CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

Classroom Action Research (CAR) is a method of finding out what works best in one's own classroom so that teachers can improve student learning. Best in one's own classroom so that teachers can improve student learning. There are there are many ways to improve knowledge about teaching itself. Many teachers practice personal reflection on teaching, others conduct formal empirical studies on teaching and learning. Classroom Action Research is more systematically organized than personal reflection but it is more informal and personal than formal educational research. formal educational research.

Bogdan & Biklen (1992: 223) explain that action research is the systematic collection of information that is designed to bring about social change. In addition, Cameron-Jones (1983) defines action research as a research carried out by practitioners with a view to improve their professional practice and understand it better. In accordance with that, Allwright and Bailey (1991: 2) mention that it is a research centers on the classroom, and simply tries to investigate what actually happens inside the classroom. It treats classroom interaction as virtually the only object worthy of investigation.

Adopted from Kemmis and McTaggart (1988 as cited in burns, 2010) that involved four phases in a research cycle such as planning, action, observation, and reflection. This research was conducted in two cycles until the objectives of this research are considered sufficient, the time required to complete each meeting takes two hours. The observation was applied during the learning process in class. based on the observation step the reflection was settled down, And the results of the first cycle of reflection was considered for the next cycle.

From the above understanding, it can be understood that classroom action research is a research method that in its implementation is carried out to be able to find out a problem that arises in the classroom and is accompanied by steps that can be used by teachers to be able to improve and improve the quality of learning being carried out.

B. Procedures of Classroom Action Research

According to Lewin Kemmis and Mc. Taggart (1988 as referenced in Burns, 2010), the research technique used is a classroom action research procedure with four stages: preparation, action, observation, and reflection.

1. Planning Stage

In classroom action research, action plans are created based on the problem to be solved and the proposed action hypothesis. The researcher must plan in full what, why, where, when, and how the study will be carried out in this part so that it can serve as a guide in carrying out research operations. At this point, researchers must prepare numerous things, including:

a. Prepare a list of student names and assessments
b. Develop a learning implementation plan (RPP)
c. Prepare Canva media in the form of interactive videos (canva-based interactive PowerPoint)
d. Prepare instruments or media to be used in research (pictures).
e. Prepare class observation sheets (to find out how things were in the class when the teaching and learning process was applied with these techniques or methods)
f. Preparing for the test (to measure whether writing ability has improved or not)

2. Action Stage

Following the preparation stage, this stage is the implementation stage, or the execution of the previously planned action plan. Things that researchers must consider when carrying out research actions, researchers

must conduct out research in accordance with the material design and tactics that have been prepared. The learning process continues as usual during the implementation process; it should not be artificial, as this causes the learning process to become inflexible because research is being conducted. Actions aim to boost the learning process, particularly in terms of vocabulary. This act includes the following steps:

a. Greeting students.

b. Checking student attendance.

c. Provision of pretest.

d. Teach by guiding students to carefully observe Canva-based interactive video shows that contain material provided by applying the method.

e. Giving the posttest.

3. Observing Stage

The third stage of the continual learning process is observation. At this point, the researcher observes and records all that is required to follow the research objectives while carrying out the action. Field notes, for example, can be used to collect research data. Aside from conducting observations, the researcher must also document (through images or video) the action actions that are carried out at this stage.

4. Reflecting Stage

This is the data processing stage, which includes documenting the outcomes of observations, evaluating observations, analyzing the effects of executing research measures, and identifying flaws based on data received during observations. If there are things that were less effective in the first cycle, the outcomes of this reflection will be used as material for preparation for the following cycle. Solving a single problem may require more than one cycle. These cycles are interconnected and continue until the CAR objectives are met. Below is a cycle chart

developed by Kemmis and Mc Tagart (Arikunto, 2008: 16). In addition, the summary of results of reflecting stage of this research is included in the appendix.
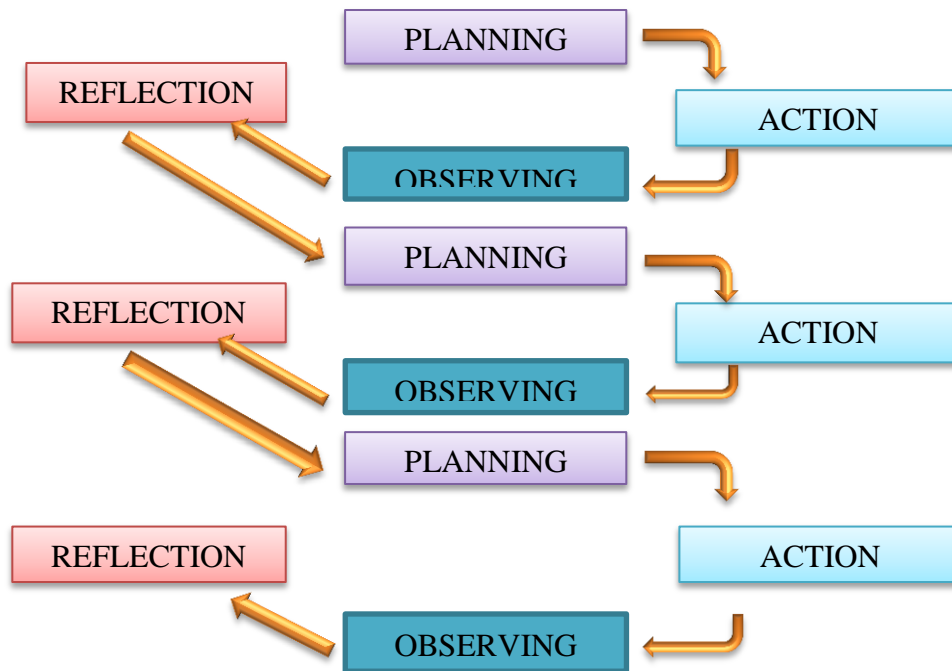
Adopted from Lewin Kemmis and Mc. Taggart (1988 cited in Burns, 2010)

C. Subject of Research

All eleventh grade students of SMA Negeri 1 Sungai Kakap in the 2022/2023 school year, and in this research design there is no sample of all eleventh grade students who are targeted. In other words, the research used a total sample that requires all students in the eleventh grade of SMA Negeri 1 Sungai Kakap in the academic year of 2022/2023 to participate in this research conduct. Based on the results of preliminary observations at SMA Negeri 1 Sungai Kakap conducted by researchers, the research subjects are students whom were never taught by using Canva as an English learning media and only taught by using conventional teaching materials. The subjects also showed problems in engaging with the learning activities related to writing skills, such as boredom and lack of engagement in the English lesson.

D. Technique of Data Collection

It is important to use appropriate data collection methods and procedures to facilitate the researcher in obtaining the necessary data to answer the issues in this study. In this study, the researcher has combined qualitative and quantitative methodologies to examine the data by using two different data analysis techniques. The researcher used measurement method with writing tests for quantitative data, as qualitative data can be collected based on the ongoing learning and teaching process, the researcher has used observation sheets and field notes 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, 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 an observer.

2. **Measurement Technique**

   Individuals take a test as a measuring tool to get the desired response, either orally or in writing. According to Arikunto and Jabar (2004), the activity of measuring something is to compare it with a certain measuring unit to convert it into a numerical value. This test is used to determine the extent to which students master writing in English after receiving instruction through the use of Canva. The researcher will be able to determine whether the students' language knowledge results improve as expected by the researcher each cycle by using this test model.

E. Tools 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 study are:

1. **Observation Checklist**

   Observation checklist is a tool 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. In this research, researcher will use an observation checklist as an instrument to help the researcher for collecting data. Observation sheets have been used to collect data. The researcher will enter the classroom to observe the learning to the eleventh-grade students of SMA Negeri 1 Sungai Kakap.

2. **Field Notes**

   All student activities in class during the teaching and learning process are noted in field notes. When performing observations or interviews for qualitative research, field notes are detailed written records of the observation or interview. The advantages of field notes include the fact that they are written in-depth, meticulously, comprehensively, and deeply from the findings of interviews and observations made regarding actors, activities, or locations by researchers. Researchers' observations of actors, actions, or the settings in which these activities occur (Idrus, 2007: 85). In this study, field notes have been used to collect qualitative data that describes the students' learning activity when the use of Canva is implemented in the classroom.

3. **Writing Test**

   The researcher plans to use a writing test to measure the results of students' writing skill as well as to collect quantitative data. The tests used in this study are designed to assess aspects that construct English writing skill and the scoring rubric can be seen in Appendix III page 63. The aspects are content, vocabulary, grammar and mechanics of students' writing work. The test has been given at the end of each cycle conducted in the research later on.

F. Techniques of Data Analysis

The analytical scoring rubric for writing comprises five criteria: content, vocabulary, grammar, and mechanics. The writer analyzes the data pertaining to the students' writing test results to analyze the data related to the students' paragraph writing test of writing ability. The analytical scoring rubric using as follows:

1. **Quantitative Data**

   a. Students' Individual Score

   The student individual score, which represents each student's individual grade, is used to assess each student's level of writing skill. The formula for calculating individual scores is as follows:

   $$X = \frac{3C + 2.5V + 2.5G + 2M}{40} \times 100$$

   Note:
X	: Students' Individual Score
C	: Content
V	: Vocabulary
G	: Grammar
M	: Mechanics

   b. Mean Calculation

   The score shown above represents an individual's performance, while the following formula is used to assess the overall improvement of the whole class group in terms of writing skill:

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

   Note:
M	: Students' Average Score
$\sum x$	: Sum of Students' Score
N	: Number of Students

   Taken from Heaton (1988: 176)

2. **Qualitative Data**

   The qualitative data was taken by using observation checklist and field notes. These sets of data are used to describe the students' learning

activity when the use of Canva is implemented in the classroom. The qualitative data is analyzed by using thematic analysis. The procedure is adjusted based on the procedure of thematic analysis by Creswell (2016):

a. Data Familiarization

The collected observation checklists and field notes were thoroughly reviewed and familiarized with to gain an in-depth understanding of the recorded classroom interactions and dynamics.

b. Initial Coding

A systematic process of initial coding was conducted to identify meaningful segments in the data related to students' engagement, responses, and interactions while using Canva. Codes were applied to relevant sections of the observation checklists and field notes.

c. Generation of Themes

Codes were organized and clustered into potential themes that emerged from the data. Themes encapsulated recurring patterns, interactions, and behaviors exhibited by students during the Canva implementation.

d. Theme Review and Refinement

Themes were reviewed, refined, and adjusted through an iterative process. This involved revisiting the observation checklists and field notes to ensure the accuracy and consistency of the identified themes. The themes are as follow:

Observed Aspect	Highlighted Data
Writing Skills Development through Canva	Canva's influence on writing skills, the specific areas within writing that are affected, the timing of the impact during Canva usage, and the rationale behind this influence.

Student Management and Interaction	How students are organized and guided in acquiring the targeted writing skills using Canva. The rationale behind the chosen approach (individual, pair, group) and how it impacts their learning experience.
Roles of Students and Teachers during Canva Implementation	The active roles and responsibilities of both students and teachers in the classroom while utilizing Canva for writing skills development.
Classroom Atmosphere during Canva Implementation	How the presence of Canva influences the overall classroom ambiance, including student motivation, participation levels, interactions, and other relevant aspects. The reasons behind the observed changes.

These aspects provide a comprehensive framework for analyzing the qualitative data related to the impact of Canva on writing skills development, student management, roles of students and teachers, and the classroom atmosphere. By addressing these themes, the researcher can delve into the intricate dynamics and outcomes of using Canva as a learning tool in the classroom setting.

e. Theme Definition and Naming

Each refined theme was defined, described, and given a concise name that encapsulated the essence of the observed behavior or interaction among students during Canva usage.

f. Mapping, Interpretation & Reporting

The relationships between themes were mapped, and connections were interpreted to provide a comprehensive understanding of how

students' learning activities were influenced by the implementation of Canva. The results of the thematic analysis were documented in a comprehensive report. The report included a detailed description of the identified themes, their significance, and the supporting evidence from the observation checklists and field notes.