

CHAPTER III

RESEARCH METHOD

In this chapter, the writer presents the research design, subject of the study, and the location of the research, the procedure of research, technique of collecting the data and technique of analyzing data. They are presenting in the following subchapters in details.

3.1 Research Design

This study is about “Examining Mind Mapping Technique Used by Second Grade Students of SMPK Sta. Famlia Kupang of School Year 2018/2019 in Writing Procedure Text”. For present study the writer used a Classroom Action Research (CAR). This study is a qualitative and quantitative study. Anne Burns (2009:2) states that it is a part of broad movement that has been going on in education generally for some time. It is related to the ideas of “reflective practice” and “the teacher as researcher”. Action research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching context. Another definition, Eileen Farrance (2000:1) says that action research is a process in which participants examine their own educational practice systematically and carefully, using the technique of research. According to Harmer (2000:344-355) action research is the name given to series of procedures where teachers can engage in either because they wish to improve aspects of their teaching. This study consist of 4 activity; Planing, action, observing, and reflecting.

From definition above, the researcher concludes that classroom action research is an action in a research, which can be done by the teacher, writer, and the teacher with her/his colleague in the classroom. This involves a group of the students to improve learning and teaching process or to enhance the student's understanding of the lesson clearly.

3.2 Research Location

This research was conducted at SMPK Santa Familia Kupang focusing on class VIII A. The school is located in Jln Oebolifo III Sikumana Kupang city. The researcher decided to choose this location because the researcher did teaching practice in this school and found some problems related to the students' writing so that the researcher intended to solve the problems using mind mapping technique.

3.3 Research Instrument

Instrument is a means for collecting the intended data. This study consists of pre-test and post test as described below:

1. Pre-test

It was conducted before implementing the technique, it is aim to know the students initial ability in writing procedure text. The 22 students were asked to made procedure text based on some pictures.

.2. Post-test

It was carried out in the end of each session in each cycle to know the students improvement in writing procedure text after the implementation of the technique. The first post test the 22 students were asked to make mind mapping based on some pictures and made it into procedure text. And the second post test the students was asked to made a text about how to make something (procedure text).

3. Observation sheets

It was done during the cycles one and two, it consists about teachers activities and students activities.

3.4 Subject of the Study

The subject of the study was the eighth grade students of SMPK Sta. Familia Kupang in the school year 2018/2019. There were three classes of eighth grade students in SMPK Sta. Familia Kupang, start from VIII-A until VIII-C. The total number was 78 students. In this study the writer chose the class VII-A as the sample of the study. Because, in SMPK Sta. Familia Kupang the writer ever taught this class when the writer had teaching practice, this class was the one of the favorite classes in SMPK Sta. Familia Kupang. The students in the class were smart in some subjects, like Math, Bahasa Indonesia, etc. There were 26 students in the classroom, and the writer chose this class to do the research. The writer had time schedule to do the research and used the time to do the observation and got familiar with school condition, to do the research, and analyzed the result.

3.5 The Procedure of the Research

According to Kemis and Mc. Taggart (1988:11-14), Action Research typically involves four broad phases in a cycle which occur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.

1.1 Planning

In this phase, identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. At planning stage, the researcher prepared some procedural acts how to improve students' ability in writing especially procedure text using Mind Mapping technique. The procedures were put in some lesson plans. They were formulated based on observation and reflection note of the previous teaching learning process.

1.2 Action

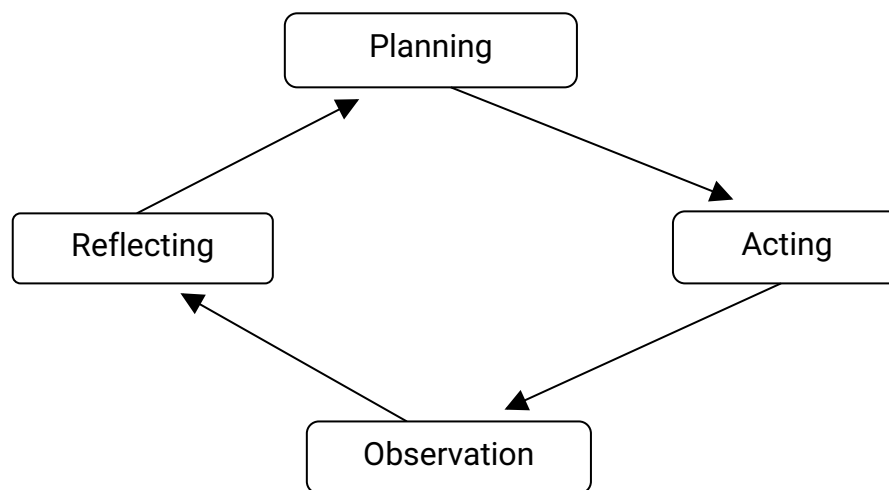
In this stage, the researcher started to implement what is formulate in planning the implementation is not as simple as the planning because in reality, it usually more complicated than what had been planned. Therefore, the researcher should anticipate what will be going on in the future.

1.3 Observing

In this stage, the researcher observed all the events or activities during the research. Researcher observed the situation in the class during the lesson, the response and attitude of students, they was gave explanation, did task, and knew their difficulties.

1.4 Reflecting

In this point involves reflection, evaluation and description of the effect of the action in order to make sense of what happened and to understand the issue that explored more clearly. After observation process was done, the researcher and the teacher made a reflection to evaluate teaching and learning process and the improvement of students' ability in writing.



The activities in each cycle were as follows:

- Pre- Test

The first step in making classroom action research, the writer used pre- test to assess the students' writing in procedure text. The writer explained about procedure text including; the meaning, the purpose, the generic structure of procedure text. Then the writer asked the students to write a procedure text according to a picture. After the writer got the data from the pre- test and the observation the writer analyzed the result to

determine the use of Mind Mapping Technique in teaching writing procedure text.

After recognizing the possible cause of problems faced by the students, the writer explored ways that Mind Mapping technique could become a good technique in teaching writing procedure text.

- First Cycle

The write prepared the research instrument such as lesson plan, exercise; make mind map and writing procedure text, observation sheet, and evaluation test. As acting, the writer explained about procedure text. After that the writer asked the students about some examples of procedure text. They were dictated by the writer and finished writing procedure text in the class together.

The writer read some examples of procedure text. After that, the writer explained about mind mapping to student especially the definition and how to make mind mapping and the example. Then the writer asked the students to make a mind map and write a text based on the mind map. to write procedure text in paragraph based on the Mind Mapping technique in the 30 minutes. After all students finished their task, the writer asked all students to collect the task. Finally, the writer gave evaluation test to the students' interest during teaching learning process and in reflecting the result of the first cycle to make a plan to the next cycle. Then, the evaluation test was done individually.

- Second Cycle

The second cycle was done based on the result of reflection from the first cycle. If the result from observation told that quality was still low, it needed another action in order the next cycle to makes some improvement of the quality.

3.6 Technique of Collection Data

The observation was done by the researcher as the observer and teacher as collaborator. Burns (1999:79) states it is used to find out the situation of the teaching learning process when technique is applied. Observation is a mainstay of action research. It enables researcher to document and reflect systematically upon classroom interaction and events (Burns, 199:80).

In this classroom action research, the techniques of collecting the data was a test.

Test is short examination of knowledge or ability, consisting of question that must be answered or activities that must be carried out. Test was used to know the improvement of students achievement in writing ability. In this case the writer gave the test as pre-test and post-test. From pre-test and post-test, the researcher acquired writing score. So, the researcher could get information about the improvement of student's achievement in writing ability.

3.7 Standard of Measurement

John Anderson then devised the following scale that is based on oral ability scale (Harris1968). The scale to be described comprises grammar, vocabulary, mechanics, fluency and form. Each aspect could be scored between 1 to 6 based on quality. Those scores for whole aspects are as follows:

1. Grammar

- 6 Few (if any) noticeable errors of grammar or word order.
- 5 Some errors of grammar or word order which do not, however, interfere with comprehension.
- 4 Errors of grammar or word order fairly frequent; occasional re-reading necessary for full comprehension.
- 3 Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part
- 2 Errors of grammar or word order very frequent; reader often has to rely on own interpretation,
- 1 Errors of grammar or word order as severe as to make comprehension virtually impossible.

2 Vocabulary

- 6 Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer.
- 5 Occasionally uses inappropriate terms or relies on circumlocution; expression of ideas hardly impaired.

- 4 Uses wrong or inappropriate words fairly frequently; expression of ideas maybe limited because of inadequate vocabulary.
 - 3 Limited vocabulary and frequently errors clearly hinder expression of ideas.
 - 2 Vocabulary so limited and so frequently misused that reader must often rely on own interpretation
 - 1 Vocabulary limitations so extreme as to make comprehension virtually impossible.
- 3 Mechanics
- 6 Few if any noticeable lapses in punctuation or spelling.
 - 5 Occasional lapses in punctuation and spelling which do not however, interfere with comprehension.
 - 4 Errors in punctual or spelling fairly frequent; occasional re-reading necessary for full comprehension.
 - 3 Frequently errors in spelling or punctuation; lead sometime to obscurity.
 - 2 Errors in spelling or punctuation so frequent that reader must often rely on own interpretation.
 - 1 Errors in spelling or punctuation so severe as to make comprehension virtually impossible.
- 4 Fluency (style and ease of communication)
- 6 Choice of stucture and vocalbulary consistently appropriate, like that of educated native writer,
 - 5 Occasional lack of consistency in chioce of stuctures and

vocabulary which does not, however, impair overall ease of communication.

- 4 Patch with some structures or vocabulary items noticeably inappropriate to general style,
 - 3 Structures or vocabulary items sometimes not only inappropriate but also misused; little sense of ease of communication.
 - 2 Communication often impaired by completely inappropriate or misused structures or vocabulary items.
 - 1 Means that A 'notch-patch' of half learned misused structures and vocabulary items rendering communication almost impossible.
- 5 Form (organization)
- 6 Highly organized; clear progression of ideas well linked; like educated native writer.
 - 5 Material well organized, links could occasionally be clearer but communication not impaired.
 - 4 Some lack of organization; re-reading required for clarification of ideas.
 - 3 Little or no attempt at connectivity, though reader can deduce some organization.
 - 2 Means that Individual ideas may be clear, but very difficult to deduce connection between them.
 - 1 Lack of organization so severe that communication is seriously impaired.

But in this research the researcher just only chose some aspects.

There is Grammar, Vocabulary, and Mechanic.

SCORE: Grammar:___+ Voc:___+ Mechanics:___=___

- Excellent (total score) = 18
- Very Good = 15-17
- Above Average = 12-14
- Average = 9-11
- Below Average = 6-8
- Bad = 3-5