

III. RESEARCH METHOD

A. Setting of The Research

In this research, the researcher used collaborative classroom action research (CAR) method. This research was done at first grade of SMA KOSGORO Bandar Sribhawono, East Lampung. It was done based on the teacher's information and also pre observation done by the researcher which showed that the students of that class have very low in writing ability. For that reason, the researcher examined the cause of the problem and then found the solution for that problem. The cause of the problem is the inappropriateness of teaching method that used by the teacher, and the solution for the problem is the implementation of picture sequence technique to teach writing.

The subject of this classroom action research was the students of the first grade of SMA KOSGORO Bandar Sribhawono which consists of 34 students. The students of this school were not so active when they were learning English. According to the researcher's pre-observation toward those students, the researcher concludes that most of the students had low ability in writing skill. They were given a writing test using procedure text, leading to an average score of only 50, 47. It is obviously very disappointing since they should reach 60 as it is the pre-determined minimum score (KKM) to pass the exam. Accordingly, the indicators of the learning process cannot be achieved, both in the learning activity and the learning product.

In this classroom action research, the researcher will act as the collaborator accompanied by a partner as a teacher. The researcher made a lesson plan based on the procedures of the technique that will be implemented, and the students will be taught based on the lesson plan.

While teaching, the teacher will also be an observer, i.e. teaching while focusing on observing student's learning activity. Meanwhile, his partner will observe everything that may occur in the classroom during the teaching-learning process.

B. General Description of the Research

The research was conducted based on the problems faced by the students and English teacher. The cause of problems will be identified to find the best solution, i.e. through teaching writing of procedure text applying picture-sequence technique. Every important occurrence will be recorded to build a deeper understanding about the problem and its solution.

While the teacher was applying picture sequence picture in the classroom, the observer observed the students' activities. Besides, the researcher also observed the weaknesses of the first cycle in order to make improvement on the next cycle. During the teaching learning process, the teacher give explanation about the material that will be discussed and give questions related to the explanation, and asking the student to do the test. This test was scored by both researcher as a teacher and observer.

After that, 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. Based on the analysis and reflection, it would be decided whether the second cycle must be held or not, and the second cycle was focused on eradicating the weaknesses in the first cycle.

C. Research Procedures

In this classroom action research, the researcher held two cycles because the objectives and the indicators of the research could have been fulfilled only in two cycles, for that reason, the third cycle did not need conducting. The first cycle was done based on the problem of the research, and then the second cycle was conducted after the analysis and reflection from the

first cycle. The main steps of each cycle are as follows: (1) planning, (2) implementing, (3) observing, and (4) reflecting (Arikunto, 2006:16). The stages are illustrated as follow:

1) Planning

Planning is the stage where the problem causes are identified. By knowing the causes, the focus of the problem can be formulated in the importance of the implementation that will be given. After deciding what the problem and the causes are, the appropriate technique is selected. And based on the problem and the teaching technique, the materials and teaching aids and the type of test are planned. To get a complete series of data, a rater is involved to observe the teaching-learning process.

2) Implementing / Action

Action is the part of the cycle where the researcher as a teacher does the treatment, i.e. teaching procedure text through picture-sequence technique. In this stage, the lesson plan which has been made before will be used and picture-sequence technique implemented for teaching writing of procedure text.

3) Observing and Interpreting

The researcher will be helped by his partner as an observer who will take a note or do the observation on the teaching-learning activity. All the important things during the teaching learning-process will be recorded. Observation and interpretation toward the action in the class will be done together with the action.

4) Reflecting

In this step, the result of the writing test as the learning product will be analyzed, together with everything that have occurred in the teaching-learning process based on the observation sheets. It is done to find out the improvement after picture-sequence technique has been implemented in teaching writing of procedure text. In analyzing, the

researcher together with the partner will do reflection to discover the weakness (es) and strength(s) of the implementation of picture-sequence technique, and also to identify the problem faced by both teacher and students during the teaching-learning process. By doing so, what improvements should be made for the next cycle can be determined. If the indicators of the research have not been met in the first and in the second cycles, next steps would be planned to make betterment in the next, the third cycle. On the other hand, if the indicators are already achieved, there's no need to conduct the third cycle.

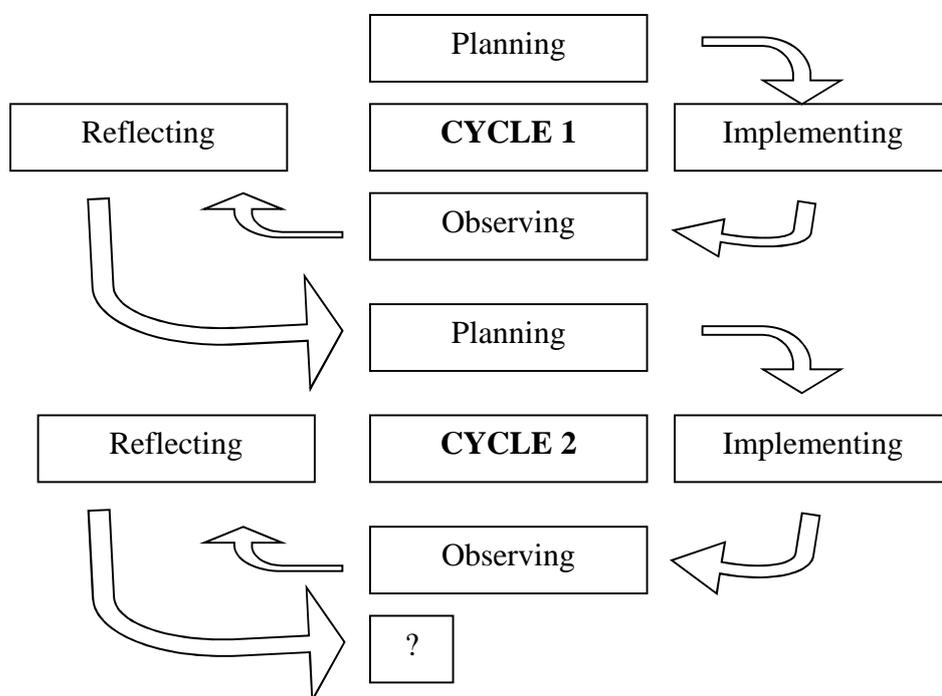


Figure 1. The cycles of the classroom action research.
Adapted from Arikunto, 2006:16.

D. Indicators of the Research

In order to see whether picture-sequence technique could develop the students' writing ability or not, some indicators concerning the learning process and learning product are identified.

They are as follows:

1. Learning Process

In the learning process, there are two aspects which become the focus of this research, that is, the students' learning activities and the teacher's teaching performance. The target determined by the researcher concerning the students' activities is 80%. So, if 80% of students did 80% of activities in the teaching and learning process when picture sequence technique is being implemented, it means that the students' learning activities are good. The researcher decided to set 80% as the target since according to Arikunto in Thaib (2004:7), if more than 75% of students are actively involved in the teaching and learning activities, it can be categorized as a good level. To set the target of the success of this CAR, the researcher also did a discussion with the English teacher of that school.

Besides observing the students' activities, the researcher also observed the teacher's teaching performance during the teaching and learning process. It is expected that the teacher can get score 70 in his teaching performance after implementing picture sequence techniques. So, if the teacher can reach that target, it means that the teacher's teaching performance is good. For the teaching performance, there are some aspects scored, that is, the teacher's activities in pre activity, while activity, and post activity.

2. Learning Product

The target score of the learning product is 60 or more as 60 is the standard score or KKM (*Kriteria Ketuntasan Minimal*) stated by the school for English subject. So, if at least 80% of students' scores can reach 60 or more for the writing test, it means that the picture-sequence technique is regarded as applicable to improve students' writing ability achievement. Scoring criteria adopted from Jacobs (1981: 90) are applied in this case.

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

1. Content is referring to the substance of writing, the experience of the main idea (unity, topic, and subject).
2. Organization is analyzing the logical organization of the content (coherence, ideas, organized, logical sequencing, cohesive).
3. Vocabulary is denoting to the selection of words those are suitable with the content (appropriate terms and words).
4. Language use is viewing the use of correct grammatical and syntactic pattern (article, pronoun, preposition, and meaning).
5. Mechanic is referring to the use of graphic conventional of language (spelling, punctuation, paragraphing, and handwriting).

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

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

Below is the classification of scoring criteria adopted from Jacobs (1981:90) combine with Arthur Hughes (1989:91):

Content

- 30 - 27 Excellent to very good: development of topic, relevant to assign topic.
- 26 - 22 Good to average: some knowledge of subject, adequate range, mostly relevant to topic but lack detail.
- 21 - 17 Fair to poor: limited knowledge of subject, 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: ideas clearly stated/supported, well organized, logical sequencing, cohesive.
- 17 - 14 Good to average: loosely organized, but main idea stand out, limited support, logical but incomplete sequencing.
- 13 - 10 Fair to poor: ideas confused or disconnect, lacks 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: Occasionally uses in appropriate terms; expression of idea hardly impaired.
- 17 - 14 Good to average: Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
- 13 - 10 Fair to poor: Limited Vocabulary and frequent errors clearly hinder expression of ideas.
- 9 - 7 Very poor: Vocabulary so limited and so frequently misused that reader must often rely on own interpretation

Language use

- 25 - 22 excellent to very good: effective complex construction, few errors of articles, pronoun, preposition.
- 21 - 18 Good to average: effective but simple construction, several errors of articles, pronouns, but meaning seldom obscured.
- 17 - 11 Fair to poor: major problem in complex/simple construction, frequent errors of tense, articles, pronouns, prepositions, meaning confused or obscured.
- 10 - 5 Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

Mechanic

- 5 Excellent to very good: few errors spelling, punctuation, capitalization, paragraphing.
- 4 Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
- 3 Fair to poor; frequent errors of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused or obscured.
- 2 Very poor: dominated by errors of spelling, punctuations, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

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

In addition, marking composition taken from Hedge (1988: 153) is also adopted, as displayed below:

Table 2 Marking Composition

No.	Meaning	Marking	Examples
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 <u><i>didn't has</i></u> much fun
4	Something is Missing	—	You arrived in Brighton — the first
6	Wrong Spelling	Sp	<i>Confortable</i> ^{Sp}
7	Wrong Word Order	Wo	<u>You haven't seen yet</u> ^{Wo}
8	Wrong Punctuation	P	Look <i>out</i> ^P
9	Not Necessary		John comes in and be sat down
10	Incomplete sentence or I don't understand what you are trying to say	?	While Ari was sunging?

E. Instruments of The Research

To gain the data, the researcher applied two kinds of instruments. The instruments are 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, composition tests provide a degree of motivation which many objective type tests fail to provide. In this research, the students will be asked to write procedural text based on the picture-sequence given to them. The tests are accompanied by: detail instruction and direction including time allocation and the use of present tense, correct mechanism, appropriate time transitional signal, etc. For example:

Instruction:

- a. Write your name and your class clearly on the paper.
- b. Use your time efficiently (2×45 minutes).
- c. Work individually.

Direction:

- a. Write a procedural text based on the picture-sequence given.
- b. Write the text in the present tense form and with correct mechanism.
- c. Use the appropriate time transitional maker.

2. Observation Sheets

An observer will be asked to observe directly the students' activities during the teaching-learning process. The observation will be 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 procedure text, and their ability in identifying procedure text's generic

structure and language features. All of the important things that may occur during the teaching-learning process will be noted by the observer.

Table 3 Observation Sheet of Students' Activities

No	Students' activities	Students' code					Note
		a	b	c	d	e	
1	Pre-activity						
	a. respond to the topic enthusiastically						
2	While-activity						
	a. Responding to the lesson explained by the teacher						
	b. Answering the teacher's questions						
	c. Following the teacher's instruction (discuss the picture)						
	d. Practicing writing procedural text based on the picture sequence						
3	Post-activity						
	a. Able to respond to the teacher's questions						
Percentage of students' activities (%)							

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 is 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 will be obtained from the test and observation, and will be analyzed based on the limitation of the problems and objectives of the research.

In analyzing and interpreting the data, the first step to do is making abstraction of all the elected data. Then, the data relevant to the research question are selected. All of the collected data are classified into two categories, data from the observation (learning process) and those from the test (learning product). The data will then be 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:

1.1. Giving the writing test to the students

The teacher gave the picture sequence to the students, and asked them to write the steps of accomplishing it. After that, 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.

1.2. Scoring the students' writing ability.

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

1.3. Calculating students' total score

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

1.3.1. Calculating the scores from 1st rater and 2nd rater

$$X_1 = \frac{C + O + V + L + M}{5}$$

$$X_2 = \frac{C + O + V + L + M}{5}$$

Note:

X = Total score
X1 = Score from 1st rater
X2 = Score from 2nd rater
C = Content
O = Organization
V = Vocabulary

L = Language use
M = Mechanic

1.3.2. Calculating the total score

$$X = \frac{X_1 + X_2}{5}$$

1.4. Calculating the number and the percentage of the students who get ≥ 60

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

Note:

$\%S$ = percentage of students who get ≥ 60

S = number of students who get ≥ 60

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 will be analyzed after every cycle was conducted.

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

1. Counting the number of activities done by the students
2. 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

3. Making a description from the data that have been analyzed.