

CHAPTER III RESEARCH METHODS

This chapter discusses about the methods of research used in this study, such as: setting, research design, research procedure, indicators of the research, research instruments, and data analysis.

3.1 Setting and Subject of the Research

In this research, the researcher used a classroom action research. This research was conducted in class VIII.2 of SMPN 2 Sukadana Lampung Timur that consisted of 40 students. It was held based on the problem faced by the students and the teacher when they did writing test in class. There were 19 male students and 21 female students. The students of this school were not so active when they were learning English especially writing. The students were good at learning about language like mentioning the pattern of the tense, for that reasons the researcher wanted to know whether different technique could give any improvement in the teaching learning process at that class.

3.2 Description of the Research

The research of this study was the classroom action research (CAR). Based on the problem identified by the researcher, he examined the cause of the problems and

tried to find the solution. The solution which was conducted is teaching writing through Guiding Questions Technique. Researcher made lesson plan and taught the students based on the lesson plan. Then, the collaborator observed student's activities in teaching and learning process.

Furthermore, the researcher and collaborator analyzed and discussed the observation result during teaching and learning process (the strength and weaknesses which were done by the teacher and students using Guiding Questions Technique and learning result (the writing test).

This research was done by researcher with the English teacher of class VIII. 2 Class of SMPN 2 Sukadana Lampung Timur. The researcher acted as the teacher and also an observer, who made the lesson plan, taught the students using the technique, observed the student's activity and conducted the evaluation. While the teacher acted as the collaborator who observed the process of teaching and learning in the classroom including student's activity to be the input for better process in the following cycle. While the researcher was applying the Guiding Questions Technique in the classroom, the collaborator observed the student's activities. Besides, she observed on the weaknesses of the first cycle in order to make improvement on the next cycle. During the teaching and learning process, the teacher held a reading test. The test, therefore, scored by both teacher and researcher. The result of the test and the observation data were discussed together to decide whether or not the next cycle needs to be done.

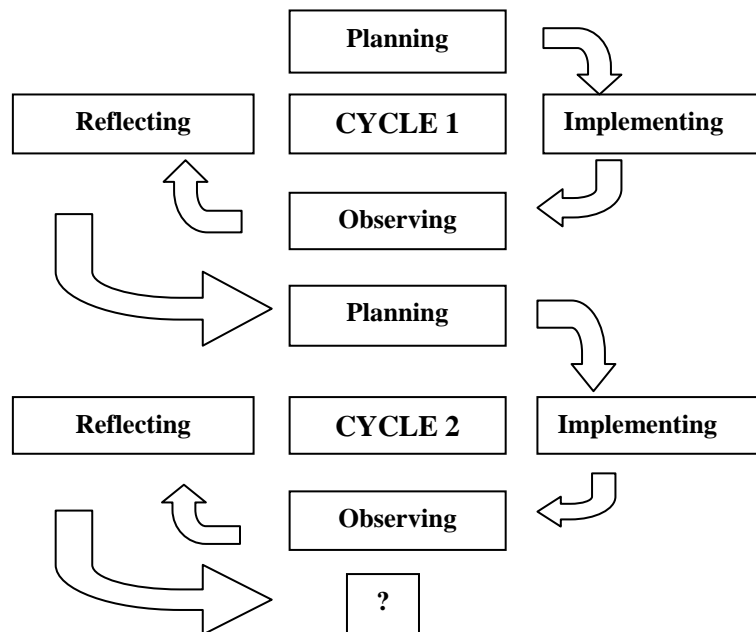


Figure 3.1 The cycle of Classroom Action Research adapted from (Arikunto, 2006: 16)

3.3 Research Procedures

In conducting the 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 action

Guiding questions is a kind of integrative activity; it needs a well-prepared lesson plan designed by the researcher. In designing a lesson plan, some items that should be considered were learning objectives, time allocation, material, media, teaching and learning activities. The learning objective was adjusted with the KTSP. The researcher discussed and managed it with the collaborator. The time allocation is 2 x 40 minutes.

2. Implementing on the plan

The teacher implemented five steps in the teaching and learning process, i.e.: (1) introducing what recount text and guiding questions, (2) modeling guiding question by asking some questions related to the topic to the students (3) introducing a recount paragraph (4) giving guidance or assistance as needed when the students were writing a recount text.

2.1 Introducing What Recount text and Guiding Questions

Before starting to ask students to write their paragraph or text, the teacher introduced the basic concept of recount text and guiding questions to the students in teaching and learning process.

2.2 Modeling

After introducing the concept of recount text and guiding questions, the teacher gave a model how to write a recount text through guiding questions.

2.3 Introducing a recount paragraph

Before starting to ask the students to rearrange and rewrite their paragraph, the teacher introduced and explained the generic structure and language feature of recount text. It consists of: Orientation, Sequence events, and Re-orientation.

2.4. Giving guidance or assistance as needed

In this step, the teacher walked among the students when the students were writing a recount text and gave guidance or assistance as needed.

3. Observing the action

In the observation steps, the researcher observed and collected the data about the aspects or events that happened during the implementation of the action in relation with the objectives of this study. The data obtained from the result of the observation were gathered and analyzed descriptively. To identify the students' attitude toward teaching and learning process, observation check list and fields notes were examined.

4. Reflecting on the observation

In the reflection the teacher discussed what have been done in the previous action by giving interpretation and judgment. The result of the reflection in Cycle I provided data for further revision and planning for the next Cycle. The result of this implementation of the action was considered successful if it fulfills the pre-determined criteria.

3.4 Indicators of the Research

There were two criteria of success that had to be achieved: the process and the product. The two criteria include the process and the product as described below;

1. Learning Process

Observation was done to observe the students' activities occurred in the class by filling in the observation sheets. To fill the observation sheet, the observer just put a check mark on students' activity table. Furthermore, the observation was done to find out students' activity in the learning process in the pre-activity, while activity, and post-activity. In pre-activity, the observation was focused on students' interest to follow the class and response to the topic. Besides, in while

activity, the observation was focused on students' attention to teacher's explanation and also on their response to teacher's questions and instructions. In post-activity, the focus was on students' respond to teacher's questions; in this case they were asked to write recount text by answering guiding questions. The target was 80% of students or more participated in the teaching learning process. 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.

2. Learning Product

Referring to the ministry of education standard, the indication of successful teaching learning process is that if at least 70% of students' score are 60 or higher. This standard was used to prove that guiding questions technique can improve students' writing ability. This target was determined to find out whether there was improvement on students' paragraph writing ability, or not. The scoring system used was adopted from Jacob et al (1981:90).

Based on Jacob et al, there were five aspects of writing evaluated:

- 1) *Content*. This aspect denotes the substance of recount text (orientation, series of events and re-orientation), the experience of main idea,
- 2) *Organization*. This element analyzes the organization of ideas of recount text content (the coherence of events series),
- 3) *Vocabulary*. This component deals with the choice of efficient word appropriate to the content,
- 4) *Language use*. This aspect views the use of correct and appropriate sentences,

- 5) *Mechanics*. This point concerns with the use of spelling, punctuation, capitalization, hyphenation and abbreviation.

The rating scale of scoring criteria adopted from Jacob et al (1981: 90) can be formulated as follows:

- 1) Content aspect is explained as the following:

- 30 - 27 Excellent to very good: knowledgeable substantive, development of thesis/topic, relevant to assign topic.
- 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 substances, inadequate development of topic.
- 16 - 13 Very poor: doesn't show knowledge, not pertinent, or not enough to evaluate.

- 2) Organization aspect uses the following score system:

- 20 - 18 Excellent to very good: fluent expression, ideas clearly stated/supported, 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 confused or disconnect, lacks logical sequencing and development.
- 9 - 7 Very poor: doesn't communicate, no organization, or not enough to evaluate.

3) Vocabulary aspect uses the following system:

- 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 errors of word or idiom, choice, usage, meaning confuse or obscured.
- 13 - 10 Fair to poor: limited range, frequent errors of word or idiom choice, usage, meaning confused or obscured.
- 9 - 7 Very poor: essentially translation, little knowledge of vocabulary, idioms, word form, or not enough to evaluate.

4) Language Use score system is as follows:

- 25 - 22 Excellent to very good: effective complex construction, few errors of agreement, tense number, word order/function, articles, pronoun, preposition.
- 21 - 18 Good to average: effective but simple construction, minor problems in simple construction, several errors of agreement, tense, word order/function, articles, pronouns, but meaning seldom obscured.
- 17 - 11 Fair to poor: major problem in complex/simple construction, frequent errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, deletions, 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.

5) Mechanics aspect uses scoring system as the followings:

- 5 Excellent to very good: demonstrated mastery of conventions, 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: no mastery of conventions, dominated by errors of spelling, punctuations, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

The explanation above can be simplified as the followings:

Content was scored as the following criteria;

- (30-27) *excellent to very good*: knowledgeable, substantive
- (26-22) *good to average*: some knowledge of subject, adequate range
- (21-17) *fair to poor*: limited knowledge of subject, little substance
- (16-13) *very poor*: does not show knowledge of subject, non-substantive

Organization aspect used the following score criteria:

- (20-18) *excellent to very good*: fluent expression, ideas clearly stated
- (17-14) *good to average*: somewhat choppy, loosely organized but main ideas stand out
- (13-10) *fair to poor*: non-fluent, ideas confused or disconnected
- (9-7) *very poor*: does not communicate, no organization

Vocabulary aspect was scored using the following criteria:

- (20-18) *excellent to very good*: sophisticated range, effective word/idiom choice and usage
- (17-14) *good to average*: adequate range, occasional errors of words/idiom form, choice, usage but meaning not obscured
- (13-10) *fair to poor*: limited range, frequent errors of word/idiom form, choice, and usage
- (9-7) *very poor*: essentially translation, little knowledge of English vocabulary

Language Use was scored according to the criteria as follows:

- (25-22) *excellent to very good*: effective complex constructions
- (21-18) *good to average*: effective but simple constructions
- (17-11) *fair to poor*: major problems in simple/complex constructions
- (10-5) *very poor*: virtually no mastery of sentence construction rules

Mechanics aspect was scored using score criteria as the following:

- (5) *Excellent to very good*: demonstrates mastery of conventions
- (4) *Good to average*: occasional errors of spelling, punctuation
- (3) *Fair to poor*: frequent errors of spelling, punctuation, capitalization
- (2) *Very poor*: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing

3.5 Instruments of the Research

There were two kinds of instruments used in this classroom action research, writing test and observation sheet. The first instrument was the main source of the information and the second supported the analysis.

1. Writing Test

The first instrument used in getting the data was writing test. Writing test as stated by Harris (1969:69) is one of testing devices, which requires the students to compose their own and extended responses to problems set by the teacher. A writing test is regarded as the most complex instrument; it involves the simultaneous practice of five elements: content, organization, grammar, style, and mechanic.

Writing test was chosen as the instrument because it required the students to express their own idea. It measured certain writing abilities more effectively than do objective test. Writing test also motivated the students to improve their writing better. The last, writing test was easier and quicker to prepare. Those facts mentioned above were the strength of writing test.

Instructions that were used by the teacher to examine the writing test:

- Write a recount text that consists of orientation, series of events and re-orientation (optional).
- Chose one of topics below:
 - Sad experience (breaking new mobile phone, getting stomachache, etc.)
 - Bad experience (getting bad score, coming late to school, etc.)

- Use time connectives (firstly, secondly, after that, next, finally, etc.) to link separate events into coherent text.
- Write your text in the Past tense form.
- The time allocation is 80 minutes.

Table.3.1. Table of specification of writing skill

No	Aspect of Writing	Definition	Percentage
1.	Organization	The organization of the text is expressed fluently, ideas clearly stated/supported, dan has a logical sequencing and cohesiveness.	20 %
2.	Vocabulary	The vocabulary usage is the use of correct word formation, proper word choice and appropriate idiom usage.	20 %
3.	Content	The ideas expressed clearly, which is, by providing concrete and specific details to clarify the general ideas the students are presenting. Obviously, the successful writing has enough details to make the reader see the writer's picture, feel his feelings, think his thoughts, and understand his ideas.	30 %
4	Language use	Language use can be seen from using effective sentence, in simple and complex constructions. The students use appropriate tenses and beautify their composition by variation of sentences, for example, the using of passive form, inversion, and complex sentence.	25%
5	Mechanic	Show mastery of convention which can be seen from their appropriate and correct use of spelling, punctuation, capitalization, and paragraphing.	5%

(Adopted from Jacob et al 1981: 90)

2. Observation Sheet

The researcher observed students' learning process by using observation sheets and also interpreted the result of the teaching learning process. The observation was aimed at finding out students' interest in following the class and responding to the topic, students' attention to teacher's explanation, and their ability in using linking expressions in their paragraph writing. All of the important things

occurred in the teaching learning process were noted. Here is the example of the students' observation sheet.

Table 3.2 Students' Observation Sheet

No	Students' activities	Students' code				% of stu. Inv.	Note
		a	b	c	d		
1	Pre-activity a. respond to the topic enthusiastically.						
2	While-activity a. pay attention to the teacher explanation. b. follow to the teacher modeling. c. follow to the teacher instruction. d. respond to the teacher questions related to the topic written.						
3	Post-activity a. able to write a recount text.						

3.6 Data Analysis

The data analysis was done during and after the data had been collected in every cycle. The researcher and the teacher analyzed and made reflection from the data collected from the first cycle. From the analysis and reflection, the researcher found out the strength and also the weakness of the first cycle so that researcher and teacher could improve the weakness aspect by giving solution in the following cycle.

In data analysis, the data were classified into two categories, that is, the data of the learning process and of the learning product.

1. Learning Product

In order to find out the learning product, the researcher used writing test to collect the data. After giving the test, the researcher checked students' writing and gave the score. Besides, the researcher analyzed students' writing to find out the errors made by the students. This analysis was very important to know what to improve in the next cycle. Next, the researcher calculated the number and percentage of the students who get 60 or higher, since referring to the ministry of education standard, the indication of successful teaching learning process is that if at least 70% of students' score are 60 or higher.

Based on the result of pre-test, there were only 11 students (27.5%) who got score 60 or higher. So, the researcher decided 70% of students' score are 60 or higher as standard score in this research. This standard is used to prove that guiding questions technique can improve students' writing ability.

1.1 Calculating students' total score, there are two steps:

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

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

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

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

b. Calculating the total score

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

1.2 Calculating the percentage of 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

In the learning process, the researcher only observed the students' activities.

Analyzing the data from observation to students' learning activities, the researcher

counted the number of activities done by the students and then calculated the

percentage of the students' activities. The following formula was 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

Next, the researcher made a description from the data that had been analyzed.