### **CHAPTER III**

### RESEARCH METHODS

Methodology is one of the important factors in the research activity by using suitable methods; the research activity will get a good result. In order to get valid finding, the research methods provides rules and procedures. In this chapter, the research method that had used will be discussed. This chapter comprises research design, subject of the study, research instrument, research procedure, data collection technique, and data analysis. In order to make all clear, the researcher tries to elaborate them one by one in the following:

### A. Research Design

This study is conducted to be Classroom Action Research. It means that this research try to apply letters as media which is to improve student's writing ability at the eighth grade of junior high school in SMPN 2 Buduran-Sidoarjo. A classroom action research is a kind of research that begins with questions about classroom experience, issues, or challenges. It is a reflective process, which helps teachers to explore and examine aspects of teaching and learning and to take action to change and improve<sup>35</sup>. The researcher acts as the observer who observes

<sup>&</sup>lt;sup>35</sup> Suharsimi Arikunto dkk. Penelitian Tindakan Kelas. (Jakarta: PT. Bumi Aksara, 2008), cet.VII. hal.56

the real teacher and the student's activities when the teaching learning process conducted.

Since it deals with the classroom setting, this study is directed to develop the teaching strategy in order to find out the solution to the classroom's problem in the teaching of writing. To cope with classroom' problem in the teaching of writing, the real teacher applies summarization technique during the teaching learning process.

The design of classroom action research used in this study is a cyclical process, which consists of four steps adapted from Kurt Lewin as mentioned below<sup>36</sup>:

- 1. Planning the action
- 2. Implementation
- 3. Observing the action

#### 4. Reflection

Considering the purpose of this study, this research design employer in this study belongs to descriptive qualitative methodology. The use of letters in the classroom is being described in the form of words rather than in numbers. Below is the model of classroom action research<sup>37</sup>.

1 <sup>st</sup> Cycle	1.	Plan	ning	the	action:	Preparing	g le	esson	plan,	instructional
	pro	blem	ident	ificatio	on and	material	and	media,	some	instruments,

<sup>&</sup>lt;sup>36</sup> Iskandar. Penelitian Tindakan Kelas. (Ciputat: Gaung Persada, 2009), hal. 28

<sup>37</sup> Ibid. hal. 70

<del></del>	solving the problem.	and the criteria of success.		
	2. Implementing the action	Applying the first implementation based		
		on the lesson plan.		
	3. Observing the action	Conducting the observation and assessing		
		to the result of the implementation.		
	4. Reflecting the action	Evaluating the first implementation and		
		the learning result and revising the first		
		implementation of plan based on the		
		evaluation result.		
2 <sup>nd</sup> Cycle	1. Planning the action	Identifying the problem, determining		
		problem solving and developing the		
		second implementation.		
	2. Implementing the action	Applying the second implementation		
	3. Observing the action	Data collection of second implementation		
	4. Reflecting the action	Evaluating the second implementation.		
The next cycles				
Conclusion, Suggestion and recommendation.				

Table: Model classroom action research

## B. Subject of the Study

The subjects of the study of this research are the English teacher and the students of SMPN 2 Buduran-Sidoarjo that consist of 6 classes. And each class is about thirty-nine students of the year 20010/2011 academic year. As the sample, the researcher will be taken the students of eighth grader of SMPN 2 Buduran-Sidoarjo as the main focus because, it is known as the special class. The special class which is the students has the higher score in every subject than other classes. One of the considerations, why the researcher chose this class because, and this class don't apply the use of personal letter in teaching writing. Therefore, this study could be considered as a take off point to the use of letters as media in teaching writing to other classes.

#### C. Research Instrument

Research instrument is a means to collect the data. In this study, the researcher collects the data through the questionnaires, the scores result (scores for the content, language use, and vocabulary), and the observation checklist include three things; teacher's activity, student's activity, and the materials. It will be evaluated by using EFL (English as Foreign Language) Composition Profile. The researcher needs it to complete the researcher. The researcher uses the several instruments to conduct this study namely.

There is the description of the profile that was modified by Jacob<sup>38</sup>:

Aspect	Level	Criteria
Content	30-27	Very Good: Complete important ideas, perfectly,
	;	accurate.
	26-22	Good: Adequate important ideas and
		understandable.
	21-17	Fair: Lack of important ideas, not accurate but
		communicative.
	16-13	Poor: Wrong ideas, not accurate.
Language	25-22	Very Good: Few errors of agreement, tenses,
Use		number, avoid order/function, articles, pronouns,
		and preposition.
	21-18	Good: Several errors of agreement, tenses, number,
		word order/function, articles, pronouns, and
		preposition.
	17-14	Fair: Frequently errors of agreement, tenses,
		number, word order/function, articles, pronouns,
		and preposition.
}	13-10	Poor: Dominated by errors of agreement, does not
		communicate or not enough to evaluate.

<sup>&</sup>lt;sup>38</sup> Holly L Jacob. Testing EFL Composition: A Practical Approach. (Rowley: Newbury House Publishers Inc, 1981). hal. 90

Vocabulary	20-18	Consist of 9 or more new words
	17-14	Consist of 6-8 new words
	13-10	Consist of 3-5 new words
	9-7	Consist of 0-2 new words
Mechanics	5	Very Good: Mastery of conversation, few errors of
		spelling, punctuation and capitalization.
	4	Good: Occasionally errors of spelling, punctuation,
		and capitalization
	3	Fair: Frequent errors of spelling, punctuation and
		capitalization
	2	Poor: No mastery of convention dominated by
	,	errors of spelling, punctuation, and capitalization.

# 1. Questionnaire

Questionnaire is written questions that are used to get information from the respondents<sup>39</sup>. In this study, the researcher would like to answer the third question of the statements of the problem. She used questionnaire that should be answered by the students. By knowing the student's answer, it was expected that she could see the student's response toward the use of letter in teaching writing. And, the respondents were the students of VIIID. They

<sup>&</sup>lt;sup>39</sup> Suharsimi Arikunto. Prosedur Penelitian: Suatu Pendekatan Praktek. (Jakarta: Rieneka Cipta, 1998), hal. 128

should be answering the questions by choosing the most possible answer. In questionnaire, there are ten questions and categorized into three criteria, namely:

#### a. Teacher's role

These criteria contain two questions in number 5 and 6 related to the teacher activity about technique that is use by the teacher in teaching writing during the teaching learning process. It about the participate of the teacher by giving motivation during the teaching learning process of the writing, and the teacher always help the students if they have the difficult words or miss understandable about the materials or the topic "personal letter". Because, it will influences to the students in written into good letter.

#### b. Students

These criteria contains four questions in number 1, 2, 3, and 4 related to the students' impression about the technique and the media of the use of the letters in writing ability. There is about the student's responses of the English subject, the impression of the students of using personal letter technique or method in teaching writing and, the response of the students in learning English writing using letter. The aim is to know the student's impression about the media which is apply by the researcher because students as the subject in this research.

#### c. Material

There are three questions in number 7, 8, 9, and 10 related to the use of letter as teaching material in writing. It about the use of personal letters can help the students in understanding the lesson in writing skill, the response of the students about the topic in letters is interested or not and, the appropriate of the material with the standard of the students in junior high school and also, its about the topic which given to the students can improve the spirit of the students in writing skill.

### 2. Score Result

There are two types of writing test, namely composition and objective test<sup>40</sup>. In this case, it related to the second questions, knowing the student's writing score was important to know the students improvement in writing. Since there was three cycles, therefore there were also three student's compositions. The first until the third, writing were the student's compositions from the writing letter. The researcher analyzed the components of writing composition, namely: content, vocabulary, and language use. By analyzing the student's writing, it was hoped that she could see the progress made by student. The researcher only used EFL composition test she wanted to identify in what way the use of letters can improve the students' writing skill.

<sup>&</sup>lt;sup>40</sup> David P Harris. Teaching English as a Second Language. (New York: Mc Graw Hill. Inc, 1989)

Composition test itself is a test that tried to analyze the students' writing ability directly.

In order to know the students' progress, the researcher uses text analysis on the students' writing that will help by Jacob's writing profile. It uses to know whether the students' compositions were fulfilling the criteria of good writing or not.

#### 3. Observation checklist

Observation is an activity to survey a certain activity using human's senses<sup>41</sup>. To answer the first question, the researcher though that it was important to observe the teaching learning process. And data was taken by observing the teaching learning process. During the observation, the researcher was acting as non-participant observer. It means that she did not take a part in teaching learning process. The class consisted of 39 students and each meeting lasted 80 minutes. The observation would include the material presented and technique applied during the teaching learning process. It is to know how the letter applies in teaching writing. The data that will analyze, it'll obtain from the observation checklist in three times.

By using observation, the researcher will be collecting the data related to the use of letters in teaching writing during the teaching learning process.

<sup>&</sup>lt;sup>41</sup> Suharsimi Arikunto. 1998. Prosedur Penelitian: Suatu Pendekatan Praktek. (Jakarta: Rieneka Cipta, 1998), Hal. 33

In this process, the researcher uses observation checklist during the process to observe how the process was. As quoted by Arikunto that by doing the observation, the researcher need an observation checklist to give a sign to the appropriate column in order to control whether the determined target can be reached or not. The observation checklist that it uses to contained several categories, namely:

#### a. Teachers' activities

These criteria contained eleven indicators related to the teachers' role during the teaching learning process. It about the act of the teacher during the teaching learning process, such as: teacher does apperception, introduces to the topic to the students, stimulates the students about the related material before starting the lesson, and explains the material well, keep eye contact with students, interactive, gives chances to the students in asking some questions related to the material, clear instruction, helps the students to overcome their difficult and to compose the letter. Because, it will help the students catch the aim of the teacher about the letter it self.

#### b. Students' activities

These criteria contained four indicators related to the student's activity and their impression during the activity. It includes the students understand the material, student's responses to the teacher's explanation, actively follow the lesson and, ask helps other students.

#### c. Material

These criteria contained five indicators related to the use of letters in teaching writing during the activity. It about the material is accordance with the curriculum or not, the material it self can increase students' motivation in writing class, the topics is easy to be understood by the students or not, makes the students actively participate the class and, it fits with the student's interest.

### D. Research Procedures

The study conducted under the following procedures: A preliminary study, planning, implementing the action, observing, and reflection.

# 1. Preliminary study

A preliminary study was carried out to get information about the model of teaching learning English at SMPN 2 Buduran-Sidoarjo especially in teaching learning writing. In addition the researcher attempt to get information about the student's problem in teaching learning process and especially in teaching learning writing.

The researcher interviewed the English teacher of the eight grades to get the information about the teaching learning process of descriptive text.

From the interview, it was found that the teacher usually asked the students to

make description of their school then the students asked to present it in front of the class while the teacher correction their writing.

In this preliminary study, the researcher meets the headmaster of SMPN 2 Buduran-Sidoarjo to talk about the plan of researcher and the English teacher of eighth grade students for an informal interview and doing direct observation in teaching learning process. From the interview, it was found that the teacher usually asked the students to make description of their school then the students asked to present it in front of the class while the teacher correction their writing. Conducting an informal interview with the English teacher, the analyses are carrying out. From the analysis, the researcher found out the student's writing skill. The data obtained from those is used to set up an action plan.

## 2. Planning

In relation the application of action research, the researcher makes a prior preparation to the implementation of the action based on the preliminary study. In this case, the researcher prepared suitable model of using letters to improve students writing skill, design a plan, prepare instructional material, media, topics, criteria of success, and test.

## a. Lesson plan

The lesson plan is designed by considering they following items:

(a) course identity, (b) time allotment, (c) learning objectives, (d) procedure of teaching learning activities, (e) instructional material, (f) evaluation,

#### b. Instructional material and media

In conducting the research, the researcher prepared the instructional material and media, which are relevant with the topic for the writing. The researcher takes the material from the textbook and other available sources and selected by the researcher, while the media the researcher uses letters as media.

#### c. The criteria of success

The criteria of success are set up in order to judge whether the implementation of the action is effective or not. Therefore, the criteria of success were used to see whether the application of the use of personal letter technique in improving student's writing skill was succeed or failed. There are three criteria used in the research to measure the success of the action, they are as follows:

 The teacher has good performance in implementing the use of letters technique.

- 2). The students are enthusiastic and approximately 75 percent of them participate during the teaching learning process.
- 3). More than of equal to 60 percent of the student's score of writing skill test gets one level or two level improvements.

### 3. Implementing the action

What the researcher have been planned in the planning stage was implemented in this stage. After the planning is finished, the researcher implements the use of letters to the eighth grade students of SMPN 2 Buduran-Sidoarjo, in implementing this study, the researcher as a practitioner will carry out the lesson plan while the real teacher plays as an observer during the instructional process. This action is carried three in three cycles. It is conducted based on the schedule that has been arranged before. The implementation of the plan for each cycle delivered in three meeting in which each meeting each meeting takes about 2x40 minutes.

# 4. Observing

Observation is conducted to identify the classroom activities occurring during the teaching learning process. The observation is conducted when the action is being implemented in the classroom.

Observation checklist is used to facilitate the observer to conduct the observation. These observations are used to monitor the teacher step of action and the students respond toward the actions given by the teacher during the teaching learning process. The result of the observation and the field notes will become input for improvement of the teacher performance in the following meeting data and source data.

# 5. Evaluating and Reflecting

The result of the observation checklist during the observation stage evaluated and analyzed for the next planning, acting, and so on for the next cycle. The researcher helped the teacher analyzed the weakness of the first cycle. When the result of the first cycle was still inappropriate with the hoped result, they continued to go to the next cycle with the hope that the next cycle showed better result then the previous one. These kinds of activities will be repeated in three cycles.

# E. Data Collection Technique

According to Gay, there are two kinds of observation, namely: participant observation and non participant observation. In participant observation, the researcher involves in the object of research activity. While, in non participant observation, the researcher is only as the observer, he/she do not involve in the

activity<sup>42</sup>. To carry out this study, the researcher used non participant observation. Therefore, she could observe the activity during the teaching learning process in detail. Further, all of the teaching learning process will act by the English teacher, Mr. Prayitno, S.Pd.MM.

Since she would like to observe the process of use of the letter in teaching writing, she collected the data through direct observation using observation checklist. To obtain the data related to the student's writing ability progress the researcher assessed the students three times. The composition will collect from the first meeting until the third meeting. While, in order to find out the students' response toward the use of letter in teaching writing, the researcher used close end questionnaire, Therefore, the students only have to choose the possible answer based on their own opinion.

#### F. Data Analysis

In this study, the data were categorized into the process of teaching learning process, the students' composition, and the students' response. The first data is collect from observation checklist. The second data is collect from the student's composition in each meeting. The third data is collect from the questionnaire. To obtain the data, the writer would analyze them. To present the

<sup>&</sup>lt;sup>42</sup> I.r. Gay. Educational Research: Competencies for Analysis and Application in Arofa, Siti. 1999. Picture Stories as a reading material in teaching English to the fifth grade Students of Elementary School. (Unpublished S-1 Thesis. Universitas Negeri Surabaya, 1987)

interpretation, she describes those data based on the research problems on the previous chapter.

Next, she describes the result of students' composition on each meeting. Then, the compositions would be analyzed to find out if the students' writing progress. It was used to measure students' progress during the first meeting until third meeting using global rating from poor, fair, good, and very good level writing skill. Further, to see the progress made by the students, she uses progress rate. The students who faced one level improvement will give mark (+1), (+2) for two level improvement, and (0) who where steady. The last, answer the third question that it's conducts from the questionnaire. The researcher analyzed the data by using percentage formula. The sum of students' response of one question is divided by the number of students and multiplied by 100%.

The result used to know the students' response toward the implementation of letter in teaching writing. From the obtain data using those three kinds technique, the researcher measure whether the use of letters is effective to encourage students to write better or not.