CHAPTER III

RESEARCH METHOD

3.1. Research Design

The research method used in this research is Classroom Action Research (CAR). According to Arikunto (2007: 3) means that classroom action research is an examination of learning activities in the form of an action that is deliberately raised and happen in a class together. Classroom action research (CAR) as a form of reflective research reviewer by taking certain actions in order to improving classroom learning practices more professionals (Sukidin, Basrowi and Suranto, 2002: 16) (in Taniredja Tukiran, Pujiati Irma, Nyata 2012).

The general objective of CAR is to improve quality and learning condition to teach in class. In addition, CAR also aims to providing opportunities for teachers to improvise in carrying out deep actions plan and target learning. Therefore based the explanation above, that the researcher must carry out research procedures with well, so that this classroom action research can be carried out and successful as well improving the quality of the learning process.

The research design of CAR in this study is a collaborative classroom action research. It means the researcher was collaborated with the English teacher of SMA Swasta Budi Agung Medan. In carrying out the study, the researcher's role as an English teacher who teaching writing descriptive text by using Picture Word Inductive Model to students in a class. While, the real English teacher's role is as

an observer, where observe teaching learning activities during the writing learning process. The real English teacher not only as an observer but also as an collaborator who help the researcher designing lesson plan, giving assessment, and analyzed data.

3.2. Research Subject

The subject of this research was conducted at SMA Swasta Budi Agung Medan. This school is located at JL. Platina Raya No.7, Rengas Pulau, Medan, North Sumatera. The sample of this research is the students of class X SMA Budi Agung Medan. In class X SMA Budi Agung itself, there are seven classes and each class contained approximately 40 students. Each class was named national hero, scientist, caliph, and other such as Jenderal Sudirman, Ibnu Sina, Isaac Newton, Al Batani, Aguste Comte, Aristoteles, and Abu Bakar. The sampling technique of this research is purposive sampling (non-probability sampling method). This sampling technique the researcher was taken from the theory of the experts according to Sugiyono (2018:136). In this study, researcher was chosen class X Isaac Newton with the total of subject were 25 students. Since based on the observations made by the researcher, the class had problems in writing and tended to be less interesting in writing. It also based on discussions with the English teacher and an agreement with the principal.

3.3. Research Procedures

This classroom action research used the model proposed by Kemmis and McTaggart (1998) in Burns (1999), this model has four components, namely: Planning, Action, Observation and Reflection.
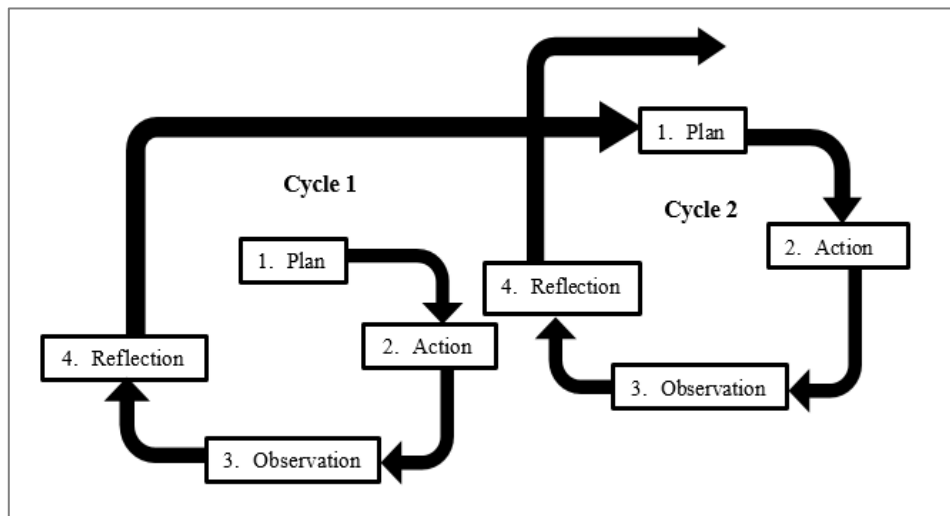

Fig 3.1 Kemmis and Mc Taggart Model Classroom Action Research

cycle flow

Based on the model of CAR by Kemmis and Mc Taggart, the researcher will conducted the research in two cycles those are cycle I and cycle II. The steps in every cycle are same. The first cycle may become a continuing, or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop. It means that if the result failed, the writer should continue the research by going to the next cycle, until the aim of implementing strategy will achieve the result.

In the following, the researcher explains the 4 components that will and must be carried out:

1.3.1. Cycle I

1. Planning

Planning is the first stage that must be done in learning planning. In the planning stage, the English teacher and the researcher as the collaborator made possible plan actions to be implemented in order to improve students' writing skills. The researcher want to improving students' writing skill in descriptive text by using picture word inductive model at the tenth Grade of SMA Swasta Budi Agung Medan in the academic year of 2023/2024.

The activities that the researcher was done at this stage as follows:

a. Prepared the materials, make lesson plan, and designed the steps in doing the action.

b. Prepared the list of the students' name and scoring.

c. Prepared the teaching aids (e.g: Camera, worksheet, picture sheet/ picture in slide presentation in power point, Picture word inductive model).

d. Prepared the sheets for class observation (to know the situations of teaching learning process when the strategy is applied).

e. Prepared a test (pre-test and post-test to know whether students' writing skill improve or not)

2. Action/ Implementing

The second step is action/implementing, this stage is the realization of an action that has been previously design. The action was conduct whereas the English teacher observed the process. The researcher is using picture word inductive model to improve the students' skills in writing descriptive text. All emerge and detect activities in the classroom during the implementation of the actions are documenting. Based on the observation, field notes, and interviews the involved members discusses the implementing actions and analyze the result. The result of the discussion used as an evaluation that was be used to improve the next actions. To assess the process validity, the researcher was examined the data and identify whether the students are able to continue learning from the process. It was support by some data sources which show the process which is valid.

The activities that the researcher was done at this stage as follows:

a. Giving pre-test

b. Teaching writing descriptive text in type describing place

c. The researcher applied learning strategy Picture Word Inductive Model to the students in the class

d. Giving opportunity to the students to ask about difficulties or problems.

e. Asking the students to identify about descriptive text in type describing place using picture word inductive model.

f. Giving post-test.

3. Observing

The third stage is observing, at this stage the researcher make observations that are carried out simultaneously with the action. The researcher recorded all the things that will needed and occur during the implementation of the action. The researcher was analyzed the result of pre-test and post-test I to know whether the students' writing skill was improving or not.

4. Reflection

The fourth stage is reflection. This stage is an evaluation effort carried out by researcher and English teacher in conducting classroom action research. The researcher was evaluated the implementation of picture word inductive model in improving the ten grade students' writing skill in writing descriptive text. In addition, the researcher noticed the data which was taken during the previous stages to know the result of the action. The researcher was tried to do a reflection in order to find the way to improve the implementation of picture word inductive model in improving students' writing skills in writing descriptive text. However, if the actions are not successful, the researcher was

tried to find the suitable actions to improve students' writing skill in writing descriptive text.
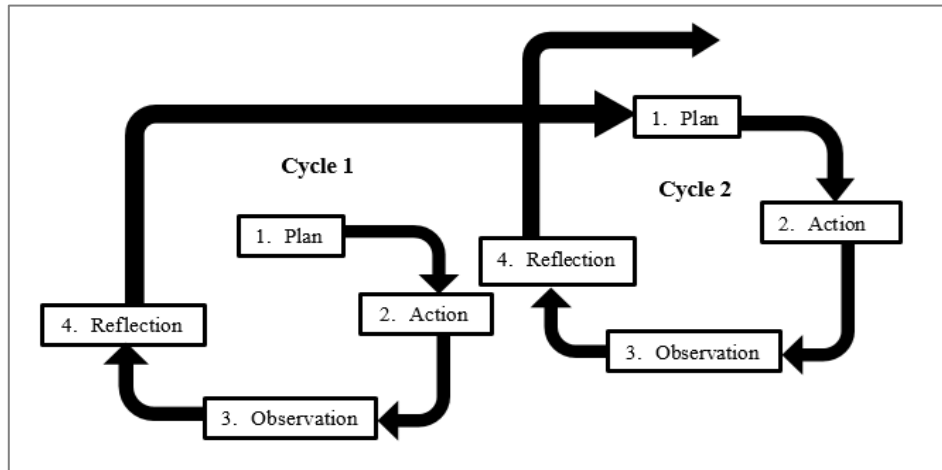

Figure 3.2 Classroom action research model Kemmis cycle II

1.3.2. Cycle II

1. Planning

The following was a plan that was done be carried out by researcher in the second cycle, as follows:

- Take lessons from the results of reflection in the first cycle.

- Discussed the actions and collaborated with English teacher that has been done taken in cycle 2.

- Prepared learning material for learning

- Prepared the teaching aids (e.g Camera, worksheet, picture sheet/ picture in slide presentation in power point, Picture word inductive model).

2. Action/ Implementing

   The action plan in cycle II was carried out as a result of reflection and improvement to the implementation in cycle I. At this stage, the researcher took better actions, to meet the deficiencies that exist in the first cycle of action. Some of the actions as follow:

- Researcher was explained the types of descriptive text in type describing person.

- Researcher gave the post-test 2 to all of the students. In this cycle, the researcher gave the same test form but with a different type of descriptive text from cycle I, that is describing person.

3. Observing

   In this stage, the researcher make observations be done in the first stage and second stage to collect data from the learning action process in improving students' skill in descriptive text by using picture word inductive model that has been done.

4. Reflection

   In the reflection stage, the researcher was analyzed the results of the actions that was taken. Researcher and English teacher were compared the results obtain from the first and second cycles and determine whether the results obtained were sufficient or still required the next cycle.

3.4. Data Collecting Technique

3.4.1. Test

According to Arikunto in Aini (2015), test is used to measure the students' basic ability and achievement. In this collecting technique, Test is used for getting data research result and students activities in teaching learning. In general, there are two types of writing ability tests. First, directly test to compose essay form (description/free). Second, indirectly test to compose an objective form (Hidayat, et al. 1994:58).

There are two tests used in this research as follows:

a. Purpose of pre-test is to found out how far the students' writing skill especially in writing descriptive text before using picture word inductive model.

b. Purpose of post-test is to measure how much the students' writing skill in writing skill improved after using picture word inductive model.

3.4.2. Observation

Marshall and Rossman (1989) define observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p.79). Observation is a technique for collecting data about researcher and students' activities in teaching and learning process. Then observation

sheet is given based on reality in the classroom, the type of observation which is used in this research is direct observation.

Observation methods are useful to researchers in a variety of ways. They provide researcher with ways to check for nonverbal expression of feelings, determine who interacts with whom, grasp how participants communicate with each other, and check for how much time is spent on various activities (Schmuck, 1997).

3.4.3. Interview

Hanifah (2014) state that interviews were one of the tools used to obtain data through direct questioning with informants, with the aim of obtaining clear, accurate, detailed and in-depth data. In this study, researcher conducted structured interviews with English teacher to collect more accurate data. Interview used to get data about implementation of Classroom Action Research (CAR) to the teacher.

3.4.4. Documentation

According to Best (1983:106) documents are an important source of data in many areas of investigation, and the methods of analysis are similar to those used by historians. Documentation was a process that carried out by combining a collection of data sources together. Documentation will be obtaining by researcher through observation, interview, field noted and photo.

It is strengthen the data both observation and interview so that the data become clearer and completed.

To collect all the data, a camera was utilized to take photos and record the students' performance in the teaching and learning process.

3.4.5. Field Note

Field note is needed in a research process. From field note, researcher can make observation on certain theme being studied. In this study, field note was used to show the students' description of the actual conditions in the learning process.

3.5. Data Analysis Technique

In this study, qualitative and quantitative data analysis techniques were used. Qualitative data was used to describe situations during the teaching and learning process start from, field notes, documentation, and observation that was been analyzed. Quantitative data helps support, supplement, and complement the qualitative data that researcher have collected. Then, Quantitative data was used to analyzed the scores such as, pre-test and post-test and using a writing rubric adapted by Brown (2007). For qualitative data, analysis of the text was required to develop an analytical framework to use as the basis of analysis. This framework can also be subjective, so being clear and upfront about the framework is important for validity and reliability.

To analyze the data in the form of writing assignments carried out by students, the researcher used a writing rubric adapted by Brown (2007). The researcher will apply the following formula to find out the average student scores for each cycle as show in below:

Aspect	Score	Performance	Weighting
Content (C) **30%**	**4**	The topic is complete and clear and the details are relating to the topic	**3x**
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organizatio n (O) 20%	**4**	Identification is complete and description are arranged with proper connectives	**2x**
	3	Identification is almost complete and description are arranged with almost proper connectives	
	2	Identification is not complete and description are arranged with few misuse of connectives	
	1	Identification is not complete and description are arranged with misuse of connectives	
Grammar **(G) 20%**	**4**	Very few grammatical or agreement inaccuracies	**2x**
	3	few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	

Vocabulary **(V)** **15%**	**4**	Effective choice of words and word forms		**1.5x**
	3	Few misuse of vocabularies, word forms, but not change the meaning		
	2	Limited range confusing words and word form		
	1	Very poor knowledge of words, word forms, and not understandable		
Mechanics **(M) 15%**	**4**	It uses correct spelling, punctuation, and capitalization		**1.5x**
	3	It has occasional errors of spelling, punctuation, and capitalization		
	2	It has frequent errors of spelling, punctuation, and capitalization		
	1	It is dominated by errors of spelling, punctuation, and capitalization		

$$\text{Score} = \frac{3C+2O+2G+1.5V+1.5M}{40} \times 100$$

Table 3.1 A Weighted Descriptive text Rubric adapted from Brown (2007)

The researcher applied the following formula to find out the average student scores for each cycle as show in below:

$$\bar{X} = \frac{\Sigma x}{N} \qquad \text{(Arikunto, 2013: 315)}$$

Where:

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

Σx : The total score of students

N : The number of the students

Formulas to find students who better understand:

$$P = \frac{R}{T} \text{x } 100\% \text{ (Arikunto, 2013:315)}$$

P : The percentage of those who getting score

R : The number of students' getting score

T : The total number of the students

To ensure the validity of this research, the researcher conducting triangulation in the final stage. According to Burns (1999:164) in Madya (2007) other forms of triangulation are time triangulation, spatial triangulation, researcher triangulation, and theoretical triangulation. In this study, the researcher was used time triangulation, time triangulation has been done by collecting data at different times, including as far as possible the time the action was carried out with sufficient frequency to ensure that the effects of certain behaviors were not just coincidence.

Categories	Score
VERY GOOD	80-100
GOOD	75-79
ENOUGH	60-74
LOW	50-59
VERY LOW	0-49

Source: Arikunto (2009:245)

Table 3.2 The Categories that using to analyzing of the data categories