

CHAPTER III METHOD OF THE RESEARCH

A. Concept of Classroom Action Research

Classroom Action Research (CAR) is a systematic inquiry with the goal of informing practice in particular situation (Angelo and Cross, 1993:1). It means that classroom action research is a way for instructors or teachers to discover what works best in their own classroom situation, thus allowing informed decision about teaching.

Furthermore, Corey (1953:1) defined action research as the process through which practitioners study their own practice to solve their personal practical problems. It means that action research is a collaborative activity where practitioners work together to help one another design and carry out investigation in their classrooms.

In addition, Kemmis and Mc. Taggart (1982:3) stated that action research is deliberate, solution-oriented investigation that is group or personally owned and conducted. It is characterized by spiraling cycles of problem identification, systematic data collection, reflection, analysis, data-driven action taken, and finally problem redefinition. The linking of term “action” and “research” highlights the essential features of this method; trying out ideas in practice as

means of increasing knowledge about/or improving curriculum, teaching and learning.

Moreover, action research provides teachers with the opportunity to gain knowledge and skill in research methods and applications and to become more aware of the options and possibilities for change (Oja & Pine, 1989: 96). It means that the teachers participating in action research become more critical and reflective about their own practice. The teachers engaging in action research attend more carefully to their methods, their perceptions and understandings, and their whole approach to the teaching process.

Kemmis' model follows the cycle of: Planning, Action, Observation and Reflection. "Planning" involves the determination of the question that needs answering and the strategy to be used in answering it. During the "Action" stage, the practitioner tries out the strategy. The "Observation" stage includes recording data on the result of the strategy and also keeping a journal on the practitioner's thoughts and reactions to the entire experience. Finally, during the "Reflection" stage, practitioner makes conclusions so that a new cycle can begin (Kemmis, 1982:5).

B. Setting of the Research

The subject of the research was the first semester students of SMP Negeri 5 Pringsewu. They were students of the first semester who were in class VIII. 3. chosen by the writer after consulting with English teacher. This was done because

according to 2006 Curriculum for SMP, these subjects have already studied grammar, vocabulary, preposition and transitional signals in their previous level. Classroom action research dealt with the problem faced by the students when they write a short recount text. Referring to the problem found by the researcher, the researcher examined problem causes and tried to find problem solution. Problem solution that conducted was teaching a recount text using guided writing in the form of guiding questions technique. Researcher made lesson plan and taught by using the lesson plan made. The important things in teaching learning process were noted by the researcher and an observer.

Furthermore, the researcher analyzed and discussed observation result during teaching learning process (the strengths and weaknesses which were done by researcher and students during teaching learning process using guiding questions technique) and learning result (writing a recount text test).

Learning process analysis was done based on researcher's observation. Based on this analysis and reflection, it was decided to conduct the next cycle. It focused on the weaknesses of the previous cycle.

C. Subject of the Research

There were four classes at the eighth grade at SMP Negeri 5 Pringsewu. The subject of the classroom action research was the students of grade VIII.3. The class consisted of 36 students. This class was chosen, because most of students of the class had lower writing ability among the other classes.

Based on the teacher experience, it was found that most of students could not write English correctly, they could not practice their English writing even in simple sentences.

D. Research Procedures

The researcher conducted the first cycle based on the problem faced by the students in writing ability from the result of pre-test. Pre-test was used to find out the result of the students' ability before treatment. Here, the students were assigned to write a recount text that consists of orientation, series of events, and re-orientation. The topic was "*Going for Recreation in a Holiday,*" or "*Visiting friends in Other Town.*" In this research, the researcher conducted two cycles only by applying guided writing in the form of guiding questions technique.

The teacher taught writing through *guiding questions* 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. The first cycle was conducted based on the problem faced by the students in writing recount text. Teaching recount text writing through *guided writing in the form of guiding questions technique* based on lesson plan and after that the researcher gave the test of writing. Then, the researcher analyzed and discussed the result both writing test and observation. Furthermore, if the results have required the indicator of the research, the researcher stopped at the first cycle only, but if the results have not required the indicators of the research yet, the researcher would conduct the next cycle. It focused on the weaknesses of the previous cycle and so on. The next cycle would

be done based on the result of the analysis and reflection of the first cycle. Each cycle consisted of four steps. There were as follows:

1. Planning

Based on the researcher observation when researcher did the pretest, the researcher prepared lesson plan, selected the material from the textbook, and prepared the writing task for the students and also observation sheets that were filled out when the observer was observing the students' activities and the teacher's performance.

2. Action

Action is the part of the cycle where a teacher did treatment; it was taught by using *guided writing in the form of guiding questions technique*. In this stage lesson plan made was used in teaching learning process. In the activities the teacher handed out practice material by giving a model or guidance how to write a recount text by giving some guiding questions. The teacher also asked the students to write a recount text made by them one by one to measure their writing ability improvement.

During the teaching learning process, the students' activities were observed. Observation was done by the observer during the teaching and learning process. The observer observed the students' activities and also the researcher or the teacher's performance. Then, the result of the observation was filled out in the observation sheets. The researcher and the observer also interpreted the

result of the observation. This step was started during the teaching learning process.

3. Observation and Interpretation

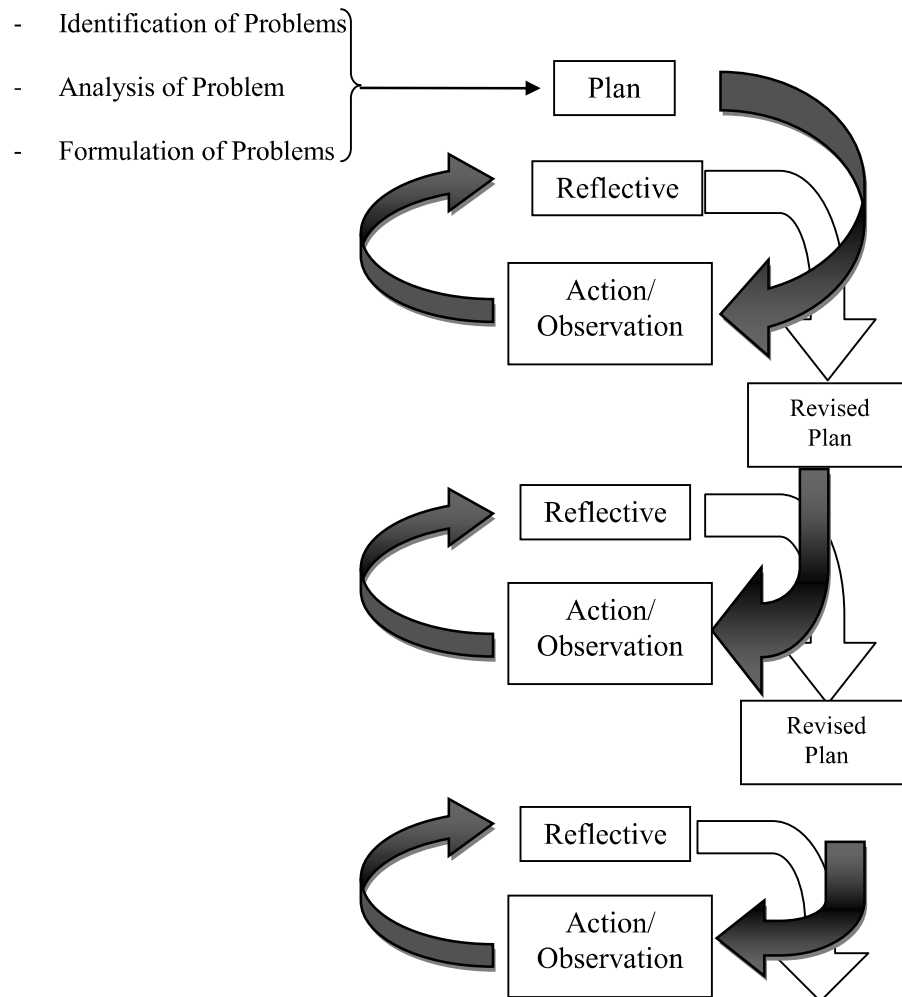
The researcher analyzed the teaching learning process based on the result of the observation; students' activities and the writing test were to find out the improvement of the students' writing ability. In this step, the researcher and the observer analyzed the result of writing test of the students as the learning product. The researcher and the observer also analyzed the students' activities, the teacher's performance and also everything occurred in the teaching learning process. It was done to find out the improvement after the researcher implements the teaching writing by using *guided writing in the form of guiding questions technique* as a strategy in the classroom.

4. Analysis and Reflection

After analyzing the data of writing test and the observation sheets of teaching learning process, the researcher and the observer did reflection to discover the strengths and the weaknesses of teaching writing by using guided writing in the form of guiding questions as a strategy to improve students' writing ability and to know the problems faced during the teaching learning process. By doing so, the researcher would know what should be improved for the next cycle. The researcher analyzed the strengths and the weaknesses of the activity, material, media, students' achievement and teacher's performance toward the teaching learning process done. If the result in the first cycle did

not achieve the indicators, the next cycle would be conducted by revising previous cycle.

The cycle in the classroom action research happens repeatedly. If the indicators of the research are not fulfilled in the second cycle, the third cycle will be conducted to make it better. These steps form a cycle, and the cycle is followed by the other cycles. It is like a spiral. The cycle of classroom action research is drawn by Jacob et al (1981:90) as follows:



The Cycle of Classroom Action Research (Hopkins, 1992).

E. Material and Teacher's Training Procedure

It was necessary for the researcher to train the teacher how to teach writing through *guided writing in the form of guiding questions technique*. This teacher's training procedure consisted of three stages, they were:

1. Preparation

In writing the researcher asked the other English teacher to teach the material based on the lesson plan. There were two jumbled words presented in this research. The topic was "*Going for Recreation in a Holiday,*" or "*Visiting friends in Other Town.*" Before the research was conducted, the observer trained the teacher first. The observer demonstrated how to teach writing ability through *guided writing in the form of guiding questions technique* by using micro teaching technique.

2. Implementation

The training procedure was carried out by 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 achieve. Then the teacher motivated the students and asked them about witting, for example. "*Have you ever written a recount text?*" It functioned activate their background knowledge of writing.

Then teacher gave an example about recount text including the generic structure: orientation, series of events, and re-orientation, the use of simple past tense. After giving the example, the teacher checked whether the students have

understood the explanation or not. If there were any students who still did not understand about the explanation, the teacher should explain more clearly.

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 (Lampung University: 2006). The researcher classified each aspect into five categories, they were:

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

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

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

U : Unsatisfactory, the teacher achieved 50% result of the target

VU : Very unsatisfactory, the teacher achieved 30% result of the target.

F. Indicators of the Research

In order to see whether *guided writing in the form of guiding questions technique* could increase student's ability in writing recount text, the writer determined the indicator dealing with the learning process and the product.

1. Learning Process

For the learning process, observation was done to both the researcher and an observer during the teaching learning process by observing the whole activities in the class and filling the observation format. The indicator was if the researcher and students got minimum 70% from the result of the

observation form. The aspect of teacher performance that would be observed we adapt from APKG/ Alat Pengukur Kemampuan Guru (Lampung University: 2006). The observer classified each aspect into five categories: 1. very satisfactory, 2. satisfactory, 3. sufficient, 4. insufficient and 5. very insufficient.

The teaching learning process was the teacher's performance and students' activities in teaching learning process. The indicator was if the teacher got minimum 70% from observation result, it means she already has good performance in teaching writing and students' activities.

2. Learning Product

The indicator was 70% of students got score at least 60 (sixty) or more in writing a recount text based on the criteria given. In giving the score, the researcher used the scoring criteria adopted from Jacobs et al (1981:90).

There are five aspects evaluated by the researcher. They are:

1. Content refers to the substance of writing, the experiences of main idea (unity). i.e., *groups of related statements that a writer presents as unit in developing a subject*. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2. Grammar refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, sentences to bring out logical relationship in paragraph writing.
3. Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.
4. Organization refers to logical organizations of the content (coherence). It is scarcely more than an attempt to piece together all collection of facts and jumbles ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose.
5. Mechanic refers to the use graphics conventional of the language. i.e., *the steps of arranging letters, words, sentences, paragraph by using knowledge of structure and some others related to one another.*

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%

Below is the classification of scoring criteria adopted from Christopher (1996:130-131):

Classification	Score	Description
Content	20-17	Excellent to very good: excellent to very good treatment of the subject, considerable variety of ideas or argument, independent and thorough interpretation of the topic, content relevant to the topic, accurate detail.
	16-12	Good to average: adequate treatment of topic, some variety of ideas or argument, some independent of interpretation of the topic, most content relevant to the topic, reasonably accurate detail.
	11-8	Fair to poor: treatment of the topic is hardly adequate, little variety of ideas or argument, content irrelevant, lacking detail.
	4-0	Inadequate: fails to address the task with any effectiveness.

Organization	20-17	Excellent to very good: fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	16-12	Good to average: uneven expression, but main ideas stand out; paragraphing or sections organization evident; logically sequenced (coherence); some connectives used (cohesion).
	11-8	Fair to poor: very uneven expression, ideas difficult to follow;

		paragraphing/organization does not help the reader; logical sequence difficult to follow (coherence); connectives largely absent (cohesion).
	7-5	Very poor: lacks fluent expression, ideas difficult to follow, little sense of paragraphing/organization; no sense of logical sequence (coherence); connectives not used (cohesion).
	4-0	Inadequate: fails to address this aspect of the task with any effectiveness.

Vocabulary	20-17	Excellent to very good: wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	Good to average: adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
	11-8	Fair to poor: limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	7-5	Very poor: no range of vocabulary; uncomfortable frequent mistakes in word/idiom choice and usage; no apparent sense of register.
	4-0	Inadequate: fails to address this aspect of the task with any effectiveness.

Language	30-24	Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning never obscured.
	23-18	Good to average: acceptable grammar-but problem with more

		complex structures; mostly appropriate structures; some errors of agreement, tense, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	17-10	Fair to poor: insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	Very poor: major problem with structures-even simple ones; frequent errors of negation, agreement, tense, number word order/function, articles, pronouns, prepositions, meaning sometimes obscured.
	5-0	Inadequate: fails to address this aspect of the task with any effectiveness.

Mechanics	10-8	Excellent to very good: demonstrates full command of spelling, punctuation, capitalization, lay out.
	7-5	Good to average: occasional errors in spelling, punctuation, capitalization, layout.
	4-2	Fair to poor: frequent errors in spelling, punctuation, capitalization, layout.
	1-0	Very poor: fails to address this aspect of the task with any effectiveness.

G. Instrument of the Research

In getting data, the researcher employed two kinds of instruments. The first instrument is the main source of information and the second one supports the

analysis itself. The instruments used here are writing test and observation. The instruments were hopefully in line with the stated objectives.

1. Writing Test

The first instrument used in getting data is writing test. Writing test is the product of the teaching and learning process. It was used to scale the strength and the weakness of the students' ability after teaching and learning process have been done, to determine what to do in the next Cycle.

Table2. Table of specification of writing test

80-100	Very good	Good vocabulary and structure, above the simple sentence level. Errors non-basic.
61-80	Good	Simple but accurate relation of task. Sufficient naturalness, not many errors.
0-60	Fair	Reasonably correct if awkward or natural treatment of subject with some serious errors.

2. Observation

In this research the researcher observed directly what was happening during teaching learning process when the teacher implements *guided writing in the form of guiding questions technique* in teaching a recount text.

H. Data Analysis

Data analysis is the process of organizing the data in order to gain regularly of the pattern and form of the research. The term interpretation can be defined as a procedure of giving meaning on the result of analytic process. Data analysis was

done to create understanding of the data and after following the certain procedure result of the study that can be presented by the researcher to readers (Setiyadi, 2006).

After conducting the research, the writer made an abstraction of all data collected. Then, the writer selected the data related to the research problem. Then, the writer arranged all data collected by classifying the data. In this case, the writer classified the data into two categories: the data in learning product and the data in learning process, they were observation and writing task. When the writer got the data, the writer tried to interpret all collected data from each Cycle. And based on the analysis and reflection of each Cycle, the writer decided whether there would be the next Cycle or not.

1. Learning Product

To know the learning product, the researcher used writing test by asking the students to make a recount text made by the group of students to collect the data. There was the indicator used to analyze the data gained from the test: If at least 70% of students' scores could reach 60 or more for the test, it was assumed that *guided writing in the form of guiding questions* in increasing students' writing skill was applicable. To know the percentage of students' who get ≥ 60 , the following formula is used:

$$\frac{\text{Number of students who get } \geq 60}{\text{Total number of students}} \times 100$$

2. Learning Process

In this learning process, observation was done both to the teacher and the students during the teaching learning process by observing the whole activities in the class and by filling the observation sheets. The observation was done to know the students' activity and the teacher's activity during the teaching learning process based on the problems faced by the teacher.

The indicator that would be used to analyse the learning process of the students and the teacher was: 70% or more of students were actively involved in teaching and learning activities when guided writing in the form of guiding questions technique used in increasing students' writing skill is being implemented, it means the target was fulfilled. And more than 70% of students were actively involved in teaching and learning activities, it could be categorized as a good level. The teacher could get score 70 in his teaching performance, it means he could teach the students writing very well by *guided writing in the form of guiding questions technique*. So, the teacher could reach the target, it means that the teacher's teaching performance was good.

And if one of the indicators above was not achieved in the first cycle, the researcher would apply the next cycle. For example: if the research in cycle 1 there were 16 students (44.44%) who gained score ≥ 60 , it means that the teacher cannot reach the target. Thus, he conducted cycle 2, and if there were 33 students (91.67%) who gained score ≥ 60 it means the indicator was achieved. To get data from the learning process, the writer used observation

sheets. The results of the observation sheets would be analysed after every Cycle have already been conducted.

Observation

Since the observation was done for observing the students' activities and also the teacher's performance, the writer analysed the result of the observation separately. In analyzing the data from observing the students' activities, the writer counted the number of students who were actively involved in the teaching learning activities and also calculated the percentage of the students. In addition, the writer made abstraction or description then selected the important data which related to the activities of the students.

The schedule of the research consists of:

1. Cycle 1
 - a. Planning
 - b. Action
 - c. Observation and Interpretation
 - d. Analysis and Reflection
2. Cycle 2
 - a. Planning
 - b. Action
 - c. Observation and Interpretation
 - d. Analysis and Reflection