

CHAPTER III

RESEARCH METHOD

A. Research Setting

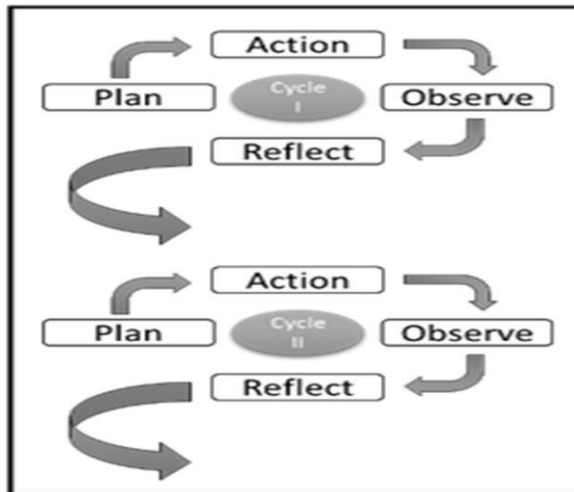
The researcher conducted the research at State Senior High School 1 Kibang locating on Jl. Pendidikan, Kibang, Metro Kibang, East Lampung.

B. Research Subject

The subjects of this research are the students of tenth grade of State Senior High School 1 Kibang especially the six-two class. The students consist of 10 boys and 15 girls, so the total is 25 students.

C. Research Design

The kind of research used in this research is Classroom Action Research (CAR). Anne (2010) states that classroom action research is kind of research which is done by the teacher as a researcher in order to bring improvement on the result of teaching learning process. Therefore, the main purposes in classroom action research are to solve the problems in teaching learning process and to improve the students' learning result. In addition, Kemmis and McTaggart (in Anne, 2010) explain that CAR typically involves four steps in a cycle of classroom action research. They are planning, acting, observing, and reflecting. The first cycle may be continued to the next cycle until the research achieve increasing outcome. Accordingly, the cycle of this research will become a spiral process. The cyclical classroom action research is presented as follow:



Source : Ibid, p. 8-9

Figure 5: *Cyclical Classroom Action Research by Kemmis and McTaggart*

From the design above, here are the explanations about procedures that will be conducted by the researcher.

1. Cycle I

a) Planning

The first step of the activity is planning. Without planning, the activity that the researcher does will not focus. Here are the steps that the researcher will do in planning:

- 1) Preparing the material, source, and media of learning.
- 2) Preparing the type of the learning.
- 3) Preparing the instrument of observation.

b) Acting

The second step is acting. It is the implementing of the planning. The general steps that will be done by the researcher are pointed as follows:

(1) Pre Teaching Activities

- (a) Praying and greeting the students.

(b) Checking the attendance list.

(c) Choosing the appropriate graphic organizers for the material going to be taught.

(2) While Teaching Process

(a) Applying the lesson plan.

(b) Explaining about graphic organizer in narrative writing.

(c) Explaining about narrative text.

(d) Giving an example about graphic organizers for narrative writing.

(3) Post Teaching Activities

(a) The researcher asked the students to make graphic organizers related to the topic given.

(b) The researcher asked the students to develop their graphic organizers into a complete narrative text.

(c) The researcher gave the score for students.

c) Observing

The third step is observing. In observing the researcher must be able to analyze the learning process, the students' activities, the material and the result of acting. The important things in teaching learning process are noted by observer.

d) Reflecting

Reflecting is the last step in this process. The researcher will analyze the observation result during the teaching process. The researcher uses data from the evaluation to make improvement for the second cycle. The researcher decides that the next cycle focuses to solve the problems and weakness in previous cycle.

2. Cycle II

a) Planning

The first step of the activity is planning. In cycle II, the researcher focused on repairing the weakness in the cycle 1. Here are the steps that the researcher will do in planning:

- (1) The researcher will prepare the lesson plan based on the reflection of cycle I.
- (2) The researcher will prepare the material, source, and type of learning.
- (3) The researcher will prepare the instrument of observation.
- (4) The researcher will determine the evaluation instrument of the test (pre-test and post-test).

b) Acting

The second step in the classroom action research is acting. It is the implementation of the planning. The general steps that will be done by the researcher as follows:

(1) Pre Teaching Activities

- (a) Praying and greeting the students.
- (b) Checking the attendance list.
- (c) Choosing the appropriate graphic organizers for the material going to be taught.

(2) While Teaching process

- (a) Applying the lesson plan.
- (b) Explaining about graphic organizers in narrative writing.
- (c) Giving an example of graphic organizers related to the topic about narrative writing.

(3) Post Teaching activities

- (a) The researcher will ask the students to make graphic organizers related to the topic given.
- (b) The researcher will ask the students to develop their graphic organizers into a complete narrative text.
- (c) The researcher will give the score for students.

c) Observing

In this step, the researcher will observe the process of teaching learning by using instrument of observation. The researcher

conducted the activities in this step, such as: the students' activities, vocabulary, grammar, and content of the students' narrative writing result.

d) Reflecting

The researcher will correct and analyze the result of the action. By reflecting, the researcher will know the weakness and strength of the action. In the step the researcher will compare the score distribution of pre-test and post-test. The researcher will also review and reflect on the students' attitude whether it is positive or negative. So, the researcher can stop this research until cycle II.

D. Data Collection

The researcher will use many techniques to collect the data in this research. They are observation, test, documentation, and field note. Each technique is explained below:

1. Observation

The researcher will use this technique to get the data about students' activities such as students' writing activity and students' participation in learning process. The learning activities will be observed and noted by the observer.

2. Test

The researcher will use pre-test and post-test form to see their ability before and after giving the treatment.

a. Pre-test

Pre-test was will be given in the first meeting before implementing the technique, in order to know the level and ability of students' writing ability before doing the action research.

b. Post-test

Post-test will be given in the last meeting after implementing the technique, in order to know whether the technique gives good contribution to the students' narrative writing ability at the tenth grade of State Senior High School 1 Kibang. The improvement can be known if the score of post-test is higher than pre-test and the score can achieve the passing grade.

3. Documentation

Documentation is needed to get the information from written source or documents such as book, magazine, regulation, notes or meeting and daily report. The researcher will use this technique to get data about students' writing daily score, history of the school, the sum of the teachers, official employed and the students at State Senior High School 1 Kibang.

E. Data Analysis

The data analysis in classroom action research can be done by the qualitative and quantitative analysis. The analysis of learning result will be taken from the average score of pre-test and post-test in cycle I and cycle II. Furthermore, the researcher will compare the score of pre-test and posttest after giving implemented treatment. Then, the result will be matched by the minimum

standard in this semester that is 70. If in cycle I, there are many students who were not successful, so the researcher will conduct the next cycle, cycle II.

The minimum cycle in CAR (Classroom Action Research) is two cycles. In cycle II most of the students were successful, so the cycle was stopped until cycle II.