

III. RESEARCH METHOD

A. Setting of the Research

The subject of this collaborative classroom action research was class X.9, the first year students of SMAN 5 Bandarlampung. Based on the researcher's pre-observation in writing descriptive class for about some weeks, it is found that most of students have low ability in writing. It could be seen from their low average score in writing test which could not reach the standard minimum score, which was 70. The source of the data was taken from the English teacher of the class X.9. There was a few students who can pass the KKM. Besides, most students seem that they found difficult in writing descriptive text. Therefore, the researcher examined the cause of the problem and then found the solution for that problem. She acted as the teacher meanwhile the English teacher of SMAN 5 Bandarlampung acted as the observer while the researcher implements the Task Based Learning. She made the lesson plan and performed in the class based on the lesson plan. The focus of the observation were not only on the students' writing ability but also on their learning activities.

B. General Description of the Research

The research was conducted in a collaborative action research based on the problem faced by the students and the English teacher. The researcher collaborated with the English teacher to improve the students' writing ability through Task Based Learning. While the researcher was applying the Task Based Learning in the classroom, the teacher observed the students's activities. Besides, both researcher and teacher observed the weakness of the first cycle in order to make the improvement on the next cycle.

After that, the researcher and teacher analyzed the result of the writing test. The researcher and teacher did reflection after knowing the result of the analysis. Based on the analysis and reflection, it decided whether the second cycle must be held or not, and the second cycle was focussed on eradicating the weakness in the first cycle.

C. Research Procedures

This action research was done in two cycles. The first cycle was done based on the problem of the research, and then the second cycle conducted based on the analysis and reflection from the first cycle if the first cycle could not answer the research problems. In conducting this research, the researcher used the action research designed by Kemmis (cited in Hopkins, 1985). The research procedure in action research consists of planning, implementing, observing, and reflecting. Therefore, the research is designed as follows:

1. Planning

Based on the students' problem in the classroom, the researcher prepared the lesson plan and selects the material based on the syllabus. The material was based on the 2006 English curriculum for SMA. One of text types should be mastered by students is descriptive text. Then, researcher also prepared writing task for the students and observation sheets that was filled out when the researcher is observing the students' activities.

2. Implementing

The researcher implemented the material by using Task Based Learning in teaching writing English. The material was about the descriptive text, the researcher encourages the students by giving brainstorming and mind-map of the topic given as the leading to the example of descriptive text. Researcher gave the students a picture of an Island before the action, and applies the Task Based Learning technique in teaching learning process based on lesson plan. Next, the teacher let the students to complete the task such as draw a map of a perfect country or Utopia with some guideline given by the teacher, present it and make it in the written form in descriptive text. The researcher monitors the students activities and makes some notes to the errors to be corrected later.

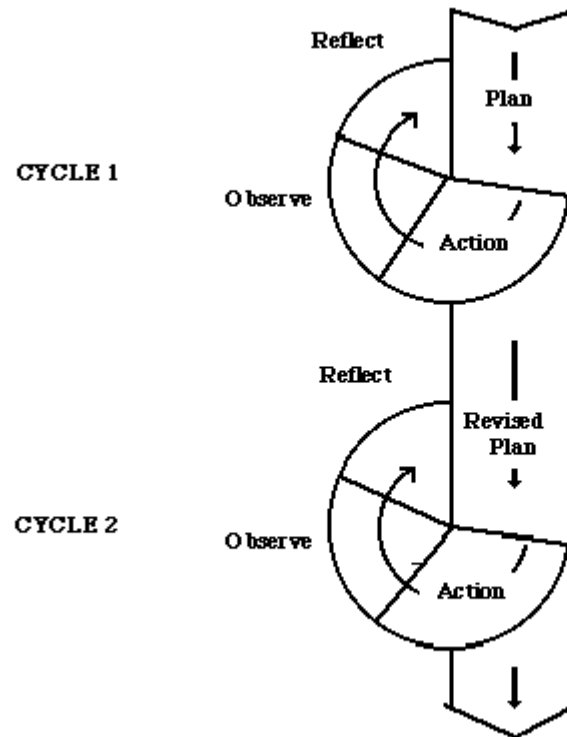
3. Observing

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

4. Reflecting

The researcher and collaborator discussed about the strengths and weaknesses of the implementation of the first cycle. Therefore, the researcher and collaborator determined what should be improved for next cycle.

Here is the illustration design of the cycle in action research by Kemmis:



Action Research Protocol by Kemmis (cited in Hopkins, 1985)

D. The Indicators of the Research

To measure whether this action research achieved the target or not, the researcher determined the indicator dealing with the learning process and learning product:

1. Learning process

The observation of the process of learning process was based on the lesson plan and the real process in the classroom. It covered the pre-task, during

task, and post-task. The indicator is succeed ideally if 75% of the students actively involved in teaching and learning process during the implementation of task based learning. It was also decided because according to Arikunto (1993:210), if more than 75% of the students are actively involved in teaching and learning activities, it can be categorized as good level. Students' activities are reported in observation sheet filled by observer. To set the target of the success of this action research, the researcher also did a discussion with the English teacher of that school.

2. Learning product

The target of the learning product was determined by the researcher and observer is 70 or more or better. It is done because the standard score or KKM (*Kriteria ketuntasan Minimal*) stated by the school for English subject. If at least 75% of the students could reach 70 or more for the writing descriptive text, it means that teaching writing descriptive text through Task based Learning is applicable to improve the students' writing ability. The scoring criterion used was adapted based on ESL composition profiles by Jacobs (1981:92-96) as follows:

1. Content : 30%

This aspect denotes the thought that is written about in the text

2. Organization : 20%

This element analyzes the organization of the ideas in the text

3. Vocabulary : 20%

This component deals with the choice of efficient word that appropriate to the content

4. Language Use: 25%

This aspect views the use of correct and appropriate sentences

5. Mechanic : 5%

This point concerns with the use of spelling, punctuation, capitalization, hyphenation and abbreviation.

E. Instruments of the Research

In getting the data, the researcher uses two kinds of instruments. The instruments are observation sheet, and writing descriptive test.

1. Observation Sheet

The observation sheet was filled out by the collaborator during the process of teaching and learning. The observation sheet is aimed to determine whether or not the students are active in the class and whether or not the next cycle is needed to be done. Here are the aspects of outline in students' observation sheet:

Table 3.1. Students' Observation Sheet

No.	Students' Activities	<i>Frequency of the students</i>	<i>Percentage</i>
1	Pre-activities - Get involved in the brainstorming - Responding to the topic enthusiastically		
2	While-activities - Pay attention in teacher's explanation about the topic - Following teacher's instruction about the materials - Actively involved in doing the task such as draw the a map, write descriptive text - Completing the task given		
3	Post-activities - Discussing the work together with the		

	teacher - Answering the teacher's question as the reflection		
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2. Writing Descriptive Test

The writing test consists of a picture that students should describe. In grading the students' writing score, the researcher will evaluate students' writing score based on their judgement by considering five aspect of writing to be tested; they are content (30 point), organization (20 point), vocabulary (20 point), language use (25 point), and mechanism (5 point). This scoring criterion was adapted based on ESL composition profiles by Jacobs (1981:92-96). It is meant to provide a well-defined standard and interpretive framework for evaluating composition effectiveness. This is described as follow:

Table 3.2. The ESL Composition Profile by Jacob (1981:92-96)

Score	Level	Criteria	Comment
Content	30 – 27	EXCELLENT TO VERY GOOD: Knowledgeably • substantive • through development of thesis • relevant to assigned topic	
	26 – 22	GOOD AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lack detail	
	21 – 17	FAIR TO POOR: limited knowledge of subject • little substance • in adequate development of topic	
	16 – 13	VERY POOR: does not show knowledge of subject • non-substantive c non pertinent or not enough to evaluate	
Organization	20 – 18	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly supported/stated • succinct • well-organized • logical sequencing • cohesive	
	17 – 14	GOOD AVERAGE: somewhat choppy • loosely organized but main idea stand out • limited support • logical but incomplete sequencing	
	13 – 10	FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development	
	9 – 7	VERY POOR: does not communicate • no organization • or not enough to evaluate	

Vocabulary	20 – 18	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom, choice and usage • word from mastery • appropriate register	
	17 – 14	GOOD AVERAGE: adequate range • occasional error of word/idiom, choice and usage but meaning does not obscured	
	13 – 10	FAIR TO POOR: limited range • frequent error of word/form, choice and usage • meaning confused or obscured	
	9 – 7	VERY POOR: essentially translation • little knowledge of English vocabulary, idioms word form • or not enough to evaluate	
Language Use	25 – 22	EXCELLENT TO VERY GOOD: effective complete constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, preposition.	
	21 – 18	GOOD AVERAGE: effective but simple construction • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured	
	17 – 11	FAIR TO POOR: major problems in simple/complex construction • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments run-ons, deletion meaning confused and obscured	
	10 – 5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • or not enough to evaluate	
Mechanics	5	EXCELLENT TO VERY GOOD: demonstrate mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing	
	4	GOOD AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured	
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured	
	2	VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • or not enough to evaluate	
Total Score		Reader Comment	

In order to provide clear range score for determining the quality of the students' writing performance, the range of score designed by the ESL Composition Profile

is adjusted by dividing the range of the score of each quality (except for very poor quality) into two equal range. This adaptation of score is illustrated as follows:

Table 3.3. The Adapted Range of Writing Score

No	Quality	Content	Organization	Vocabulary	Language Use	Mechanic	Total
1	Very Poor	13.00-16.49	7.00-9.49	7.00-9.49	5.00-08.49	0.00-2.00	32.00-45.99
2	Poor	16.50-18.99	9.50-11.49	9.50-11.49	8.50-11.49	2.01-2.59	46.00-55.99
3	Fair	19.00-21.49	11.50-13.49	11.50-13.49	11.50-14.49	2.60-3.00	56.00-65.99
4	Average	21.50-23.99	13.50-15.49	13.50-15.49	14.50-17.49	3.01-3.59	66.00-75.99
5	Good	24.00-26.49	15.50-17.49	15.50-17.49	17.50-20.49	3.60-4.00	76.00-85.99
6	Very Good	26.50-28.49	17.50-18.99	17.50-18.99	20.50-23.49	4.01-4.59	86.00-94.99
7	Excellent	28.50-30.00	19.00-20.00	19.00-20.00	23.50-25.00	4.60-5.00	95.00-100

F. Data Analysis

In analyzing the data, the researcher classifies the data into two categories, those were: the data of the learning process and the learning product. The data analysis was done during and after the data was collected from every cycle (1st and 2nd). As the data of the first cycle have been collected, the researcher and observer analyzed the data and do reflection based on them. From the analysis and reflection, the researcher found out the strengths and weaknesses from the first cycle. Besides, both researcher and observer knew what should be improved on the next cycle.

The data analysis that will be done for the learning product and the learning process is as follows:

1. Learning process

The instruments of the research in the learning process were the observation and questionnaire. The researcher observed the students' activities during teaching learning process. The result of the observation sheet analyzed after every cycle have been collected. In analyzing the data got from the observing the students' learning activities, the researcher counted the number of the students who are actively involved in teaching-learning activities. For calculating the percentage of the students' activities, the following formula was used

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

Note:

% S : percentage of students' activities

S : number of students' activities observed

N : number of students in the class

In addition, the researcher made abstraction or description from the data that have been analyzed.

2. Learning product

The writing test became an instrument that used by the researcher in order to see whether there was a better improvement or not. There were some steps that was used to analyze the data got from the test:

- a. Giving the writing test to the students
- b. Giving the scores of the result of the test
- c. Calculating the number and the percentage of the students who get 70 or better.

To know the percentage of the students who get ≥ 70 or better, the following will be used:

$$\frac{\text{Number of the students who get } \geq 70}{\text{Total Number of the students}} \times 100\%$$

d. Making the abstraction or description from the data have been analyzed.

In order to know the improvement whether or not the students' writing achievement got better after the action of every cycle, the researcher combined the data from observation, writing test and questionnaire as in the appendices.

Table 4: Learners' Perceptions of task-based learning

Questionnaire Items

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Average points
1. Task-based learning helps learners enjoy learning English. Learners like and want						

to learn by using task-based learning.						
2. A task involves a primary focus on meaning.						
3. A task has a clearly defined outcome.						
4. A task is any activity in which the target language is used by the learner.						
5. Task-based learning is based on the student-centered instructional approach						
6. Task-based learning activates learners' needs and interests.						
7. Task-based learning provides a relaxed atmosphere to promote target language use.						
8. Task-based learning materials in textbooks are meaningful and purposeful based on the real-world context.						
9. Task-based learning pursues the development of integrated skills in the classroom.						

42.5 42.5 15 - - 4.28

10. task-based learning puts much psychological burden on the teacher as a facilitator.

15 52.5 25 5 2.5 3.73

William Carr dan Stephen Kemmis mengemukakan:

"Action research is a form of self-reflective enquiry undertaken by participants (teachers, students or principals, for example) in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their

understanding of these practices, and (c) the situations (and institutions) in which these practices are carried out."

Penelitian Tindakan Kelas mempunyai tiga ciri pokok, yaitu:⁵¹

- 1) *an inquiry on practice from within*
- 2) *a collaborative effort between school teachers and teacher educators*
- 3) *a reflective practice made public*]

Penelitian Tindakan Kelas mempunyai empat bentuk penelitian tindakan yakni: penelitian tindakan guru sebagai peneliti, penelitian tindakan kolaboratif, penelitian tindakan simultan terintegrasi, dan penelitian tindakan administrasi sosial eksperimental.

Lembar Observasi Aspek Afektif

Lembar observasi digunakan untuk mengukur hasil belajar pada ranah afektif. Lembar observasi aspek afektif yang digunakan dalam penelitian ini mencakup indikator yang diukur yaitu: 1) penerimaan, 2) partisipasi, 3) penentuan sikap, 4) organisasi, dan 5) penentuan pola hidup.

Observasi

Observasi dalam penelitian ini terdiri dari observasi awal dan observasi pelaksanaan tindakan. Observasi awal dimaksudkan untuk mengetahui keadaan awal sebelum pelaksanaan tindakan, yaitu dengan mengadakan pengamatan ke dalam sekolahan khususnya ke dalam kelas dan observasi di kelas sosiologi. Observasi selama pelaksanaan tindakan merupakan pengamatan terhadap kemampuan aspek afektif siswa dalam pembelajaran dengan menggunakan pembelajaran koperatif model *two stay two stray* (TSTS).

Aspek Kognitif dan Aspek Afektif Siswa Kelas X.5 SMA Negeri 02 Junrejo, Kota Batu

$= \times 100\%$

N

F

P ⁶³

Keterangan :

F = Jumlah yang tuntas (nilai 66) sesuai KKM di sekolahan⁶⁴.

N = Jumlah siswa ideal (maksimal) yang mengikuti tes

P = Persentase tingkat keberhasilan.

Sebagai pedoman dalam menarik kesimpulan dari hasil analisis data, diterapkan kriteria yang juga mengacu pada kurikulum yang diterapkan oleh sekolah (KTSP), menurut Mulyasa, keberhasilan kelas dilihat dari jumlah peserta didik yang mampu menyelesaikan atau mencapai KKM, sekurang-kurangnya 85% dari jumlah peserta didik yang ada di kelas⁶⁵.

e. Membandingkan persentase nilai kognitif pada siklus I, siklus II dan siklus III untuk mengetahui peningkatan belajar siswa setelah diberi tindakan berupa pembelajaran model *two stay two stray* (TSTS) dari siklus I, siklus II dan siklus III.

⁶³ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2006), hlm 281

⁶⁴ Wawancara langsung dengan Ali Ridho, S.Pd, M.M, guru mata pelajaran sosiologi pada 2 Maret 2010

⁶⁵ Mulyasa, E, *Kurikulum Tingkat Satuan Pendidikan*, (Bandung: PT. Remaja Rosdakarya, 2006), hlm. 254

Menghitung nilai rata-rata aspek afektif kelas.

N

F

$P =$

Keterangan :

P = nilai rata-rata aspek afektif

F = Jumlah skor rata-rata aspek afektif di lapangan.

N = Jumlah skor aspek afektif ideal (maksimal)⁶⁶

Sebagai pedoman dalam menarik kesimpulan dari hasil analisis data yang telah diperoleh berdasarkan hasil observasi yang dilakukan pada saat proses pembelajaran, diterapkan kriteria yang mengacu pada kriteria yang telah dimiliki oleh SMA Negeri 02 Junrejo, kota Batu.

Tabel 3.1 Kriteria Tingkat Kemampuan aspek Afektif dan Psikomotorik

No Persentase Keberhasilan Taraf Keberhasilan

1 87 – 100 Sangat Baik

2 77- 86 Baik

3 67 – 76 Cukup Baik

4 47 – 57 Kurang Baik

⁶⁶ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2006), hlm 281

KRITERIA PENILAIAN LEMBAR OBSERVASI

ASPEK AFEKTIF SISWA

No Kategori perilaku indikator

1 Penerimaan

• Respon terhadap pendapat siswa

- | | |
|--------------------------|---|
| 2 Partisipasi | <ul style="list-style-type: none"> • Keaktifan dalam mencari jawaban. • Keaktifan dalam diskusi. |
| 3 Penentuan Sikap | <ul style="list-style-type: none"> • Keaktifan bertanya atau menjawab |
| 4 Organisasi | <ul style="list-style-type: none"> • Kerjasama dalam kelompok. |
| 5 Pembentukan pola hidup | <ul style="list-style-type: none"> • Kehadiran saat proses pembelajaran. • Kelengkapan alat dan sumber belajar. |

LEMBAR OBSERVASI ASPEK AFEKTIF

(pada saat proses pembelajaran)

Indikator Rentang penilaian Skor

A. Kehadiran saat proses belajar mengajar

- Hadir tepat waktu dalam pembelajaran. • 3
- Hadir terlambat • 2
- Tidak hadir dalam pelajaran. • 1

B. Kelengkapan alat dan sumber belajar

- Membawa buku tulis dan buku paket sosiologi lebih dari 1 penerbit.
- Membawa buku tulis dan buku paket sosiologi.
- Membawa buku catatan sosiologi saja
- Tidak membawa buku catatan sosiologi dan buku paket.
- 4
- 3
- 2
- 1

C. Kerjasama dalamkelompok

- Membagi tugas keseluruhan anggota kelompok.
- Tugas didominasi 2 siswa.
- Tugas dikerjakan hanya satu siswa
- Bekerja secara individu..
- 4
- 3
- 2
- 1

D. Keaktifan dalam mencari jawaban

- Aktif mencari jawaban dari sumber belajar dari awal sampai akhir diskusi
- Aktif mencari jawaban dari sumber belajar hanya pada awal diskusi
- Menunggu jawaban dari teman.
- Tidak aktif sama sekali
- 4
- 3
- 2
- 1

E. Keaktifan dalam diskusi.

- Mengikuti diskusi dengan antusias dari awal sampai akhir.
- Mengikuti diskusi dengan antusias pada awal saja.

- Mengikuti diskusi kurang antusias
- Tidak mengikuti diskusi
- 4
- 3
- 2
- 1

F. Keaktifan bertanya atau menjawab

- Mengajukan pertanyaan / menjawab pertanyaan lebih dari 2 kali.
- Mengajukan pertanyaan / menjawab pertanyaan sebanyak 2 kali
- Mengajukan pertanyaan / menjawab pertanyaan sebanyak 1kali.
- Tidak pernah mengajukan / menjawab pertanyaan.
- 4
- 3
- 2
- 1

G. Respon terhadap pendapat siswa

- Menghargai pendapat teman
- Kurang menghargai pendapat teman
- Tidak menghargai pendapat teman
- Selalu menolak pendapat teman
- 4
- 3
- 2
- 1

1. Pre-writing

- a) Students are asked to some questions related to the topic. (constructivism)
- b) Students are shown some pictures at a glance and are asked whether they are familiar or not with the picture. (inquiry)
- c) Students are asked to the main idea of the picture. (questioning)
- d) Students are given an example of descriptive text and its generic structure of the text. (modelling)

2. Writing

- a) Students are asked to work in a group to discuss the topic that given. (learning community)
 - b) Students are given the guideline of the task and are asked to write down their ideas of picture given. (authentic assesment)
 - c) Students are asked to come up in the presentation of their group's work.
 - d) Students get the correction by the teacher.
 - e) Students are asked to write descriptive text individually with the same topic as to complete the previous work. (authentic assesment)
3. Re-writing
- a) Students' writing are checked by the teacher.
 - b) Students are asked to re-write if there were some errors in grammar, vocabulary, content, and form, etc. (authentic assesment)
 - c) Teacher reflected the lesson that they have learnt. (reflection)