

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter the researcher describes research design, setting and subject of the research, procedure of the research, and data analyze.

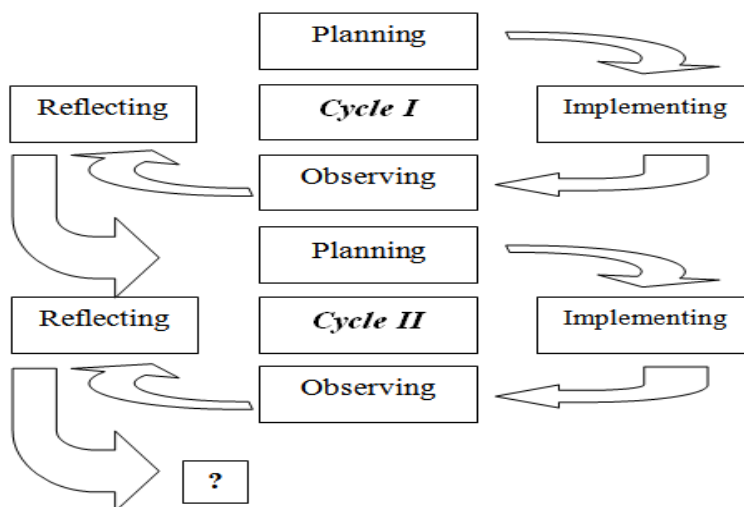
#### **A. Research Method**

This research used classroom action research as a research method. This classroom action research uses the Kemmis and McTaggart model. This model essentially consists of four components, namely planning, action, observation, and reflection. In its implementation, Kemmis and Mc Taggart's model combines action and observation. This is done because in its implementation the action research component is inseparable from the observation component. The research components in the Kemmis and McTaggart models are a cycle of actions carried out in one lesson.

At the planning stage, the researcher prepares a design and determines the focus of the problem then makes an instrument to record the facts that occur during the action. The next stage is the implementation of the action which is the implementation of the design as well as the stage of observation or observation of the ongoing learning process. For the final stage of reflection on the implementation of the actions that have been carried out. The four stages in the research are elements to make a cycle. According to Juliandi (2014) Classroom Action Research is a observation of learning activities in the form of a actions, which are intentionally raised and occur in a class simultaneously. This study aims to improve performance, it is contextual in nature and the results are not to be

generalized. However, the results of classroom action research can also be applied by other people who have a background similar to the researcher. Classroom action research is a study conducted by teachers in the classroom, including planning, implementing and reflecting on the various stages of collaboration and participation in actions. The purpose is to improve teachers' performance and make students' learning outcomes higher than before. (Dedi Dwitagama, 2012). The Process of CAR has some cycle on the practice. In this research, the researcher uses two cycles, there are cycle one and cycle two. The researcher needs to revise to make the researcher know the acting is a success and increase the writing skill.

From some of these theories, it can be concluded that classroom action research is problem-based research that aims to solve problems. Problems that arise in the classroom are then corrected through teaching and learning activities through a cyclical process involving several stages of planning, action, observation, and reflection. so going through cycles it is normal for a project to go through two or more cycles in an interative process.



This research design was conducted in two cycles, each which has some steps, which are ; (a) planning, (b) implementation, (c) observing, (d) reflecting.

a. Planning

Planning is the basis for conducting treatment after confirming the research problem. A research needs to be prepared before conducting action research. Researchers prepared several materials that would be used in the research process, such as syllabus, lesson plans, Instagram applications, some examples of recount text on Instagram posts, field notes about student activities and responses.

b. Implementing

At this steps the researcher is doing the teaching and learning process based on the lesson plan which was made. The researcher asks about students' condition than she calls her students one by one. Next step, The researcher gives Pre-liminary test to her object. Then, she introduced and taught recount text by using Instagram media to improve their writing skills.

c. Observing

Based the researcher practice her method, the researcher gives cycle test and after practice her method, the researcher gives scoring after the students finish their test.

d. Reflecting

In the analysis process, the researcher analyzes the teaching and learning process that occurs in the classroom. The researcher calculates the pre-

liminary test and cycle test, if the cycle test is successful the cycle can be stopped.

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

The researcher conducted classroom action research at SMAN 3 Kediri. This school is located on Jl. Mauni No. 88, Bangsal, Pesantren District, Kediri City, East Java Province. This school was chosen as the research area based on the researcher having observed teaching and learning experiences during internships. The researcher chose this school because the researcher found that many students were bored with the media used in writing texts in the last semester of class X MIPA 1. In the previous semester on descriptive text material, text writing activities only used paper media for writing so that students did not have creative ideas in writing descriptive text.

From this background, the researcher tried to improve students' recount text writing skills through Instagram media. The researcher know very well what is happening about the teaching and learning process of English subjects in the classroom. The researcher can find and identify some problems faced by students in learning to write. After identifying the problem, the researcher tried to use Instagram as a media to improve the quality of students' writing skills. The subjects of this study were students of class X-MIPA 1 SMAN 3 Kediri. The researcher have a time schedule to conduct research and use that time to make observations and familiarize themselves with school conditions, conduct research and analyze the results.

### **C. Research Procedures**

The research procedure used by the researcher in this classroom action research is based on Kurt Lewin's design. In conducting classroom action research, the researcher used the following procedure; (a) planning, (b) acting, (c) observing (d) reflecting. Before carrying out the four stages of classroom action research, a preliminary study was conducted, which was used to identify real problems in teaching writing and to obtain general information related to students' writing skills. In Lewin's classroom action research design, if the first cycle has been completed but there are still obstacles, it is necessary to continue with the second cycle with the same concept as the first cycle. (Dedi dwitagama, 2012). This includes planning, acting, observing, and reflecting. Moreover, before entering the classroom action research cycle, researcher should conduct a Pre-liminary study.

#### **1. Pre-liminary of Study**

In the pre-liminary study, the researcher taught class X -MPA 1 and gave a little material about recount text, then students are asked to make a recount text according to their personal experience, as for the theme of the recount text, which is free according to the creativity that exists in each student, but the story must be true what they experience in their lives.

#### **2. Procedures of the Classroom Action Research**

##### **a). Planning**

At this stage, the writer and teacher made some plans based on the findings of the preliminary study. Planning activities include designing

lesson plans, preparing teaching materials and learning media needed, determining the criteria for student success in learning, and then preparing the materials the test (Pre-liminary test & cycle test) was carried out to see if the students could write the recount text properly and correctly.

b). Action

At this stage, the researcher continued with class actions that took place according to the lesson plans that had been prepared. In carrying out this research activity, the author acts as an English teacher who teaches how to write recount text, using Instagram as a medium for writing text. Meanwhile, the teacher acts as an observer and observes all activities that occur during the education and learning process of researcher in the classroom. The implementation of class proceedings consists of three sessions in each cycle.

1). First meeting

At the first meeting, the researcher explained the subject matter about recount text. The researcher explains the general structure of a recount text and gives some examples of recount text in the BKS book. after the students have understood what the researcher is teaching, then the researcher conducts pre-liminary test .

2). Second Meeting

At the second meeting, the researcher began to use Instagram posts as a visual media for students to make recount texts. The researcher gives an example of posting an image on Instagram about

recount text to help students develop ideas for writing skills. Then, students make recount texts with the help of the teacher.

### 3). Third Meeting

In the third meeting, the students write the recount text without the help of the teacher. Then they need to be collected as a final test /cycle test. In this study, the researcher took two cycles. He needs three encounters in each cycle. if the first cycle is successful in accordance with the success criteria, then the research can be stopped, but if the success category is still minimal, then the next action is to continue to the second cycle.

#### c). Observing

This stage describes the collection of all relevant data on every aspect that occurs during implementation. Important aspects of observation include collecting data sources, tools used in data collection, and data collection techniques. These tests are preliminary test and cycle test. Preliminary tests were conducted to see if students were good at writing recount texts using paper media. The cycle test is a test to determine the improvement of students' writing skills in writing recount texts by using Instagram posts as a visual media.

#### d). Reflecting

After collecting the data obtained, the researcher analyzed the data from the education and learning process that had been carried out. then, the researcher used observation to write recount text using

Instagram media. The education and learning process runs well when they are involved in the education and learning process. If the first plan doesn't work, the next step the writer make another plan (re-scheduling) to solve the student's problem and get good results.

#### **D. Data Analysis**

The researcher analyzed the data using three ways, namely reducing the data, data display and drawing conclusion.

##### 1. Reducting the data

The researcher selects the data that really interpret the study to get the validity. Only the valid data can be counted. The researcher must have thrown the invalid data to keep it in line.

##### 2. Data display

The researcher presents the data to prove the result of data analysis. After reducting the data, the researcher shows this as simple data and readable.

##### 3. Drawing conclusion

The researcher makes a conclusion based on the observation and data display arranged before. This classroom action research uses a formulation as follow to analyze the data from the test :



**Total students get score at least 75 minimally X 100 %**

**The Students in the Class**

The researcher and teacher make an agreement that if more than 80% of students get a minimum score at least of 75, then student learning achievement can be said to have increased. Meanwhile, student test scores can be categorized based on the criteria for student test scores in table 3.1, success criteria in table 3.2 and the scoring guide in table 3.3.

**Table 3.1**  
**Criteria of students' test Score**

<b>No</b>	<b>Score</b>	<b>Predicate</b>	<b>Writing level</b>
1	80-100	A	Very Good
2	70-79	B	Good
3	60-69	C	Fair
4	50-59	D	Poor
5	25-49	E	Very poor

**Table 3.2**  
**The Criteria of Succes**

<b>Percentages of the students getting score at least 75 minimally</b>	<b>Qualification</b>
80 % -100%	The student achivement in english improves well and the instagram posts as visual media that is applied can improve the student's achient in english succesfully
50%-79%	The student achivement in english improves enough and the the instagram posts as visual media that is applied can not improve the students achient in english succesfully yet
0%-49%	The student achivement in english do not improves and the instagram posts as visual media that is applied is fail in improving the student's achient in english

**Table 3.3**  
**The Scoring Guide**

**WRITING RUBRIC ASSESSMENT**

ASPECT	SCORE	DESCRIPTION
Text Structure	5	Complete and orderly text structure
	4	Complete but not orderly text structure
	3	Incomplete text structure
	2	Incorrect text structure
	1	Unstructured
Developing Ideas	5	Correct main idea, relevant supporting sentences
	4	Nearly relevant main idea and supporting sentences
	3	Less relevant main idea and supporting sentences
	2	Irrelevant main idea and supporting sentences
	1	No main idea
Accuracy ( <i>grammar and vocabulary</i> )	5	Correct use of grammar and vocabulary
	4	Nearly correct use of grammar vocabulary
	3	Fairly correct use of grammar and vocabulary
	2	Poor use of grammar and vocabulary
	1	Incorrect use of grammar and vocabulary
Mechanics ( <i>punctuation, writing style</i> )	5	Use of correct punctuation, good writing style
	4	Nearly correct use of punctuation, good writing style
	3	Fairly correct use of punctuation, fairly good writing style
	2	Poor use of punctuation, poor writing style
	1	Incorrect use of punctuation, bad writing style

Total score = 4 x 5 = 20 x 5 = 100