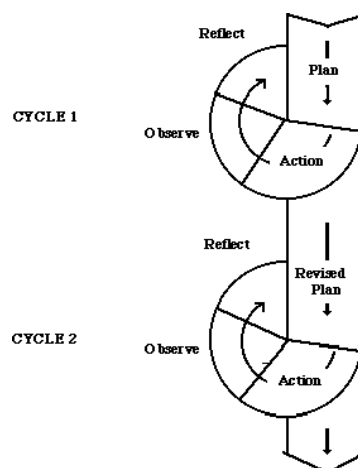


## CHAPTER III RESEARCH METHODS

### 3.1 Research Design

This research was classroom action research (CAR), Because it helped the researcher to explored and examined aspects of teaching and learning and to take action to change and improve. Classroom action research was a study of learning activities in the form of an action, which deliberately raised, and occurs in a class together. So, it means that classroom action research is a research conducted in the classroom (Arikunto, 2012). In this research, the researcher applied the Classroom Action Research (CAR) design. In which there were two cycles in this research and in each cycle consisted of four phases that take place. These four phases are: Planning, Acting, Observing, and Reflecting.

**Figure 3.1 CAR**



(Mctaggart, 1968)

The explanation as follows:

#### 1. Planning

In this phase, the researcher prepared a lesson plan from the syllabus which is consulted with English teacher, created the topics that appropriated with the matter, prepared materials that will be used at this cycle. The researcher also made the evaluation form to know about students' achievements at the end of this cycle.

#### 2. Acting

After all the preparation finished, the researcher did the teaching and learning process using the listing technique to improve students writing in recount text. The researcher gave an explanation what is Listing Technique in writing English and gave an example from it, then the researcher asked the students to practice on their own.

#### 3. Observing

During this phase, the researcher observed the students' responses, participation, and accomplishments as they occur during the teaching and learning process. Sometimes the researcher asked students their thoughts on the process of teaching and learning process. The researcher also took an observation notes to document the actual situation when the action occurs.

#### 4. Reflecting

In this step, the researcher and the English teacher evaluated the results of their activity. If the results did not demonstrate a progression, the researcher

may adjust the starting point. Then those are used to make plans for further cycles and correct its weaknesses.

### **3.2 The Location and Setting of the Research**

The research is located in the SMPN 21 Surabaya. It is in Jalan Jambangan IV Surabaya. SMPN 21 Surabaya has an A accreditation. The total amount students of SMPN 21 Surabaya is 1188 students. In the 7th-grade class, there are 342 students. In eighth-grade class, there are 407 students, and divided into 10 classes ranging from class A to J. In the 9th-grade class there 439 students. Meanwhile, the setting of the research is 8th-grade A students of SMPN 21 Surabaya in an English lesson. This research was conducted from the 19<sup>th</sup> of May up to the 24<sup>th</sup> of May 2023.

### **3.3 Subjects of the Research**

The subjects of the research were the eighth-grade A students of SMPN 21 Surabaya who were learning about writing a report text. There were 34 students in this class which consists of 18 girls and 16 boys. The reason for choosing this setting for research was because the students in this class has limited idea, low motivation to write, and difficult organizing their idea. Furthermore, this research discovered that certain students have writing problems that must be solved by providing a different technique of writing English that was practical and used by students. English was taught twice a week. The time for each meeting or period was two times forty minutes.

### **3.4 Research Instrument**

In this research, the researcher used Observation sheet and Writing test in which students instructed to applied the listing technique to write a paragraph in recount form. The use of the written test in assessed writing skills was to inform that the choice of written test format was in accordance with the format of the recount text.

#### **1. Observation Sheet**

Researcher used participant observation in this research. Observations were used to address research problems, namely finding students difficulties in learning English to wrote recount texts and teachers' difficulties in teaching English to wrote recount texts for 8<sup>th</sup>-grade A students of SMPN 21 Surabaya.

**Table 3.1** The Observation sheet

**Observation Sheet**

Date :

Cycle :

Focus	Topic	Yes	No
The teacher	1. Teacher came on time		
	2. Teacher greeted the students		
	3. Teacher absent the students		
	4. Teacher motivated the students		
	5. Teacher gave warming up the students, such as gave students some questions about the topic that will be discussed to the students in the classroom.		
	6. Teacher told the students the goal of the study		
	7. Teacher used media of teaching		
	8. Teacher gave explanation of the material and the technique (Recount text) clearly		
	9. Teachers gave students chance to ask the teacher related to the topic of study		
	10. Teacher gave writing test to the students		
	11. Teacher used the time effectively		
	12. Teacher concluded the material of teaching		
Students	1. Students came to the class on time		
	2. Students paid attention then gave respond		
	3. Students studied seriously		
	4. Students were interested and enthusiastic in studying of Writing Recount text by using the Listing technique		
	5. Students participate in learning process		
	6. Students asked the teacher about the material they did not understand		
	7. Students did the writing test		
	8. Students were motivated in learning process		
	9. There was interaction between students and the teacher		
	10. Students did the writing test seriously		

## 2. Writing Test

The researchers prepared the writing test items to get the necessary data for this research. The researcher made the writing assignment clear and specific by giving detailed instructions. In this research, the researcher asked the 8<sup>th</sup>-grade A students of SMPN 21 Surabaya to write paragraphs by using the listing technique in recount form.

The researcher used a piece of an example of recount text as the media of teaching writing, and the text gave to each students to explain the material and guided the students do their activities.

Example of the media used to be an example recount text using listing technique.

- The writing test was wrote a recount text about researcher's weekend. Here an example of ideas listed which is produced through listing technique.

**Table 3.2** Example of the Listing Technique 1

<b>My Weekend's Story</b>	
Watched the movies	Cleaned my house
Hang out with my best friend	Went to the new cafe
Stayed at home	Visited my cousins

- Then, the researcher started a new list. The researcher wrote her chosen topic; *Hang Out with my best friend*, at the top of new piece of paper and started writing word and phrases that came into mind about researcher's

*Hang out with my best friend.*

**Table 3.3** Example of the Listing Technique 2

<b>Hang out with my best friend</b>	
Visited Ciputra Mall	Bought some coffee
Invited my best friend	Took a picture
Went by motorcycle	Came back home

- Here an example of the result a short paragraph of recount text by using listing technique outline from the second list.

**Table 3.4** Example of the Result of paragraph using the Listing Technique

<b>Hang out with my best friends</b>
<p>Last weekend, I and my best friend spent our time at Ciputra Mall. We went there by using my motorcycle.</p> <p>At the mall, we bought some coffee. The coffee was pretty good and fresh, also we did not forget to took some picture.</p> <p>After a few hours later, we came back home and felt tired.</p>

### 3.5 Research Data

#### 1. Qualitative Data

Qualitative data was the type of data that was taken from observation report, interview transcripts, and documents. Qualitative data in this research obtained from observation in teaching learning process, such as attendance, behavior, or other aspects of student performance.

## 2. Quantitative Data

Quantitative data in classroom action research involved collect and analyzing numerical data to investigate relationships, patterns, and trends in a particular educational setting. Quantitative data in this research obtained from measures of student achievement, such as test scores or grades.

### 3.6 Data Collection Procedures

In this research, there were several steps done in collecting data, namely;

1. The researcher made an observation sheet for collecting information about the students behaviour, attitudes, and responses during the action of implementation the listing technique. Also, it was used to collect data about the problems faced by the students in writing and the teachers' difficulties in teaching writing. This can be done by asked the teacher as a collaborator in this research to filled up the observation sheets.
2. The second procedure in collecting data was writing score of the students. The researcher gave the test to get the data of students' scores for this research. Before the test was given, the researcher asked the teacher for the previous score of students in writing, the previous score was used to see a comparison of the increase in students scores.
3. The researcher gave the written test clear and specific by giving detailed instructions. The following activities are:
  - a) The researcher gave an explanation about recount text.
  - b) The researcher gave an explanation about the listing technique and gives



an example topic for students to write a recount text using the listing technique.

c) Then, students asked to produce some list of words based on the topic “My Last Holiday’s story” in cycle 1 and cycle 2. Students are asked to generate a short paragraph of recount text based on their word list.

4. After that, the researcher assesses student test results based on the assessment rubric. Score results from student test results in each cycle and the previous score were collected. Then analyzed based on success indicators to see students' improvement in writing skills.

### **3.7 Data Analysis Procedures**

In data analysis the researcher discovered the score from all students by comparing the result of before and after implementing the technique. There were four steps for analyzing the data. Those are as follows; Planning, Acting, Observing, and Reflecting.

#### **Cycle 1.**

##### **1. Planning**

In this planning stage, the researcher analyzed and arranged the Lesson Plan based on the current curriculum, such as RPP and the media of teaching. The researcher used recount text as the material for teaching writing using the listing technique.

##### **2. Acting**

In this stage, the researcher analyzed whether a teacher is qualified to

teach following a lesson plan in a classroom. The researcher also acted as a teacher, implementing the lesson plans created by the researcher during the planning stages, which include steps like an introduction, main activities, and a closing.

Initially, the researcher as the teacher came into the classroom greeted the students and implementing the lesson plan designed by the researcher during the planning stage.

The teacher began the lesson and told the students about the material that would be discussed before beginning the treatment. After that, she asked the students about recount text based on students knowledge. Then, the researcher gave an explanation about the definition of recount text, generic structure and etc. Also researcher gave an explanation about the definition of the listing technique and gave an example of using the listing technique to write a recount text.

Afterwards, the teacher gave students a chance to ask questions about the material they do not understand. Then, the researcher gave a paper for each students and ask the student to do a writing test about recount text by using the listing technique with the topic “My Last Holiday’s Story”. Students were given 60 minutes to finish writing a paragraph of recount text using the listing technique.

### 3. Observation

The researcher assisted by collaborators analyzed the accuracy of the teaching model whether it was in accordance with the lesson plans as a

whole. During this stage, the researcher and a collaborator collected data on the student's actions, attitudes, and reactions as the listing technique was used. This data collected based on the notes on the observation sheet that were filled out during the action stage.

#### 4. Reflecting

Based on the observation results analyzed by the collaborator during the action and the student's writing test scores, the researcher decided to carry out the next cycle. The main cause was that the students' writing test scores still did not fulfill the criteria of success indicators. The most problems were students have difficulty organizing their ideas, also they have limited ideas to write a paragraph. During the learning process, students were not responsible and usually quiet or passive. During the test, some of the students did not take the writing test seriously and did not focus on the test.

### **Cycle 2.**

#### 1. Planning

In this planning stage, the researcher analyzed and arranged the new lesson plan based on the current curriculum as well as new and more easier topic by using their ideas yesterday. So, the students won't difficulty in organizing their ideas. In the second cycle, there were also a test and observation sheets that prepared by the teacher to measure students' writing skills.

## 2. Acting

In this stage, the researcher analyzed whether a teacher is qualified to teach following a lesson plan in a classroom than in cycle 1. The researcher also acted as a teacher, implemented the lesson plans created by the researcher during the planning stages, which include steps like an introduction, main activities, and a closing. In cycle 2, students encouraged to become more motivated in order to increase their enthusiasm.

Then, the teacher began the lesson and told the students about the material as previously. After that, she asked the students about recount text and the students respond it very well. Then, the teacher gave an explanation about the definition of recount text, generic structure and etc. Also, the teacher gave an explanation about the definition of the listing technique as previously.

Afterwards, the teacher gave students a chance to ask questions about the material they did not understand and the students appeared more actively asking a question without being ashamed. Similar to the previous cycle, the researcher gave a paper to each student and ask the student to do a writing test about recount text by using the listing technique but with a new topic based on what they were done written previously.

Students were given 60 minutes to complete wrote a paragraph of recount text using the listing technique. After that, the teacher asked all the students' writing results to be collected into one. The teacher and students discussed the difficulties and easiness when writing recount texts using the

listing technique after the tests were collected.

### 3. Observation

The result of the observation sheets in the second cycle that analyzed by the collaborator was increased. The students gave good feedback about the teacher's explanation. Students more excited to ask a question when the teacher gave them the opportunity to ask. The students appeared to do the writing test seriously. However, The time was managed well because the teacher evaluated and summarized the lesson more clearly.

### 4. Reflecting

The researcher analyzed the reflection by comparing the second cycle to the first cycle and decided to not carry it out to the next cycle because the result of the student's scores in cycle 2 fulfilled the criteria of success indicators. The students participate in the learning process very well , they seemed active and the class was more conducive than the previous cycle. Students did not confuse about using the listing technique to write a paragraph of recount text and they can organize their ideas easily.

## **3.8 Success Indicator**

In this research, the criteria for the success of the action were seen from student learning outcomes at SMPN 21 Surabaya. The success indicator was the outcome that demonstrated the student's improvement after being treated with the new technique. More than 70% of students who achieve a minimum score of 75 are considered successful.

To analyzed the result of the test, the researcher used the formula of the percentage of success as follows:

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

Note:

P = Percentage of success

F = Frequency (Number of students who pass the test)

N = Total number of students