The final writing test, observation checklist, and questionnaires were used to determine the success of the present research. If the result of writing test, observation checklist, and the questionnaires already achieved the criteria of success, the researcher stopped the action and continued to make research report. However, if the results did not match the criteria of success or failure therefore there would be another action in the next cycle carried out by revising the plan.