

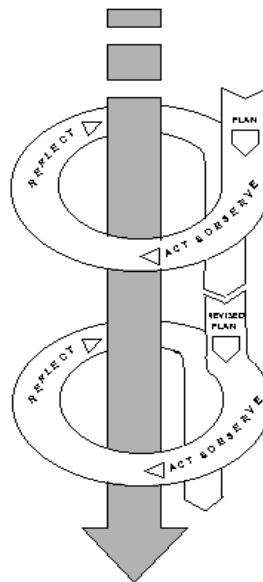
CHAPTER III

RESEARCH METHOD

3.1 Type of Research

This research is categorizing as action research. In this research, the writer uses the principles of action research. Action research is used to find and implement actions to improve the students' writing skill of SMA PASUNDAN 2 BANDUNG.

There are several concepts of a classroom action research. The writer chose one of them which is from Kemmis and McTaggart (1988:10). The process is presented below.



Picture 1

The steps of action research according to Kemmis and McTaggart (1988) are planning a change, acting and observing the process and consequences of the change, reflecting on these processes and consequences, re planning, acting and observing again, and then reflecting again. Those steps are done to find out the most appropriate actions to improve the students' writing skill of class X IPS 2 at SMA PASUNDAN 2 BANDUNG in the academic year of 2016/2017.

3.2 Research Setting

The writer takes place at SMA PASUNDAN 2 BANDUNG. This school has 741 students, 68 teachers, and some school facilities such as a library, a chemistry laboratory, a biology laboratory, a computer laboratory, a language laboratory, 2 science laboratories, a show room, a medical room, a meeting room, 3 canteens, and a mosque. There are 22 classrooms. There are 243 students of grade X divided into 7 classes, 254 students of grade XI; 128 students of the IPA class and 126 students of the IPS class, and 244 students of grade XII; 103 students of the IPA class and 141 students of the IPS class.

3.3 Subject of the Research

The subjects of the research are the students of SMA PASUNDAN 2 BANDUNG. There are 44 students in class X IPS 2, consisting of 32 female students and 12 male students. The English class is schedule for one session in a week, Wednesday at 06.30 to 08.00.

3.4 Time of the Research

The time to conduct the Research would be in the effective time of teaching and learning in school. It would be in the academic year of 2016/2017 in the second semester.

3.5 Procedures of the Research

The writer uses Kemmis and McTaggart's model in this research as discussed in the beginning point of this chapter. There are three steps in a cycle. They are planning, implementation, observation, and reflection. These steps are involved in cyclical structure.

3.5.1 Determining the Thematic Concern-Reconnaissance

To find out information concerning students' writing skill the writer does the reconnaissance. Based on the interview and observation in SMA PASUNDAN 2

BANDUNG, the writer found and identified the existing problems. Then, the writer determined the thematic concern. The problems are obtained from the information of the writer. After the problems are identified, the problems are grouped based on the possibilities to be overcome. In grouping them, the research member considered the scale of priorities in solving the problems.

3.5.2 Planning

After the writer has identified the problems, the writer will make some planning to choose the actions that are feasible to be implemented in the field. The writer plans to have the action research in X IPS 2 students of SMA PASUNDAN 2 BANDUNG in several cycles. The writer has discussed with the English teacher to determine the actions to solve the existing problems.

3.5.3 Actions and Observations

This step is the implementation of the action plans made after the writer got the data from the previous steps. There would be an observation after doing the action to know the effects of the actions done in the classroom.

3.5.4 Reflection

After doing activities in the first cycle and then observing the problems, there will be a reflection of the implementation. It becomes the reference to implement the actions in the next cycle better than before. Responses and suggestions are accepted by the writer from the other participants of this research, especially from the collaborator. The results of the identification from the actions are determining as successful or unsuccessful ones.

3.6 Data Collecting Techniques

The data is qualitative. The qualitative data are the description of the process during the action. To get those data, the following qualitative data collection techniques as follows:

3.6.1 Observation

The observation is done to know what happen in the classroom when the research is being conducted. The result of the observation is using to get information for supervising and inspecting the next research plans. In this case, the observation is reporting in the form of field notes. It describes what it happens in the classroom. The class observation has also completed with the photographs taken from the writing

teaching-learning process. The photograph is one of the references to support the notes about what happened in the classroom.

3.6.2 Interview

The interviews are held to get the data about the students' interest about the technique during and after the teaching-learning process. The data interviews are transcripts. The interviews are arranged in a procedure. It means the teacher and the students answer the questions relate to their opinions and suggestions about the teaching learning process of writing by using the mind mapping technique. The English teacher and some students of class X interview soon after the research have been implemented by the writer.

3.6.3 Documentation

The writer has taken pictures during teaching and learning process. These pictures give the real situation during the process.

3.7 Data Analysis

From the data collecting procedure, there is a form of the data in this study. The qualitative data is obtained from the interviews with the teacher and the students of class X B, the classroom observation and taking photographs of teaching-learning processes in the class.

3.7.1 Qualitative Data

There are three steps in analyzing the data, namely reducing the data, presenting the data, and verifying the data (Miles and Huberman, 1994: 10-11).

3.7.1.1 Data Reduction

Reducing the data can be interpreted as the process of selection, simplification, and transformation of the data in the field. This activity involves the synthesizing the information obtained from sources of the data into coherence description. In this research, the data is obtained from observations. The writer makes some notes about whatever that the writer observes and then makes coherent description base on the notes.

3.7.1.2 Data Display

The display includes many types of matrices, graphs, column, table, charts, and networks. All designs are to organized into an immediately accessible, compact form, so that the analysis could see what is happening and either draw justify the conclusion or move onto the next step of analysis display suggest might be useful. By displaying data, the writer shows the data analysis by using column and table. The writer describes the answer to the problem statement, such as describing the method implementation in teaching writing using mind mapping in SMA PASUNDAN 2 BANDUNG and the result in teaching writing before and after using the mind mapping.

3.7.1.3 Conclusion Drawing and Verification

The third analysis activity is conclusion drawing and verification. By verifying the data, the writer draws conclusions throughout the course. The writer writes only what the writer saw each day and interpretation of those observations. The conclusion and summary of the description have been taken from presenting the data.