

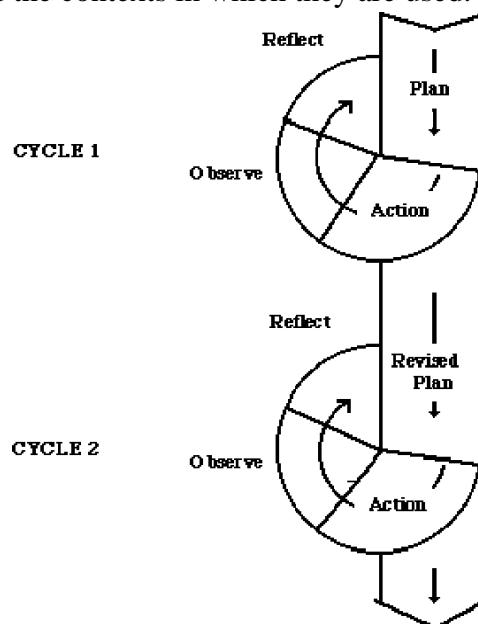
## CHAPTER III

### RESEARCH METHOD

#### 3.1 Research Design

In this point, the researcher would like to explain the research method the uses to conduct the study. The writer chooses the classroom action research (CAR). The aim of this study is to Improve Students' Writing in Descriptive Text Using Realia at tenth of SMK Kawung 2 Surabaya. According to Rangga Mega Putra (2021) Classroom Action Research (CAR) is used to improve the quality of learning in the classroom with the teacher as researcher in the classroom so that learning becomes better.

According to Kemmis and McTaggart (2014) is a kind of group self-reflective investigation that participants in social settings take on to enhance the objectivity and rationality of their own social or educational practices as well as their understanding of these practices and the contexts in which they are used.



In this research, the researcher applied the Classroom Action Research (CAR). In this research took two cycles consisting of four process, namely planning, acting, observing, and reflecting

### **3.2 Setting of the Research**

This research would be carried out on 20<sup>th</sup> May, 2024 at SMK Kawung 2 Surabaya, precisely in class X during the first and second lesson hours according to the English lesson schedule that has been determined by the school. SMK Kawung 2 Surabaya is located on Jl. Raya Simo Gunung No. 25, Banyu Urip, Kec. Sawahan, Surabaya.

This research conducted in two cycle whose implementation is described below:

***TABLE 3.1 Time of Research***

<b>Cycle</b>	<b>Time</b>
<b>I</b>	20 <sup>th</sup> May 2024
<b>II</b>	27 <sup>th</sup> May 2024

### **3.3 The Subject of the Research**

The subject of this research are the tenth MPLB 1 students of SMK Kawung 2 Surabaya. The Researcher choose X class because the researcher find that this class has problem with writing skill when implementing observation result in that class. This class consist of 22 students where 18 are girls and 4 boys as the participant of the research because from the information given by the English teacher.

### **3.4 Research Procedure**

Research procedure is implemented to make the research done sistematically. In this research, the research used the action research through four activities; in which each activity consisted of four steps, as follows:

### 3.4.1

#### Cycle 1

##### 1. Planning

In this steps, The researcher conducts planning according to the observations with the collaborator. The researcher prepared observation sheets for teachers and students. The researcher also prepared test for students. The researcher used descriptive text as the material for taeching writing using the realia.

##### 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 in the classroom, implementing the curriculum that has been made by the researcher. The researcher used realia by asking students to determine their favorite items, then the researcher asked students to describe.

At first, the researcher as the teacher entered the classroom to greet the students and implement the curriculum that had been designed by the researcher at the planning stage. Then the teacher started the learning and informed the students about the material that would be discussed before starting the treatment. After that, he asked students about descriptive text based on students' knowledge. Then the researcher gave an explanation about the definition of descriptive text, text structure and others. The researcher also gave an explanation of the definition of realia and gave examples of realia in front of students to write a descriptive text.

After that, the teacher gave students the opportunity to ask about the material they did not understand. Then the researcher gave an assignment to each student and asked the student to do a writing test on descriptive text using realia with the theme “Things”. Students were given 30 minutes to complete writing descriptive text paragraphs using realia.

### 3. Observing

The researcher assisted by the observation sheet of students and teacher. During this stage, the researcher and collaborator collected data on students' actions, attitudes, and reactions using a list technique. The data was collected based on the notes on the observation sheet filled in at the action stage. At the end of the lesson the teacher gave the student a test.

### 4. Reflecting

Based on the observation results analyzed by the collaborator during the action and the writing test scores of the students, the researcher decided to carry out the next cycle. The main reason was that the students' writing test scores still did not meet the success indicator criteria. The most common problem was that students had difficulty identifying and describing sentences, as well as limited ideas to write a paragraph. During the learning process, students were irresponsible and usually lacked motivation to do the task. During the exam, some students did not take the written test seriously and did not focus on the test. From the results of observations in cycle 1 there were some that were not implemented, so that from the results of the scores that achieved KKM there were 8 students only 36.36% of the 80% success indicator. So, the researcher

wants to do the next cycle by motivating students to do the task well and seriously.

## **Cycle 2**

### **1. Planning**

Based on cycle 1, the researcher would plan cycle 2 by looking at cycle 1. In this steps, the researcher analyze and arranged based on curriculum merdeka and media of teaching. The researcher used descriptive text as the material for taeching writing using the realia.

### **2. Acting**

In this stage the researcher analyzed whether a teacher was qualified to teach following the kurmer in the classroom compared to cycle 1. The researcher also acted as a teacher, implementing the independent curriculum made by the researcher at the planning stage, which included steps such as introduction, core activities, and closing. In cycle 2, students were encouraged to be more motivated to increase their enthusiasm for learning. The researcher used realia by asked students to describe items that had been determined by the teacher.

The teacher starts the learning and tells the students about the material as before. After that, she asked the students about descriptive text and the students answered her very well. Then gave an explanation about the meaning of descriptive text, text structure and others. And also gave an explanation about the meaning of realia as before. After that the teacher also gave the students the opportunity to ask again about the material they did not understand and the students seemed more active in asking without any embarrassment. Similar to the previous cycle, the researcher gave an assignment to each student and asked students to do a writing

test on descriptive text using realia but with a new theme based on what they had written before. After that, students were given 30 minutes to finish by writing descriptive text paragraphs using realia. After that, the teacher asked all students' writing results to be collected into one. Then the teacher and students discussed the difficulties and ease of writing descriptive text using realia after the test was collected.

### 3. Observing

The results of the cycle II observation sheet analyzed by the collaborator have improved. Students gave good responses to the teacher's explanation. Students were more eager to ask questions when the teacher gave the opportunity to ask students. The students seemed to work on the writing test seriously and well. However, time can be managed well because the teacher will evaluate and summarize the learning more clearly.

### 4. Reflecting

The researchers analyzed the reflection by comparing cycle II with cycle I and decided not to carry out the next cycle because the results of student scores in cycle II met the criteria for 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 realia to write a paragraph of descriptive text and they can organize their ideas easily.

## **3.5 Data Collecting Technique**

Technique of collecting the data are techniques in which the teacher or researcher tries to find or collect the data that can be analyzed in order to make them more understand about what happens in the students and the classroom.

## 1. Observation

Observation relates to not just what we look or see, but also what occurs in any given situation, why it occurs, and how to resolve any issues that develop. The observation can be done in pre-research and the implementation of research. The researcher can observe the facilitation that provided in that class, and also can observe about the problems that students have, that is about writing skill problems. With observation, the researcher observed all happens before, during, and after using realia media implemented in teaching and learning process and others in class X. The result of the observation during the implementation is presented in form observation checklist.

There are two different types of observation sheets : one for the student's activity and one for teacher's. the researcher can collect data on the timing of the teaching and learning process during the observation.

## 2. Writing Test

Quantitative data is taken from students' test scores. This test is used to find out whether there is an improvement in students' writing skill in descriptive text after applying realia media for learning.

### **3.6 Research Instrument**

In this researcher used observation sheet and writing test in which students instructed to applied the realia to write a descriptive text. 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 descriptive 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 write descriptive text and teachers' difficulties in teaching English to write descriptive text for X MPLB 1 students of SMK Kawung 2 Surabaya.

**TABLE 3.2 The 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 students some question 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 media (Descriptive Text) clearly		
	9. Teacher 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 and focus		
	4. Students were interested in studying of Writing Descriptive Text by using Realia		
	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 researcher prepared writing test questions to obtain the necessary data for this study. The researcher made the writing task clear and more specific. In this study, the researcher asked the students of class X MPLB 1 of SMK Kawung 2 Surabaya to write a paragraph using realia in the form of descriptive text. There are 2 test in writing descriptive text :

- a The students write about the favorite thing
- b The students write about their bag

### 3.7 Data Analysis

To analyzed the result of the test, The researcher used a class action research method. The researchers use assessment by looking at aspects such as content, organization, vocabulary, language use, and mechanic.

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

Note:

P = Percentage of success

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

$N$  = Total number of students

### **3.8 Success Indicator**

The KKM (minimum completeness criteria) for tenth MPLB 1 students at Kawung 2 Surabaya High School is 7.5. This research can be said to be successful if 80% of students achieve a minimum score of 75 in writing descriptive text using realia learning.