

BAB III

RESEARCH METHOD

This chapter consists of the research design, research subject, research procedures, data collecting technique, and data analysis technique.

3.1. Research Design

The method was used in this study is Classroom Action Research (CAR). In another source, Classroom action research (CAR) is a research conducted by teachers in their classes through spidergram to improve writing skill of students.

According to (Uma Sekaran : 2003), action research is a plan for collection, measurement, and analysis data based on research question of the study. Classroom action research (CAR) is process assessing problem of learning in the class through self reflection in an effort to solve it by carrying out various plan, action, situations and analysing for each treatment (Rizky, 2020:27).

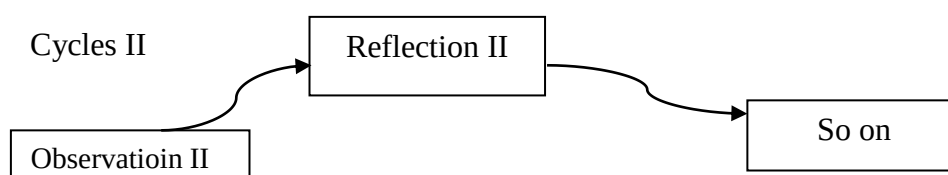
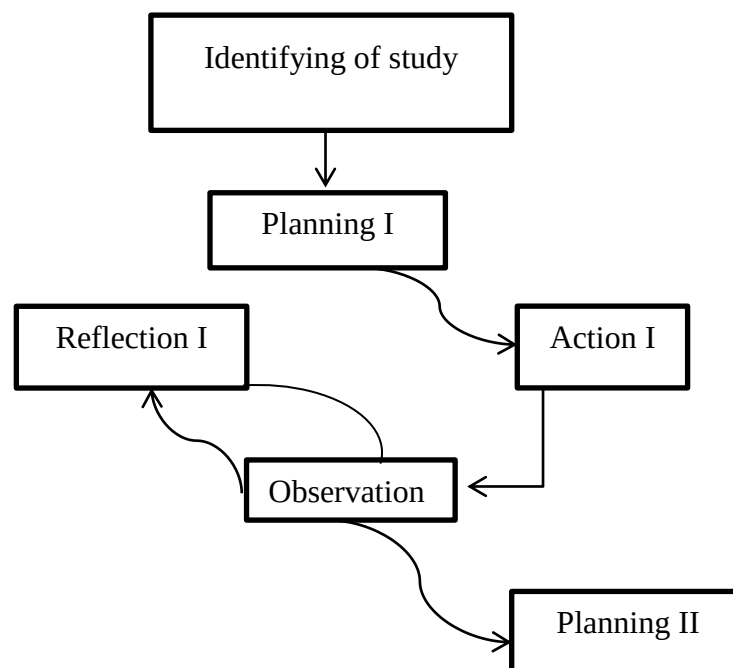
Classroom action research (CAR) is the research conducted by a classroom teacher or school where she teaches with an emphasis on refinement or improvement of learning processes and praxis.

Action research is referred to variously as a term process, inquiry, approach, flexible spiral process and as cyclic. It had a practical, problem-solving emphasis. It was carried out by individuals, professionals and educators. It involved research, systematic, critical reflection and action. It aimed to improve educational practice.

Classroom Action Research will help teachers to understand more about teaching and learning, to develop teaching skills and knowledge and to take action to improve student learning. The characteristic of classroom action research is a dynamic process that is done in four steps namely: plan, action, observation, and reflection. With use of this technique, it is expected that students' writing skill

The Classroom Action Research (CAR) used in this research is the Spiral model developed by Hopkins. The implementation of classroom action research was conducted in a spiral starting to find the problem, preparing the planning, doing the action, observation, reflection, perform re-planning, doing the action, and so on. The Spiral model developed by Hopkins as follows:

Cycles I



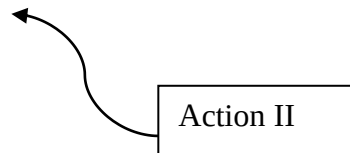


Figure .3.1. Hopkins Model of Classroom Action Research

This research consisted of two cycles, each cycle consisted of four elements, namely: Planning, Action, Observation, and Reflection.

3.2. Research Subject

The population of this research is the students of SMP Yabes School Medan. The Sample is the seventh grade (VII-1) that consists of 20 students of Academic year 2021-2022.

Table of 3.2 Research Subjects

Class	Female	Male	Total
VII	8	12	20

3.3. Research Procedure

The research procedure is a series of activities carried out systematically to collect data in order to achieve research objectives. In classroom action research, there is a cycle of CAR steps designed by Arikunto, namely planning, action, observation, and reflection. Here is an explanation for each.

3.3.1. Planning

A planning phase finish after identifying and diagnosing students' vocabulary problem occurred in the class proven by observing and interviewing; furthermore in this phase the planning is divided into two types. Those are general planning and specific planning. The general planning is aimed at organizing whole aspects referred to Classroom

Action research (CAR). Meanwhile the specific planning is aimed at organizing the plan related to cycle-to-cycle.

At the planning stage, it is carried out by compiling an action plan based on the identification of problems in the initial observations before implementing the study. The course's lesson plan served as the basis for the actions. In addition, the researcher prepared the class's materials, lesson plans, method of observation to ensure that the class was well observed, teaching aids, test instruments, etc.

3.3.2.Action

This step the researcher was implemented spidergram technique as a teaching learning material. Those, the teacher creates the classroom atmosphere as well as possible. In this case, the is a controller of the class and prepare some media to help them when they get difficulties in doing the tasks

3.3.3 Observation

Observation is observing of the results or impact of actions imposed on students. The observation stage is a direct observation of the implementation of the actions taken in the action step. Observations was be carried out by researchers and focus on the learning process and improving writing skill of students before and after carrying out the implementation this technique

3.3.4 Reflecting

Reflection was a step taken in cycle I where the researcher examines, sees, and considers the results or impacts of the action. The reflection results obtained was the basis for improvement in the next cycle. The following is a class action research cycle designed by **Arikunto (2006:16).**

Preliminary Study

1. Observing the students
2. Giving questionnaire to the students
3. Interviewing the English teacher
4. Carry out pre-test



Analysis

Analyzing : analyzing the result of preliminary study
Causes : the students difficulties in writing descriptive text and need longer time to express their idea and teacher not use the suitable technique



Planning

1. Deciding kind of text and making lesson plan
2. Preparing materials and students worksheets 5
3. Preparing instrument of post-test I
4. Setting criteria of success

Figure .3.2. Reflecting

Based on these steps, the researcher was conducted at least 2 cycles consisting of 4 stages, namely: planning, implementing, observing, and reflecting.

1. Cycle 1 meeting one

a. Planning

- 1) The researcher was made lesson plans for the first meeting in cycle 1 in the classroom.
- 2) The researcher was prepared material about writing.
- 3) Researcher was made observation sheets to observe students' abilities in class.

b. Implementation

- 1) The researcher was entered the class to greet the students, start the lesson by praying, and check the attendance list of students in the class.
- 2) The researcher was introduced the topic to the students in the class.

c. Observation

- 1) The researcher was searched the issue or the problems of students in the observation.
- 2) The researcher was saw and observed students by putting a checkmark in each column of the category.

d. Reflection

- 1) Researcher was analyzed the data that has been found.
- 2) Researcher was explained gain if students get problems in learning and responds to students in the class.

2. Cycle 1 meeting two

a. Planning

- 1) The researcher was made the lesson plans for the first meeting in cycle 1 in the classroom.
- 2) The researcher was prepared a pre-test sheet as a test for students and collect data during the teaching and learning process.
- 3) Researcher was prepared writing text learning for students the learning process in the classroom.

b. Implementation

- 1) The researcher was entered the class to greet the students, start the lesson by praying, and check the attendance list of students in the class.
- 2) The researcher was gaved of the pre-test to the students and determine the time limit for doing the test.
- 3) The researcher was collected all the pre-test sheets that are done by students.

c. Observation

- 1) The researcher was issued the sheet test of the observation.

- 2) Researcher was collected data (scores) from the results of the pre-test carried out by students.

d. Reflection

- 1) Researcher was evaluated the results of the pre-test and students observation sheets.
- 2) Researcher was analyzed the data that has been found.

3. Cycle 1 meeting three

a. Planning

- 1) The researcher was made lesson plans for the first meeting in cycle 1 in the classroom.
- 2) The researcher was prepared material for the process learning to teach in the classroom.
- 3) The researcher was prepared a post-test 1 sheet as a test for students.

b. Implementation

- 1) The researcher was entered the class and greet the students, start the lesson by praying, and check the attendance list of students in the class.
- 2) The researcher asked again about the material learned yesterday for the students'.

c. Observation

- 1) The researcher was issued with of the observation.
- 2) The researcher was took picture of students' in the class.

d. Reflection

- 1) The researcher was explained again if students have problem in writing and respond to students during the teaching and learning process is ongoing and discuss the test result and whether the students' scores have met the KKM.

4. Cycle 1 meeting four

a. Planning

- 1.) The researcher was made lesson plans for the four meeting in cycle 1 in the classroom.
- 2.) The researcher was prepared writing text in learning with use spidergram technique for the process learning to teach in the classroom.
- 3.) The researcher was given post test 1 for students in the class.

b. Implementation

- 1.) The researcher was entered the class to greet the students, and start the lesson by praying, and check the attendance list of students in the class.
- 2.) The researcher was given sheet test of the post-test 1 to the students and determine the time limit for doing the test.
- 3.) The researcher collected all the post- test 1 sheets that are done by students.

c. Observation

- 1.) The researcher was issued the result of the observation.
- 2.) Researcher was collected data (scores) from the results of the post-test 1 carried out by students.

d. Reflection

- 1.) Researcher was evaluated the result of the post-test 1 for the students.
- 2.) Researcher was analyzed the data that has been found.

5. Cycle 2 meeting five

a. Planning

- 1.) The researcher was made lesson plans for the five meeting in cycle 2 in the classroom
- 2.) The researcher was prepared the next material about writing to the students in the class.
- 3.) The researcher was explained yesterday material and will ask the students in the class.

b. Implementation

- 1.) The researcher was entered the class to greet the students, start the lesson by praying, and check the attendance list of students in the class.
- 2.) The researcher was given assignments to students in the class.
- 3.) The researcher was collected all the assignments that are done by students.

c. Observation

- 1.) The researcher was took pictures of students while studying in the class.
- 2.) Researcher was collected data (scores) from the results of assignments.

d. Reflection

- 1.) Researcher was evaluated the result of the assignments for the students.

6. Cycle 2 meeting six

a. Planning

- 1.) The researcher made lesson plans for the six meeting in cycle 2 in the classroom.
- 2.) Researcher was prepared writing text in learning through spidergram technique for the process learning to teach in the classroom.

- 3.) The researchers given students` assignments to writing contained in their respective spidergram technique.

b. Implementation

- 1.) The researcher was entered the class to greet the students, start the lesson by praying, and check the attendance list of students in the class.
- 2.) The researcher asked the students one by one about what related about topic and sub topic written today.

b. Observation

- 1.) The researcher was collected the names of students who often do assignments.
- 2.) The researcher was took pictures while students are writing on the blackboard.

c. Reflection

- 1.) Researcher was evaluated the result of students` assignments.

7. Cycle 2 meeting seven

a. Planning

- 1.) The researcher made lesson plans for the seven meeting in cycle 2 in the classroom.
- 2.) The researcher gave a questionnaire sheets to the students in the class.
- 3.) The researcher prepared the material for today.

b. Implementation

- 1.) The researcher entered the class to greet the students, start the lesson by praying, and check the attendance list of students in the class.
- 2.) The researcher gave the questionnaire sheets to the students one by one.

c. Observation

1.) Researcher collected questionnaire sheets given to students.

d. Reflection

1.) The researcher gave to the students one by one for assignments.

8. Cycle 2 meeting eight

a. Planning

1.) The researcher made lesson plans for the eight meeting in cycle 2 in the classroom

2.) The researcher was prepared a post-test 2 for the students and collect data during the teaching and learning process.

3.) The researcher was prepared a second interview text to the English subject teacher about the improvement of students in writing descriptive text by using spidergram technique

b. Implementation

1.) The researcher entered the class to greet the students, start the lesson by praying, and check the attendance list of students in the class.

2.) The researcher gave sheet test of the post-test 2 to the students and determine the time limit for doing the best.

3.) The researcher collected all the post-test 2 sheets that are done by students.

c. Observation

1.) The researcher was collected data (scores) from of the post-test 2 carried out by students.

d. Reflection

The researcher evaluated the post-test second of the students

3.1 Technique of Data Collection

Technique of collecting data in this research using qualitative data (experience based) and quantitative data (number-based). The qualitative data consist of observation, interview, field note, documentation within the physical activity in this classroom and interview to be presented for the teacher. On the other side, the quantitative data use pre-test and post-test. The completely explanation as follows

1. Observation

Observation is intended to see what happens in the classroom during the learning process and how the students' writing skill increases when learning before and after learning. It may be about the teacher's performance during Classroom Action Research (CAR), class situation in the classroom activity, and students response concerning the uses of writing by spidergram technique.

2. Interview

The researcher asks the teacher to know the students difficulties in writing English, students condition involving in English class activity, and the spidergram technique used by the teacher in teaching English Writing skill.

3. Questionnaire

It conducted both before and after implementing Classroom Action Research (CAR).

4. Test

Test is used for getting data research result and students activities in teaching learning.

There are two tests used in this research as follows :

- a. Pre-test was done before implementing the Classroom Action Research (CAR).
- b. Post-test was implemented after implementing the Classroom Action Research (CAR).

5. Documentation

Documentation is needed to obtain supporting data in the form of photos or pictures as evidence of the ongoing research carried out by the researcher

3.2 Technique of Data Analysis

This research was used observation of students activities during teaching learning process and the interview before and after Classroom Action Research (CAR).

Data from the writing test by choosing one titles and develop it into simple paragraph in each cycle. The test will be assessed using a scoring system. In scoring writing test, it was determined that the ranging from 0-100 by accounting the correct answer. The correct answer was given 100 while the wrong answer was given 0 and by applying this formula :

$$S = \frac{R}{N} \times 100$$

Where :

S = The score of students

R = the sore of correct vocabulary

N = The total of maximum score

To know the mean of students" score of assesment given in each treatment, the following formula according to (Arikunto, 2010 : 264):

$$\bar{X} = \frac{\sum X}{\sum N}$$

Where :

$\bar{X}$ = The mean of the students score

$\sum X$ = The total score of the students

ΣN = The number of the students

To categorize the students who get up to KKM score, that was >75 calculated by applying the following formula according to (Sudijono, 2009 : 43):

$$persentase(\%) = \frac{f}{N} \times 100\%$$

Where :

Persentase (%) = Percentage of students who get point > 75

F = The number of students who get the point > 75

N = The number of students who do the test

To know students' improvement score on the percentage of students' grammar from pre-test up to post-test score in Cycle I and Cycle II by applying the following formula according to (David E. Meltzer : 2002) :

$$P = \frac{y1 - y}{y} \times 100\%$$

Where :

P = Percentage of students improvement

y = Pre-test result

y1 = Post-test I

$$P = \frac{y2 - y}{y} \times 100\%$$

Where :

P = Percentage of students improvement

y = Pre-test result

y2 = Post- test II

Table.3.3. Scoring Rubric: Paragraph by Oshima and Hogue

Scoring rubric: pharagraph criteria	Maximum score	Actual score
Format – 5 point		
There is a title	1	.....
It is centered	1	.....
The first line in intended	1	.....
The writing is tidy and clean	2	.....
Total	5	
Punctuation and mechanics – 5 points		
There is a period after every sentence	1	.....
Capital letters are used correctly	1	.....
The spelling is correct	1	.....
Commas are used correctly	2	.....
The paragraph is interesting to read	5	.....
The paragraph uses the writer's care and thought	10	.....
Total	20	
Organization – 35 points		
The paragraph begins with identification	10	.....
The pharagraph contains several description supporting sentences that explain or prove identification.	20	.....
the paragraph end with and aproprate concluding	5	.....

sentence		
Total	35	
Grammar and sentence structure- 35 points Estimate grammar and sentence structure	35	.....
Total	35	
Grand total	100	