CHAPTER III
METHOD OF RESEARCH

A. SETTING OF THE RESEARCH

This research will conduct this research at The First Year Students of SMA Cerdas Murni Tembung in Academic Year 2014/2015. This school was choosen by the writer as the research location because the location is near the writer's house, so it will be easy for writer to do the research, the researcher has never been conducted in this location before and she can identify the problems faced by students in learning writing. After identifiying the problems, the researcher suggests to apply suitable technique to improve the students' ability in writing descriptive text for better quality of the school as well as qualified students.

B. DESIGN OF THE RESEARCH

The design of this study is classroom action research. It is called CAR because the study focuses on a particular problem and a particular group of students in a certain classroom. An action research is any systematic inquiry conducted by teacher researchers, principals, and school counselors in the teaching and learning environment to gather information about (a) how their particular school operates, (b) how teachers teach, and (c) how well their students learn.[1] Based on the definition above the implementation of classroom action research is able to give improvement of the quality of teaching and learning of school in education since it can diagnose and solve the problem in teaching learning activity. Therefore, there are characteristics in CAR:

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[1] Geoffrey E. Mills, *Action Research: A Guide for the Teacher Researcher. (2nd ed)*, (New Jersey: Merril Prentice Hall, 2003), p. 5.

1. CAR is an activity that is not only to solve problems, but also to look for scientific supports to solve the problems.

2. CAR is an important part development efforts of teacher profession through critical thinking activity and systematic and also train the teacher to write and take notes.

3. Problem discussed in CAR is not derive from the theoretical or previous research, but derive from the problems real and factual problems of learning in the class. CAR focuss on the practical problem solving not on the theoretical problems.

4. CAR is begin from the simple problems, real, clear, and incisive about everythings that happen in class.

5. There is a collaboration between the practicioner (teacher and headmaster) with the researcher in comprehension, agreement about problems, make a decision that finally produce the similarity about action.

6. CAR is carry out if: (a) there is group decision and the commitment to elaborate; (b) aimed to improve the professionalism of teacher; (c) the main reason want to know (d) aimed to get knowledge and as an efforts of problem solving.[2]

C. SUBJECT OF THE RESEARCH

Subject who researched in qualitative research is called "informant" which is act as researcher's collagues or consultant to take the information which is needed by the researcher. In this research, the writer selects the first year students of SMA Cerdas Murni Tembung in Academic Years 2014/2015 as the subject of the study. In

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[2] Candra Wijaya dan Syahrum , *Penelitian Tindakan Kelas*, (Medan: Citapustaka Media Perintis, 2013), p. 46-47.

this case, the researcher try to use one class that consist of 32 students. Other persons who provide information on the subject under research classified as informant. They are included the English teacher and the Principle of SMA Cerdas Murni Tembung.
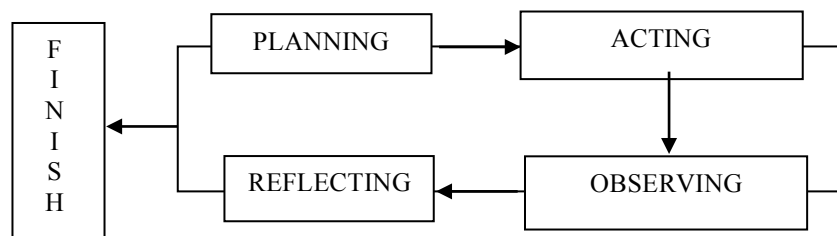
D. PROCEDURES OF THE RESEARCH

The procedure of data collection for this study was conducted by conducting five meetings and two cycles. Each cycle consists of two meetings and every meeting included into four steps. In the classroom action research, there are 4 steps suggested by Kemis' model namely Planning, Action, Observation and Reflection. The steps are explained below:
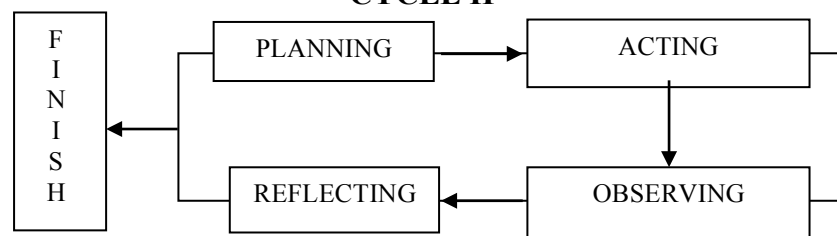
Kemmis' Model of Classroom Action Research

CYCLE I

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┌─────────┐        ┌─────────────┐        ┌─────────────┐
│ F       │   ┌───→│  PLANNING   │───────→│   ACTING    │────┐
│ I       │   │    └─────────────┘        └─────────────┘    │
│ N   ←───────┤                                  │           │
│ I       │   │                                  ▼           │
│ S       │   │    ┌─────────────┐        ┌─────────────┐    │
│ H       │   └────│ REFLECTING  │←───────│  OBSERVING  │←───┘
└─────────┘        └─────────────┘        └─────────────┘
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CYCLE II

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┌─────────┐        ┌─────────────┐        ┌─────────────┐
│ F       │   ┌───→│  PLANNING   │───────→│   ACTING    │────┐
│ I       │   │    └─────────────┘        └─────────────┘    │
│ N   ←───────┤                                  │           │
│ I       │   │                                  ▼           │
│ S       │   │    ┌─────────────┐        ┌─────────────┐    │
│ H       │   └────│ REFLECTING  │←───────│  OBSERVING  │←───┘
└─────────┘        └─────────────┘        └─────────────┘
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The activity that will be done in each cycle is as follows :

1. The First Cycle

In this cycle, students' ability in writing descriptive text measured and their problem to understand about writing descriptive text. The steps in concluding the research were:

a. **Planing**

Planning is the first step in the Classroom Action Research (CAR). It is the most important part in the development of the strategy. The researcher as the teacher and the teacher of the English subject worked together to plan everything needed in order to solve the students' problem in teaching learning process.

In this step, there were some activities were done by the writer, they were:

- Prepared lesson plan that apply in teaching descriptive text at action step.
- Prepare the material and media that were needed when doing scenario of teaching learning.
- Prepare the instruments of analyzing the data, such as interview sheet, observation sheet and questionnaire sheet.
- Prepare the test in this cycle.
- Made the pre test as the instrument to know the students' basic skill in mastering descriptive text.

b. **Acting**

In this step, the scenario of teaching descriptive text by implementing Clustering Technique in the process of teaching and earning in the classroom. In this step, there were some activities were done by the writer, they were:

Pre activity:

- The English Teacher of the first year students of SMA Cerdas Murni Tembung monitor the researcher in the classroom.
- Teacher greeted to students
- Teacher called the students' name in attendance list.
- Teacher gave the material about descriptive text.
- Teacher informed the instructional objectives.

Main activity:

- Gave information about the steps of Clustering Technique.
- Assigned the students to teams. Teams were heterogeneous that consisted of four or five members. They were divided in some groups.
- Teacher distributed the material in each group.

- Students received same materials and same task.
- Teacher gave task to each groups and each member do the task individually, after that the student who master it should be a tutor to teach it to the other members.
- The teacher give evaluation.
- Calculated to know the students' achievement.
- Announced the result of the teams and gives reward.

Post activity:
- Asked students to review the material
  - ✓ What is Descriptive Text?
  - ✓ The Generic Structure and Purpose of Descriptive Text?
  - ✓ Kinds of Descriptive Text?
- Asked the students to conclude the material

c. **Observing**
- The writer observes what students do during teaching and learning process.
- Observing students' behavior in the classroom.

d. **Reflecting**
- The researcher asks the students weather they have some difficulties when they are studying.
- The teacher writes the questionnaire sheet to find the solution of students' problem in learning.
- The writer checks the result of their work weather there is any improvement in mastering descriptive text.

2. **The Second Cycle**

In the second cycle, there were some aspects found that should be improved after the reflection in the first cycle. Based on the analysis, there were still some students who didn't get improvement of the score. So, the researcher attempted to make a better way to make the technique more effective in the learning process. In the second cycle, the researcher revised the plan appropriate the students' needed, either

in action, observed the process or the reflected the students' result as a consideration for the next cycle.

a. Planing

- Preparing lesson plan.
- Deigning the lesson about writing descriptive text by implementing Clustering Technique.
- Preparing wise word to motivate the students' spirit in learning English.
- Preparing questions that would be asked in the teaching and learning process to check the students' understanding.
- Designing the application of Clustering Technique.
- Pointing directly to the students who didn't want to present their opinion or to give their answer.

b. Acting

- The English Teacher of the first year students of SMA Cerdas Murni Tembung monitor the researcher in the classroom.
- Reminding about the generic structure, purpose and kinds of descriptive text.
- Demonstrating the use of Clustering Technique in writing descriptive text.
- Checking the students' understanding by giving some questions about descriptive text:
  - ✓ Definition of Descriptive Text.
  - ✓ The Generic Structure and purpose of Descriptive Text.
  - ✓ Kinds of Descriptive Text.
- Concluding the lesson.
- Conducting post test II

c. Observing

- Observing the students' activities and participation during teaching learning process.
- Observing the students' behavior in the classroom.

d. Reflecting

The researcher checked the score of the students in the post test II, it would be found that the students' score in post test II shown the differences of score in pre test and post test I. If the students' score in post test II are higher than their score in post test I and pre test. It means the students' ability in writing descriptive text improved.

E. INSTRUMENTS OF DATA COLLECTION

In this study, the instruments of data collection are consist of observation sheet, questionnaire sheet, interview and test.

1) Observation sheet is used to observe all of the aspects that can influence and support the students motivation in learning such as the facilities in that school. Observation sheet also used to observe the condition that happened during teaching learning process that was filled by the English teacher as the observer to give evaliation to the researcher and all of the students' activity during teaching learning process.

2) Questionnaire is witten question which is used to get information from the students about their individual information. In this study the questionnaire is used to know the opinion of the students about English subject, descriptive text writing and clustering technique. It was given before and after the procedure of writing descriptive text using clustering technique.

3) Interview is particulary useful for getting data behind the English teacher's experiences before classrroom action research. It used to know the students' difficulties in writing ability and the technique used by teacher when writing activity. The interview also will be carried out

after classroom action research to know the teacher's responses toward the idea of clustering technique.

4) Test is given to the students focus on writing descriptive text. The aim of this test is to measure the students' ability in writing descriptive text. The test is used in this study is pre-test and post-test. Pre-test is done before implementing Clustering technique in preliminary study to know the students competence in writing descriptive text. Post-test is done after implementing the Clustering technique in teaching descriptive writing. In order to know the improvement of student's achievements. The writer analyzed the differences between mean of pre-test and two evaluations of test scores.

F. THE TECHNIQUE OF DATA COLLECTION

Technique of collecting data in this study is both qualitative and quantitative data. The qualitative data consist of observation sheet, questionnaire sheet and interview. While quantitative data consists of students' final writing as pre-test and post-test. The completely explain as follows:

1) In observation data, the researcher divided observation sheet into three parts, they are: observation sheet for the facilities of the school, observation sheet for the researcher when teaching learning process, and observation sheet for the students' activity during teaching learning process.

☞ Observation sheet for the facilities of the school. The researcher observes directly to the location and watch the

facilities there in the first meeting. The researcher observes the amount and whether the condition is good, enough or bad.

☞ Observation sheet for the researcher when teaching learning process. The English teacher as an observer monitoring direcly the researcher when teaching learning process. It will be conducted in pre-test and post-test. The English teacher observe the researcher activity such as the ability in oppening the lesson, the researcher's attitude in teaching learning process, teaching learning process, the ability in using media and technique, evaluation, and closing the lesson.

☞ Observation sheet for students. It will be condected in pre-test and post-test. In this stage, the researcher as the observer monitor and watch all of the students' activity during teaching learning process such as the students' activity, attention, enthusiastic, happiness, motivation, and confidence.

2) Questionnaire is a form containing a set of questions to get the information of the students before and after classroom action research. The researcher applied 5 question in order to get data about the students' interesting for learning English particularly in writing skill and the technique used by the teacher in teaching writing.

3) Interview is particularly useful for getting data behind the English teacher's experiences before classroom action research. In this instrument of data, the researcher asks the English teacher 10 questions about the students' difficulties in writing ability, and the

the technique used by the teacher when writing activity. The interview also will be carried out after classroom action research to know the teacher's responses toward the idea of clustering technique. The researcher write down or record all of the answers that the teacher given as the consideration of data.

4) Test used in this study is an essay test (writing test) that will be conducted in three times (pre-test and post-test). In pre-test, the researcher gives the test about descriptive text to the students after teaching descriptive text in conventional method. The students asked to make the descriptive text according to the topic given by the researcher.

In post-test, the researcher teaching descriptive text by implementing clustering technique. After that the students asked by the researcher to make descriptive text by using clustering technique as they know, began from write the topic in the middle of paper then circle it, write down the key word that related to the topic circle it, to make students easier to getting ideas of their writing, and then connected each key word into a good text or paragraph.

G. TECHNIQUE OF DATA ANALYSIS

Data analysis is an effort which is done by the researcher to embrace the data accurately. This study used qualitative and quantitative data. The data is used to describe the situation during teaching learning process. The qualitative data will be taken by observation, interview and questionnaire. The quantitative data will be taken

by the writing test. It will be analyzed by computing the score of writing Descriptive Text.

In knowing whether the students' writing of descriptive text is improve or not, the writer used the steps which were done by the writer in analyzing the result of students' writing in descriptive text. The writer used the criteria of assassement, that is since the content of students' writing covered the generic structures, they are identification and description. In generic structure of description consists of parts, qualities, and characteristics. In assessing the result of students' writing in descriptive text, the writer used the score as follow :

Matrix of Assessment for Students' Writing in Descriptive Text

Score	Value	Description
80-100	Excellent	Describe all of the parts, qualities, and characteristics completely
60-79	Good	Describe parts, qualities, and characteristics. Somewhat choppy-loosely
40-59	Fair	Fairly describe parts, qualities, and characteristics. Some are missing
20-39	Poor	Poorly describe; many parts, qualities, and characteristics are missing

The steps of data analysis :

1. After the writer assessed the result of the students' writing in pre-test, she found the mean of it.

2. After that, the writer assessed the result of students' writing of each cycle, and found the mean of it.

3. The last step is the writer compared the improvement of students' score on pre-test and each cycle.

In knowing the mean of the students' score, the writer used the following formula :

The formula is:

$$Mx = \frac{\Sigma X}{N}$$

Mx = The Students Mean Score

X = The Sum of The Score of All Students

N = The Number of Students

To know the percentage that's passed the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal* (KKM) 70 (seventy), the writer uses the following formula:

$$P = \frac{F}{N} \times 100\%$$

P = The Class Percentage

F = Total Percentage Score

N = Number of Students

H. TECHNIQUE OF DATA VALIDATION

The validity of data is very important to establish that the findings of the study are trustworthy. There are many perspective in measuring a trustworthiness of an action, such as: credibility (in preference to internal validity), transferability (in preference to external validitd), dependability (in preference to reliability) and confirmability (in preference to objectivity).

Creadibility contributes to a belief in the trustworthiness through Triangulation technique. Triangulation is accomplished by asking the some research question of different study participants and by collecting data from different sources and by using different methods to answer those research question. In this study, participants refer to the students as the object of study and the teacher. Different sources in collecting data refers to observation sheet, interview, questionnaire and test result. Then the method that used in this study is teaching onventionally and using clustering technique.

Transferability, as long as the other research has the same conition and situation with this research. This research applied clustering technique in the first year students that cinsist of 38 students. For situation and condition of this research, it can be seen from the collabolator's notes of observation sheet.

Dependability contributes to a blief in the trustworthiness through the collabolator's notes of observation during teaching learning process.

Confirmability contributes to a belief in the trustworthiness through Triangulation. It is accomplished by asking some research question of different study participants and by collecting data from different sources and by using different methods to answer those research question. In his study, different study participants refer to the students as the object of study and the teacher. Different sources in collecting data refers to observation sheet, interview, questionnaire and test result. Then post test is used to conform the result of this study.