

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is Classroom Action Research. The researcher was conducted this research with purpose to solve the problems which happen to the subject of research. In additional, this research also has done with the purpose of improving his practice and professionalism in teaching learning process. This research was applied in the classroom. According to Stephen Kemmis and Robin McTaggart as cited in Denzin and Lincoln (2005: 561) stated that “classroom research typically involves the use of qualitative interpretive modes of inquiry and data collection by teachers (often with help from academics) with a view to teachers making judgments about how to improve their own practices”. According to the statement, the researcher assumes that classroom action research is a kind of action research that allows the researcher (as teacher) to make a judgement in order to improve their own quality of teaching learning process and goals.

Classroom action research is a systematical procedures design that has particular aims. As Mill in Creswell (2012:577) stated, “classroom action research designs are systematic procedures done by teachers to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning”.

In line with the explanation above, Stephen Kemmis and Robin McTaggart as cited in Nunan (1992:17) argued that the three defining characteristics of Classroom Action Research are:

1. It is carried out by practitioners (for our purposes, classroom teachers rather than outside researchers);
2. It is collaborative; and
3. It is aimed at changing things.

Based on the statements above, the researcher concludes that classroom action research is a kind of research in which the researcher can also be an investigator of his personal teaching context with help from a collaborator, while at the same time being one of participants in it. It has main purpose to improve learning process and achievement.

B. Research Procedure

There are some procedures have to be done in Classroom Action Research. According to Stephen Kemmis and Robin McTaggart in Burns (2010:7), Classroom Action Research was divided into four broad phases in a cycle of research, they are:

1. Planning Phase

In this phase, the researcher ensures a problem or issue and develops a plan of action in order to bring about improvements in a specific area of the research context. The researcher made a preparation before doing an action

research, such as some materials that were used in teaching in the classroom and for collecting the research data. The materials involved lesson plans, teaching materials, observation checklists, field notes table, students' peer response sheet, and writing assessment.

2. Acting Phase

This phase talks about the steps and activities were taken by both the researcher and the collaborator to carry out the planned action. The researcher with help of the collaborator implements lesson plan that has been discussed before in previous phase. The collaborator recorded the students' behaviors and the researcher's actions in implementing the lesson plans in teaching learning process by filling observation checklist, and wrote the points of what was happening in the teaching learning process in field note. The researcher also gave students the explanation about lesson materials, gave them assessments whether in group or individually, measures the students' understanding in writing report text, evaluated their mistakes and made summarize about the materials.

3. Observing Phase

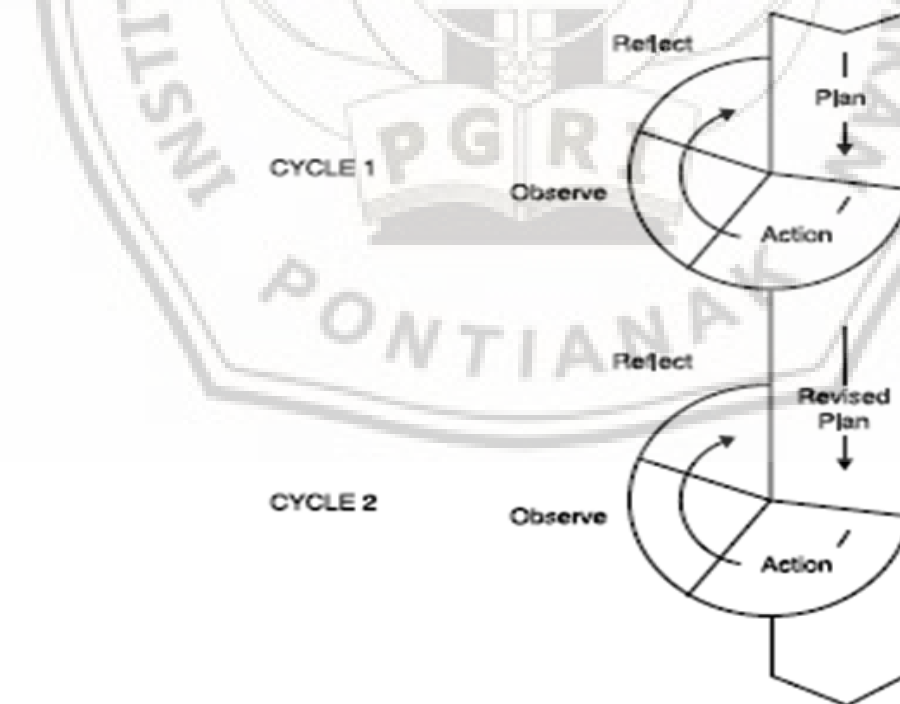
This phase involved the researcher in observing systematically the effects of the action that had been done before. The researcher and the collaborator analyzed and synthesized the data they got from acting phase. They also categorized the data into qualitative data (data that need the description in presenting them, that taken from observation checklist, and

field notes) and quantitative data (the data that serves numbers taken from written assessment).

4. Reflecting Phase

At this last stage of the cycle, the researcher reflected, evaluated and described the effects of the action in order to make sense of what had happened and to understand the issue they had explored more clearly. The researcher and the collaborator discussed not only about the result of the implementation of Classroom Action Research, but also about students' achievement and the technique (peer response technique).

The phases of the cycle can be seen in figure 1. The Procedures of Action Research below:



Adapted from: Kemmis & McTaggart (1988) cited in Burns (2010:9)

C. Collaborator

In conducting this research, the researcher got help from a collaborator. The collaborator in classroom action research is a person who gave reinforcement to the researcher to observe the classroom in order to collect the data. The collaborator in this research is an English teacher who teaches English to students of grade XI IS 4 at SMA N 1 Tebas.

D. Subject of the Research

The subject of this research is the students of XI IS 4 of SMA Negeri 1 Tebas in academic year 2015/2016 which consists of 39 students, 15 males and 24 females. The choosing of the participant of this research based on the students problems in constructing a report text. The problems include the organization of the ideas, students' lack of vocabulary and grammatical skills. In order to make it deeper, the problems would be limited to the improvement of students' writing report text through peer response technique.

E. Technique and Instruments for Collecting Data

1. The Techniques of Collecting Data

As other researchers, this research also presents data in order to support the finding of the research. In this research the researcher used observation dealing with the qualitative data. Meanwhile, in order to obtain

quantitative data the researcher used measurement technique. The completely explanations of these techniques are presenting below:

a. Observation

In getting the qualitative data, the researcher used observation technique. Observation is the process of gathering open-ended, firsthand information by observing people and place at a research site (Creswell, 2012:213). In this case, the researcher got help from collaborator in observing the students in the classroom directly and got the description about the students' activities in learning writing process. The observation appraised the students' activities during the teaching and learning process.

b. Measurement

The researcher used measurement technique to collect quantitative data. Measurement is a process that describes the student's performance using a quantitative scale (Nunan, 1992:4). In this research, the researcher used written assessment as a measurement in order to assess an individual's ability to know the achievement test.

2. The Instruments of Collecting Data

In collecting the research data, the researcher used some instruments, they are:

a. Observation Checklist

In arranging this instrument, the researcher listed some students' observable behavior that indicates their understanding on report text during teaching and learning activities. In conducting this instrument, the research made two kinds of observation checklists, they are: the observation checklist for the researcher as the teacher and the observation checklist for the students. These instruments were attached.

b. Field note

The researcher got reinforcement from the collaborator to use field notes to record activities during the teaching and learning writing process through applying Peer Response Technique in the classroom. The activities that were described in the field notes were the classroom atmosphere, students' attitude and teacher's creativity in presenting the material of writing.

c. Video recorder

Third instrument that used by the researcher in this research is video recorder. The researcher got help from the collaborator to record the activities in form of recording video from the site where the research was conducted. The researcher did not take any data from this instrument. It was just used to record the teaching learning activities.

d. Written Assessment

In this research, the researcher used written assessments in the acting phase of first cycle and in same phase in the next cycle after the researcher applying the interventions/treatments. The researcher used the assessment to measure students' improvement in writing report ability and to investigate the students' achievement after being taught about report text by using Peer Response Technique.

F. Technique of Analyzing Data

The data of this research consist of two types: qualitative data and quantitative data.

1. Qualitative data

The qualitative data was gathered through observation checklist and field notes. Both were analyzed by presenting the description of the result. The data was written in the form of words. In order to analyze these qualitative data from the site of the research, the data had to be accessible for analysis. In order to make the data accessible, the researcher employed Miles and Huberman (1994:11) model of qualitative data analysis. This model consists of data reduction, data display, and conclusion drawing or verification. This model is explained below.

a. Data Reduction

In order to make the qualitative data to be accessible, the data was decremented. According to Miles and Huberman (1994:11), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. It means that data reduction is a process of sharpen, focusing, and simplifying the data from the site of research in order to make it to be a final conclusion that can be seen as drawn and verified data. It is also called as data condensation.

b. Data Display

Next step of the data analysis activity is data display. Data display is an organized, compressed assembly of information that permits conclusion drawing and action (Miles and Huberman, 1994:11). By looking at data display, the researcher was helped to understand what happening and drawn justifying conclusion. It was a consideration to take action and further analyzing based on that understanding.

c. Conclusion Drawing or Verification

The last stage of the activities is drawing conclusion and verification. All stages of the activities were aimed in order to draw final conclusion. This final conclusion was also verified as the analyst proceeds. The purpose of this stage is to integrate the things that had to be done into meaningful and coherent picture of emerging data.

2. Quantitative data

Quantitative data was collected to find out the improvement of students writing report ability by asking them to write (as written assessment). In this research, the researcher focused on the improvement of students' writing ability in report text as mentioned above. In order to reach this aim, the researcher used scoring profile of assessment that involves the content of report text, generic structures (its element covers general classification and descriptions) and language features of report text (such as grammar and vocabulary). The researcher gave score for each item. *The items analysis can be seen on the scoring profile table at the appendices table 1. on page 66-68.*

After collecting the data, the researcher analyzed them. In giving the scores of the writing test, the researcher processed the result of the students' individual written assessment scores. Relating to students' scores per cycle, the researcher used the means of the students' score in writing report text in order to calculate the improvement of the cycles. Based on Creswell (2012:184), the mean is the total of the scores divided by the number of scores. In other words, it can be formulated as:

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

Notes :

M = the mean score of entire students

$\sum x$ = the sum of the individual students' score

N = the total number of the students

Adapted from Creswell (2012:184)