

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

1. Method and Form of Research

In this research methodology, the researcher used a classroom action research. The researcher used the classroom action research design because it was suitable with the purpose of this research which was to improve students' ability in writing descriptive text. According to Elizabeth in Burns (2010:5) action research as research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving teaching learning process.

Then, Irais in Burns (2010:5) define "action research is carried out by teacher in their context, in their classroom. Teachers identify a problem or an area they wish to improve and based on theory or experience or a hypothesis they think of an intervention". Additionally, Garmen in Burns (2010:5) also stated:

Action research is a reflective process that has been identified. One of the aims of CAR is to improve the teaching practice and in the long run the whole curriculum. In order to do action research it is necessary to carry out a rigorous study in which the problem has to be clearly specified, an action plan has to be described and carried out, and finally an evaluation has to be contemplated in order to show if the decisions taken were adequate ones.

Furthermore, Scott and Morrison (2005:4), "Action research is a research strategy which sets out to change the situation being researched". Then, Mills in Creswell (2012:577) stated that action

research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning. Cohen *et al.* (2007:297) also define Action research is a powerful tool for change and improvement at the local level. Additionally, Lodico *et al.* (2010:313) stated that action research, as its name implies, within education is a type of research that aims to enact immediate changes in an educational setting. According to Singh (2006:261) action research is a method for improving and modifying the working system of a classroom in school.

Based on the explanation above, it can be concluded that classroom action research is the systematically inquiry conducted by teacher or researcher in the teaching and learning situation or gather information about student's problem then making improvements.

2. The Procedure of Classroom Action 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 some problem through several cycle and sometimes moving to the different problems in each cycle." Then, Tomal (2003: 115), explained the classroom action research is design to make students' improvement by

teaching learning activity through cycle process. It means that, to success a classroom action research, the researcher needs to consider well and followed the several phases of those cyclical processes.

In this research, the researcher conducted two cycles to see the students' improvement in writing descriptive text by using Clustering Technique. Which in each cycle had two meeting, there were some phase did by researcher to conduct this classroom action research. This classroom action research followed by Kemmis and McTaggart (in Burn 2010:7), they stated the process of an action research involves some phases are as follows: planning, acting, observing, and reflecting.

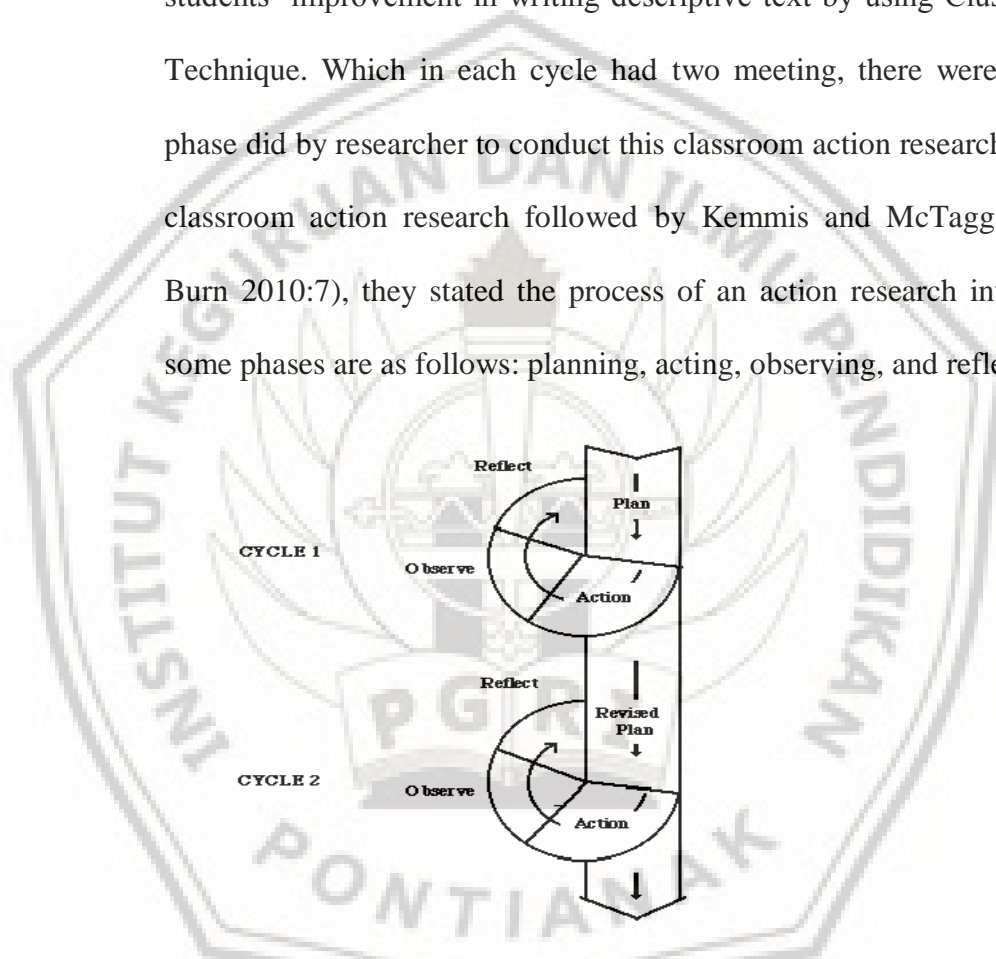


Figure 3.1 CAR model based on Kemmis and McTaggart in Burn (2010:9).

Procedures or steps implementation of classroom action research based on the following steps:

a. Planning

In this section, the researcher defined the actions planned in first Cycle and second Cycle. In planning, the researcher did some preparation in applying the teaching and learning process. The researcher prepared that would be needed in the action. The researcher determined the selected material, exercises, scoring rubric into lesson plan using Clustering Technique. It was used to help the researcher as the guideline of teaching and learning activities.

After lesson plan was done. Next, the researcher prepared for the learning media that will be needed in the learning activities. Last, the researcher prepared the tools of observation such as observation checklist and field note. It was used as the tools to observe all that happened during the learning activities in the class. The researcher also prepared kinds of writing test to measure the students' ability in writing descriptive text.

From the explanation above, the researcher concluded that at planning phase, the researcher prepared anything that would be needed in teaching and learning process. Those were the lesson plan, learning material and tools of observation.

b. Action

The first cycle consist of two meeting. The action of the first meeting was conducted on Monday, July 18th 2016. The researcher implemented the teaching learning process based on the lesson plan

had been made before. In the first meeting, the researcher started the class by greeting and checking the students attendance list and then the researcher began to convey what materials that would like to learned by students' and explain the concept of Clustering Technique. The researcher began the class presentation. The researcher taught descriptive text through Clustering Technique. The teacher asked them some question to remind what a descriptive text is about.

The researcher showed them some example of descriptive text and gave the explanation briefly includes of the purposes, generic structure, and the language feature of the text. After giving the explanation of each point, the researcher asked the students did practices individually to make text using Clustering Technique.

Then, in the second meeting was conducted on Tuesday, July 19th 2016. The researcher started the class by greeting and checking the students' attendance list. The researcher continued the lesson given in the previous meeting. The researcher reminded the students about the material in last meeting. The researcher asked some question about the last activity. The researcher explained to the students how to construct Clustering Technique into descriptive text. Then, the researcher asked the students to prepare a piece of paper, the researcher asked them to write the descriptive text using Clustering Technique. After that, the researcher led the students to discuss together about pattern of

Clustering technique were better than last practice. The final task was the data for the first.

Then, the second cycle consists of two meeting. The first meeting was conducted on Monday, 25th July 2016. The researcher started the class by greeting and checking the students' attendance list. In this meeting, the researcher gave the clear explanation about the previous task. The researcher gave clear explanation about generic structure and features of descriptive text and aspect of writing such as how to use correct grammar, word choice, capitalization, and punctuation. The researcher made sure the students about how to do Clustering Technique and organize the ideas from the Clustering technique pattern. The teacher tried to give explanation slowly and repeat the explanation.

In addition, to make sure the students' understanding the teacher gave back the students an opportunity and time to ask about their miss understanding about the material. Then, the researcher asked to students to prepare piece of paper and the teacher commanded the students individually to do the task based on the example. After all the students finished the task, the teacher asked the students perform in front of the class and wrote down their ideas into paragraph on the whiteboard. The teacher and students together did review the students worked in the whiteboard and the teacher gave the conclusion about the material that have been taught.

In the second meeting was conducted on Tuesday, 26th July 2016. The researcher started the class by greeting and checking the students' attendance list. The teacher led the students discussed about all they have learned in the class during research, made a reviewed about Clustering Technique and descriptive text. Then, the teacher asked the students to write descriptive text using clustering technique. The final task was the data in the second.

c. Observing

In this section, the observation had done by collaborator and researcher during teaching and learning process in this research. The collaborator observed every activity that happened in the class and monitoring 33 students. The result of observation would be discussed into observation checklist and field note.

d. Reflecting

In this phase the researcher and collaborator discussed about the activities happened when the researcher implemented of Clustering Technique during teaching and learning process. It was used to make the preparation in the next cycle be better. This phase aimed to evaluate and describes the outcomes in effect of action. By knowing the results of action, the researcher decided the next planned to start the cycle again. Based on the results of observation checklist, field note and students score the researcher and collaborator discussed to

analyze, interpret, and evaluate the information and data which are obtained from the classroom observation activity.

B. Subject of Research

The subject in this research was the students at the eighth grade of Mts. Nurul Iman Sungai Pandan. The class consists of 33 students which 10 male and 23 female. The choose subject of research because this class had problem that was difficult in some aspects of writing they were organization, content, language use, mechanical and vocabulary. The researcher know the students problem from the English teacher, and ask the students about their problem. The researcher also looks from the classroom situation. From the problem above, the researcher choose the eighth grade students. In this research the researcher solved these problems then improves the students' writing ability.

C. Technique and Tools of Collecting Data

1. Technique of Collecting Data

In this research, the researcher used two techniques to collect the data, they were observation and measurement. The first technique in this research was observation. Observation is the process of data collecting in this research, and the researcher looks for the research situation. Koshy (2005:98) stated that observation is a natural process – we observe people and incidents all the time and based on the

observations, we make judgments. Otherwise, Burns (1999:80) states that observation is a mainstay of action research. It enables researchers to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur.

Additionally, Ary *et al.* (2010:431) stated that observation is a basic method for obtaining data in qualitative research and is more than just ‘hanging out... Qualitative observations rely on narrative or words to describe the setting, the behaviors, and the interactions. So, by using observation technique, the researcher observed about the students’ behavior and the classroom situation during the teaching learning process. Second technique is a measurement. Measurement is an activity or process to obtain a numerical description and the level or degree of the special characteristics of the individual. Stevens in Ary *et al.* (2010:101), “Measurement is the assignment of numerals to objects or events according to rules”. Additionally, Creswell (2012:113) stated that measurement means that the researcher records information from individuals in one of two ways:

- a) Asking them to answer questions on a questionnaire.
- b) Observing an individual and recording score on a log or checklist.

So, by using measurement technique, the researcher used it to know about students’ score by the test that would be given, then determine how well improvement of the students’.

2. Tool of Collecting Data

In this research, the researcher used some tools of collecting data. There were two kinds of tools of collecting data that the researcher used. They were tools for collecting qualitative data and tool for collecting quantitative data. The qualitative data got from observation checklist and field note. Meanwhile the quantitative data from essay test.

a. Observation Checklist

Observation checklist contained list of objectives in teaching activity or structured observation. Observation checklist used by collaborator when teacher implemented of Clustering Technique in teaching learning process. The collaborator was checking based on what the students and teacher do in teaching learning activity by used Clustering Technique

b. Field Note

In the used of field notes help the researcher during conducting the research. The collaborator wrote or made some brief notes that the collaborator found when observes the classroom. There are three aspects that would be written in the field note. They were about the student's performance, the class situation and also the teacher performance during teaching learning process. The collaborator noted all of things which happened during teaching and learning process. Tomal, (2003:31) stated that,

field notes are a form of direct observation and can easily be transferred into anecdotal impressions. The idea of collecting field notes is to observe everything and anything.

c. Writing Test

According to Tomal (2003:72) stated that “testing is one of the more convenient methods of data collection.” The function of this test is to know the students’ have improvement or not in writing descriptive text. In writing test, the researcher gave the instruction to the students to write essay test about descriptive text using Clustering Technique.

3. Technique of Analysis Data

In order to analyze the data, researcher used data qualitative analysis and data quantitative analysis. This was the one of important phase to be conducted. Burns (2010:104) stated that analyzing action research data is a continuing process of reducing information to find explanations and patterns.

a. Qualitative Data Analysis

In this part, to analyze the data through both observations checklist and field note the researcher used descriptive analysis. According to Koshy (2005:110) stated that “ the descriptive analysis is the process of carried out an intervention project to enhance the aspirations of pupils in an inner-city school, used

students profile and her own diary entries to create an authentic story of what had happened”.

In analyzing the data, the researcher used the technique from Miles and Huberman (1994:10-11) stated that to analysis the qualitative consist of three steps. Those will be explained as follow:

1) Data Reduction

Data that was gotten from field were quite enough therefore it was needed to write in details. So, it was needed to analyze the data through data reduction. Data reduction means resumming, choosing the important things, looking for the theme and the pattern and delete the things which does not important. According to Miles and Huberman (1994:10) defined that, data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written field notes or transcriptions. It can be concluded that, the data that have reduced will give the description clearly and makes the researcher easier to conduct the data collection in the next step.

2) Data Display

After finishing data reduction, the researcher continued to the next step, that was display the data. The data can be displayed in the form of table, graphic and phi chard.

According to Miles and Huberman (1994:11), data display is an organized, compressed, and assembled information or data. So, data display used at all stages, since they enable to organize and summarize. They shown what stage the analysis reached and they will be the basis for further analysis

3) Conclusion Drawing and Verification

The last step was conclusion and drawing verification. From the start of data collection, the qualitative analysis was beginning to decide what things mean noting regularities, patterns, and explanations (Miles and Huberman 1994: 11). The reason for reducing and displaying the data is to assist in drawing conclusion. The aim of this step is to integrate what be done into meaningful and coherent picture of the data.

b. Quantitative Data Analysis

In analyzing the quantitative data, the researcher used the individual score and mean score by using percentage correction formula as follow;

1) Students' Individual Score

The researcher analyzed the students' individual score according to the test. The researcher analysed them one by one, from the first cycle until the last cycle to know the students

individual score in writing descriptive text. The individual score would be calculated by using the following formula.

$$X = \frac{\sum s}{N} \times 100$$

Note:

X = students' individual score

$\sum s$ = sum of student's score

n = maximum score

100= Constant number

(Adapted from Cohen, *et al* 2007:423)

2) Students' Mean Score

After the researcher scoring the students individual score, the researcher concluded to find average score of students by using the following formula .

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

Note:

M = Students' Mean Score

$\sum x$ = Total Score of The Students' test

N = Number of the Students

(Adapted from Singh, 2006:233)

After the means score obtained, the researcher matched it with the criteria of student's qualification as follows:

1.1 Table of Students qualification

Total Score	Representative Score in Symbol	Representative Score in Numbers	Qualification
80-100	A	4	Excellent
70-79	B	3	Good
60-69	C	2	Average
50-59	D	1	Poor
<50	E	0	Very Poor

(Modified from Heaton, 1988:96)

Then the researcher makes a conclusion of the improvement of students' writing skill after knowing students' score and students' mean score. The researcher analyzed the process of improvement by qualitative analysis and the result improvement by the students' score.