

### **III. METHODS OF THE RESEARCH**

This chapter discusses about setting, research procedure, target of the research, and the instrument of the research clarified like the followings.

#### **A. Setting**

This research was conducted at the second year student of SMP M.1 GADING REJO, class VIII 3 as the subject with the consideration that they had studied grammar, vocabulary, preposition and transitional signals and they had been introduced to recount text in the first year. This classroom action research was done based on the problem faced by the student when they write recount text.

According to the teacher's explanation about the condition of class VIII 3, which consists of 36 students? There are 20 males and 16 females in this class. Actually there are four classes at this grade. They have the problems were that the students were not active and enthusiastic when they were following English class especially writing class and this had low average score in recount text writing test.

To find problems faced by the students in writing recount text, the students were given preliminary test. After that, the cause of problems was examined to find problems solution that was teaching recount text writing through Jumbled Sentence Practice.

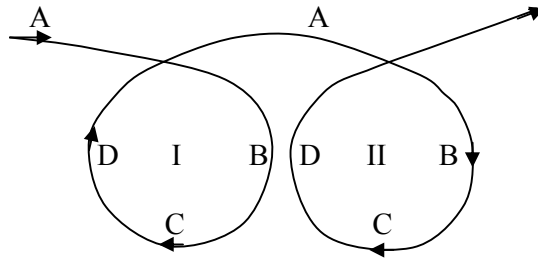
Therefore, in this classroom action research, the researcher acted as a teacher, meanwhile her friend teacher of English at SMP M.1 Gadingrejo acted as a collaborator, his name is Jumiran, MS. S.Pd. He has been teaching english since 1990. The researcher made the lesson plan based on the procedures of the technique that was implemented and taught the students based on the lesson plan.

### **B. Research Procedure**

This research was done in 2 cycles; each cycle consists of two meeting. The first cycle was conducted based on the problem that was found in the students' recount text writing results. In this part, the teacher taught the students recount text using Jumbled Sentence practice based on the lesson plan. After that, the writing test was given in which the result was analyzed and discussed to see whether it was required the indicator of the research.

If the results did not meet the indicator of the research, the second cycle would be conducted in which was focused on the weaknesses of the previous cycle. Each cycle consisted of: 1) planning, 2) Implementation, 3) Observation and Interpretation, 4) Analysis and Reflection.

The following diagram shows the arrangement of the cycle



**Figure 1. The cycle of the classroom action research  
Adopted from Depdikbud ( 1997:7 )**

Information :

- A. : Planning
- B. : Action
- C. : Observation
- D. : Reflection

Basically, the cycles are classified as the following description:

### 1. Planning

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

## 2. Action

Action is the part of the cycle where the researcher as a teacher does the treatment; that is teaching recount text writing through JS. In this stage, lesson plan which had been made before being used. The materials are adopted from 2006 English curriculum of Junior High School.

## 3. Observation and Interpretation

During the teaching learning process, the students' activities are observed. Observation and interpretation toward the action in the class will be done together with the action.

## 4. Analysis and Reflection

Analysis and reflection are stage where the researcher checks the result of the test after teaching learning process. It is done to see the weaknesses or the strength in each cycle and to decide the next step. The class observation is done by the rater.

### **C. Targets of the Research**

In order to see whether Jumbled Sentence Practice can be used to increase the students' ability in recount text writing, the researcher determined the indicator dealing with the learning process and products.

## 1. Learning Process

### 1.1 Students' Activities

For this learning process, observation was done to both the teacher and The students during the teaching learning process by observing the whole activities in the class and by filling the observation form. The observation was done to know the students' activity during learning process, in which based on the problems faced by the teacher in teaching recount text writing was divided into three activities, they are, pre-activity, whilst activity, and post activity.

In pre-activity the aspects which were observed were the students' interest to follow the class and respond to the topic while, in whilst activity, the aspects that were observed were students' attention to the teacher's explanation, their focus on the aspects of recount text, and their ability in identifying recount text generic structure and language feature of the text, and in the post activity, focused on the students' ability in making recount text. The target is if 70 % students or more are participated during the teaching learning process.

### 1.2. Teacher Performance

For this teachers's performance, observation was done to the teacher during the teaching learning process by observing the whole activities in the class and by filling the observation form. The observation was done to know the teacher's performance during learning process.

The indicator of the research for teaching performance is, if the teacher can get score at least 80 for her teaching performance, it means that the implementation of Jumbled Sentences Practice can improve the teacher's teaching performance.

## 2. Learning Product

This target was 70% students gain score 65(sixty five) or higher in writing text based on the criteria given. This target was determined based on the result of students' recount text writing at preliminary test to find out whether there is improvement in their writing ability. In giving score, the researcher used scoring criteria adopted from Jacob et al (1981:90).

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

- a. Content referring to the substance of writing, the experience of the main idea (unity).
- b. Organization analyzing the logical organization of the content (coherence).
- c. Vocabulary denoting to the selection of words those are suitable with the content.
- d. Language use viewing the use of correct grammatical and syntactic pattern.
- e. Mechanic referring to the use of graphic convention of language.

The percentage of scoring from the writing components is determined as follow:

1. Content : 30%
2. Organization : 20%
3. Vocabulary : 20%

4. Language use : 25%
5. Mechanic : 5%

The classification of scoring criteria adopted from Jacobs et al (1981:90) can in general, be listed as follows:

### **Content**

- 30-27 Excellent to very good: knowledge substantive, development of thesis/topic, relevant to assigned 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 substance, inadequate development of topic
- 16-13 Very poor; Limited knowledge of subject, non- substantive, not pertinent or not enough to evaluate.

### **Organization**

- 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 ideas stand out, limited support, logical but incomplete sequencing.
- 13-10 Fair to poor: non-fluent, ideas confused or disconnected, lack 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 Form mastery appropriate register.

17-14 Good to average: adequate range, occasional errors of word/idiom, form, choice, usage but meaning not obscured.

13-10 Fair to poor: limited range, frequent errors of words/idiom form, choice, usage, meaning confused or obscured.

9-7 Very poor: essentially translation, little knowledge of English vocabulary, idioms, words form, or not enough to evaluate.

### **Language used**

25-22 Excellent to very good: effective complex construction, few errors of agreement ,tense number ,word order/function, articles, pronoun, and preposition

21-17 Good to average: effective but simple construction, minor problems in simple construction, Several errors of agreement, tense, word order/function, articles, pronoun, preposition, but Meaning seldom obscure.



- 17-11 Fair to poor: major problems in complex/simple construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronoun, preposition and or fragments, run-ons, 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.

### **Mechanics**

- 5 Excellent to very good: demonstrated mastery of conventions, few errors spelling, function, 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, function, capitalization, paragraphing, poor hand writing, meaning confused or obscured.
- 2 Very poor: no mastery convention, dominated by errors of spelling, Punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate.

### **D. Instruments of the Research**

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

analysis itself. The instrument used here were (1) writing test, and (2) observation sheet. The instruments can be specifically described like the following.

### **1. Writing Test**

The first instrument used in getting the data is writing test. Writing test is chosen as the instrument because it requires the students to express their own idea. It measures certain writing abilities more effective than do objective test.

Writing test also motivates the students to improve their writing better. The last, writing test is easier and quicker to prepare. The facts mentioned above are the strength of writing test. There is one topic given to the students to be developed in their writing. The test is given by following instruction including, among others, number of words, time allocated, some key words, etc, instruction.

### **2. Observation**

The researcher and rater observed students' learning process by using Observation sheet and interpret the result of the teaching learning Process. This step started while the teaching learning process occurs. The observation was done to find out the students' interest in following the class and responding to the topic, students' attention to the teacher's explanation, their focus on the aspects of recount text, and their ability in identifying recount text generic structure and the language feature of the text. All of the important things happened during teaching learning process are noted by the rater. Here is the students' observation sheet.

**Table 3. 1 Students' Observation Sheet**

NO	Student Activities	Objectives
1.	<p>Pre-Activities</p> <ul style="list-style-type: none"> <li>• Interested in answering the teacher's question when the teacher begins in the class.</li> <li>• Responding to the teacher's question about the topic enthusiastically.</li> </ul> <p>While- Activities</p> <ul style="list-style-type: none"> <li>• Following the teacher's explanation about the topic being discussed.</li> <li>• Following the teacher's instruction to work in group.</li> <li>• Actively involved in discussing the example of recount text given by the teacher</li> <li>• Actively involved in identifying the verbs use in the text(the use of past tense).</li> <li>• Actively involved in discussing difficult words in the recount text given.</li> <li>• Actively involved in discussing the generic structures and recount text.</li> <li>• Actively involved in identifying language features of recount text (the use of past tense, conjunction,time connectives, passive voice and adverbs that usually used in recount text)</li> <li>• Actively involved in arranging jumbled</li> </ul>	<ul style="list-style-type: none"> <li>• To make students interested in the lesson</li> <li>• To build clarity of what is going to be learnt</li> </ul> <ul style="list-style-type: none"> <li>• To build students' understanding about the material being discussed</li> <li>• To make students' work free and enable fast learners help slow learner</li> <li>• To make students understand about recount text</li> </ul> <ul style="list-style-type: none"> <li>• To make the students' understand about generic structure and language features of recount text</li> </ul> <ul style="list-style-type: none"> <li>• To make the students' active in teaching and learning process.</li> </ul>

	<p>sentences into meaningful recount text.</p> <ul style="list-style-type: none"> <li>• Actively involved in discussing the result of Arranging the jumbled Sentences.</li> <li>• Actively involved in discussing the content of the text by asking some questions related to the text.</li> </ul> <p>Post-Activity</p> <ul style="list-style-type: none"> <li>• Following the teacher's instruction to make recount text individually</li> <li>• Collecting the result of their text writing.</li> </ul>	<ul style="list-style-type: none"> <li>• To make students able to make recount text after they have done jumbled sentences task.</li> <li>• To check students' understanding and students' ability to make their own text.</li> </ul>
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### **E. Data Analysis**

Data analysis is the process of organizing the data in order to gain regularity of the Pattern of the research. The term interpretation can be defined as a procedure of giving meaning on the result of the analysis process. Data analysis is done to create understanding of the data after following the certain procedure final result of the students can be presented by the researcher to the readers (Setiyadi,2000).

There are several indicators:

- Identify the generic structure of recount text.
- Identify the language features of recount text.
- Write a recount text by using five components of writing correctly.

In this research, the data were gained by using test and observation. After collecting the data from the test and observation, the data were analyzed based on the limitation of the problems and objectives of the research.

In analyzing and interpreting the data, the first step was making abstraction of all selected data. Then, there was selecting the data that related with the research question. The next step was arranging all collected data by classifying the data based on the Observation of the process and the result of writing test. In this case the data are classified into two categories. The data in the learning process is observation.

Mean while in the learning product, the data were the results of students' writing test. The last step was reflection. After collecting the data, there was an interpretation of all the collected data and conclusion. Based on the analysis and reflection, it was decided whether there will be next cycle.