

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Settings

##### 1. Place

SMA Islam An-Nur is an educational unit at the SMA which is located at Jl. Raya Sungai Berembang, Sungai Rengas, Kec. Sungai Kakap, Kab. Kuburaya which is under the auspices of the Ministry of Education and Culture. This school is one of the swasta schools in Kuburaya district.

##### 2. Time

From 8 until 19 May in the Academic Year of 2022-2023. Details of the research schedule are presented as follows:

**Table 3.1 Details of the Research Schedule**

| <b>Cycle</b> | <b>Day/Date</b>      | <b>Meeting</b> |
|--------------|----------------------|----------------|
| Cycle I      | Monday, 8 May 2023   | Meeting 1      |
|              | Tuesday, 9 May 2023  | Meeting 2      |
|              | Friday, 12 May 2023  | Test 1         |
| Cycle II     | Monday, 15 May 2023  | Meeting 1      |
|              | Tuesday, 16 May 2023 | Meeting 2      |
|              | Friday, 19 May 2023  | Test 2         |

#### B. Research Design

In this research, researcher used CAR (Classroom Action Research) as a research technique. Classroom action research is a class action method for gaining hands-on knowledge and experience. According to Wiriaatmaja (2005), classroom action research is a method in which a group of teacher determines the parameters of their learning method and gains knowledge from direct experience. Teachers can conduct experiments to improve the learning process and

observe the actual results of their work. In line with the opinion of Kunandar (2008) Classroom Action Research is an action carried out by an educator or in collaboration with other people in order to improve the quality of the teaching and learning process in the classroom.

From the understanding of the experts above, it can be concluded that classroom action research consists of research, action, and also class. Research is the process of observing an object using certain methods to collect data to analyze something that is important and useful for researcher. Action is movement with a specific purpose. Therefore, classroom action research is an investigation of real situations carried out by teacher with the aim of evaluating teaching methods, solving problems in the teaching and learning process, and improving student learning outcomes by deciding on appropriate teaching methods and applying them.

### **C. Subject of Research**

This research was conducted at SMA Islam An-Nur Jl. Raya Sungai Berembang, Sungai Rengas, and Sungai Kakap District , Kuburaya Regency, West Kalimantan. This school has 1 tenth grade, 1 eleventh grade, and 1 twelfth grade classroom. In addition, the school has a teacher's office, principal's office, canteen, toilets, parking area and support field.

The subjects of this research were eleventh grade students of SMA Islam An-Nur in the academic year 2022/2023. The researcher chose this class because it was in this class that problems were found related to the students' low writing skills in learning English. There are 8 students in this class, 5 girls and 3 boys.

### **D. Technique of Data Collection**

The use of appropriate data collection methods and procedures is very important to facilitate researcher in obtaining the data needed to answer the problems in this research. In this research, researcher

combined qualitative and quantitative methodologies to analyze data using two different data analysis techniques. The researcher uses a measurement method with essay questions for quantitative data, because qualitative data can be collected based on the on going teaching and learning process, the researcher uses observation techniques and measurement techniques to collect the data.

#### 1. Observation Technique

Observation technique is a technique that is carried out through a process of observation. According to Sutrisno Hadi (1986) as quoted in Sugiyono (2020:203) observation is a complex process consisting of various biological and psychological processes. Based on this opinion, it can be concluded that observation is a data collection technique carried out by observing and recording systematically about various phenomena logically, objectively, and rationally. Observations of student activity during the learning process are carried out with the help of observation.

#### 2. Measurement Technique

The measurement technique is a relatively complicated test. according to Kothari (2004:69) "Measurement is a relatively complex and demanding task, especially when it comes to qualitative or abstract phenomena." Individuals take the test as a measuring tool to get the desired response, both orally and in writing. According to Arikunto and Jabar (2004), the activity of measuring something is to compare it with a certain unit of measurement to convert it into a numerical value. This test is used to find out how far students have mastered writing in English after receiving instructions through the Canva. Researcher can determine whether the results of students' writing skills increase as expected by researcher in each cycle by using this test model.

## **E. Tool of Data Collection**

The measuring instrument used to collect data based on the research subject is called a research instrument. Among the tools used in this research are:

### **1. Observation Sheet**

Observation Sheet is an activity to record things observed. According to Burn (2010: 62) "Observer record the things they observe as categories of events, for example behaviour, or types of interactions".

In this research, researcher used observation sheets as instruments to help researcher collect data. The observation sheet here is used to collect data. Then the researcher entered the class to teach using Canva media and the teacher as a collaborator to observe learning while filling in the observation sheet that had been made by the researcher in a structured way.

### **2. Field Notes**

All student activities in class during the teaching and learning process are recorded in field notes. According to Burns (1999: 87) states that field notes, as often referred to in qualitative research, are descriptions and descriptions of events in the research context written in a relatively factual and objective style. The use of field notes helps the researcher during the research. The advantages of field notes include writing in depth, thoroughly, thoroughly, and in depth from the findings of observations made regarding the actors, activities, or locations carried out by researcher.

In this research, researcher collaborated with English subject teacher. The researcher teaches the class and the teacher (collaborator) fills out field notes during the lesson.

### 3. Writing Test

The written test is a test carried out in writing by the researcher by distributing the test sheets to the research subjects (students). This writing test is used to determine the level of each student's writing ability, with an assessment of the writing aspects, namely content, organization, vocabulary, grammar, and mechanics.

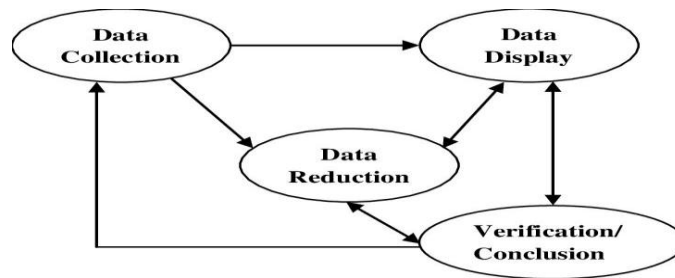
In this writing test, the researcher gave the test in paper form which was complete with guidelines, so that the research could assess each student's writing ability.

## F. Technique of Analysis Data

In this research, researcher used two data analysis techniques, namely qualitative and quantitative.

### 1. Qualitative Data

In this qualitative data analysis technique, the researcher modified the interactive data analysis model scheme of the Milles and Huberman Model (1992:20).



**Figure 3.1 Schematic of Interactive Data Analysis Model**

**(Milles and Huberman Model, 1992:20)**

#### a. Data collection

Data obtained from observation techniques and measurement techniques in the form of observation sheets, field notes, and writing tests. Observation sheets and Field Notes in this research were used to observe during classroom learning

activities. The writing test here is used to measure the value of students' skills in writing using Canva.

b. Reduction Data

After the data is collected, the next step is to carry out data reduction to select which data is relevant and meaningful for problem solving, discovery, and answering research questions. Then the data is simplified and systematically arranged and describes the results of the research findings.

c. Display/Presentation Data

Presentation of data can be in the form of writing, words, chart, and tables. The presentation of this data aims to combine information so that it can describe the situation that occurred.

d. Conclusion Drawing and Verification

Conclusion are made during the research process as well as data reduction, after the data has been collected provisional conclusions can be drawn, and after everything is complete then final conclusions can be drawn.

2. Quantitative Data

The researcher used measurement technique to analyse the quantitative data based on the students mean score on the writing test.

a. Individual Score

Individual score is a score that students got after did a test. The formulation of the individual score can be calculated as follow:

$$X = \frac{3C + 2O + 2G + 1.5V + 1.5M}{N} \times 100$$

*Adapted from Brown (2007)*

**Note**

- X : The students individual score
- C : The students score of Content
- O : The students score of Organization
- G : The students score of Grammar
- V : The students score of Vocabulary
- M : The students score of Mechanics
- N : Total number of criteria

b. Mean Score

Mean is a statistical calculation technique that is used to add up the average of all abstention data values from all research subjects. The calculation is used for the average score of the data obtained in the research instrument:

$$M = \frac{\sum x}{N}$$

*Adapted from Singh (2006:286)*

**Note**

- M : Mean score
- $\sum x$  : The sum of students score
- N : The total number of students

After got the mean score the match it which qualifications the score are as follow:

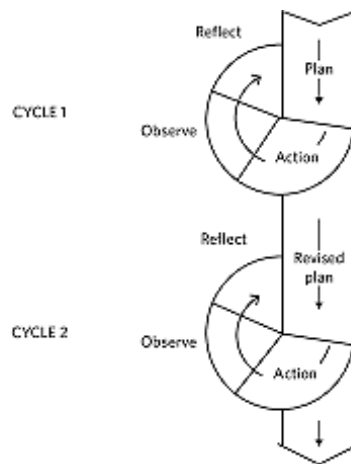
**Table 3.2 Students Score Qualification**

| Criteria | Qualifications |
|----------|----------------|
| 80-100   | Very Good      |
| 70-79    | Good           |
| 50-69    | Average        |
| 0-49     | Poor           |

*Modified from Harris and David (2005)*

### G. Procedures of Classroom Action Research (CAR)

This classroom action research uses the action research model formulated by Kemmis and McTaggart which includes four stages: planning, action, observation, and reflection. The cycle can continue until the researcher has achieved satisfactory results and feels it is time to stop.



**Figure 3.2 Cycling Process of Classroom Action Research  
Kemmis & Mc Taggart in Burns (2010:9)**

The researcher modified the procedure above so that it can be concluded that the steps to be carried out in this research procedure are as follows:

**Table 3.3 The Procedures of Classroom Action Research (CAR)**

|   | Activities                   | Tools                   |                           | Products                      |
|---|------------------------------|-------------------------|---------------------------|-------------------------------|
| 1 | <b>CYCLE I</b>               |                         |                           |                               |
|   | <b>Planning</b>              | - Media Canva           |                           | Lesson plans, instrument.     |
|   | <b>Acting&amp;Observing:</b> | Action                  | Observation               |                               |
|   | Meeting 1                    | Lesson Plan, Materials, | Observation Sheet, Field. | Data in forms of: Observation |



|   |                                    |   |                                  |  |
|---|------------------------------------|---|----------------------------------|--|
|   |                                    | learning media.                         |                                  | Sheet1<br>Field note 1                                   |
|   | Meeting 2                          | Lesson Plan, Materials, learning media. | Observation Sheet<br>Field note. | Data in forms of:<br>Observation Sheet 2<br>Field note 2 |
|   | Measurement Test 1                 | Writing test                            |                                  | Data in forms of:<br>Students test scores 1              |
|   | <b>Reflection</b>                  | Reflection Sheet                        |                                  | Supporting data 1  |
|   | <i>Planning for the next cycle</i> | -                                       |                                  | -  |
| 2 | <b>CYCLE II</b>                    |   |                                  |  |
|   | <b>Planning</b>                    | - Media Canva                           |                                  | Lesson plans, instruments, etc.                          |
|   | <b>Acting&amp;Observing:</b>       | Action                                  | Observation                      |  |
|   | Meeting 1                          | Lesson Plan, Materials, learning media. | Observation Sheet<br>Field note  | Data in forms of:<br>Observation Sheet 1<br>Field note 1 |
|   | Meeting 2                          | Lesson Plan, Materials, learning media. | Observation Sheet<br>Field note  | Data in forms of:<br>Observation Sheet 2<br>Field note 2 |

|  |                    |                  |   |
|--|--------------------|------------------|---|
|  | Measurement Test 2 | Writing test     | Data in forms of:<br>Students test scores 2 |
|  | <b>Reflection</b>  | Reflection Sheet | Supporting data 2                           |

### 1. Cycle I

#### a. Planning

At this stage, the researcher identified the problem by making observations as a pre-research. After that, the researcher designs a plan to solve the problem and gives a positive effect on the context of this research. Researcher prepared lesson plans, instruments, and learning media namely Canva.

#### b. Acting and Observing

The second and third stages are action and observation. In this stage the researcher takes action by implementing the plan that has been made by paying attention to the lesson plan and materials. Then the researcher observed students during the teaching and learning process and recorded all events with data collection tools, namely observation sheets and field notes. In this research, researcher applied Canva in the teaching and learning process to improve students' writing skills.

#### 1) Meeting 1

|                   |                                       |
|-------------------|---------------------------------------|
| Date              | : 8 May 2023                          |
| Duration          | : 45 Minute                           |
| Teaching Material | : Explanation Text                    |
| Teacher           | : The Researcher                      |
| Observer          | : Teacher                             |
| Data Collected    | : Observation Sheet 1<br>Field Note 1 |

## 2) Meeting 2

|                   |                                       |
|-------------------|---------------------------------------|
| Date              | : 9 May 2023                          |
| Duration          | : 45 Minute                           |
| Teaching Material | : Explanation Text                    |
| Teacher           | : The Researcher                      |
| Observer          | : Teacher                             |
| Data Collected    | : Observation Sheet 2<br>Field Note 2 |

## 3) Measurement Test 1

|                |  |
|----------------|--|
| Date           | : 12 May 2023                                |
| Duration       | : 45 Minute                                  |
| Test Material  | : Explanation Text                           |
| Data Collected | : Writing Test 1<br>Students Writing Tests 1 |

### c. Reflecting

The researcher gave the students a post-test, evaluated the results of all stages, and explained the impact of applying the reciprocal teaching method in the teaching and learning process.

## 2. Cycle II

### a. Planning

At this stage, the researcher identified the problem by making observations as a pre-research. After that, the researcher designs a plan to solve the problem and gives a positive effect on the context of this research. Researcher prepared lesson plans, instruments, and learning media namely Canva.

### b. Acting and Observing

#### 1) Meeting 1

|                   |                    |
|-------------------|--------------------|
| Date              | : 15 May 2023      |
| Duration          | : 45 Minute        |
| Teaching Material | : Explanation Text |
| Teacher           | : The Researcher   |

Observer : Teacher  
Data Collected : Observation Sheet 1  
Field Note 1

2) Meeting 2

Date : 16 May 2023  
Duration : 45 Minute  
Teaching Material : Explanation Text  
Teacher : The Researcher  
Observer : Teacher  
Data Collected : Observation Sheet 2  
Field Note 2

3) Measurement Test 2

Date : 19 May 2023  
Duration : 45 Minute  
Test Material : Explanation Text  
Data Collected : Writing Test 2  
Students Writing Tests 2

c. Reflecting

The researcher gave the students a post-test, evaluated the results of all stages, and explained the impact of applying the reciprocal teaching method in the teaching and learning process.