

### **III. RESEARCH METHODS**

#### **A. Classroom Action Research Design**

This Classroom Action Research is implemented to see whether there is increase on students' narrative paragraph writing skill through picture sequence technique. The subject of this research is students of class XI.IPS 1 in the second year of Social Program at SMA Negeri Negerikaton Pesawaran, The researcher took a class after discussing with the other English teacher. This was done because according to 2004 revised curriculum for SMA/ Kurikulum Tingkat Satuan Pendidikan, these 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 compared to the other class. He also observed a class in which the students were not active when they were following English subject, especially in writing class, having low motivation and looked unenthusiastic in joining it and the achievement were not satisfactory.

The researcher conducted the preliminary test, in order to see the problem faced by the students and teacher in writing class. After that, the researcher examined the solution for the problem. The solution for the problem was teaching narrative paragraph through picture sequence technique. Then the researcher asked the other English teacher who had been previously trained by the researcher, to teach narrative paragraph through picture sequence. 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

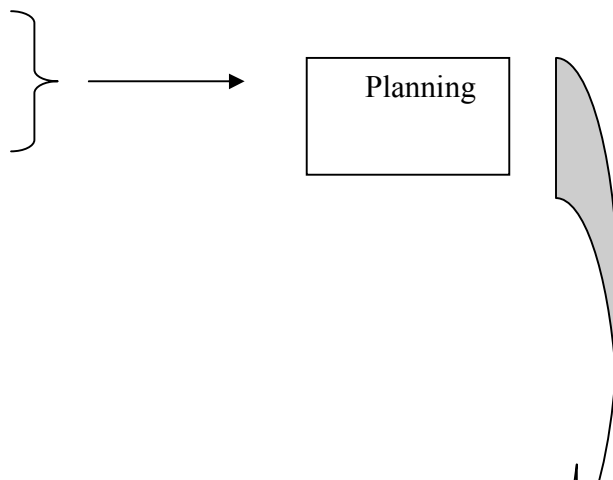
picture sequence) and learning result (narrative paragraph writing test). Learning process was analyzed and based on the result of this analysis and reflection, it was decided to conduct the next cycle by focusing on the weakness of the previous cycle.

## B. Research Procedure

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

The researcher conducted the first cycle based on the problem faced by the students in writing narrative paragraph from result preliminary test. The teacher taught narrative paragraph through picture sequence based on the lesson plan. After that, the students were given writing test, then the result was analyzed and discussed both of writing and observation. He conducted the next cycle based on the weakness happened in the previous cycle. Further more, if the result had met the indicator of learning achievement, he stopped in the second cycle only; but if the result did not require the indicator of the research, he would conduct 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, 4. analysis and reflection.

1. Identification of Problems
2. Analysis of Problem
3. Formulation of Problem
4. Formulation of hypothesis



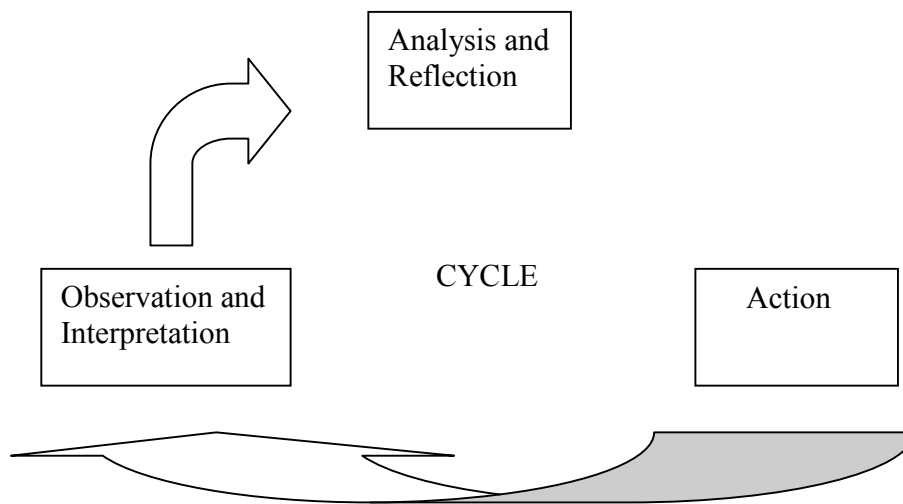


Figure 2 : The cycle classroom action research (Suyanto:2003)

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

### 1. Planning

Based on the writer's observation when he had 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 planed 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 were 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 were 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.

### **C. Material and Teacher's Training Procedure**

It also necessary for the researcher to train the teacher how to teach narrative paragraph writing through picture sequence technique. This teacher's training procedure consisted of three stage, 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 were two picture sequence presented in this research. The topic were "Riding bicycle" and "Sam's Life". Before the research was conducted, 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 carried out the following steps:

Firstly, the teacher explained the goal and the objective of the teaching learning process, so the students would be 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 activate their background knowledge of narrative paragraph.

In prewriting process, teacher explained about narrative, the part and element of a good paragraph. In addition, the teacher explained about the tense commonly used in narrative paragraph, and the use of appropriate graphic convention. The teacher should give the students example of how to write a good paragraph. At the end of explanation the teacher should check whether the students has understood her explanation or not. If there were any students who still did not understand about the explanation, the teacher should explain 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 might 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 would help them to interpret the picture sequence into a story and determined the vocabulary related to the picture. The students were also allowed to look up in the dictionary if it was necessary. During the writing process, the teacher might help the students by giving them some keywords related to the picture sequence.

The next step was writing process, firstly, the teacher should explain 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 should move among the students in order to monitor and help them, if it was necessary.

The last step was rewriting. After the students had finished their writing, the teacher asked the students to check their friends writing using the guidance questions for students editing that was adapted from Spandel and Stiggins (1990:130). The students could correct their friends' works, if there were some mistakes. In this case, the students could also share 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 had 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 would evaluate the teachers performance in the class by using teacher's observation form adapted from APKG/ Alat Pengukur Kemampuan Guru (LampungUniversity:2006). The researcher classified each aspect into five categories, they are :

VS : very satisfactory, the teacher achieve 95% result of the target

S : Satisfactory, the teacher achieve 80% result of the target

Su : Sufficient, the teacher achieves 70% result of the target

U : Unsatisfactory, the teacher achieve 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 guided question through picture sequence could 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 was that if the teacher and the students get 70% from the result of the observation form.

##### **b. Learning Product**

The indicator was 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 adopted 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 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:

- |                 |       |
|-----------------|-------|
| 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)

### **Content**

30-27	Excellent to very good: knowledge substantive, development of thesis/topic, relevant to assign topic
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- 26-22 Good to average: some knowledge of subject, adequate range, limited development thesis, mostly relevant to topic but lack detail
- 21-17 Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
- 16-13 Very poor: doesn't show knowledge, not pertinent, or not enough to evaluate.

### **Organization**

- 20-18 Excellent to very good: fluent, expression, ideas clearly stated/ supported, succinct, well organized, logical sequencing, cohesive.
- 17-14 Good to average: somewhat choppy, loosely organized, but main idea stand out, limited support, logical but incomplete sequencing
- 13-10 Fair to poor: not fluent, ideas confuse or disconnect, lack logical sequencing and development
- 9-7 Very poor: doesn't communicate, no organization, or not enough to evaluate.

### **Vocabulary**

- 20-18 Excellent to very good: sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register.
- 17-14 Good to average: adequate range, occasional error of words or idiom, choice, usage, meaning confused or obscured
- 13-10 Fair to poor: limited range, frequent error of words or idioms, choice, usage, meaning confused or obscured

9-7 Very poor: essentially translation, little knowledge of vocabulary, idiom, words form, or not enough to evaluate

### **Language Used**

25-22 Excellent to very good : effective complex construction, few error of agreement, tense number, word order/function, articles, pronoun, preposition.

21-18 Good to average: effective but simple construction, minor problem in simple construction, several error of agreement, tense, word order/ function, articles, pronoun, preposition but meaning seldom obscure

17-11 Fair to poor: major problem in complex/simple construction, frequent error of negation, agreement, tense, number, word order/function, articles, pronoun, preposition, and/or fragments, run on, deletion, meaning confused or obscured

10-5 Very poor: virtually no mastery of sentence construction rules, dominated by error, doesn't not communicate, or not enough to evaluate.

### **Mechanics**

5 Excellent very good: demonstrated mastery of convention, few error spelling, punctuation. Capitalization, paragraphing

4 Good to average: occasional error of spelling, punctuation, capitalization, paragraphing, but meaning not obscure

3 fair to poor: frequent error of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confuse or obscured

2 Very poor: no mastery convention, dominated by error of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate

In more details, Jacobs (1981:92-96) explained the description and criteria of writing scoring system.

In addition, the researcher adapted marking composition taken from Hedge (1988:153) which can be formulated as follow:

Table 1. Marking composition

Meaning	Marking	Example
1. Wrong Form	WF	The <i>best</i> <sup>WF</sup> will be its achievement
2. Wrong Word	WW	Patient, funny and <i>kindly</i> <sup>WW</sup>
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> <sup>SP</sup>
6. Wrong word Order	Wo	You haven't seen <i>yet</i> <sup>WO</sup> London
7. Wrong punctuation	P	Look <i>out</i> <sup>P</sup>
8. wrong verb form	V	The titanic <i>sunk</i> <sup>V</sup> 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...?

### E. Instrument of the Research

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

#### 1. Writing Test

The first instrument used in getting the data was 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 asked the students to write narrative paragraph writing based on the picture sequence given to them. There were two topic of picture sequence given to them, they are : Riding bicycle and Sam's Family. It was hoped that the students could increase their writing through picture sequence. The test was giving by following details instruction and direction including number of words, time allocation, and the use of past tense, correct mechanics, appropriate transitional signal, etc.

## 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 performance that would be observed. We adapted from APKG/ Alat Pengukur Kemampuan Guru (LampungUniversity:2006) for observed teacher performance. The researcher classified each aspect into five categories: 1. very satisfactory, 2. satisfactory, 3. sufficient, 4. insufficient and 5. very insufficient.

## **F. 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 based 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 interacted reliability. Interacted reliability was used when the test independently estimated by two or more judges or raters. In addition, it was 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 was observation. The aspect of teacher's performance was classified into five criteria, they are: very satisfactory, satisfactory, sufficient, insufficient and very insufficient. The researcher determined the criteria achieved by each aspect of teacher's performance after he observed the teacher in teaching learning process. Meanwhile, the data in the learning product was score of students' writing test. The last step is making the report. After the researcher had got the data, he tried to interpret all collected data and described them in detailed.