

CHAPTER III

RESEARCH AND METHOD

This chapter presents about the setting of the research, research method, researcher procedure, data collecting technique, data analysis, validity, and reliability.

A. Setting of research

The researcher conducts her researcher about improving students' writing skill by using picture-cued activities in VII grade at SMP Negeri 7 Yogyakarta. She conducts the research in VII grade of VII C Class at SMP Negeri 7 Yogyakarta. It consists of 34 students (female: 16 students and male: 18 students). She conducts six meetings in their action. The class begins at 10.20 until 11.30. She also conducts the pretest, posttest 1, and posttest 2 in the actions. The following table presents about the schedules of the actions:

TABLE 4. The Research Schedules

No	Agenda	Date
1	Pretest	January, 25 th 2014
2	Meeting 1	March, 8 th 2014
3	Meeting 2	March, 15 th 2014
4	Meeting 3	March, 22 th 2014
5	Meeting 4	March, 29 th 2014
6	Posttest 1	April, 12 th 2014
7	Meeting 5	April, 17 th 2014
8	Meeting 6	April, 19 th 2014
7	Posttest 2	April, 24 th 2014

B. The research method

The researcher conducted action research in her research. ‘Action research is a process in which participants examine their own educational practice systematically and carefully using the techniques of research’ (Ferance:2000). The researcher hopes that she would engage closely to their practice and be better understanding in the students’ proficiency level. Therefore, the researcher will precisely know what to do and how.

This study is action research that is not just about hypothesis-testing or problem solving but process of changing to bring a better condition in classroom situations. It starts with a necessity of writing improvement for subjects of this research. It is hoped that this action would make the students’ writing improvement. Kemmis and Tagart (1998 cited in Burns 2010) divide the steps of action research into four phases in a cycle of research: (1) planning, (2) observation, (3) action, and (4) reflection.

1. Planning

Planning can be the most complicated phase. In action research, it characterized by collaboration among the researcher, English teachers, and headmaster. They will have dialogs to find the problems. To make it more precise, a pre-test of writing will be administered which involves the use of interviews and observation. Having collected the problems, a selection will be made with considering the level of importance and practicality, the time and effort needed, and the benefits to the researcher, students and collaborators. To overcome the problems identified, it needs solutions. The solutions or the strategies should be practical meaning that this can be applied within constrains of teaching situations. Finding the strategies are not the

final task for this phase, the researcher should take it into account when making syllabus and lesson plans. After that, an appropriate timeline for what this action trying to accomplish is scheduled.

2. Actions

In this section, the plan is put into action. Students will be taught by using lesson plans made in the previous phase. It is the time when the researcher will teach students in the classroom, when an interaction between students-teacher and student-student are made. In other word, it is the period when the teaching of writing will be different because the researcher will apply a new insight that enables students to be active learners. During this action, the data will be gathered. “The data refers to the actions and phenomena that are recorded, gathered, and stored in artifacts such as computer files, notes and video recordings” (Whitehead and Mckniff, 2006). The purpose of this data is to get the evidence whether the strategies make an improvement or not.

3. Observation

As it is stated earlier that during the action, an observation will also be done. Observation is not easy to be done, therefore collaboration between the researcher and English teacher will be very helpful. One of them should gather the data carefully when the other is teaching listening. In this case, the data gatherer should gather the right data because it influences the validity of findings. The data should relate to students’ writing skill and how they make an improvement.

4. Reflection

In this phase, data gathered will be interpreted and then evidence will be generated in relation to living critical standards of judgment. This phase

includes several activities such as: sorting and categorizing the data, analyzing the data for meaning, identifying standard and criteria for judgment, generating evidence, and making conclusion.

C. Data collecting technique

It used qualitative and quantitative data collecting technique. The qualitative data were in form of opinions of research participant's condition. It is consisting of observation and interview. In other hand, the quantitative data were in the form of score that collect from the pretest and posttest. This research, the researcher used three steps in the collecting data. They are:

1) Observation

It is done during the teaching and learning process to observe students. It contain of students data behavior and motivation. In these stages, there was an observation whether the students enjoyed the process by using picture-cued activities.

2) Interview guidance

It is consist of some questions related to the data. The researcher wants to get interview with the English teacher, collaborator and the students.

3) Test

The researcher will do pretest and posttest. Pretest is done in the first meeting. It is done, to know the writing student's ability in the first. And posttest is done to know about the result of students writing ability after they get treatment by using picture-cued activities. In this research, the researcher plans to conduct two posttests. The first posttest would be held on the end of the first cycle and the second posttest will be held on the end of the second cycle.

D. Data collecting instrument

This research is actually qualitative in nature. However, the data were analyzed both of quantitative and qualitative. There are three steps of qualitative. They are reducing, displaying, and any verifying data. After they were collected, the researcher took the data that more really appropriate to what researcher need. And the next step is displaying and then researcher can conclude. The qualitative data were taken form field notes and the interview transcript. Field notes tell anything happened in the teaching learning process in classroom. In other hand, interview transcripts, researcher can get students data.

Beside the qualitative data analysis, this research also used quantitative data analysis. It used the pretest and posttest in writing. The researcher used “mean value” in the quantitative data. Mean value is an average of the students’ score. It was calculated by adding up all score and dividing them by the number of the students in the classroom. It was also called as empirical mean because it was gained by involving overall score in the classroom. It should be above the ideal mean to define that group of participants has a good achievement. Ideal mean was to measure the standard group achievement. It was calculated by adding up the highest score and the lower score, and the dividing it by two. If the students’ mean score was higher than the ideal mean, it means that the students have a good achievement.

E. Validity

Anderson (1994: 30 – 33) states in Burns (1999 – 161 – 162) that there are five criteria of the validity data :

1. Democratic validity

This validity means that stallholders have chance to give their opinions, ideas, and comments about the implementation of the action research. To get it, the researcher conducts interview with the collaborator, the teachers and students.

2. Outcome validity

It is related to the result of the actions that one successful within the researcher control. In this research, context, the actions related to the improvement of the students writing ability. Therefore, the outcome of this research was improvement of the writing ability of the students' grade VII in SMP Negeri 7 Yogyakarta. She got their kind of data by scoring the students writing and asking them questions related to the research.

3. Process validity

It applied during the classroom process during the research.

4. Catalytic validity

The researcher allowed the participants to get deeper understanding of the material and how they can generate changes in their understanding of their action.

5. Dialogic validity

Dialogic validity was done by looking at the result of the action. She made a discussion with the teacher who had observed the research process.

In this research, the researcher just uses catalytic validity and dialogic validity.

F. Data Reliability

The researcher uses interview transcripts and the field notes to assess the reliability of data. She uses some triangulation to avoid the subjectivity in

analyzing the data and to increase the trustworthiness of data. To check reliability, the researcher just uses Time triangulation and investigator triangulation. In time triangulation, the researcher collected the data at one period time or over period time and used the information to develop the idea. And in the investigator triangulation, the researcher and teacher took notes in observing the teaching learning process. They discussed the students' problems, the solution, the implementation, the solution, and the effort the solution applied.