

CHAPTER III RESEARCH METHODS

A. Setting of the Research

This research was done at SMPN 1 Pagelaran. It was done based on the problem faced by the students and the teacher when students did writing test in the class. Based on the problem found, the researcher examined the causes of the problem and then tried to propose a solution for problem. It was done in the second semester, in March 2013.

The subject of the research was the second grade students at SMPN 1 Pagelaran. There were 36 students in this class which consist of 18 male and 18 female students. Based on the writer's experience in teaching that class, it has been identified that most of students have low ability in writing recount text. It can be seen from the result of their test that 10 out of 36 students could not reach 75 as the minimum score.

Considering that 72% of the students did not pass the minimum standard score (KKM), the teacher should help the students to be reached the target score determined by the school for English subject and this classroom action research will be used *guided writing technique*. Therefore, in this classroom action research, the researcher acted as a teacher and also an observer, meanwhile a fellow teacher of English at SMPN 1 Pagelaran acted as a collaborator. The

researcher made the lesson plan based on the procedures of the determined strategy that was implemented.

B. Description of the Research

Based on the problem which has been identified, the problem to be solved was teaching writing through *guided writing technique*. Researcher made lesson plan and taught the students based on the lesson plan. Then, the collaborator observed the students' activities in teaching and learning process after a cycle was done. Furthermore, the researcher and the collaborator analyzed and discussed the observation result during teaching and learning process (the strength and weaknesses which were done by the teacher and students using *guided writing technique* and learning result (the writing test).

This research was done by researcher with the fellow English teacher of SMPN 1 Pagelaran Pringsewu. The researcher acted as the teacher and observer, who made the lesson plan, taught the students using the technique, observed the student's activity and conducted the evaluation. While the fellow teacher acted as the collaborator who observed the process of teaching and learning in the classroom including the student's activity to be input for better process in the following cycle. When the researcher applied *guided writing technique* in the classroom, the collaborator observed the student's activities. Besides, he observed on the weaknesses of the first cycle in order to make improvement on the next cycle. At the end on the teaching and learning process, the teacher held a writing test. The test, therefore, was scored by both the fellow teacher and researcher. The result of

the test and the observation data was discussed together to decide whether or not the next cycle needed to be done.

C. Research Procedures

In conducting the research, the researcher used the procedure of classroom action research designed by Arikunto. According to him, the research procedure in classroom action research consisted of planning, implementing, observing and reflecting (2006: 16). Therefore, this research was designed as follows:

a. Planning

The research was done until the minimum score of the writing test, that is 60, is reached by 70 % of the students. The researcher prepared lesson plan in each cycle, selected materials from text book, and prepared writing test for the students and also observation sheet that was filled out by collaborator when researcher was teaching.

In order to get the data, the researcher taught the students, got the collaborator to observe, and asked students to do writing task. Process teaching including test talking took one meeting and the process analyzing and discussing the result of the observation and the test took three days in each cycle.

b. Implementing

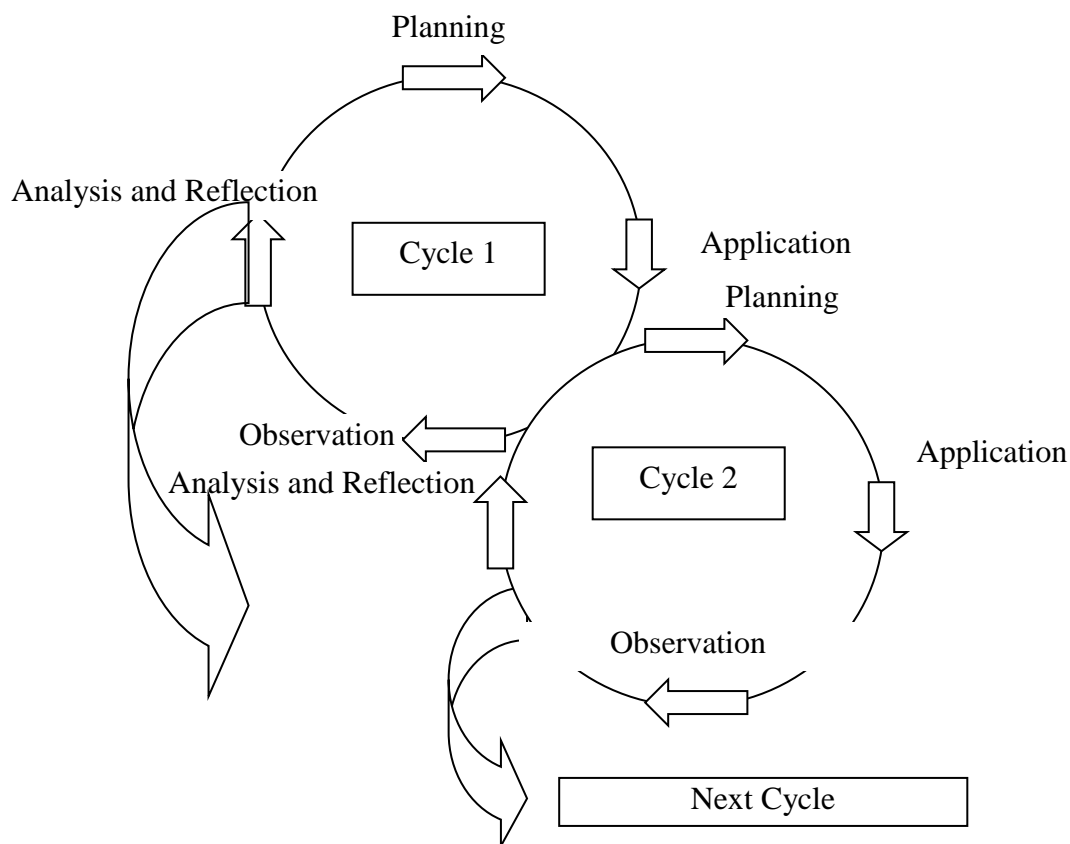
In this step, the researcher taught the material by using *guided writing technique* with the lesson plan and the materials prepared.

c. Observing

Observation was done by collaborator and the researcher during and the teaching and learning process. The collaborator and the researcher observed student's activities and then the result of the observation was filled out in the observation sheet.

d. Reflecting

Here, the collaborator and the researcher discussed about the strength and the weaknesses of a cycle to determine what to do in the next cycle and to determine whether or not the result of the cycle is satisfactory.



The cycle of classroom action research (Arikunto, 2006: 16)

D. Indicators of the Research

a. Learning Product

The indicator is 70% of the students who get score at least 60 (sixty) or higher in writing paragraph base on the criteria given. The *guided writing technique* can be used to improve student's writing recount text if 70 % of student's reach the target score of the reading test, 60 based on the criteria given. In giving the score, the researcher use scoring criteria adapted from Jacob et al (1981:90).

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

1. Content refers to the substance of writing, the experience of the main idea (unity).
2. Organization refers to the logical organization of the content (coherence).
3. Vocabulary refers to the selection of words those are suitable with content.
4. Language use refers to the use of the correct grammatical and syntactic pattern.
5. Mechanic refers to use of graphic convention language.

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

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|-----------------|-------|
| 1. Content | : 30% |
| 2. Organization | : 20% |
| 3. Vocabulary | : 20% |
| 4. Language use | : 25% |
| 5. Mechanics | : 5% |

The classification of scoring criteria adopted from Christopher (1996:130-131) can be seen in appendix3.

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

Table 1. Marking composition

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

b. Learning Process

The observation of the process of the teaching was based on the lesson plan made by teacher and the real process in the classroom. It covered pre-activity, while activity and post activity. The target is that 80% of student's are active during the process. Student's activity is measured through written report of the collaborator and researcher in observation sheet.

While researcher is teaching, collaborator and the researcher observed the teaching and learning process in the classroom and focus on the participation and involvement of student's in the activity.

E. Instrument of the Research

There are three instrument of the research going to be employed in this classroom action research. They are follows:

1. Writing Test

The instruments that the writer used in the research were in essay form. The writer gave the instruction to the students to write their name also the class on a piece of paper. Then, the writer gave the students the time to do the writing test, around 80 minutes. The directions were, the students should choose only one topic from the topic that was given; the students should write recount text based on the topic. The topics were about holiday experience and unforgotten experience. And the students might used the appropriate words such as next, unfortunately, then, because, etc. and the evaluation criteria were content (20), grammar (20), form (20), vocabulary (20), mechanic (20).

2. Observation Sheet

The observation sheet will be filled out by collaborator and researcher during the process teaching and learning. The collaborator and researcher will take a note on student's activities and the process of the teaching and learning in the classroom reflected on pre-activity, while activity, and post-activity. The making of the observation sheet on the procedure in leading questions as written in lesson plan so that it fulfils the requirement of content validity.

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Table 2. Table of specification of the observation sheet

No	ACTIVITIES	OBJECTIVES
1.	Pre-activities - Opening of the class - Responding the track ring question about the topic enthusiastically.	- To make students interested in the lesson - To build clarity of what is going to be learnt
2.	While-activities Following the teacher explanation. Giving question about the topic Asking students to combine the answers based on question given Explaining the use of conjunction and preposition Asking one or two students to read his/her composition in front of in the class	to understand the topics well can answers accuracy to build student's ability in writing composition can use the conjunction and preposition correctly to check vocabulary, grammar, fluently, coherence. Mechanic correctly
3.	Post activities Asking students difficulties Making conclusion Asking the students practice at home	to solve the students problem to make the students understand the topic well to make the students master of the topic

F. Data Analysis

In analyzing the data, the researcher classified the data into two categories: the data of the learning product and the data of the learning process. The data of the learning product was the result of the writing test and the data of the learning process was the result of the observation.

The data analysis was done after the data were collected from every cycle (1st, 2nd, 3rd). After getting the data the researcher together with the teacher analyzed the data and did reflection based on them. From the analysis and

reflection, the researcher identified what should be improved on the next cycle.