

CHAPTER III

RESEARCH METHOD

This chapter explains the method of this study. It consists of the research design, setting and subject of the study, research procedure, and data of the research, data collection technique, and data analysis technique.

3.1 Research Design

Method is the most important part of the research. This research explain the applying of improving writing skill by using two stay two stray strategy at nine grade students. This research uses Classroom Action Research. According to Somekh(2006:7) he said that action research is conducted collaborative among participants with researcher. In this case, the problems encountered with regard to students, teachers conduct research to improve speaking skills by using the strategy of two stay two stray.

Education problems always occur together with the development and the increasing ability of students, situations and environmental conditions, the influence of information and culture, and the development of science and technology. So it is encouraging to undertake an action research in order to solve problems to improve the quality of education by evaluating the unsuccessful of previous studies.

3.2 Setting and Subject of the Study

The setting of this study was in room IX of SMP Al-Muhajirin Sumengko-Wringinanom. The subjects of the study are students and teacher of SMP Al-Muhajirin. The students' are IX in academic year of 2016/2017. The class consists of 25 students.

3.3 Research Procedures

Classroom action research consists of four steps involved in one cycle. The steps are planning, action, observation and reflection. The first cycle of

meetings, after it was possible to find a new issue or a problem that has not been completed. Therefore, required a second cycle with the same concept of the first cycle.

Table 3.1 Model Classroom Action Research by the Writer (Adapted from Susanto's CAR Design,) Susanto (2010:9-10)

First cycle	1. Planning	Preparing lesson plan, and prepare some instruments.
	2. Acting	focused on theory of report text and exercise for students based on the lesson plan
	3. Observing	Conducting the observation and assessing to the result of the implementation
	4. Reflecting	Evaluation the first implementation and the learning result and revising the first implementation for the next cycle.
Second cycle	1. Planning	Modification of research instrument, prepare questionnaire
	2. Acting	Applying two stay two stray strategy step by step and then arranged all ideas into paragraph directly.
	3. Observing	Observe teaching learning process and students respond.
	4. Reflecting	Analyze of the result of implementation, analyze the students respond

3.3.1 Planning Stage

In this step, the English teacher create lesson plans based on the syllabus and conduct collaboration with the writer, and the writer set up field notes, the materials will be used and evaluated to determine student learning outcomes at the end of the cycle.

3.3.2 Acting

In this step, writer and teacher to work together in action as planned. The writer as observe while the teacher teaching using strategy of two stay two stray. Teacher divides the class into six groups and then each individual is given a form to write a pet. It can bring out the imagination of students and their ideas.

3.3.3 Observing

In this step, researchers will observe the response of students and participation is found in the process of teaching and learning. The researchers asked some students about the use of two stay two stray strategies in learning and also conducted field notes to write the action during the learning process through to completion.

3.3.4 Reflecting

In this step, the writer and teacher recognize problems that found by observation.

3.4 Data Collection Technique

The data collect to answer the research question of the study. Data obtained are expected to get information on the implementation of the strategy of two stay two stray. Data collected in the form of observation checklist, field notes and student questionnaire.

3.4.1 Observation checklist

Observations held in the classroom when the learning processes run. This activity held to find out how the teacher implement two stay two stray strategy in teaching writing text report, Recognize the state of the class, and student response during the learning process. Observation checklist consists of several important information activities that need to be observed during the learning process.

3.4.2 Field note

Field note appropriate the activity in the class. The writer makes a note during the learning process. This observe held in the nine class of SMP Al-Muhajirin Sumengko-Wringnanom.

3.4.3 Questionnaire

Questionnaire is the technique of data collecting to some of the questions answered by the respondents. According to Sugiyono (2015:142) questionnaire is to collect data in the form of written questions to be answered by the respondents. Given purpose questionnaire is to find out the students' response to two stay two stray strategies implemented by teachers in teaching the text report. In this data collection the students must answer the questions. The writer used questionnaire to know the students' response in teaching learning activity during Classroom Action Research. In this study the writer provide some alternatives to answer the questionnaire from A to D which they can choose

3.5 Data Analysis Technique

Data obtained from the analysis of classroom action research in to reality by the writer. Data were analyzed as follows:

1. The writer collected data from the observation of classroom action research
2. The writer describe research results in a phenomenon that occurs in a writing class for implementation of strategy two stay two stray.
3. The writer analyzed the results of the student's writing to the category of: organization, content, grammar, mechanic and style.

a. Analyzing of the writing

Table 3.2. Score of Descriptive Writing Profile (Brown &Bailey, 1984 : 39-41)

Aspect	Score	Criteria
I. Organization: Introduction, body, and conclusion	20-18	Appropriate title, effective introductory, topic is stated, leads to body, conclusion, logical and complete.
	17-15	Adequate title, introduction, and conclusion : body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed.
	14-12	Mediocre or scant introduction or conclusion :problems with the order with the ideas in the body.
	11-6	Shaky or minimally recognizable introduction severe problems with ordering of ideas : conclusion weak or illogical.
	5-1	Absence of introduction or conclusion ;no apparent organization of body: severe lack of supporting evidence.
II.Logical development of ideas : content	20-18	The ideas are concrete and thoroughly developed ; no extraneous material: essay reflects though.
	17-15	Essay addresses the issues but misses some points: ideas could be more fully develop : some extraneous materials is present.
	14-12	Development or ideas not complete or essay is some what of the topic: paragraph aren't divided exactly right
	11-6	Ideas in complete: essay does not reflect careful thinking or was hurriedly written : inadequate effort in area of content.
	5-1	Essay is completely in adequate and does not reflect college-level work : no apparent effort to consider the topic carefully.
III. Grammar	20-18	Native like fluency in English grammar: correct use of relative clauses, preposition, modals, articles, verb forms, and tense sequencing; no fregments or run-on sentences.
	17-15	Advances proficiency in English grammar: some grammar problems don't influence communication:

	14-12	no fregments or run-on sentences. Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication: run on sentences or fregments present.
	11-6	Numerous serious grammar problems interfere with communication of the writer's ideas: grammar review of some areas clearly needed : difficult to read sentences.
	5-1	Severe grammar problems intervere greatly with the massage; reader can't understand what the writer was trying to say; unintelligible sentence structure.
IV.Punctuation, spelling,and mechanic	20-18	Correct use of English writing convention: left and right margins, or needed capitals, paragraphs indented, punctuation, and spelling: very neat.
	17-15	Some problems with writing convention and punctuation occasional spelling errors, left margin correct, paper is neat and legible.
	14-12	Uses general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with idea.
	11-6	Part of essay not legible :errors in sentence punctuation unacceptable educated readers.
	5-1	Paper illegible: obvious capitals missing: no margin, severe spelling problem.
V. Style and quality of expression	2-18	Precise vocabulary usage : use of pararel structures, concise, register good.
	17-15	Attempts variety, good vocabulary: not wordy, register OK, stair fairly, concise.
	14-12	Some vocabulary misused ; lacks awareness of register, may be too wordy.
	11-6	Poor expression of ideas problem in vocabulary, lucks variety of structure.
	5-1	Inappropriate use of vocabulary : no concept of register or sentences variety.

b. Analyzing of students' responds

To know the students responds toward using two stay two stray strategy in writing the writer uses the formula of percentage (Sudjiono, 2014:43) :

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

Information:

P = Percentages (Total percentage)

F = Frequencies of respondent answers

N = Total respondent