CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

1. Classroom Action Research

This research the researcher used a classroom action research method. Classroom action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. According to Tomal (2003: 5) stated "Action research is a systematic process of solving educational problems and making improvements". In addition, Burns (2009: 2) states "The used of classroom action research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice."Then, Bassey in (Koshy 2005: 8) describes 'Classroom action research as an enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve educational practice'.

This research the method has appropiate to be used especially for the teacher because its could helped them to find out the students' difficulty or problems and founded the solution. And besides that, the teacher also founded a new strategy in teaching learning of students'. So this method is not only they way how to find out the problems, but it be also used by teacher in teaching and learning process.

Classroom Action Research(CAR)has some characteristics. It's the characteristics, According to Kemmis and McTaggart in cohen, Manion, Marrison (2007: 229) it's described some the characteristics of Classroom Action Research(CAR) they are:

a. Action research has purpose to improve education by changging strategy in teaching and learning process.

b. Action research needs students' participation.

c. Action research needs collaborator.

From the characteristics above it can be conclud that in conducting Classroom Action Research(CAR) the researcher concerns with the solving of the students' problems their faced.

2. Procedure of Classroom Action Research

Based on the concept of Classroom Action Research (CAR). Classrom action research is a process in which participants examine their own educational practice sistematically and carefully, using the technique of research. According to French and Bell (in Tomal 2003:115) stated that "Action research is a sequence of events and activities and it is a cycle of iterations of these activities, sometimes treating the same problem through several cycles and sometimes moving to different problems in each cycle."According to Bassey (in Koshy 2005: 8) describes "action research as an enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve educational practice."

According to Kemmis and Mctaggart in Koshy (2005:4) states the cyclical process of action research consist of planning, acting, observing, and reflecting. The more explanation are below:
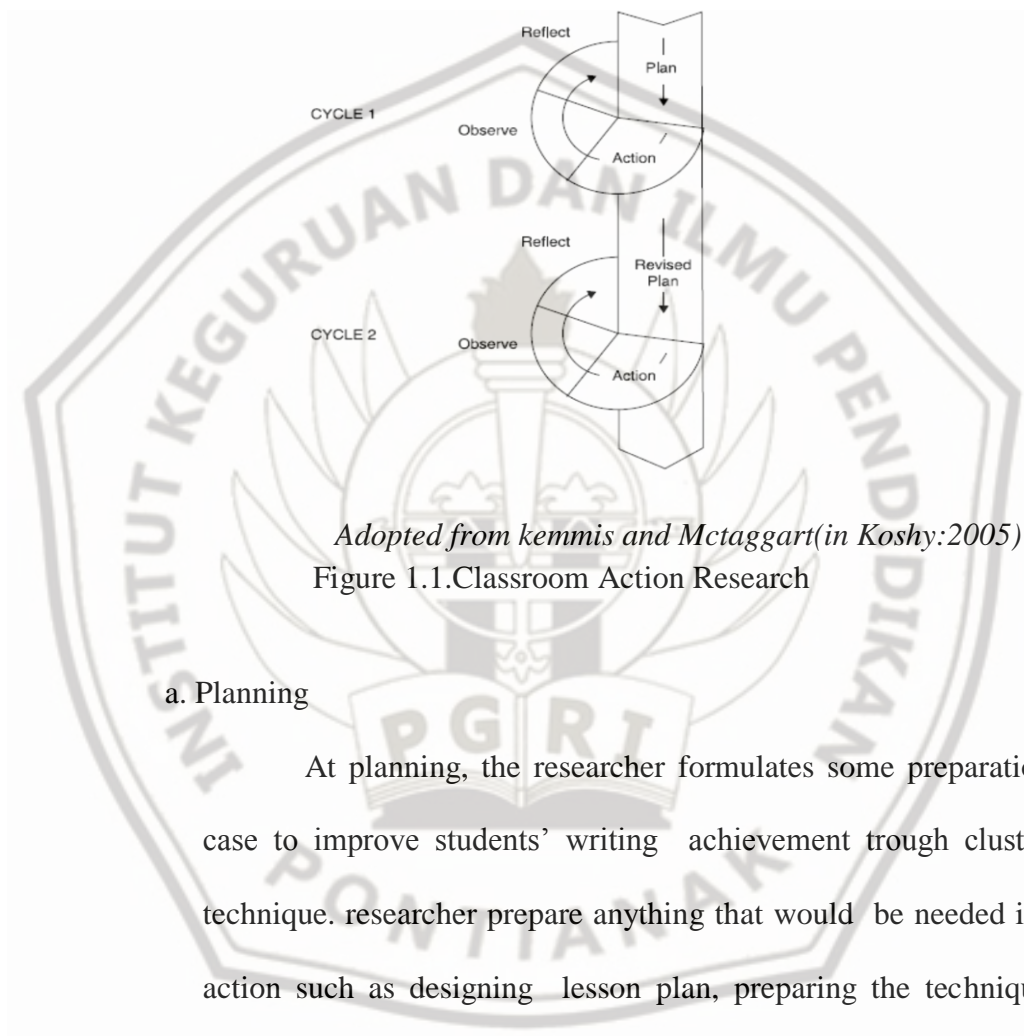
Adopted from kemmis and Mctaggart(in Koshy:2005)
Figure 1.1.Classroom Action Research

a. Planning

At planning, the researcher formulates some preparation in case to improve students' writing achievement trough clustering technique. researcher prepare anything that would be needed in the action such as designing lesson plan, preparing the technique of clustering technique, preparing some materials and media, and tool of observation checklist.

Lesson plan material is used based on the curent syllabus. It is used to provide the teacher as guideline of teaching and learning activities. Preparing the model of the clustering technique, the

researcher prepare some patterns as a model for teaching clustering technique.

Material and media, the researcher will use narrative text as material for implementating the action, and it taken from some source of english text books and internet. The media will use in action for apply clustering technique such as pieces of paper, whitebord and, marker.

b. Acting

In acting phase, the researcher tries to implement techniques/ procedural acts that have been formula at planing. As the english teacher who teach writing using Clustering Technique and as collaborator here acts observes who observes all activities that happen in teaching learning proces in classroom. Implementation of the action involve two meetings each cycle.

c. Observing

In observing phase, the teacher observed the process worked also the students' response, participation, and everything which was found during the teaching and learning process.

Also, it was necessary to ask some students' opinion about the process of teaching and learning narrative text by using clustering technique to get feedback. When observing, the teacher should noticeall of activities in the classroom. It was done in order to get

accurate result in the end of the research and to prepare for the next agenda.

d. Reflecting

In this last phase, the teacher reflected the whole action based on data thathave been collected, and then it was necessary to give some evaluation beforecontinue to the next cycle. This phase was carried out collaboratively, that was todiscuss some further problems occurred in the class with the students. Its aim, thereflection was able to be determined after implementing the action and observation outcomes. If there were still some problems, so it was needed to startthe next cycle. By continuing to the next cycle, it was expected that the unfinished problems yet can be overcome and the target can be achieved.

B. Research Subject

In this research, the researcher is decide to choose SMA Negeri 1 Noyan, kabupaten Sanggau. Each class consists of 30 students. The researcher take class X in the academic year of 2015/2016. This class choosen by following some considerations : researcher know students' problem that is difficult in developed ideas for their in writing.

C. Technique And Tool of Data Collection

1. Technique of Collecting Data

Technique of collecting data in this study is both qualitatve data and quantitative data. The researcher uses quantitative data consist of interview, field notes, and test. While quantitative data consists of students' final writing as a pre-test and post-test.

2. Tools and Data Collecting

In this research, the researcher will use observation and meansurament technique. The technique to observe what is happening during teaching and learning process in the class. The researcher will use tools and data collecting, in this research are observation checklist, field note, and writing test.

The completely each item explain are as follows:

a. Observation Checklist

Observation Checklist is one the tools which is use by the researcher, this observation checklist useful to help the researcher in analyzing the data. According To Fraenkel and Wallen(2009: 440), stated that observing people as they go about their daily activities. Here can be say the observation checklist is a not and list of the class situation during the activity.

If, not use observation checklist the researcher will be not capture the full context of the actual situation, all of which so essential for the data. The researcher use observation checklist by

including some criteria that would be observe. All of the aspects made before the researcher doing teaching and learning process. It has been arrange by the researcher.

b. Field-Note

Field note is a note which is made to record important events which appear throughout teaching and learning process. While th teacher is condcting teaching and learning activities the collaborator will write down anything that is occured on the field note form frovide. Field note is use to record the important events that appear during teaching learning process for each cycle.

Field-note use by the researcher's peer collaborator. According to Kawulich (2005: 25), states that field note is the primary way of capturing the data that is collect from participant observation. The researcher will helping by the collaborator to write the effects of the action and documenting it in the field note. The collaborator collect all imformation during teaching and learning process, collaborator write the coments, suggestion, and some the problem face by the students' and teacher in the class.

c. Writing Test

After the researcher implementing clustering technique, in teaching and learning process, the students' were given a test to measure about the students' improvement in writing narrative text.

The test is an instrument of collecting data   is consist of questions or exercises which will be use to meansure of ahievement, skill, or   tallent, that had by individual or group it self. The test students' were ask to make narrative text writing based on the instruction given by the researcher. And after that the researcher give score to the students'.

The criteria of scoring first made by the researcher. The scoring rubric was adopted from Brown (2001: 20), the criterias were punctuation, word selection, grammar, organization, and meaningful sentence.

D. Technique of Data Analysis

In this research has two kind of the data analysis. They were qualitative data and quantitative data. Therefore, there were two techniques of data analysis use by the researcher, the completely, the both were explain are as follows:

1. Qualitative Data Analysis

The qualitative analysis were taken from observation checklist, field note, and will analyze using the narrative analysis. The qualitative analysis considering important to use by the researcher to analysis the data. In qualitative analysis, the researcher classicifation there steps of the analysis, explain as follows:

Miles and Huberman in Sugiyono (2010 : 247-257) classifies three the steps of analysis data in qualitative, as follows:

a) Data Reduction

   Reduction data to obtain after conducting the research it may be more complication, it should be simplelization. First step need to do by the researcher which should enable to analyze the qualitative data by reducing the data. It's means that from all of the data obtain during conducting the research. According to Sugiyono (2010: 247) states that reduction data means conclude, choose the important data, focus on the importance data and minimalize unimportance data.

b) Data Display

   After the research already done on reducing the data, in second steps done by the researcher has display the data. the researcher will easy to understand and analyze what was happening with the data presented. The display data in qualitative analysis usually use the, table, grafhic, phi chard, pictogram, and other equivalen of them. As states by Miles and Huberman in Sugiyono(2010: 249) that most frequent from of display the data in qualitive research in the past has been the narrative text.

c) Conclusion Data

   After reducing and displaying the data last step need to do by the researcher is concluding the data, in here the researcher looking for the meaning from the data it researcher obtain on the another words, the researcher tries to find out the model, theme, similar, the data, and

the data appearance. In here researcher tries to make the conclusion. It could be strange at the first time.

In conclusion,qualitative and quantitative use the researcher in analyzing the data. it would be useful to answered the problems of the researcher.

2. Quntitative Data Analysis

in analyzing the data by using quantitative analysis, the researcher use type of scoring namely individual score. The first way the researcher calculate the individual score before found the mean score. To measure of the students' writing test will be interpreted as follows:

a. Determine students' individual score

The researcher would find out the result of individual score based the rubric in writing narrative text, the individual score, the researcher calculated using formula is below:

To analyze the students' mean score the researcher use this pattern as follow :

$$X = \frac{\sum X}{N} x100$$

Where :

X   = Students' individual score

$\sum x$ = Students' total score

N   = Total number of scoring

100 = Maximum score

b. The mean score of the whole students'

After calculate the individual score, the researcher determine the

mean score, to calculate score all of students, researcher use formula as

bellow:

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

Where :

M   = Mean

$\sum x$ = Sum of students score

n   = The number of students

Table. Qualification of Score

Range Score	Classification
80 – 100	Exellent
60 – 79	Good
50 – 59	Average
0 – 49	Poor

Modified from Hadi (2004 : 46)