CHAPTER III
RESEARCH METHODOLOGY

A. Setting and Participant of the Research

SMPN 10 Kota Serang located in Cipocok Jaya, Serang-Banten is purposefully selected as the research setting because of two major reasons. Firstly, its location is near for researcher to conduct to research. Secondly, the researcher has practiced teaching there, so she feels unfamiliar with SMPN 10 Kota Serang. She has known that students’ of grade XII D have difficulties in writing. So, actually she wants to help the English teacher to improve students’ ability in writing. This condition matches to the video as media which can be applied in the teaching of procedure text in classroom.

B. Place and Time of The Research

This research is held by researcher at the first grade of students of Junior High School at SMPN 10 Kota Serang Banten. The researcher held on 9th of August 2016 until 31th of August 2016. The research chooses this place because the place is near from my boarding house.

C. Subject of The Research

Burn states that a sample is any part of population regardless whether it is representative or not. Thus from 200 students class at first grade of SMPN 10 Kota Serang Banten. The

---

1 Robert, Burns. Introduction to Research Method. (California: Longman, 2000), P.83
writer only take one class as a sample, There are 10 classes those are A until J, and the researcher choose class D which consist of 38 students as the subject of this research. The researcher chooses the class B because they are more expert in English grammar ability.

D. Design of Research

The following research method is a systematic activity using certain method to fins new thing or to provide a theory. This research is classroom action research (CAR), it is kind of research that is conducted in the classroom by a teacher. This research can offer new ways and procedures to improve and increase teacher’s professionalism in teaching learning process and students’ learning result. The following definition of action research is.

“Action Research is a name given to a particular way of researching your own learning. It is a partical way of looking at your practice in order to check whether it is as you feel it should be. If you feel that your practice is satisfactory you will be able to explain how and why you believe this is the case; you will be able to produce evidence to support your claims. If you feel that your practice needs attention in some away you will be able to take action to improve it, and then produce evidence to show in what way to practice has improved”. ²

A form of Research which is becoming increasingly significant in language is action Research.³

---

According to Arikunto there are three words that make those means. So, there are three definitions that can be explained.4

a. Research is an activity to observe the object by using of ways and methodologies to get the useful data or information to improve the quality of thing and that is necessary for researcher.

b. Action is a movement activity deliberately with a specific purpose.

c. Class in this case is not bound by the terms of the classroom, but in a more specific sense. The term of class in this case is a group of students who are in the same time; receive the same lesson from the same teacher as well.

Classroom action research is collaborative, it involves the responsible for action in improving it, widening the collaborative group from the most directly involved to as many as possible of those affected by the practice concerned.

Characteristics of Classroom Action Research

Kemmis and Mc. Taggart in Nunan’s book argue that there are three defining characteristic of action research, they are:

a. It is carried out by practitioners (for our purposes, classroom teachers)

b. rather than outside researchers.

c. It is collaborative.

d. It is aimed at changing things.5

---


5 Nunan, *loc. cit.*
From the definition of action research above, the researcher concluded that action research is an action in research that can be done by teacher, researcher and teacher with his or her colleague etc, which involves a group of students’ understanding to the lesson.

Action research engages teachers in four steps processes, namely: to identify an area of focus, collect data, analyze and interpret data, also develop an action plan.

This is the picture of the cycle

Adapted from Steven Kemmis and Mc Taggart
There will be two cycles in his study. There are four components in one cycle for doing action research, they are:

a. Planning

Planning is the beginning process of research to conduct treatments or after making sure about the problem of the research, a researcher needs to make a preparation before doing an action research. Researcher prepares some materials that will use in research process. Such as lesson plan based on the teaching material, choose the theme, prepare the materials that needed in the learning process, and prepare checklist for observation and formative test.

b. Acting

This section discusses about the steps and activities that will be taken by the researcher. Researcher tries to take how much students' abilities to understand in writing recount text, give students treatment ways to remember every word in spelling and writing, give students assignments in individual, evaluate their mistakes and make summarize about materials.

c. Observing

In this step, a researcher has to observe all events or activities during the research. Researcher observes the situation in class during lesson, response and attitude of students when they are given explanation, doing task, and know their difficulties.

d. Reflecting

Reflecting is the inspecting effort on the success or failure in reaching the temporary purposes in order to determine the
alternative steps that are probably made to gate the final goals of the research.⁶

E. Steps of The Cycle

The steps of the research were arranged in four phrases, those were: preliminary research, cycle 1 and Cycle 2.. There were four activities that should be done in cycle 1 and cycle 2. It’s steps in this kind of research where using some cycles and it was implemented to improve students ability. The four components consisted of planning, acting, observing and reflecting.

The Board Outline Action Research Procedures⁷

---

Table 3.1 (Steps of cycle)

<table>
<thead>
<tr>
<th>Planning</th>
<th>Acting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preparing the teaching aid</td>
<td>1. The researcher (as teacher) greets students.</td>
</tr>
<tr>
<td>2. Making a lesson plan</td>
<td>2. The researcher will introduce herself to the students</td>
</tr>
<tr>
<td>3. Preparing present list in order to know students’ activeness in joining teaching learning process</td>
<td>3. Ask and answer about various things related to the students’ condition</td>
</tr>
<tr>
<td></td>
<td>4. The researcher calls the role.</td>
</tr>
<tr>
<td></td>
<td>5. The researcher gives motivations to the students related to the material that will be taught, its purpose are: in order the students understand the material exactly to concentrate students’ attention on the learning situation.</td>
</tr>
<tr>
<td></td>
<td>6. The researcher explains the material</td>
</tr>
<tr>
<td></td>
<td>7. The process of transformational of material by contextual approach first.</td>
</tr>
<tr>
<td></td>
<td>8. The researcher gives an example of procedure through video</td>
</tr>
<tr>
<td></td>
<td>9. The researcher asks students to practice it after watching video together</td>
</tr>
<tr>
<td></td>
<td>10. The researcher asks students to make it in written form</td>
</tr>
<tr>
<td></td>
<td>11. After the students finishing their writing, the researcher asks them to collect their result</td>
</tr>
</tbody>
</table>
12. Teacher gives other topic to practice in the classroom.

13. The researcher asks them to collect their result in written form on a piece of paper

| Observing | 1. Observing the teaching learning process focus on students’ ability that indicates their understanding and concern on the lesson.  
2. Observing the students when they were writing a procedure text according to the video. |
|-----------|--------------------------------------------------------------------------------------------------|
| Reflecting| 1. Analyzing the data from the cycle.  
2. The researcher and the teacher will discuss the result of the cycle.  
3. Make a conclusion from cycle I. |

**F. Data Collection Technique**

Data collection was process of collecting information that related to inquiry, information that be believed will respond to the research question. The data were not the answer to the research question; they were the row material out of which responses to the question will probably emerge. For collection the data, the writer used two instruments, they were observation and test.

1. Observation

Observation is a very common way to collect data in action research settings is to observe and record information. Also observation is the activity of giving total concern to

---

research object by the sense\textsuperscript{9}. The researcher has crucial role and she will observe the participants in their teaching-learning process of course in English subject. So here the researcher decides to be an observer participant. Observer participant which has purpose is known by all participants. Here the researcher may record data as they occur\textsuperscript{10}. Ideally, the researcher spends a considerable amount of time in the setting learning, about daily life.

2. Interview

Interview is conducted to see teacher opinion to get short information about data of learning activity and school background.

3. Test

Test is an important part every teaching and learning experience. Test is a set of questions that is used to measure the skill knowledge, intelligence and talent of an individual of a group. “Test is a tool or procedure that uses to know or measure thing, by using a method or rules had been given.”\textsuperscript{11} both testing and teaching are closely interrelated that is virtually impossible to work in either field without constantly concerned with the other. Test may be constructed primarily as devices to reinforce learning and to motivate the students performance in the language. The test is conducted at the end of both cycle to find the students improvement in understanding simple past tense.

\begin{itemize}
  \item \textsuperscript{9} Suharsimi Arikunto, \textit{op.cit.}, p.156
  \item \textsuperscript{10} Jefrey Glanz, \textit{loc.cit.}
  \item \textsuperscript{11} Suharsimi Arikunto, \textit{Dasar-dasar Evaluasi Pendidikan}, (Jakarta: Bumi Aksara, 2002), revised edition, p. 53
\end{itemize}
The forms of tests is multiple choices. From those forms, the researcher can get score directly the specific learning.

**G. The Research Instrument**

1. **Observation**
   
   In arranging check list of observation, the researcher lists some students observable behavior that indicates their activities and response during teaching learning process through fairy tales.

2. **Interview**
   
   The interview is a collection of data that is used to obtain information directly from the source. The research does the interview directly to the teacher to get complete data.

3. **Test**
   
   In this research, the researcher uses an achievement test to measure the students progress on simple past tense. Related to the achievement test. In this test the researcher uses the choose one of title of procedure text.

**H. Technique of Analyzing Data**

Data analysis is an effort which is done by teacher and a researcher to data organizes into researcher first from and categorizes to get hypothesis and make its planning.\(^\text{12}\)

In this research that related to the title, the writer focused on the improvement of students writing ability. And the researcher

---

\(^{12}\) Lexy J, Moleong, *Metodology Penelitian Kualitatif*, (Bandung: PT. Remaja Rosdakarya, 2002), P.103
wants to know whether there is improvement after the students taught using video or not.

In knowing whether the students writing ability of procedure text in improve or not the writer used the steps which were done by the writer in analyzing in the result of students writing ability.

The researcher used criteria of assessment that is since the content of students writing covered the generic structures. The element of writing is content, organization, grammar, vocabulary grammar, and mechanics. After classifying the test items, the researcher will give score for each item. The items analysis can be seen on table I

a. Observation

Data from Observation are grouped base on students behavior and students responds toward teacher’s explanation using video as teaching procedure text. After giving observation in every cycle after giving observation in every cycle, the data from observation will be analyzed by using percentage scoring as formula:

\[
\text{Score} = \frac{\text{Total Score}}{\text{Maximum score}} \times 100\%
\]

b. Test Of Cycle

According to Glazier and Brown in Authentic assessment for English Language Learners, teacher judgment has always play important role in writing assessment. The teacher ask students on any number of topics and then asses it in accordance with the aspect of writing assessment. According
to Arthur Hughes, There are five important segment that are valued in writing.\textsuperscript{13}

1. **Grammar**, grammar segment is the segment in measuring the students ability in writing essay that concern with the student ability in employment of grammatical form.

2. **Vocabulary**, Vocabulary is one of segment to measure to student ability in using or choosing the appropriate words to make a good paragraph.

3. **Fluency**, This segment is to analyze the students writing ability on using style and ease of communication. Choice of structure and vocabulary consistently appropriate, like that of educated native writer.

4. **Mechanic**, This segment is to analyze students ability on using graphic convention of the language in piece of writing, For instance in using punctuation, capital letters, and hand writing.

5. **Form (Organization)**, The form segment is to measure the students ability in organization of a piece of writing, For example in procedure text, there are goal, materials, and steps.

And in this research, The researcher will use only four segment in assessing the students writing, they are grammar, vocabulary, organization and mechanic.

It is important to determine the technique of scoring. And to assess the students work in writing procedure text, the

\textsuperscript{13} Arthur Hughes, *Testing for language Teacher*, (Sydney: Cambridge University Press, 1989), p.91
research will use the scale system to measure the writing test. In writing procedure text test will be assessed their grammar, vocabulary, organization, and mechanics. And in giving score, the researcher makes scoring scale as below:

a. Grammar : 25 %
b. Vocabulary : 25 %
c. Mechanics : 25 %
d. Organization : 25 %

100 %

Here are the description of assessment criteria in giving score toward students according Arthur Hughes in his book “Testing for Language Teacher”

<table>
<thead>
<tr>
<th>Score</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>25-21</td>
</tr>
<tr>
<td></td>
<td>20-16</td>
</tr>
<tr>
<td></td>
<td>15-11</td>
</tr>
<tr>
<td></td>
<td>10-5</td>
</tr>
<tr>
<td></td>
<td>25-21</td>
</tr>
<tr>
<td>---------------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>20-16</td>
</tr>
<tr>
<td></td>
<td>15-11</td>
</tr>
<tr>
<td></td>
<td>10-5</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>25-21</th>
<th>Excellent to very good: Few (if any) noticeable lapses in punctuation or spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20-16</td>
<td>Good to average: Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.</td>
</tr>
<tr>
<td></td>
<td>15-11</td>
<td>Fair to poor: Errors in punctuation or spelling frequent; occasional re-reading necessary for full comprehension.</td>
</tr>
<tr>
<td></td>
<td>10-5</td>
<td>Very poor: frequent errors in spelling or punctuation; lead sometimes to obscurity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Mechanics</em> 25 - 21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>25-21</th>
<th>Excellent to very good: Highly organized; clear progression of ideas well linked; like educated native impaired.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20-16</td>
<td>Good to average: Material well organized; link could occasionally be clearer but communication not impaired.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Organization</em> 25 - 21</td>
</tr>
</tbody>
</table>
When the data has been collected, then it will be analyzed by these following steps:

a. Collecting and submitting the data (Students test sheet)
b. Scoring and analyzing the students test sheet
c. Classifying the students test sheet
d. Computing the percentage of students

Here is the description of scoring:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>81-100</td>
<td>Very good</td>
</tr>
<tr>
<td>B</td>
<td>65-80</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>51-64</td>
<td>Fair</td>
</tr>
<tr>
<td>D</td>
<td>41-50</td>
<td>Poor</td>
</tr>
<tr>
<td>E</td>
<td>0-40</td>
<td>Very poor</td>
</tr>
</tbody>
</table>

And to find the mean score, the researcher use the formula as follows:

\[
M = \frac{\sum x}{N}
\]

\[M = \text{Mean score}\]
\[\sum x = \text{The sum of the score}\]
N = The number of student

To get the class percentage which pass the target score of minimum mastery level criterion (KKM) using formula:

\[
P = \frac{F}{N} \times 100\%
\]

P = The Class Percentage

F = Total Percentage Score

N = Number of Students

I. Achievement Indicator

His research will success when 75% students could pass the target score of minimal mastery level criteria/Kriteria Ketuntasan Minimal (KKM). The KKM that must be achieved is 73. It means that if the student’s score are more than 73, he or she has fulfilled the criteria of success. Beside that the writer hopes the students learn more actively in teaching learning process. If the criteria of success achieved, it means that the next action of this research is not need to be done. But if the condition has not been reached yet, the next action would be done in the next cycle.