

CHAPTER III RESEARCH METHOD

3.1. Classroom Action Research Design

This Classroom Action Research is implemented to see whether there is increase on students' simple sentence through Chain Card Game technique. The subject of this research is students of class VII C of SMP Negeri I Sukoharjo Pringsewu. The researcher took class after discussing with the other English teacher. This was done because according to 2009 revised curriculum for SMP Kurikulum Tingkat Satuan Pendidikan, these subjects 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 simple paragraph through Chain Card Game technique. Then the researcher asked the other English teacher who had been previously trained by the researcher, to teach simple paragraph sentence through Chain Card Game.

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 learning process using chain card game) and learning result (simple descriptive sentence 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.

3.2. Research Procedure

Gardner, Tracy (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 simple descriptive sentence. The teacher taught simple descriptive sentence through chain game card 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.

To do this research, the researcher applies the procedure below:

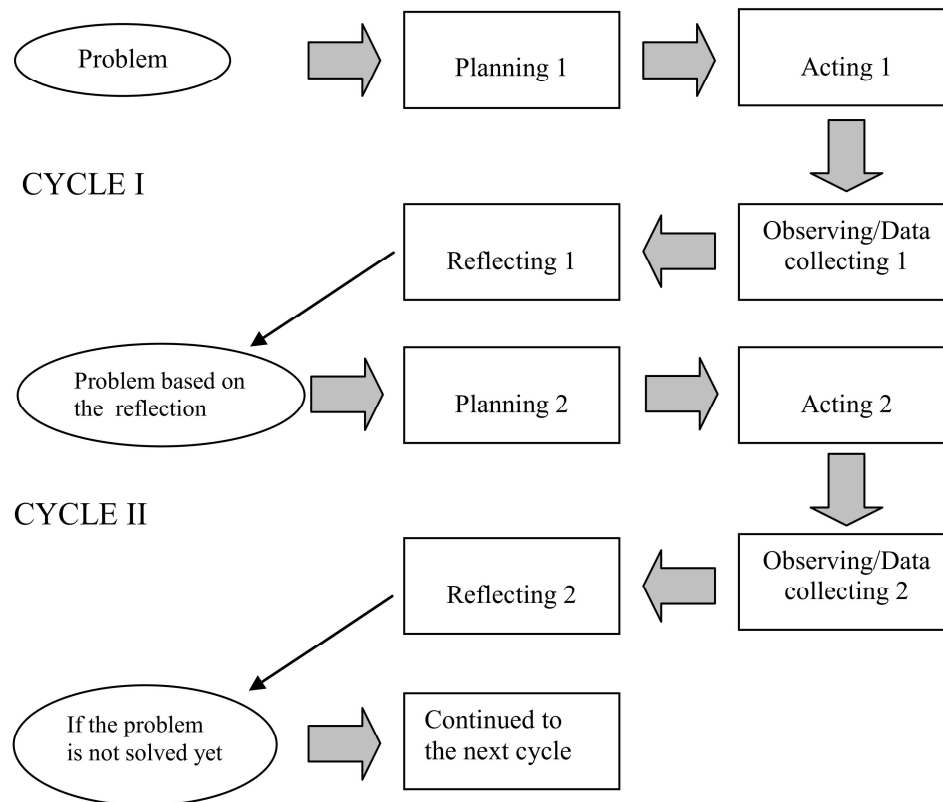


Chart 1. The cycle of the research according to Suhardjono (2008:74)

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

3.2.1. Planning

Based on the writer's observation when the researcher formulated the problems. After deciding the problems, he chooses appropriate technique to overcome the problems. In this chase, the researcher also planed the type of test and teaching material while preparing teaching aids and lesson plan. Then, the researcher wrote the lesson plan base on the problem by using Chain Card Game. The researcher planed the type of the test and the teaching material of paragraph base on the school – based curriculum.

3.2.2. Action

The researcher asked the other English teacher to teach his class by using lesson plan. During the teaching learning process, the researcher observed students' activities.

3.2.3. Observation and Interpretation

Observation and interpretation toward the action in the class were done while the teacher was teaching in the class by using chain card game technique. In other words, the observation was done at the same time with action that had been mentioned before.

3.2.4. 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.

3.2.5. Indicator of the Research

In order to see whether guided question through chain card game could improve students' simple paragraph or not, the researcher determined the indicator dealing with learning process and learning product.

1. Learning Process

For the learning process, observation was done toward the teacher by an observer during the teaching learning process by observing the students' activities.

The indicator was that if the students get 70% from the result of the observation form.

2. Learning Product

The indicator was 70% of the students who get score at least 70 (seventy) or higher in writing simple paragraph based on the criteria given.

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

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

- | | |
|-----------------|-------|
| 1. Content | : 40% |
| 2. Organization | : 30% |
| 3. Vocabulary | : 30% |

Bellow is the classification of scoring criteria adopted from Jacob et al (1981:90)

Content

- | | |
|-------|--|
| 40-35 | Excellent to very good: knowledge substantive, development of thesis/topic, relevant to assign topic |
| 34-25 | Good to average: some knowledge of subject, adequate range, limited development thesis, mostly relevant to topic but lack detail |
| 24-18 | Fair to poor: limited knowledge of subject, little substance, inadequate development of topic. |
| 17-10 | Very poor: doesn't show knowledge, not pertinent, or not enough to evaluate. |

Organization

- | | |
|-------|--|
| 30-25 | excellent to very good: fluent, expression, ideas clearly stated/ supported, succinct, well organized, logical sequencing, cohesive. |
|-------|--|

- 24-17 good to average: somewhat choppy, loosely organized, but main idea stand out, limited support, logical but incomplete sequencing
- 16-10 Fair to poor: not fluent, ideas confuse or disconnect, lack logical sequencing and development
- 9-5 Very poor: doesn't communicate, no organization, or not enough to evaluate.

Vocabulary

- 30-25 Excellent to very good: sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register.
- 24-17 Good to average: adequate range, occasional error of words or idiom, choice, usage, meaning confused or obscured
- 16-10 Fair to poor: limited range, frequent error of words or idioms, choice, usage, meaning confused or obscured
- 9-5 Very poor: essentially translation, little knowledge of vocabulary, idiom, words form, or not enough to evaluate

In more details, Jacobs (1981:92-96) explained the description and criteria of writing scoring system. The criteria in this study only focuses on three aspects: 1. Content, 2. Organization, 3. Vocabulary. Since the test is only about rearrange the text logically. So the researcher used those scoring criteria in his research.

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:

Table1. 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...?

3.3. Instrument of the Research

In gathering the data, the researcher uses two kinds of instrument. The first instrument is the main source of information and the second one supports the analysis itself. The instrument used here is writing test and observation sheet. The instrument is hopefully with the state objectives.

1. Writing Test

The first instrument use in getting the data is 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 asks the students to write paragraph writing base on the jumble words given to them. There are two topic of jumbled words given to them, they are: personal appearance

and animal. It is hope that the students can increase their writing through jumbled words. The test is given by following details instruction and direction including number of words, time allocation, correct mechanics, appropriate transitional signal, etc.

3.3.1. Observation Sheet

In this research the researcher observed directly what was happening during teaching learning process when the teacher implemented chain card game technique in teaching simple paragraph. The aspects of students' activities that would be observed.

3.4. 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).

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.