

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

In this research the writer will use Classroom Action Research Method. Classroom Action Research (CAR) is a popular research method for today. David Hopkin writes the definition according to Mills that:

“...Action research is any systematic inquiry conducted by teacher researcher to gather information about the ways that their particular school operates how they teach, and how well their students learn. The information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment and on educational practices in general and improving student outcomes...”¹⁶

It means that classroom action research is the research methodology used by the people who work in educational field or teaching/learning environment. It is for finding the information about the problems that occur in the process of teaching learning and how to solve the problem. Therefore this aim of the research is

¹⁶David Hopkin, *A Teacher's Guide to Classroom Research*, (New York: Open University Press, 2008), p.48.

not only for increasing the teachers' motivation to get maximal result in teaching learning process but also for understanding the students' problem in the class. In this sense, classroom action research is used to diagnose the problems that arise in the classroom activities and to solve those problems in one time by using new methodologies or techniques or strategies.

Classroom action research is a kind of qualitative research and experiment. Classroom action research can be told by qualitative research because when analyze the data used qualitative method without statistical accounting. It can tell experiment research because in the research started by planning, there is an action to subject of research, and there is evaluation to the result after action. According to James Dean Brown and Theodore S. Rodger said that: "A form of 'self-reflective enquiry' undertaken by participants in social situations in order to improve the nationality and justice of their own social and educational practice, as well as their understanding of these practice and students in which these practice are carried out."¹⁷

¹⁷ James Dean Brown and Theodore S. Rodger, *Doing Second Language Research*, (New York: Oxford University Press, 2003), p.99.

In classroom action research, the writer takes four procedures in conducting the research; they are Planning, Action, Observation and Reflection. Here will be described:

1. Planning

Planning is made by the writer before doing the research. Planning is very important in research activity, because planning can help our forward looking in research. In the planning, writer usually begins preparing material dealing with word class in English, teaching in front of the class until observation technique. As part of planning process, participants must collaborate in this describing both theoretical and practical discourse to build a language by which they must analyze and improve their understandings and action in the situation.

2. Action

This cycle is implementation of all planning. Its place is in the classroom. Action happens when the plan is put into place and hoped for improvement to the social situation occurs. This action will be deliberate and strategic. It is here action research differs from other research methods in that the action or change is happening in reality and not as an experiment “just to see if it

works". Action is guided by planning in the sense it looks back to plan for it's rational. As the result, plan for action require instant decision about what to be done and the exercise of practical judgment.

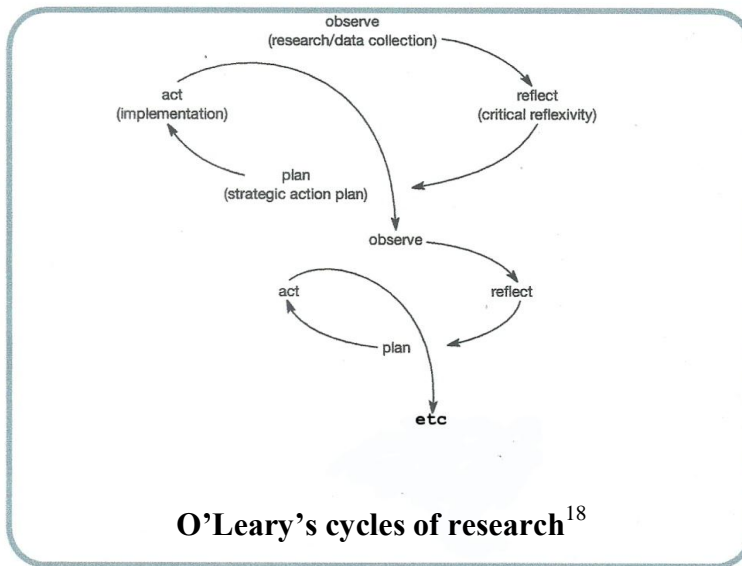
3. Observation

The observation is done in the same time with the action. The data is collected in this cycle. Observation has the function of documenting the effects of critically informed action. It looks forward, providing the basis for reflection now, but more in the immediate future as the present cycle runs its course.

4. Reflection

This cycle has purpose to analyze generally. Reflection in classroom action research consist of analyzing, synthesis and evaluation toward the result of action. Reflection seeks to make sense process, problems, issues and constraints made manifest in strategic action. Reflection is usually aided by discussion among participant.

In conducting the classroom action research, the writer uses four steps above according to O'Leary's cycles of research. To be clearer, see the figure below:



In this classroom action research, the writer conducts two cycles. It means when the writer has finished conducting the first cycle, and the result of study has not been improved yet, or there are any problems that have not solved, then the writer continued to conduct the second cycle.

According to McNiff, the cycle of action research is not limited. The researcher can continue or stop the action until he or she satisfy with the result.¹⁹ It means that the writer will stop the cycle if the students' score have achieved the standard of criteria minimum at

¹⁸ValsaKoshy, *Action Research for Improving Practice*, (London: Paul Chapman Publishing, 2005), p.7.

¹⁹ John McNiff and Jack Whitehead, *Action Research Principles and Practice, Second Edition, ed. CD ROM*, (London: Routledge Farmer, 2002), p.71.

the school. Both the first cycle and the second cycle use the same procedure which consists of planning, acting, observing, and reflecting. Those are the description:

Cycle I

1. Planning

In this planning step, the writer prepares the action plan as follow:

- a. The writer prepares the lesson plan as the source to implement the action in the teaching learning process. The lesson plan is prepared for every meeting.
- b. The writer prepares the observation sheet to take note about the students' activities during teaching learning process. The observer will fill an observation sheet to control the students' learning process in the classroom.
- c. The writer prepares the test to measure how far the action can improve students' writing descriptive text. This test is given to the students in every cycle (cycle I and cycle II).
- d. The writer prepares the material of writing descriptive text.
- e. The writer prepares comic strips to play in the class.

2. Acting

In this acting step, the writer does the action according to lesson planning that has been compiled before. The detail as follow:

- a. The writer explains the material of writing descriptive text.
- b. The writer gives the comic strips to the students and they have to guess and make a group from the comic in the several minutes.
- c. The writer asks students to make a group and discuss what they have gotten with their partner.
- d. After that, the writer asks to write descriptive text (Short Story) from the comic that they have discussed.
- e. At the end of the teaching learning process, the writer asks discuss their writing descriptive text (short story) in the whole class.
- f. At the end of the cycle, the writer collects students' task of writing descriptive text (short story) to be evaluated, and the result of this test will be used as the sources to evaluate the action for the next cycle.

3. Observing

Observation is done at the time when the action is implementing. In this observation step, the writer is collaborative with the observer. The observer is filling in the observation sheet of students' activities during teaching and learning process in the class.

4. Reflecting

In this reflecting step, the result of the observation sheet will be discussed and analyzed by the writer and observer. Then the writer writes down the lack of the first cycle, and the problems that arise in the first cycle.

Moreover, the result of the test (writing descriptive text/short story) in the end of cycle I is analyzed by the writer. The result of analyzing will be used to measure whether the action of cycle I has success or not, and to compare the students' comprehension after implementing the action in cycle one.

Cycle II

1. Planning

After identifying the problems that appeared in the cycle I, the writer revises the lesson plan, reselects the more attractive topic from the text book, and explains clearly about the use of simple present tense in writing descriptive text.

2. Acting

In this acting step, the writer does the actions according to the lesson plan that has been revised based on the result of the reflecting of cycle I. the detail as follows:

- a. The writer explains about the simple present tense and the use in writing descriptive text (short story).
- b. Then, the writer gives more comic strips which students' have to guess and make a group in the several minutes about the comic.
- c. After that, the writer asks the students to make a group (not to be a partner in the cycle I)
- d. Finally, group make writing descriptive (short story) according to the picture.

- e. In the end of cycle every group share in the whole class about their writing descriptive text.

3. Observing

In this phase, the observer fills in the observation sheet of students' activities during the teaching learning process in the classroom.

4. Reflecting

As in the cycle I, in reflecting phase, the writer is collaborative with the observer to analyze the result of the observation sheet. Besides, the writer also analyzed the result of the test. The result of this test will be used to measure whether the action of cycle II has success or not. If the action of the cycle II is success to improve the writing descriptive text, then the classroom action research will be end, but if there is no improvement in the writing descriptive text, the writer have to conduct cycle III.

B. Place and Time of Research

This research is carried out for the students of MTsN Ciwandan - Cilegon. It is located on Jalan Ir. Sutami Link. Cimerak

Kel. Kebon Sari Kec. Citangkil – Cilegon, Post Code 42442 and this research on 02-19 March 2015 in class eight-A Academic Year 2014/2015.

The writer chooses this school because she is as a teacher in this school, so she can control students' English comprehension in the class.

C. The Object of The Research

The object of this research is the whole students' at eight grade of MTsN Ciwandan – Cilegon which has 206 students'. The writer take one class from eight grade A. Class eight A consist of 33 students.

D. Collecting Data Technique

Before the writer explains the technique of data collecting, she plays as a teacher at MTsN Ciwandan - Cilegon, and she collaborates with the observer to observe the students activities during teaching and learning in the classroom. The observer's name is Mrs. Amah Aulia, S.Pd.I. The writer chooses her because she is as an English teacher too in MTsN Ciwandan - Cilegon.

This study is conducted to improve students' writing skill, and this study is specially carried out at eight grade of MTsN

Ciwandan - Cilegon. To improve the technique will be used by researcher to collecting the data by written test.

Reliability of a test can be reached if some results are obtained whenever it is administered. Does the test measure what we want to test in reasonable time considering the test situation? If it does, it means the test is administrable.

Score ability of the test is that it can be scored easily, so that the user may be able to handle it. The researcher use writing test. The test was made by teacher/writer and its material was taken from the subject that was presented to the students in the class. The test was also prepared, administered, and scored by the teacher. The form of the test is writing descriptive text (short story) according to the comic strips.

E. Analyzing Data Technique

After data is collected, the data is processed, analyzed, interpretation and finally concluded. The writer will apply the following techniques:

1. Preparing the key
2. Correcting and scoring the students' answer sheet
3. Computing the students' correct answer on the test

4. Computing the percentage of the correct answer on the test
5. The students' score is used to determine the level of their skill in writing English in particular. To score the right answers of the students, the writer used this formula:

$$S = \frac{R}{N} \times 100\%$$

S = Students' score

R = the sum of the right answer

N = the sum of the item

6. To interpret the students' score, the writer should firstly determine whether she will use ration scale, ordinal scale or nominal scale. For secondary students, it will be better if we use ordinal scale, for this reason the writer will use it as the measurement tool to determine the students' ability in writing. the level to group the students' score are as follow:

Letter	Value	Description
A	90 – 100	Extremely good
B	75 – 89	Good
C	60 – 74	Fair

D	45 – 59	Low
E	0 – 44	Extremely low

To find the mean score, the researcher used the formula as

follows:

$$M_x = \frac{\sum fx}{\sum f}$$

M_x = mean score

f_x = the students' score

\sum = the sum of score

f = the number of students.