

CHAPTER III

RESEARCH METHODS

In this chapter, the researcher discusses the research methods used in conducting this study. It is divided into seven parts namely research design, location and setting of the research, subject of the research, research procedures, data collection, succes indicator, and procedures of data analysis.

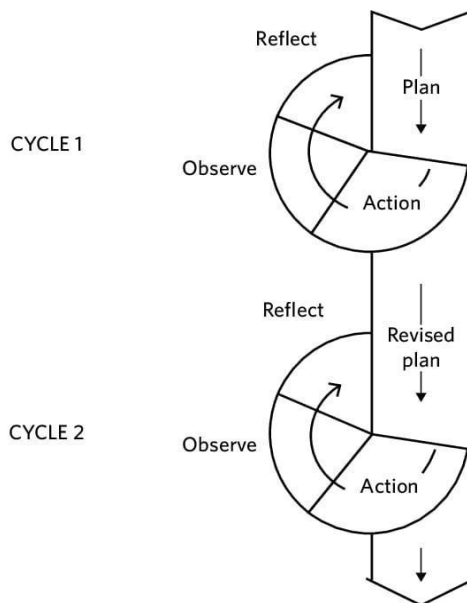
3.1 Research Design

Classroom Action Research (CAR) was the research methodology used in this study. The goal of classroom action research was to find a solution to the issue with English languages learning. Each of the two cycles of this research—cycles 1 and 2—included four phases: planning, activity, observation, and reflection. A second cycle has to be conducted if the first cycle failed to reach the required standards. It had to be done until the specified results was achieved if it still did not fulfill the specified standards. The results of first cycle were used to determine the needs of the next cycle until the strategy to solved the problem.

According to Arikunto (2006), classroom action research (CAR) is research carried out by teachers in the classroom with the aim of completing and enhancing the teaching-learning process. Action research in the classroom

aimed to improve the situation in the teaching and learning process by working with the English teacher in the classroom.

Picture 3.1.
Model of Classroom Action Research (Kemmis et al., 2014)



1. Planing

The first steps for this research is planning. This step is to prepare the tools before learning activity begin. Researcher prepared lesson plan, laptop, LCD and projector, material and example of procedure text.

2. Action

At this step, the researcher applied the lesson plan and media that arranged before. Researcher thought procedure text in grade XI AKL-1. The

researcher presented and explained the definition, function, generic structure, and language feature of procedure text using flowchart, then presented and explained the example of applying flowchart method to make a procedure text. After that the teacher asked the student to made a simple procedure text generally about their daily life.

3. Observing

The researcher observed the students and the teachers activities filled out the observation checklist. The instrument used in this study was to collect data on students' writing skills, the researcher used a writing test by assessing content, organization, vocabulary, language use, and mechanics.

4. Reflection

In this phase, the researcher took a reflection about the activities that had been done in the teaching-learning process. The researcher collaborated with the teacher to evaluate the process and the problem that happened during the class. This reflecting aimed to know whether the activities are success or not and to prepare the next cycle to be accomplished.

3.2 The Location and Setting of the Research

In this research, the researcher chose Kawung 2 Vocational High School Surabaya. It is located in no Jl. Simo Gunung 25 Surabaya. The setting of the research conducted in XI AKL-1. For the teaching kearning process,

grade XI has 5 class that is XI OTKP-1, XI OTKP-2, XI OTKP-3, XI AKL-1, XI AKL-2.

3.3. Subject of the research

The subjects of this research were class XI AKL-1 (accounting) students of Kawung 2 Vocational High School Surabaya. There were 27 students in this class which consisted of 27 female students. The researcher decided to do research in this class because there were some problems in this class, one of them got difficulties ideas to write even though writing skills were needed nowadays especially in the XI AKL-1. Therefore, the researcher used flowchart as a media to improve students writing skill of XI grade student at Kawung 2 Vocational High School Surabaya.

3.4 Research Instrument

1) Observation sheet

The qualitative data were obtained through observation and interview. It was used to meet the process validity. Researchers did this observation in order to collect information regarding students' attitudes, behaviors, and responses, and gained feedback for enhancing classroom instruction to collect the information about a problem or an issue that occurred around the students.

Table 3.1. Observation Sheet for Teacher

No		Yes	No
1	The teacher led the praying before starting the lesson		
2	The teacher checked the attendance list of the students		
3	The teacher told the students what the materials is		
4	The teacher-reviewed previous lesson in the preliminary		
5	The teacher explained the media that is going to be used		
6	The teacher asked the students to write procedure text		

Table 3.2. Observation Sheet for Student

No		Yes	No
1	The students understood about the material is		
2	The students were interested in new media provided by The researcher		
3	Students can got an explanation of the lesson when asking Questions		
4	Students got ready to make procedure text with flowchart as a media		
5	Flowchart media can make student improve their writing skill		

2. Writing test

The test held after the researcher gave the material by using flowchart as a media to teaching. The researcher gave this test to see if there was an improvement in the students' writing skill. The test model was writing a procedure text using flowchart as a media. Students' writing ability in this test measured by assessing five important aspects, namely content, organization, vocabulary, language use, and mechanics.

3. Assessment Instrument

To analyze the quantitative information which were through students' writing task scores, the researcher utilized a composing rubric adjusted from (Arthur Hughes, 2000). The rubric provides five aspects of writing namely content, organization, vocabulary, language use and mechanics.

Table 3.3. The Scoring Rubric for Writing

Score	Level	Criteria
Content	30-27	Excellent to very good: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	26-22	Good to average: some knowledgeable of subject, adequate range, limited development thesis, mostly relevant to topic, but lacks detail.
	21-17	Fair to poor: limited knowledgeable of subject, title substance, inadequate development of topic.

	16-13	Very poor: doesn't show knowledgeable of subject, non-substantive, non-pertinent, or not enough to evaluate.
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated, succinct, well-organized, logical sequencing, cohesive.
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to poor: not-fluent, ideas confused/disconnected, lacks logical sequencing and development.
	9-7	Very poor: does not communicate, no organization, or not enough to evaluate.
Vocabulary	20-18	Excellent to Very good: sophisticated range,

3.5 Research Data

1. Qualitative Data

Researchers did this observation as a qualitative data in order to collect information regarding students' attitudes, behaviors, and responses, and gain feedback for enhancing classroom instruction and interview to collect the information about a problem or an issue that occurs around the students.

2. Quantitative Data

This test was for collect quantitative data. The test held after the researcher gave the material by using flowchart as a media to teaching. The researcher gave this test to see if there was an improvement in the students' writing skill. The test model was writing test students' writing ability in this test was measured by assessing five important aspects, namely content, organization, vocabulary, language use, and mechanics.

3.6 Data Collection Procedure

1. First, the researcher prepared the observation sheet to to observe the class condition and helped by the collaborator. This was to know the response of students during teaching and learning procces. It was also for collect the data regarding students' ability in writing.
2. The researcher presented and explained the definition, function, generic structure, and language feature of procedure text using flowchart, presented and explain the example of applying flowchart to make a procedure text, asked the student to make a simple procedure text generally about their daily life.
3. The researcher gave test for the students. The researcher also asked to the teacher about previous score in order to compare with the result of the test.
4. Then the researcher shared the test to the students and the students did the test, also the researcher told to the students about how much time that they had to spend.

3.7 Data Analysis Procedure

Cycle 1

1. Planning

The first steps for research was planning. This step was to prepare the materials before the learning process begin. Researcher prepared the lesson plan, laptop, LCD and Projector, learning material.

2. Action

At this step, the researcher applied the lesson plan and media that arranged before. Researcher thought procedures text in grade XI AKL 1. The researcher told about flowchart and procedure text with PPT and then gave an example how to make procedures text with flowchart. After that, students were asked to make text procedures individually with a theme that is adjusted by the researcher.

3. Observation

The researchers did an observation after directing an action. The purpose of this stage was to determine whether students' test scores had improved after using flowcharts to write procedure text and to understand the classroom learning process. She checked if students had an understanding of the subject being taught by looking at their scores before and after using a flowchart and an observation checklist.

4. Reflection

At this stage, the researcher would evaluate the process of study knew the results of the tests carried out, identified the problem that occur using flowchart for media teaching writing of procedure text and students behavior during learning process in the class. If the result were not up to standard, the researcher had to prepare for the next cycle.

Cycle 2

After reflecting on the result of cycle one, the researcher continued the next cycle when many students still had no improvement in their result. The researcher made different topic to improve the students' writing skills in procedure text. The steps mentioned were:

1. Planning

Researcher analyzed the use of learning tools based on lesson plan that had been made based on curriculum 13 which the material was procedures text, researcher and collaborator check wether the media and the students worksheet were accordance with the lesson plan.

2. Action

The action was still the same as cycle one, but the difference was the topic and example of procedure text. In this cycle, the teacher explained more the lesson so the students could improve their writing skill. The activities reviewed the material and discussed the definition, function, generic structure, and language feature of procedure text

using flowchart then presented and explained the example of applying flowchart to make a procedure text.

3. **Observing**

The researcher observed the students and the teachers' activities filled out the observation checklist. At this stage, the researcher analyzed the results of the observation. The result of the cycle one, the student did not pay more attention while the teacher explained about the material,

4. **Reflecting**

In this stage, the researcher took a reflection about the activities that had been done in the teaching-learning process. By looking at the result of the observation had fulfilled the success indicator.

Based on the obtained score it could conclude that cycle 2 was successful. The percentage of cycle 2 had passed the success indicator with high improvement criteria (75%), researcher concluded that the treatment using flowchart could overcome students' difficulties in writing skills. Student learning achievement was increasing in each cycle even though some other students still had not reached the minimum school grade (KKM).

3.8 Succes Indicator

The indicator of success in this study is if the student's score is higher than before learning without flowchart as a media learning and students could improve their writing skill. If the results of students score showed less than 75%, this study was not successful. But if the result of students score showed more than 75% this study was successful. In Kawung 2 Vocational High School Surabaya, the minimum completeness criteria of english subject was 75. The following was how to calculate the percentage of students who achieve a passing grade :

$$P = \frac{R}{T} \times 100\%$$

Where:

P = The percentage of those who get points up to 75

R = The percentage of those who get points up to 75

T = The total number of the students