III.   RESEARCH METHODS

A. Classroom Action Research Design

This Classroom Action Research was implemented to find out whether there is increase on students' narrative paragraph writing skill through *picture sequence technique*. The subject of this research was students of class VIII. A at SMP Negeri 2 Adiluwih Pringsewu, The researcher took a class after discussing with the other English teacher. This was done because according to 2009 revised curriculum for SMP/ Kurikulum Tingkat Satuan Pendidikan, this subject had already studied grammar, vocabulary, preposition and transitional signal in their previous level. Besides, the researcher took one class in which the students had lower average score compare to the other class. He also observed a class in which the students were not active when they are following English subject, especially in writing class, having low motivation and look unenthusiastic in joining it and the achievement is not satisfactory.
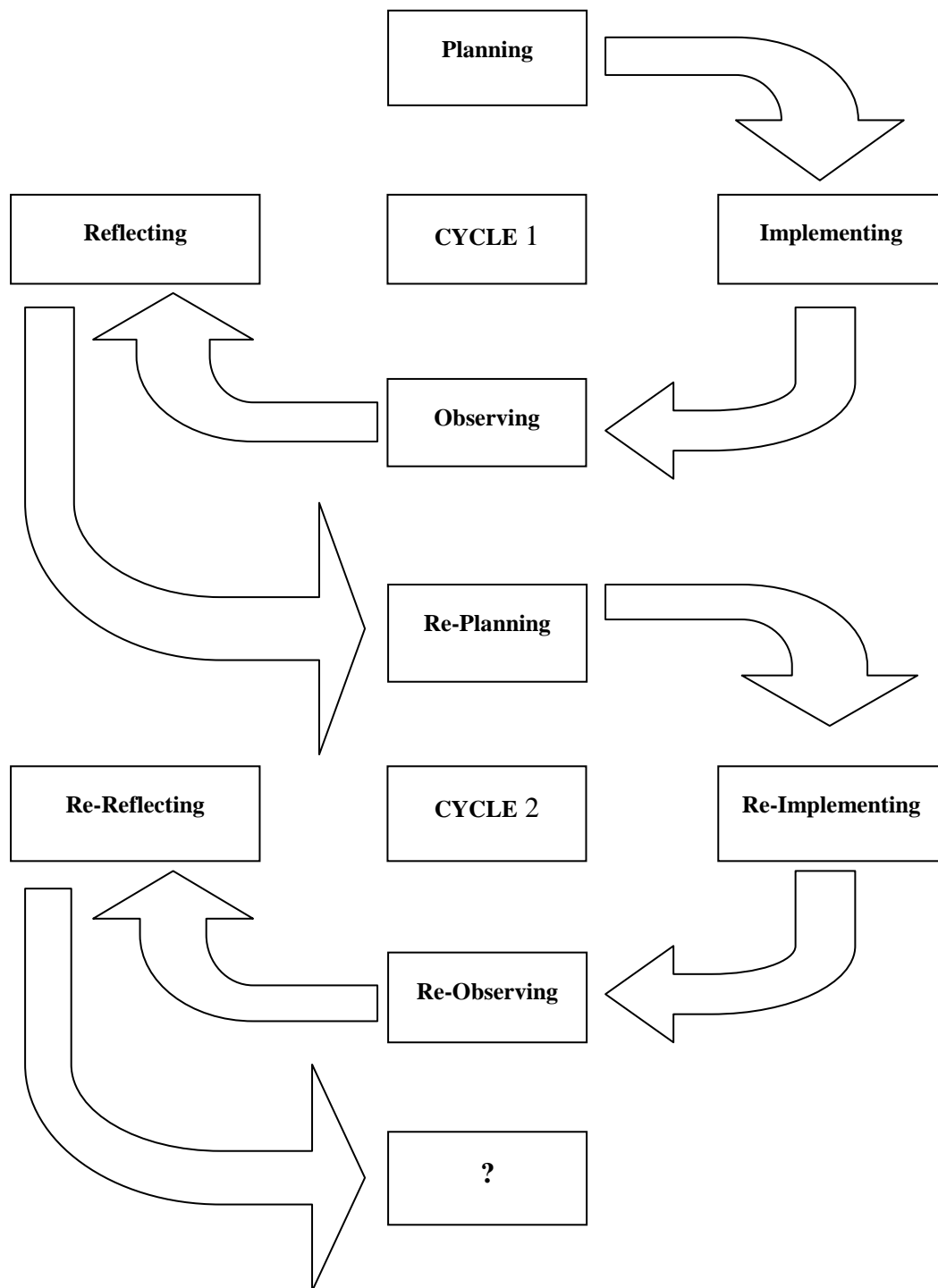
The researcher conducted the preliminary test, in order to see the problem face by the students and teacher in writing class. After that, the researcher examined the solution for the problem. The solution for the problem is teaching narrative paragraph through *picture sequence technique*. Then the researcher asked the other English teacher who will be previously train by the researcher, to teach narrative paragraph through *picture sequence technique*. Next, the researcher analyzed and discussed the observation result during teaching learning process

(the strength and the weaknesses which were done by the teacher and students during teaching leaning process using *picture sequence technique*) and learning result (narrative paragraph writing test). Learning process is analyze and base on the result of this analysis and reflection, it is decide to conduct the next cycle by focusing on the weakness of the previous cycle.

B. Research Procedures

Mettetal (2002:1) states that Classroom Action Research (CAR) is systematic inquiry with the goal of improving practice in particular situation. In addition, he states that classroom action research way for instructor to discover what works best in their own classroom situation. Thus following informs decision about teaching.

The researcher conducted the first cycle base on the problem face by the students in writing narrative paragraph from result preliminary test. The teacher taught narrative paragraph through picture sequence base on the lesson plan. After that, the students were given writing test, and then the result was analyzed and discussed both of writing and observation. She conducted the next cycle based on the weaknesses happening in the previous cycle. Furthermore, if the result met the indicator of learning achievement, she stopped in the second cycle only; but if the result did not require the indicator of the research, she conducted for the next cycle. It focused on the weaknesses of previous cycle and so on. Each cycle of classroom action research consist of: 1. planning, 2. action, 3. observation and interpretation, analysis and reflection.

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                        ┌──────────┐
                        │ Planning │───┐
                        └──────────┘   ▼
┌───────────┐   ┌──────────┐   ┌─────────────┐
│ Reflecting│   │ CYCLE 1  │   │ Implementing│
└───────────┘   └──────────┘   └─────────────┘
        ▲         ┌──────────┐   
        └─────────│ Observing│◄──┘
                  └──────────┘
        ┌──────────┐
        │Re-Planning│───┐
        └──────────┘    ▼
┌──────────────┐ ┌──────────┐ ┌──────────────┐
│ Re-Reflecting│ │ CYCLE 2  │ │Re-Implementing│
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        ▲         ┌─────────────┐
        └─────────│ Re-Observing│◄──┘
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The Cycle of Classroom Action Research (Arikunto, 2006: 16)

CAR (Classroom Action Research) cycles are classified as the followings:

1. Planning

Based on the researcher observation when he did the preliminary test, the researcher formulated the problems. After deciding the problems, he chose appropriate technique to overcome the problems. In this phase, the researcher also planned the type of test and teaching material while preparing teaching aids and lesson plan.

2. Action

The researcher asked the other English teacher to teach her class by using lesson plan. During the teaching learning process, the researcher observed teacher's performance and also observed students' activities.

3. Observation and interpretation

Observation and interpretation toward the action in the class was done while the teacher was teaching in the class by using picture sequence technique. In other words, the observation was done at the same time with action that had been mentioned before.

4. Analysis and Reflection

The analysis and reflection was done after teaching learning process. The researcher and the rater checked the test and observation toward the teacher. This stage was done to see the weakness and strengths in each cycle.

D. Material and Teacher's Training Procedure

It is also necessary for the researcher to trains the teacher how to teach narrative paragraph writing through *picture sequence technique*. This teacher's training procedure consists of three stages, they are:

1. Preparation

In teaching narrative paragraph writing the researcher asked the other English teacher to teach the material based on the lesson plan. There are two picture sequence present in this research. The topic is *Riding bicycle* and *Sam's Life*. Before the research was conducts, the researcher trained the teacher first. The researcher demonstrated how to teach narrative paragraph through picture sequence by using micro teaching technique.

2. Implementation

The training procedure was carrying out by the following steps:

Firstly, the teacher explained the goal and the objective of the teaching learning process, so the students were aware of the learning target that should be achieved. Then the teacher motivated the students and asked them about narrative, for example," *What do you know about narrative paragraph*?"

"*Have you ever written narrative paragraph*?" It functioned to activate their background knowledge of narrative paragraph.

In prewriting process, teacher explained narrative, the parts and elements of a good paragraph. In addition, the teacher explained the tense commonly used in narrative paragraph, and the use of appropriate graphic convention. The teacher gave the students examples of how to write a good paragraph. At the end of

explanation, the teacher checked whether the students have understood her explanation or not. If there were some students who still do not understand the explanation, the teacher explained more clearly. Afterwards, the teacher broke the class up into group of four students. Then the teacher distributed the picture sequence to the students. It aimed at making the students readier when they wrote a narrative paragraph based on the picture sequence individually later on. The teacher asked them to discuss about the picture sequence given. The teacher may help them by giving some guidance questions, for instance:

a. *What the first picture told about?*

b. *According to you, who are the people in the picture?*

c. *What happened to them?*

d. *Why did it happen?*

e. *Where did it happen?*

f. *What happened then?*

g. *Why did it happen?*

h. *How did the story end?*

The question will help them to interpret the *picture sequence technique* into a story and determine the vocabulary relates to the picture. The students were also allowed to look up in the dictionary if it was necessary. During the writing process, the teacher may help the students by giving them some keywords relates to the *picture sequence technique*.

The next step is writing process. Firstly, the teacher explained the instruction and direction clearly. Then, the teacher asked the students to write a narrative paragraph individually, based on the result of their discussion. During the writing process, the teacher moved among the students in order to monitor and helped them, if it was necessary.

The last step is rewriting. After the students finished their writing, the teacher asked the students to check their friends writing using the guidance questions for students editing that adapt from Spandel and Stiggins (1990:130). The students can correct their friends' works, if there are some mistakes. In this case, the students shared ideas and even they gave comment and suggestion about their friends work. Then teacher asked the students to consider their friend's comment and suggestion. It aimed at making the student aware on the mistake they made and learnt from them. Then, the teacher allocated 10 minutes for the students to rewrite their writing in order to get better result. Then the teacher asked all the students to submit their works.

3. Evaluation

In this phase, the researcher will evaluate the teacher's performance in the class by using teacher's observation form adapted from *APKG/Alat Pengukur Kemampuan Guru* (Lampung University: 2006). The researcher classify each aspect into five categories, they are:

VS : *very satisfactory, the teacher achieves 95% result of the target*
S : *Satisfactory, the teacher achieves 80% result of the target*
Su : *Sufficient, the teacher achieves 70% result of the target*
U : *Unsatisfactory, the teacher achieves 50% result of the target*
VU : *Very unsatisfactory, the teacher achieves 30% result of the target.*

D. Indicator of the Research

In order to see whether guide question through *picture sequence technique* can improve students' narrative writing skill or not, the researcher determined the indicator dealing with learning process and learning product.

a. Learning Process

For the learning process, observation was done toward the teacher by an observer during the teaching learning process by observing the whole teacher's activities in the class and filling the observation form, and the students' activities. The indicator is if the teacher and the students gained 70% from the result of the observation form.

b. Learning Product

The indicator is 70% of the students who get score at least 70 (seventy) or higher in writing paragraph based on the criteria given. In giving the score, the researcher used scoring criteria adapted from Jacob et al (1981:90).

There are five aspects evaluated by the researcher. They are:

1. Content refers to the substance of writing, the experiences of main idea (unity). i.e., *groups of related statements that a writer presents as unit in developing a subject*. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2. Grammar refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, sentences to bring out logical relationship in paragraph writing.

3. Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

4. Organization refers to logical organizations of the content (coherence). It is scarily more than an attempt to piece together all collection of facts and jumbles ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose.

5. Mechanic refers to the use graphics conventional of the language. i.e., *the steps of arranging letters, words, sentences, paragraph by using knowledge of structure and some others related to one another.*

The percentage of scoring form the writing components are decided as follows:

1. Content : 30%

2. Organization : 20%

3. Vocabulary   : 20%

4. Language use   : 25%

5. Mechanics   : 5%

Bellow is the classification of scoring criteria adopted from Jacob et al (1981:90)

Classification	Score	Description
Content	20-17	Excellent to very good: excellent to very good treatment of the subject, considerable variety of ideas or argument, independent and thorough interpretation of the topic, content relevant to the topic, accurate detail.
	16-12	Good to average: adequate treatment of topic, some variety of ideas or argument, some independent of interpretation of the topic, most content relevant to the topic, reasonably accurate detail.
	11-8	Fair to poor: treatment of the topic is hardly adequate, little variety of ideas or argument, content irrelevant, lacking detail.
	4-0	Inadequate: fails to address the task with any effectiveness.

Organization	20-17	Excellent to very good: fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	16-12	Good to average: uneven expression, but main ideas stand out; paragraphing or sections organization evident; logically sequenced (coherence); some connectives used (cohesion).
	11-8	Fair to poor: very uneven expression, ideas difficult to follow; paragraphing/organization does not help the reader; logical

		sequence difficult to follow (coherence); connectives largely absent (cohesion).
	7-5	Very poor: lacks fluent expression, ideas difficult to follow, little sense of paragraphing/organization; no sense of logical sequence (coherence); connectives not used (cohesion).
	4-0	Inadequate: fails to address this aspect of the task with any effectiveness.

Vocabulary	20-17	Excellent to very good: wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	Good to average: adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
	11-8	Fair to poor: limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	7-5	Very poor: no range of vocabulary; uncomfortable frequent mistakes in word/idiom choice and usage; no apparent sense of register.
	4-0	Inadequate: fails to address this aspect of the task with any effectiveness.

Language	30-24	Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning never obscured.
	23-18	Good to average: acceptable grammar-but problem with more complex structures; mostly appropriate structures; some errors of agreement, tense, word order, articles, pronouns,

		prepositions, meaning sometimes obscured.
	17-10	Fair to poor: insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	Very poor: major problem with structures-even simple ones; frequent errors of negation, agreement, tense, number word order/function, articles, pronouns, prepositions, meaning sometimes obscured.
	5-0	Inadequate**:** fails to address this aspect of the task with any effectiveness.

Mechanics	10-8	Excellent to very good: demonstrates full command of spelling, punctuation, capitalization, lay out.
	7-5	Good to average: occasional errors in spelling, punctuation, capitalization, layout.
	4-2	Fair to poor: frequent errors in spelling, punctuation, capitalization, layout.
	1-0	Very poor: fails to address this aspect of the task with any effectiveness.

Based on the explanation above, the researcher measured the students' ability in writing paragraph. In addition, the researcher adapted marking composition taken from Hedge (1988:153) which can be formulates as follow:

Table1. Marking composition

Meaning	Marking	Example
1. Wrong Form	WF	The *best* ^{WF} will be its achievement
2. Wrong Word	WW	Patient, funny and *kindly* ^{WW}
3. Wrong Tense	_____	In the last few weeks you didn't *has much* fun
4. Something is missing	✓	You arrived in Brighton √ the first
5. Wrong Spelling	Sp	*Confortable* ^{SP}
6. Wrong word Order	Wo	You haven't seen *yet* ^{WO} London
7. Wrong punctuation	P	Look *out* ^P
8. wrong verb form	V	The titanic *sunk* ^V very quickly
9. Not necessary	⊘	John come in and *be* sat down
10.Incomplete sentence or I don't understand what are you trying to say	?	While Ari was singing…?

E. Instrument of the Research

In gathering the data, the researcher used two kinds of instrument. The first instrument is the main source of information and the second one supports the analysis itself. The instrument used here is writing test and observation sheet. The instrument is hopefully with the stated objectives.

1. Writing Test

The first instrument used in getting the data is writing test. Heaton (1991:137) stated that writing can be useful testing tool since it provides the students with an opportunity to demonstrate their ability to organize language material, using their own words and ideas, and to communicate. In addition, he said that composition test provided a degree of motivation which many objective type of test fail to provide. In this research, the teacher asks the students to write narrative paragraph writing base on the *picture sequence technique* given to them.

There are two topic of *picture sequence technique* given to them, they are: Riding bicycle and Sam's Family. It is hoped that the students can increase their writing through picture sequence. The test is given by following details instruction and direction including number of words, time allocation, and the use of past tense, correct mechanics, appropriate transitional signal, etc.

Table2. Table of specification of writing test

80-100	Very good	Good vocabulary and structure, above the simple sentence level. Errors non-basic.
61-80	Good	Simple but accurate relation of task. Sufficient naturalness, not many errors.
0-60	Fair	Reasonably correct if awkward or natural treatment of subject with some serious errors.

2. Observation Sheet

In this research the researcher observed directly what was happening during teaching learning process when the teacher implemented picture sequence technique in teaching narrative paragraph writing. The aspect of students' activities and teacher's performance was observed. We adapted from APKG/ Alat Pengukur Kemampuan Guru (Lampung University: 2006) for observing teacher's performance. The researcher classified each aspect into five categories: 1. very satisfactory, 2. satisfactory, 3. sufficient, 4. insufficient and 5. very insufficient.

C. Data Analysis

Data analysis is the process of organizing the data in order to gain regularity of the pattern and form of the research. The term interpretation can be defined as procedure of giving meaning on the result of the analytic process (Setiyadi, 2006:255).

In this research, the researcher validated the data by using writing test and observation. The researcher analyzed the data base on the limitation of the problems and objectives of the research. Meanwhile, in order to measure the reliability of the writing score, the researcher used interater reliability. Interater reliability was used when the test independently estimated by two or more judges or raters. In addition, it is important to ensure that both raters used the same scoring criteria. That was product scoring criteria adapted from Jacob et al (1981:90).

The data in the learning process is observation. The aspects of teacher's performance are classified into five criteria, they are: very satisfactory, satisfactory, sufficient, insufficient and very insufficient. The researcher determined the criteria achieve in each aspects of teacher's performance after he observed the teacher in teaching learning process. Meanwhile, the data in the learning product is the score of students' writing test. The last step was making the report. After the researcher gained the data, she tried to interpret all collect data and described them in details.

The schedule of the research consists of:

1. Cycle 1 is started from May 17th, 2012 up to May 21st, 2012 involves:

   a. Planning. It contains of preparing lesson plan, explaining about *picture sequence technique*, preparing teacher's observation format and students' activities observation sheet.

   b. Action. It deals with pre writing activities, while writing activities and post writing activities.

   c. Observation and Interpretation. They are: learning process concerning with teacher's performance and students' activities and learning product dealing with students' writing scores.

   d. Analysis and Reflection. They refer to learning process (students' activities and teacher's performance and learning product explaining about students' writing scores and teacher's performance.

2. Cycle 1 is started from May 23rd, 2012 up to May 27th, 2012 involves:

   a. Planning. It contains of preparing lesson plan 2 based on the problems in cycle 1, preparing teacher's observation format and students' activities observation sheet.

   b. Action. It deals with pre writing activities, while writing activities and post writing activities.

   c. Observation and Interpretation. They are: learning process concerning with teacher's performance and students' activities and learning product dealing with students' writing scores.

d. Analysis and Reflection. They refer to learning process (students' activities and teacher's performance and learning product explaining about students' writing scores and teacher's performance.