

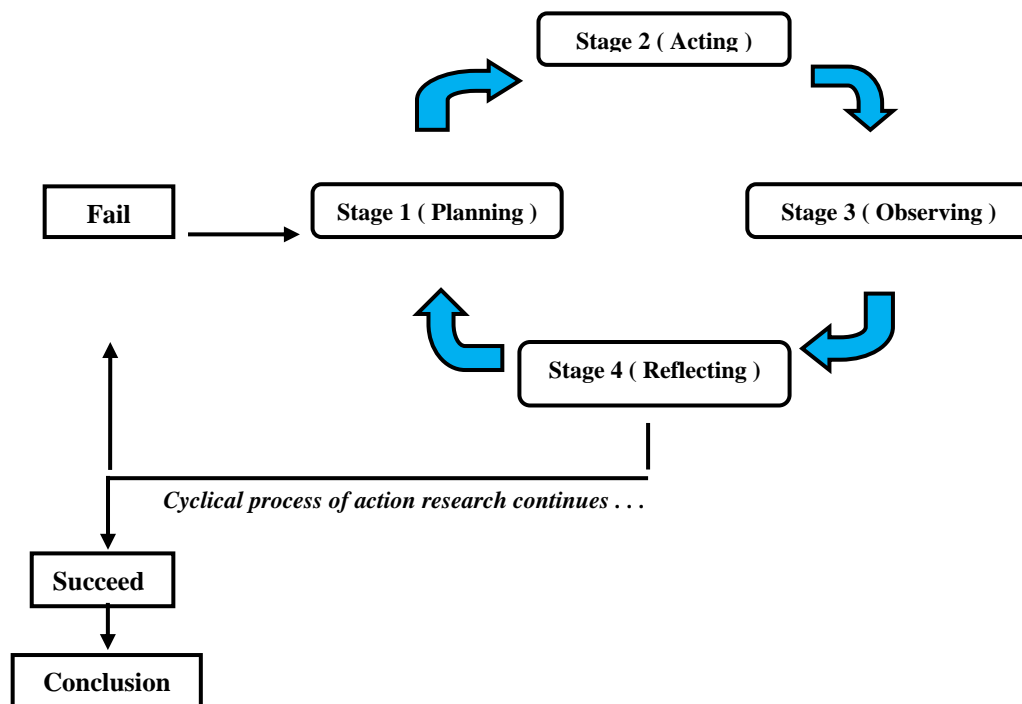
## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Form of Research**

The method that was used in this research is Classroom Action Research (CAR). This method is perceived as the appropriate method by the researcher, since the focus of the researcher is to improve the students' writing. The researcher's opinion is also supported by Fraenkel, Wallen, & Hyun (2009: 588) that in CAR, a teacher focuses his or her attention on a problem or question about his or her own classroom. The researcher believes if implementation of this method on improving students' range of writing as stated in this research title can support the researcher effort to act new teaching English process. The researcher was assisted by her collaborator to prepare the plan and activities for this research to overcome the problem in reading English comprehension. Researcher applied the treatment as the real activities, by observing the process and finally make the result of this research.

The researcher decided to choose classroom action research because the researcher concluded this research design can accommodate the research needs for teaching writing. As the real teaching and learning process, classroom action research was conducted in a certain step. The general process of conducting action research was briefly introduced as a four-stage procedure according to Zuber-Skerritt as cited in Cohen, Manion and Morrison (2005: 232) Classroom Action Research can be solved by following a cyclical process of: 1. Planning stage; 2. action stage (i.e. implementing the plan); 3. observation stage (evaluation and self-evaluation); 4. Critical and self-critical reflection on the results of points 1–3 and making decisions for the next cycle of action research (Reflecting stage). We can see the figure of four stages that is drawn as follow:



**Figure 1.1 Cycling Process of Classroom Action Research**

Depend on research design above there are four steps of typical action research model divided into certain cycles of action such as: planning, acting, observing, and reflecting. The procedure of classroom action research can be describe as follow:

**1. Stage of Planning.**

Planning was set by researcher and teacher (as collaborator) starting from observation class and students condition. The collaborator’s name is Mr. Edo Anggara, S.Pd. Then, researcher and teacher arrange the schedule plan to make sure this research is carried out according to the lessons that have been prepared. After that, the researcher wrote the lesson plan with syllabus at SMA Negeri 01, Seberuang, Kapuas Hulu,. In lesson plan, the researcher designed the activities for students to prepare and apply the lesson in class X of SMA

Negeri 01, Seberuang, Kapuas Hulu. Procedures, media, timing, techniques and resources were described in the researcher's lesson plan.

## **2. Stage of Acting.**

The steps of acting was conducted with collaboration between researcher and teacher to carry out the lesson plan. On the first cycle, meeting one, this step was started by the introduction of the Pictorial media teaching strategy to the students and how to write better piece of essay. Also, the researcher explained to the students how this pictorial media can help them to improve their writing knowledge. On the second and third meeting, the researcher began the teaching of writing by using Pictorial media. And at the same time, the collaborator of this research started the data collection process, which are doing observation and writing down field notes.

## **3. Stage of Observing.**

In observing the step, the researcher focused on the process of students learning writing with Pictorial media teaching strategy. During this stage, the collaborator completed the observation table checklist and field note as a tool for analyzing students' activities in learning writing by using Pictorial media teaching strategy. The collaborator (teacher) observed the class condition, to monitor any possible problems that may occur in the classroom. The completed data should be matched with what the students do on their practice.

In these steps also, the researcher administered the writing tests to the students. This is part quantitative data collection process. Apart from that, the researcher and collaborator did these steps every two meeting on each cycle according to the schedule of class meeting.

## **4. Stage of Reflecting.**

Step of reflecting was accomplished after the collaboration between researcher and teacher finish the action. The researcher provided reflection note to accommodate all activities in this research area. The researcher and the collaborator evaluated any possible

problems including what is not appropriate with the application of technique in learning activities. All these reflections results were good inputs for future cycle in this research. Next cycle should be prepared by researcher if the targeted score of students' writing test is not achieved.

## **B. Subject of the Research.**

The participant of this research were selected from SMA Negeri 01, Seberuang, Kapuas Hulu, especially at the tenth grade students in the academic year of 2021/2022. The tenth grade students are chosen because this class problem in improving their writing in English. In addition, the tenth grade students often received low score in writing for their English test prior to this research. With this information in mind, the researcher focused in implementing pictorial media to improve students' writing skill. The number of students from class X is as below:

**Table 3.1 The Number of Students Grade X-A in SMA Negeri 01, Seberuang, Kapuas Hulu,**

No.	Level	Number of Students		
		Boys	Girl	Total
1.	X A	20	15	35

The researcher chooses number of X-A class that consists of 35 students, because there are students who got low score in writing test. After that, researcher focuses in implementation of Pictorial media teaching strategy to improve students' writing. Finally, achievement of students learning in writing at the tenth grade of SMA Negeri 01, Seberuang, Kapuas Hulu, in academic year 2021/2022 is the result.

## **C. Technique and Tools for Collecting Data**

There are two types of techniques for collecting data in this research. First technique is measurement technique for collecting quantitative data. In measurement technique researcher used a set of test in

the form of essay combined with a set of writing questions. The second technique is observation to collect qualitative data. The tools are observation checklist and field note.

#### 1. Measurement technique.

The purpose of measurement technique is to measure the students' improvement in writing learning by applying Pictorial media teaching strategy. The tool of measurement technique is a writing test. The writing test is a 75-word essay task. This writing test the purpose is measuring the students writing skill. The instruments in this research are adapted from Kurotun (2015).

#### 2. Observation Technique

##### a. Observation Checklist

Koshy (2005: 98) claimed observation is “a natural process – we observe people and incidents all the time and based on the observations, we make judgements”. This process is conducted during the implementation of CAR, the researcher used observation checklist. The purpose of using observation checklist is to observe the teaching writing activity and students' participation in applying Pictorial media. Observation checklist is basically a form that consist of list statements that are to be given a checking mark (√). The researcher prepare the observation checklist by adapting the one from Kurotun (2015). Form of observation checklist such as follow (Apenddix V).

##### b. Field Note

Field note is a note that constructed by the teacher when apply technique to the students. It is a form where the researcher can write down what any valuable findings to complete the data from the other instruments. The researcher acted as teacher when conducting this research. The purpose of field note to records unpredictable occurrences during the research. The researcher prepare the field note by adapting the one from Kurotun (2015) Description of this

note is a table that contains of planning, acting, observing and reflecting. Form of field note can be seen in Appendix VI.

#### D. Technique of Data Analysis

The data were analyzed by reflecting the result of three components of data collection such as the observation checklist table on students' activities during Pictorial media, field note, and students' writing test (fixed-ratio). To analyze the result of cycle test, the writer uses two kinds of data analysis. They are:

##### 1. Quantitative Data Analysis

###### a. Writing Test

The students' writing results were assessed based on score intervals. The researcher used certain scoring rubric as the basis to calculate the students' writing score. Below is the example of the scoring rubric:

**Table 3.2 scoring rubric for writing test**

Aspects	Score	Criteria
	5	Essay addresses the issue eloquently
Content	4	Relevant to topic
	3	Mostly relevant to topic
	2	Inadequate development of topic
	1	Does not show knowledge of subject
Organization	5	Essay is well-organized and ideas are clearly arranged
	4	Ideas clearly stated / but may not be supported by strong argument
	3	Loosely organized but main ideas stand out, logical but incomplete development
	2	Ideas confused or disconnected, lacks logical sequencing and development
	1	No organization
Vocabulary	5	Mastering a good range of vocabulary
	4	Effective word/idiom choice and usage
	3	Occasional errors of word/idiom form, choice, usage but meaning not obscured.
	2	Frequent errors of world/idiom form, choice, usage and meaning confused or obscured
	1	Little knowledge of English vocabulary,

		idioms word form
Language use	5	Showing strong commands in language structures, few errors are found.
	4	Few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	3	Several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	2	Frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions
	1	Dominated by errors
Mechanic	5	Showing strong mastery in the use of punctuation and other related elements.
	4	Few errors of spelling, punctuation, capitalization, paragraphing
	3	Occasional errors of spelling, punctuation, capitalization
	2	Frequent errors of spelling, punctuation, capitalization, paragraphing and poor handwriting
	1	Dominated by errors of spelling, punctuation, capitalization, paragraphing, poor handwriting

(Adopted from Weigle, (2002: 133)

**Table 3.3 Conversion Table:**

<b>Class Interval</b>	<b>Interpretation</b>
17.5 – 25	Excellent
15 – 17.4	Very good
12.5 – 14.9	Good
10 – 12.4	Fair
7.5 – 9.9	Poor
5 – 7.4	Very poor

To analyze of the students' results in writing test, the researcher used two formula are as follows :

- 1) Student individual score achievement.

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

Where: A = the students individual score.

S = the score from each aspect

N = the total aspects

*Taken from Fraenkel and Wallen ( 2009:197)*

For example, for the writing test, for each aspect, student A gets: 3 + 2 + 2 + 3 + 3 = **13**. Each aspect the maximum score is 5, the maximum score will 5 x 5 = 25. In the example, the score is 13, then 13 : 25 x 100% = 52. The score of 52 is then checked with the conversion table. And based on the conversion table, the score 52 is classified as poor to average. To obtain the interpretation of the result of students' score achievement, the reseacher used the socre of 65, this is taken from KKM (Kriteria Ketuntasan Minimum) as the standard of measurement in SMA Negeri 01, Seberuang, Kapuas Hulu such as bellow:

**Table 3.4 Minimum Lesson Completion Criteria**

Range	Qualification
> 74	Over achieved
65	Achieved
< 74	Not achieved

- 2) The formula of students means score achievement of reading comprehension ability as follow :

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

Where:  $\bar{X}$  = mean

$\sum X$  = sum of individual score

N = number of individuals.

**Table 3.5 Criteria of Mean Score**

Range Score	Classification
80 – 100	Good to excellent
60 – 79	Average to good
50 -59	Poor to average
0 – 49	Poor



## **b. Qualitative Data Analysis**

### **1) Observation Checklist and Field Note**

To enrich the findings of this research, observation checklist table and field note (Appendix V and VI) were applied during the teaching learning process. Both of tools try to map the students' attitude when the researcher applies pictorial media activities during teaching learning process. Both tools were filled by the collaborator to record the students' improvement from cycle to cycle. Then, from the checklist or filed note, the teacher could evaluate the teaching learning process and what should be improved for the next lesson plan.

In addition, the data gathered from this research were analyzed using a technique named Interactive Model analysis, this model of analysis is introduced by Miles and Huberman (1994, 11). According to Miles and Huberman (1994) in the model of this analysis, there are three main components, they are: Data reduction, Data display, and Conclusion drawing and verification.

#### **a) Data Reduction**

In this process, data reduction occurs over and over, also it is inseparable from the analysis. In the beginning stages, this stage includes: editing, segmenting and summarizing data. In the next stage, a researcher must do coding and memoing, as well as other things such as trying to find similarities in the pattern of the data obtained. The final stage is to reduce the data in order to get comprehensive data. (Miles and Huberman, 1994, 11). Based on the above concept, the collaborator observed the students during the teaching and learning process and write down what she has

found in the observation checklist and field note. The data that came from checklist and field note were analyzed to find any patterns of learning or behavior on the students' side.

#### **b) Data Display**

Based on Miles and Huberman (1994:11) explanation about data display, it can be understood that data display functions as to set or to compress and gather information by topic. For example, if the qualitative data includes a large amount of data, then the data display approach is helpful in all stages of analysis. In this stage, the researcher displayed the data by visualizing the data obtained in graph, and table to help the readers to understand the data.

#### **c) Conclusion Drawing and Verification**

The next step is the stage of drawing conclusions based on the findings and to verify the data. As explained above, initial conclusion is never final and it changed when new evidence is found that supports for the next stage of data collection. The process of obtaining evidence is what commonly refers to verification data. If the conclusions put forward in the initial stage are supported consistently by strong evidence in the field, then the conclusions obtained a credible conclusion (Miles and Huberman, 1994:12).

Verification step that is conducted by researchers should still remain open to receive input data, although the data are classified as non-significant. However, the researchers at this stage should have decided about data that has meaning, compared to the data that is not needed or not meaningful. The data can be processed in further analysis as legitimate, weighty and powerful medium that does not support other data, weak, and veer away from the habit must be separated.

Furthermore, the data obtained in this research from observation checklist and field note were compared with the those of quantitative data. This is done to see any connections between the students test results and their behavior during the teaching learning process. The researcher is interested to find out how the students perceive writing learning by using Pictorial media teaching strategy. If there are any negative perceptions, what the cause are and vice versa.