CHAPTER III

RESEARCH METHOD

This chapter discuss the methods used in the research. This chapter focuses on research desaign, research instruments, data collection techniques, data analysis techniques.

A. Research Desaign

The research design in this study used the Classroom Action Research (CAR) method. Classroom Action Research (CAR) typically involves the use of qualitative interpretive methods and data collection assisted by academic partners, with the aim that teachers make assessments on how to improve student practice. (Kemmis & MC Taggart in Nixon R, 2014). According to Aqib (2011) classroom action research is research conducted by teachers in their classes through self-reflection with the aim of improving their performance so that student learning outcomes improve. The actions carried out in this research are based on the daily lives of students who are then given certain treatment so that the expected results are better than before. One of the objectives of Classroom Action Research is to solve problems in the teaching and learning process, improve the quality of classroom learning practices and train teacher creativity and innovation.

Classroom Action Research in this study used the design of Kemmis Mc Taggart (1988). He posits that Classroom Action Research usually involves the use of qualitative interpretive methods and data collection assisted by academic partners, with the aim that teachers make assessments on how to

improve student practice. The intended research activity of Classroom Action Research will involve an iterative cycle, where each cycle consists of four action steps, namely planning, action, observation, and reflection. The results obtained on one cycle determine the needs of the next cycle until the strategy used can solve the problem. The cycle is described as follows:
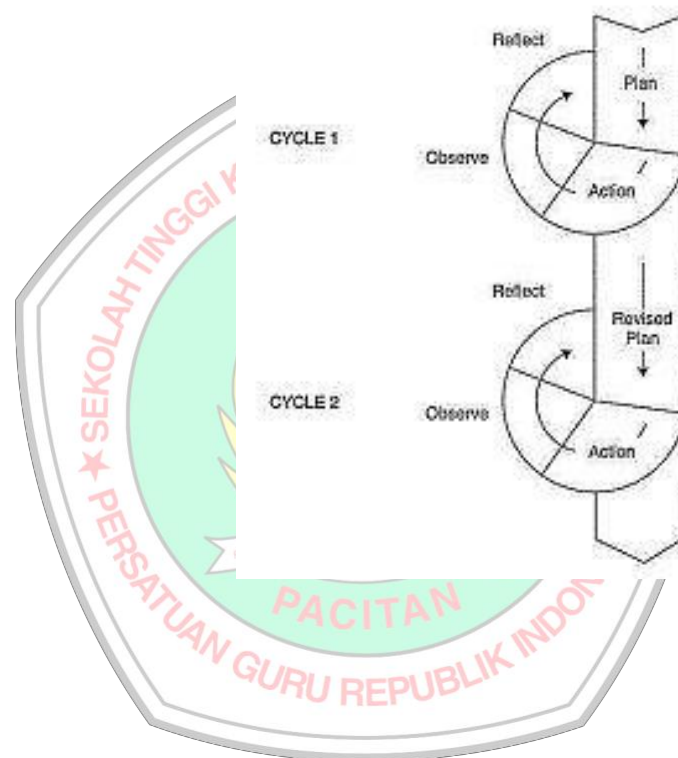

Figure 3.1 Model CAR by Kemmis Mc Taggart

In the planning stage, the researcher provides a syllabus, a plan for the implementation of learning and research tools needed to carry out the first cycle. The second step is action, at the stage of action the researcher will begin to implement a plan that must be adjusted to the lesson plan that has been made. The next step is observation, this stage of observation is carried out in conjunction with the action, which the researcher as a collaborator is.

Based on observations already made, researchers look back at what is happening in the classroom and evaluate the results of their actions.

After the final stage, researchers decide whether improvements are needed in the next cycle. If the first cycle is successful, then the researcher will stop the next cycle. But if the first cycle fails, the researcher plans and moves to do the second cycle.

B. Place of the Research

This research was carried out in the eleventh grade of MIPA 3 SMA Negeri Punung. This school is located at Jl. Raya Solo No.27, Sooka, Punung District, Pacitan Regency, East Java Province. The reason for choosing this place is because Punung State High School uses the K-13 curriculum so that it can facilitate the research process. Based on the observations, it shows that students' English learning achievement is low, especially in writing skills. So that researcher conduct research using interesting methods.

C. Time of the Research

Researcher manage time to make effective and efficient research. Timing is very important for researcher as a reference schedule for conducting research. So that all research concepts and procedures can be carried out in an orderly manner and on time. The timing of the study is shown in the following table:

Table 3.1 Time of the Research

No	Activities	Time						
		Oct	Nov	Dec	Jan	Feb	Mar	Apr
1	Research preparation	■						
2	Submitting proposal		■	■				
3	Seminar proposal				■			
4	Doing treatment and data collection				■	■	■	
5	Data analysis					■	■	
6	Research reports						■	■

D. Subject of the Research

Researcher conducted this study at the high school level. The subject of this study was an eleventh grade student of MIPA 3 SMA Negeri Punung. This class consists of 26 students. The reason the researcher took the class was because based on observation and interview to the english teacher it was known that the students in the class had a willingness to write, but they had some difficulties in writing. Therefore, there is a need for innovation to improve students' writing skills well. One of the innovations is learning using interesting methods.

E. Research Instrument

Research instruments are tools used in this study to collect data. There are various kinds of research instruments. In this study, researchers used tests and observations to measure student performance during the study.

1. Test

   Based on the opinion of Donald Ary in Lucy Chese & Asghar Razavieh, (2010), the test is a valuable measurement as an instrument for educational research. A test is a device used by individuals to obtain responses based on a given numerical score. This score, based on a sample of individual behavior that is an indicator of the subject. Subjects who have measurable test characteristics are a condition that must be carried out by researchers in educational research. In this study, there are two types of tests, namely:

   a) Pre-test

      A pre-test is a test that is performed before the teacher starts learning. The goal is to find out the initial abilities of students regarding the material to be delivered. By knowing these initial abilities, it will be easier for teachers to apply the methods to be used. In this pre-test, students are encouraged to make exposition texts. In making the text, students are expected to write five sentences in each structure.

   b) Post test

      Post test is a test that is carried out after the learning process is completed. Post test is a form of final evaluation of a learning. The goal is to find out the success of the learning process and measure the mastery of student competencies towards the material provided.

This activity is the same as the activities in the pre-test, where students are encouraged to make exposition texts.

2. Observation sheet

Researcher make observations during the learning process. The evaluation process is a process used to find out how well the method of using Mime Game can achieve results that meet the criteria for success in the learning of exposition texts. Researcher take field data during classroom observations. Observation sheets are needed to determine student performance during the teaching and learning process. According to Arikunto (2010), an observation sheet is an instrument used to determine the level of success or guidelines for the level of achievement of a goal.

In making observations, researcher certainly have several indicators as material to observe. The existence of these indicators will make it easier for researcher to determine the final results later. There are three types of indicators used in this study, the first is student discipline related to time in the learning process. The second is students during the learning process, in this indicator concerns about the activeness of students in learning and the student response that occurs after learning. The third is the teacher in the teaching and learning process, which relates to the methods used by the teacher, the delivery of the material and the provision of motivation.

3. Interview guide

   In collecting data, researchers also need to conduct interviews. An interview guide is an instrument used to extract information related to the problem to be studied. According to S Sugiarsi (2020), an interview is a guideline that aims to dig into information in depth about an object. In the interview activity, there are several indicators that are used to obtain data for students. Among them are students when writing, students when paying attention to mime games and being instructed to create exposition texts, and students' responses to the use of mime games.

4. Questionnaire

   The questionnaire is one of the instruments used in the study. Questionnaires are very important because they are used to collect data based on actual student responses. According to Sugiyono (2017), questionnaires are instruments used to collect data, these instruments are usually in the form of questions that include aspects to be studied.

   In this study, researcher used a questionnaire in which the researcher already provided a choice of answers to answer the questions. In the questionnaire, there are three indicators in which each indicator has a question. These indicators include writing exposition texts, constraints when writing exposition texts, and the use of mime games. The questions in this questionnaire totaled sixteen. Students in filling out the

questionnaire are given four answer choices, namely strongly agree (ss), agree (s), disagree (ts), strongly disagree, (sts).

5. Student worksheets

   A student worksheet is a student writing test sheet that is a command to create an exposition text. These student worksheets are given to a group of individuals. Students will create an exposition text based on the mime of the game being played.

   In the worksheet there is a command to write an exposition text that has three generic structures. The structure is written on the student's sheet to be a reference in writing the exposition text. Among them are, the introduction of the topic, the explanation of the topic and opinions, conclusions.

6. Writing assessment rubric

   In assessing students' writing ability, the author uses a rubric system of assessment based of Brown (2007). The classification of assessment criteria is content, vocabulary, grammar, and mechanics. From this statement, the following is an inference of the assessment procedure in this study based on Brown (2007)

Table 3.2 Writing Assessment Rubric

Aspect	Score	Performance Description	Weighting
Content (C)	4	The topic is complete and clear the details are relating to the topic.	3
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating the topic.	

	1	The topic is not clear and the details are not relating to the topic.	
Organization (O)	4	Identification is complete and descriptions are arranged with propers connectives.	2
	3	Identification is almost complete and descriptions are arranged with almost propers connectives.	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives.	
	1	Identification is not complete and descriptions are arranged with misuse of connectives.	
Grammar (G)	4	Very few grammatical or agreement inaccuracies.	2
	3	Few grammatical or agreement inaccuracies but not affect on meaning.	
	2	Numerous grammatical or agreement inaccuracies.	
	1	Frequent grammatical or aagreement inaccuracies.	
Vocabulary (V)	4	Effective choice of words and words farms.	1,5
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range and confusing words and word form.	
	1	Vey poor knowledge of words, word forms, and not understandable.	
Mechanincs (M)	4	It uses correct spelling, punctuation, and capitalization.	1,5
	3	It has occasonal erors of spelling, punctuation, and capitalization.	
	2	It has frequent errors of spelling, punctuation, and capitalization.	
	1	It is dominated by errors of spelling, punctuation, and capitalization.	

$$\text{Score} = \frac{3C + 2O + 2G + 1,5V + 1,5M}{40} \quad \text{x } 100$$

F. Research Procedures

This classroom action research used the design by Kemmis Mc Taggart. Action research activities in the classroom involved a repeating cycle. Each

cycle consists of four steps: planning, action, observation, and reflection. The first cycle may be continued to the next until the result reaches the indicator of success. The cyclical classroom action research is presented as follows:

1. The Procedures of Cycle 1

   a. Planning

      The first stage is planning. Researchers make plans to focus on data collection and achieving desired goals. At this stage, the researcher prepares the rpp, preparing paper media containing the topic/material to be discussed. Prepare instruments to analyze data regarding the learning process and the results of actions, namely: questionnaires, student sheets, observation sheets, interview guides, and research instruments.

   b. Action

      At the implementation stage, researchers carry out learning with exposition text material and use the Mime Game method to improve students' writing skills. Some of the activities carried out by teachers and students in cycle 1 are as follows

Table 3.3 The Action of Cycle 1

PRELIMINARY ACTIVITIES *(KEGIATAN PENDAHULUAN)*	
Teacher *(guru)*	Students *(Siswa)*
A. The teacher greets. *Assalamualaikum wr wb,* Good morning student? How are you today ? I'm OK. (*Guru memberikan salam, Assalamualaikum wr wb, Good morning student? How are you today ?*	A. Students answer the greetings. *(Siswa menjawab salam), Waalaikumsalam wr wb Good morning, Im fine, and you?*

I'm OK.)	
B. Let's pray. The teacher asks one of the student to lead the prayer. *(Berdoa. Guru meminta salah satu siswa untuk memimpin doa.)*	B. One of the students leads the prayer. *(Salah satu siswa memimpin doa) Let's pray together, please!*
C. The teacher checks the students' attendence by calling the students' according to a number. *(Guru memeriksa kehadiran siswa, dengan memanggil siswa sesuai nomer absen.)*	C. Students' who attend will answer "present" *(Siswa yang hadir akan menjawab , present!.)*
D. The teacher conveys the purpose and benefits of learning material. *(Guru menyampaikan tujuan dan manfaat materi pembelajaran yang akan dipelajari.)*	D. Students' listen *(Siswa mendengarkan.)*
E. The teacher shows a related video Mime Game. *(Guru memperlihatkan video terkait Mime Game).*	E. Students' view the videos *(Siswa melihat Video)*
F. The teacher invitees students to remember about the simple present tense. *(Guru mengajak siswa mengingat tentang Simple Present Tense).*	F. Students' remember the simple present tense *(Siswa mengingat kembali Simple Present Tense.)*
MAIN ACTIVITIES *(KEGIATAN INTI)*	
A. The teacher explains the text exposition material. *(Guru menjelaskan materi text exposisi.)*	A. Students listen to and understand the material described. *(Siswa mendengarkan dan memahami materi yang dijelaskan.)*
	B. Students ask the teacher if they are not familiar with the material. *(Siswa bertanya kepada guru apabila kurang paham dengan materi.)*
B. Definition, purpose, characteristics and structure of text exposition *(Pengertian, tujuan, ciri-ciri dan struktur text exposis)*	C. Students identify text exposition, (structure and characteristics of text exposition) *(Siswa mengidentifkasi text exposisi, (struktur dan ciri-ciri text exposisi))*
C. The teacher gives a sample sheet of text exposition. *(Guru memberikan lembaran contoh text exposisi.)*	D. Students discuss the results of text exposition identification. *(Siswa membahas hasil identifikasi text exposisi.)*
D. The teacher discusses the results of text exposition identification. *(Guru membahas hasil identifikasi text exposisi.)*	E. Students make a group. *(Siswa membentuk kelompok).*

E. After the students are familiar with the use and how to play the Mime Game, the teacher forms students into 5 groups. *(Setelah siswa paham dengan penggunaan dan cara memainkan Mime Game, guru membentuk menjadi 5 kelompok).*	
F. The teacher gives an five titles to be exhibited with Mime Game. (*Guru memberikan lima judul untuk diperagakan dengan Mime Game.)*	F. Students pay attention. *(Siswa memperhatikan.)*
G. The teacher practices the movement, and is guessed by each group. *(Guru mempraktekkan gerakan dan ditebak oleh masing-masing kelompok.)*	G. The student pay attention and guess the movement in the group, then ech group makes 3 points and is practiced then answered by another group. Then each point is described in the sheet of exposition text *(Siswa memperhatikan dan menebak gerakan tersebut dalam kelompok, kemudian setiap kelompok membuat 3 point dan dipraktekkan lalu dijawab oleh kelompok lain. Kemudian menjabarkan setiap point dalam bentuk teks eksposisi)*
H. Upon completion, the teacher directs the student to read out the results of his work. *(Setelah selesai, guru mengarahkan siswa untuk membacakan hasil pekerjaannya.)*	H. Students read out the results of their work, and collected. *(Siswa membacakan hasil pekerjaan mereka, dan dikumpulkan).*
CLOSING ACTIVITIES *(KEGIATAN PENUTUP)*	
A. The teacher draws conclusions from the learning outcomes. An exposition text is an essay text that contains information depicted in a concise, concise and clear form. The purpose of the exposition text is to explain certain information that can increase the knowledge of the readers. Teachers hope that this learning activity can motivate students to learn English, especially in the exposition text genre. And with the method used, hopefully students will have even better skills. *(Guru menarik kesimpulan dari hasil pembelajaran.*	A. Students draw conclusions with the teacher. *(Siswa melakukan penarikan kesimpulan dengan guru.)*

Teks eksposisi merupakan sebuah teks karangan yang mengandung informasi yang digambarkan dalam bentuk yang padat, singkat dan jelas. Tujuan dari teks eksposisi adalah untuk menjelaskan informasi tertentu yang dapat menambah pengetahuan para pembaca. Guru berharap dengan adanya kegiatan pembelajaran kali ini dapat memberikan motivasi siswa dalam mempelajari bahasa Inggris, khususnya pada genre teks eksposisi. Dan dengan metode yang digunakan semoga siswa mempunyai keterampilan yang lebih baik lagi.	
B. The teacher closes the learning activity by apologizing if there is a mistake in making the learning process and continue praying. *(Guru menutup kegiatan pembelajaran dengan meminta maaf apabila ada kesalahan dalam melukakan permbelajaran dan dilanjutkan berdoa.)*	B. Students lead prayers. *(Siswa memimpin berdoa.)*
C. The teacher gives greetings as the closing of the meeting. *(Guru memberikan salam sebagai penutup pertemuan.)* Wassalamualaikun wr wb See you	C. Students answer greeting. *(Siswa menjawab salam.)* Waalaikumsalam wr wb. See you too

a. Observation

In this observation stage, the penelit made observations about all the learning processes that took place to make learning improvements with the Mime Gime method. The observations made include the following:

1) Observe all learning processes and record all shortcomings and problems in learning.

2) Calculating student scores after the implementation of cycle 1.

b. Reflection

The final step in this cycle is reflection. Researchers analyze the results of observations and tests with the aim of determining the inaccuracy that occurs in cycle 1. If the research results in cycle 1 are not in accordance with expectations, the next cycle will be carried out. The excess that occurs in cycle1 is maintained and corrects deficiencies in cycle 1.

G. **Technique of data collecting**

Data collection is the process by which researchers systematically search and compile data to improve their understanding of the data and to present what they learn (Donald Ary in Chese & Razavieh, 2010). In this study, it used a data collection method, namely, a qualitative method.

Qualitative methods are collected using observations made during the process of ongoing teaching and learning activities. This observation was carried out to see the response of students during the activities. Then at the end of the meeting researchers will provide a questionnaire to students to find out students' responses to the use of Mime Game to improve students' skills in writing exposition texts. In addition, researchers will also look at the results of students' responses to learning using tests. The results of such tests will be calculated using a specific formula. So that researchers can find out the student's response using the test result score.

H. Technique of data analysis

Techniques of data analysis are a process of arranging and explaining the data. The researcher organized the data collected into explanations. In this research, the data were analyzed both qualitatively. Qualitative research data, data obtained from various sources using various data collection techniques. The data collection technique in this study used techniques based on Miles & Huberman in Sugiyono (2018). There are three techniques, namely:

1. Data reduction

According to Sugiyono (2018) data reduction is to summarize, choose the main things, focus on the important things according to the research topic. In reducing data will be guided by the goals to be achieved and predetermined. Data reduction in this study, sorting between instruments such as observations, interviews, and questionnaires, which are the most and less important topics are sorted into separate sections.

2. Data presentation

After reducing the data, the next step is the presentation of the data. In qualitative data the presentation of data can be carried out in the form of tables, graphs, pictograms and flowcharts. By using the presentation of data, the resulting data will be organized, arranged in a relationship pattern, so that the data will be easier to understand. In addition, in the presentation of data that is often used to present data is text of a narrative nature.

3. Conclusion

The final step in analyzing the data is drawing conclusions. According to Sugiyono (2018) conclusions in qualitative data can answer the formulation of problems formulated from the beginning.

In addition to observation and questionnaires, analytical data is also obtained from student test results, namely pre-test and post-test. Researchers identified students' test scores by comparing pre-test and post-test scores to measure whether or not the actions were successful. Both test results were analyzed to obtain an average. Based on the opinion of Tatipang (in Marisa N.Kolopita, Sanerita T. Olli, Rinny Rorimpandey, 2022) here is the formula for obtaining the average :

$$X = \frac{\Sigma x}{N}$$

Where :

X = Mean of score

Σx = Total score of students

N = Total number of students

In this study, individual students were declared successful in the test if they reached the completeness standard or KKM (75). Collectively, if as many as 85% of students in the class are able to achieve KKM, then it can be said that there is an increase.