

### **III. METHOD OF THE RESEARCH**

#### **A. Setting of the Research**

In this research, the researcher used classroom action research. This research was conducted at SMP N 2 Pugung. It was done based on the problem faced by the students and the teacher when they did teaching and learning writing recount text in the class.

The subject of this research was the second grade students of SMP N 2 Pugung, Tanggamus, class VIII A which consists of 30 students. There are 16 males and 14 females in this class. Actually there are five classes at this grade. Because there are no classifications among of them, thus the way of choosing the subject was done by using lottery. According to the teacher's explanation about the condition of class VIII A, and also the result of pre-observation, the problems are that the students were not active and enthusiastic when they were following English class especially writing class; moreover this class had low average score in recount text writing test.

Based on the result of preliminary test done in class VIII A, they mostly failed in gaining the minimum standard score that has been stated by that school, which is 65 for writing skill. The result showed that when the students were given a recount text writing test in terms of content, organization, vocabulary, grammar

and mechanic assessments, 13 students failed because their score did not pass the minimum standard score.

Therefore, in this classroom action research, the researcher acted as a teacher, meanwhile the teacher of English at SMP N 2 Pugung acted as a collaborator. The researcher made the lesson plan based on the procedures of the technique that was implemented and taught the students based on the lesson plan.

### **B. Description of the Research**

Based on the problem identified by the researcher, she examined the cause of the problems and tried to find out the solution. The solution which has proposed was teaching writing recount text through scrambled sentences practice. Researcher made lesson plan and taught the students based on the lesson plan. Then the collaborator observed students' activities during teaching and learning process.

Furthermore, the researcher and collaborator analyzed and discussed the observation result during teaching and learning process (the strengths and weaknesses which were done by the teacher and students when using scrambled sentences practice) and learning result (the writing test).

This research was done by the researcher and the English teacher of second grade of SMP N 2 Pugung, Tanggamus. The researcher acted as the teacher, who made lesson plan, taught the students using the scrambled sentences technique, and administered the evaluation. While the teacher of SMP N 2 Pugung acted as the collaborator who observed the process of teaching and learning in the classroom including students' activity to be the input for better process in the following

cycle. While the researcher was applying the scrambled sentences practice in the classroom, the collaborator observed the students' activities. In addition, he also observed the weaknesses of the first cycle in order to make improvement on the next cycle. During the teaching and learning process, the researcher held the writing test. The test, therefore, scored by both teacher and researcher. The result of the test and the observation was discussed together to decide whether or not the next cycle need to be done.

### **C. Research Procedures**

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

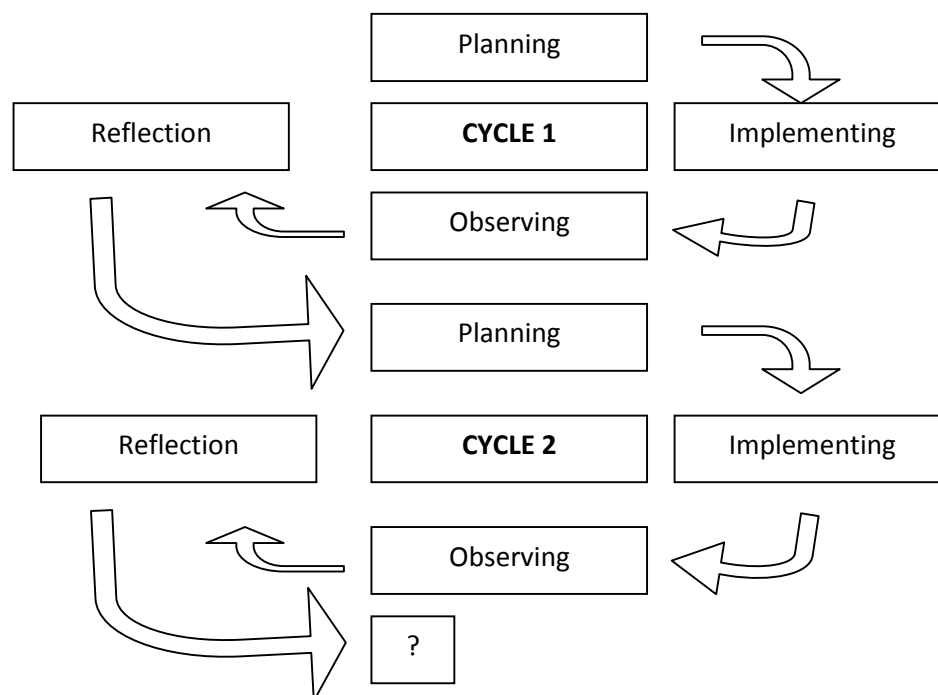
#### **1. Planning**

The research was done until the indicator of the writing test, that is 70, is reached by 80 % of the students. The researcher prepared lesson plan in each cycle, selected materials was taken from students' handbook, and prepared writing test from the students and also the observation sheet that was filled out by collaborator when the researcher was teaching.

In order to get the data, the researcher taught the students, got the collaborator observed, and asked the students to do writing test. Process of teaching including test taking was two meetings and the process of analyzing and discussing the result of the observation and the test took for about three to four days in each cycle.

## 2. Implementing

In this step, the researcher taught the materials, that was recount text by using scrambled sentences practice with the lesson plan and materials prepared.



The cycles of the classroom action research,

Adapted from Arikunto, 2006:16.

## 3. Observing

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

#### **4. Reflection**

In this step, the collaborator and the researcher discussed the strength and the weaknesses of each cycle to determine what is going to do in the next cycle and to determine whether or not the result of the cycle is satisfactory.

#### **D. Indicators of the Research**

In order to find out whether the use of scrambled sentences practice can increase the students' ability in producing recount text or not, the researcher determine the indicator dealing with the learning process and learning product

##### **1. Learning Process**

The observation of the process of teaching is based on the lesson plan made by the teacher and the real process in the classroom. It consists of pre-activity, while-activity and post activity. The target is that 80% of students are active during teaching and learning process. The students involve in each activity and response teacher's instruction appropriately. Students' activity is measured through written report of the collaborator in observation sheet. According to Arikunto (2006:210), if more than 75% of students are actively involved in teaching and learning activities, it can be categorized as a good level, so the researcher decided to set 80% as the target.

Whereas the researcher is teaching, collaborator and researcher herself observed the teaching and learning process in the classroom and focus on the participation and the involvement of students in the activity.

## 2. Learning Product

The scrambled sentences practice can be said that it is able to improve students' writing ability in producing recount text if 80% of students can reach the target score of writing test, 70. Thus, the target of the research is 80% students gaining score 70 (seventy) or higher in writing paragraph. Referring to the result of pre-luminary test in which more than 50% students can pass the minimum standard score, 65 and also there are some students who are able to get score 70 as the higher score (see Appendix 1, page 100), the researcher and the teacher at that school decided 70 as the indicator of learning product. The target was determined to find out whether there is improvement in students' paragraph writing ability, or not. In other words, the students had to achieve 70 % score of the writing test which consists of five aspects assessment. They are content, organization, vocabulary, language use, and mechanics. In determining the indicator of the success of this classroom action research, the researcher has done the discussion with the teacher of English subject at that school.

Basically, there are five aspects evaluated by the researcher. They are:

1. Content, referring to the substance of writing, the experience of the main idea (unity). The aspects of scoring criteria are: knowledgeable, relevant to the assigned topic, and having good development of the topic.
2. Organization, the aspects that should be considered are having well organization refers to the generic structure of recount text, ideas clearly

stated and supported, having logical sequencing, cohesive and coherence.

3. Language use, viewing the use of correct grammatical and syntactic pattern refers to the language features of recount text.
4. Vocabulary, the teacher should consider several criteria, such as the errors of the word formation, improper word choice, and idiom usage.
5. Mechanics, the criteria evaluated in these aspects are the errors of spelling, punctuation, capitalization, and paragraphing.

The percentage of scoring from the writing components is derived as follows:

- |                 |        |
|-----------------|--------|
| 1. Content      | : 20 % |
| 2. Organization | : 30%  |
| 3. Language use | : 30 % |
| 4. Vocabulary   | : 15%  |
| 5. Mechanic     | : 5%   |

The ESL composition was used because it provided a well defined standard and interpretive framework for evaluating a compositions' students' communication effectiveness which is suggested to be used in evaluating students' writing (Jacobs, 1981:90).

Here are the ESL composition profiles:

**a. Content**

This concept deals with following criteria:

**Points 20-18** shows that the learners are in the excellent to very good level: the content is knowledgeable, the thesis is developed properly and relevant to assigned topic in their writing.

**Points 17-14** indicates that the learners are in the good to average level: the content has some knowledge of subject, the thesis has limited development, mostly relevant to topic, but lacks detail.

**Points 13-10** reveals that the learners are in the fair to poor level: the content has limited knowledge of subject, and the thesis is developed inadequately.

**Points 9-7** denotes that the learners are in the very poor level: the content does not show knowledge of the topic, the thesis is developed impertinently, and too little sentence to evaluate.

**b. Organization**

**Points 30-27** shows that the learners are in the excellent to very good level: the organization is expressed fluently, ideas are clearly stated/supported, well-organized, has logical sequencing and cohesiveness.

**Points 26-22** indicates that the learners are in the good to average level: the organization is sometimes developed stagnantly, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.

**Points 21-17** reveals that the learners are in the fair to poor level: the organization is developed non-fluently, ideas are confused or



disconnect each other, lacks of logical sequencing and development.

**Points 16-13** denotes that the learners are in the very poor level there is no communication, no organization, or not enough to evaluate.

**c. Language Use**

**Points 30-27** shows that the students are in the excellent to very good level: the sentence structure used is effective complete construction with few errors of agreement, tense, number, articles, pronoun, and preposition.

**Points 26-22** indicates that the learners are in the good to average level: the sentence structure used is effective but simple construction with minor problems in complex construction, several errors of agreement, tense, number, articles, pronoun, preposition, but meaning seldom obscured.

**Points 21-17** reveals that the students are in the fair to poor level: major problems are in single/complex construction, communicate, or not enough to evaluate.

**Points 16-13** denotes that the students are in the very poor level: virtually no mastery of sentence construction rules, dominated by errors, does not excellent to very good level: demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, and paragraphing.

**d. Vocabulary**

**Points 15-13** shows that the learners are in the excellent to very good level: the vocabulary used are effective word/idiom, word form mastery, and in appropriate register.

**Points 13-11** indicate that the learners are in the good to average level: the vocabulary used have occasional errors of word/idiom form, choice, and usage but meaning is still intelligible.

**Points 11-9** reveal that the learners are in the fair to poor level: the vocabulary used have frequent errors of word/idiom form, choice, usage, meaning confused or obscured.

**Points 9-7** denote that the learners are in the very poor level: the vocabulary used are essentially translation of the first language, little knowledge of English vocabulary, idioms, word form and not enough to evaluated.

**e. Mechanics**

**Points 5** shows that the learners are in the frequent errors in negation, agreement, tense, number, articles, pronoun, preposition and meaning confused or obscured.

**Points 4** indicates that the learners are in the good to average level: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.

**Points 3** reveals that the students are in the fair to poor level: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or not obscured.

**Points 2** denotes that the learners are in the very poor level: no mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

## **E. Instruments of the Research**

To gain the data, the researcher applied two kinds of instruments. The instruments were the writing test and observation sheet.

### **1. Writing Tests**

The first instrument used in getting the data is writing test. Heaton (1991: 137) suggests that writing can be a 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, writing tests provide a degree of motivation which many objective type tests fail to provide. In this research, the students were asked to write recount text based on the scrambled sentences given to them. The tests are accompanied by: detail instruction and direction including time allocation and the use of past tense, correct mechanics, appropriate time transitional signal, etc. For example:

Instruction:

- a. Write your name and your class clearly on the paper.
- b. Use your time efficiently (2×40 minutes).
- c. Work individually.

Direction:

- a. Write a recount text based on your own experience.
- b. Give suitable title for your text.
- c. Write the text in the past tense form and with correct mechanics.
- d. Use the appropriate time transitional signals, e.g. first, then, next, while, after, before, finally, etc.

## 2. Observation Sheets

The collaborator observed directly the students' activities during the teaching-learning process. The result was recorded in the observation sheet which reflects the teaching and learning process in the classroom on pre-activity, while-activity, and post-activity. The observation was done to identify the students' interest to follow the class and respond to the topic, their attention to the teacher explanation, their focus on the aspects of recount text, and their ability in identifying recount text's generic structure and language features. All of the important things that may occur during the teaching-learning process were noted by the observer.

**Table 3.1 Table of Specification of Observation Sheet**

No	Activities	Objectives
1.	Pre-Activities <ul style="list-style-type: none"> <li>• Interested in answering the teacher's question when the teacher begins the class.</li> <li>• Responding to the teacher's questions about the topic enthusiastically</li> </ul>	<ul style="list-style-type: none"> <li>• To make students interested in the lesson</li> <li>• To build clarity of what is going to be learnt</li> </ul>

2.	<p><b>While- Activities</b></p> <ul style="list-style-type: none"> <li>• Following the teacher’s explanation about the topic being discussed.</li> <li>• Following the teacher’s instruction to work in group.</li> <li>• Actively involved in discussing the example of recount text given by the teacher</li> <li>• Actively involved in identifying the verbs used in the text (the use of past tense).</li> <li>• Actively involved in discussing difficult words in the recount text given.</li> <li>• Actively involved in discussing the generic structures and recount text</li> <li>• Actively involved in identifying language features of recount text (the use of past tense, conjunction, time connectives, passive voice, and adverbs that usually used in recount text)</li> <li>• Actively involved in arranging scrambled sentences into meaningful recount text.</li> <li>• Actively involved in discussing the result of arranging the scrambled sentences.</li> <li>• Actively involved in discussing the content of the text by asking some questions related to the text</li> </ul>	<ul style="list-style-type: none"> <li>• To build students’ understanding about the material being discussed</li> <li>• To make students work freer and enable fast learners help slow learner</li> <li>• To make students understand about recount text</li> <li>• To make the students understand about generic structure and language features of recount text</li> <li>• To make the students active in teaching and learning process.</li> <li>• To make students able to make recount text after they have done scrambled sentences task</li> </ul>
3.	<p><b>Post- Activity</b></p> <ul style="list-style-type: none"> <li>• Following the teacher’s instruction to make recount text individually</li> <li>• Collecting the result of their text writing</li> </ul>	<ul style="list-style-type: none"> <li>• To check students’ understanding and students’ ability to make their own text</li> </ul>

## F. Data Analysis

Data analysis is the process of organizing the data in order to gain regularity of the pattern from the research. The term interpretation can be defined as a procedure of

giving meaning on the result of the analytic process. Data analysis was done to create understanding of the data after following the certain procedure in which the result can be presented to the readers (Setiyadi, 2001). In this research, the data obtained from the test and observation, and had been analyzed based on the limitation of the problems and objectives of the research.

In analyzing and interpreting the data, the first step to do was making abstraction of all the elected data. Then, the data relevant to the research question were selected. All of the collected data were classified into two categories, data from the observation (learning process) and those from the test (learning product). The data were interpreted and drawn into conclusion. Based on the analysis and reflection, the weaknesses and strength can be identified from the first cycle, and improvements can be determined for the next cycle.

### **1. Learning Product**

To know the improvement on the learning product, the researcher used a writing test to collect the data. There are some steps that will be used to obtain and analyze the data from the test:

#### **a) Giving the writing test to the students**

After the teacher gave treatment by using scrambled sentences practice to the students, she administered the writing test to them. Then, the researcher and observer analyzed the result of writing test, and also the result of the observation. The teacher and observer also did reflection after knowing the result of the analysis.

b) Scoring the students' writing ability.

Based on the result of writing test, the researcher and observer decided the scores for the students' writing test. The researcher used scoring criteria of writing adopted from Jacobs (1981: 90). In scoring the students' writing ability, the researcher and collaborator scored per component of writing. It was done to know what component of writing that must be improved in the next cycle.

c) Calculating students' total score

There are two steps that must be done in calculating the total scores:

1). Calculating the scores from 1<sup>st</sup> rater and 2<sup>nd</sup> rater

$$X_1 = C + O + L + V + M$$

$$X_2 = C + O + L + V + M$$

Note:

X<sub>1</sub> = Score from 1<sup>st</sup> rater  
 X<sub>2</sub> = Score from 2<sup>nd</sup> rater  
 C = Content  
 O = Organization  
 L = Language use  
 V = Vocabulary  
 M = Mechanic

2). Calculating the total score

$$X = \frac{X_1 + X_2}{2}$$

Note:

X : Total score

d) Calculating the number and the percentage of the students who get

$\geq 70$

$$\%S = \frac{S}{n} \times 100\%$$

Note:

$\%S$  = percentage of students who get  $\geq 70$

$S$  = number of students who get  $\geq 70$

$n$  = number students in the class

## 2. Learning Process

To get the data from the learning process, observation sheets will be used. The result of the observation sheets was analyzed after every cycle had been conducted.

In analyzing the data got from observing the students' learning activities, the following steps had been done:

a) Counting the number of activities done by the students and calculating the percentage of the students' activities.

For the calculating percentage of the students' activities, the following formula is used

$$\%A = \frac{A}{n} \times 100\%$$

Note:

$\%A$  = percentage of students' activities

$A$  = number of students' activities observed

$n$  = number students in the class

b) Making a description from the data that had been analyzed.