

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher will use Classroom Action Research (CAR) as the research method. According to (Wijaya & Syahrums, 2014) Classroom Action Research is a research activity carried out in class when learning takes place. Classroom Action Research is done to improve or improve the quality of learning. Classroom Action Research focuses on the classroom or on the learning process that takes place in the classroom. Researcher believe that using CAR the problems that occur in the classroom about the difficulties of students writing and thinking critically can be overcome. Where the Classroom Action Research itself has a purpose that is as follows Researchers believe that using CAR the problems that occur in the classroom about the difficulties of students writing and thinking critically can be overcome. Where CAR itself has the following objectives to increase the real activities of teachers in the development of their profession. CAR has a specific goal is to address real problems to improve the quality of the learning process in the classroom. (Rahdiyanta, 2012)

In this research, classroom action research (CAR) is applied to the tenth-grade student of SMA N 1 Sungai Ambawang because the research wants to know the students' knowledge in English. The researcher observes the teaching and learning English proses consist of observing the technique of retelling to improve students' writing skill and critical thinking for the tenth grade of Senior High School at SMA N 1 Sungai Ambawang. According to (Hopkins, 2014) Classroom Action Research is another kind of research with teacher look critically at their own classroom and use research primarily for the purpose of improving their teaching and the quality of education in their school.

B. Research Procedure

In this Research, there are four steps in process of classroom action research, they are: planning, acting, observing, and reflecting.

According Kemmis and McTaggart (1988) in Burns (2010:196) the follows is how the researcher explains the procedure of this Classroom Action Research to the reader:

1. Planning

Planning is the arrangement for doing the research. In this planning stage, the researcher will be helped by a collaborator to prepare the lesson plans based on the syllabus. Teaching material, observation, writing scoring table, and field notes. This step can be to make a better activity.

2. Acting

Acting is a process of doing action research. The acting stage implemented the action of plan in the real treatment by the researcher as the teacher. In this stage, the researcher will explain descriptive text material based on the curriculum and syllabus. Then, at the end of the class researcher will give a worksheet/Task for students to answer all of the questions. The researcher gives 40-50 seconds to finish it.

3. Observing

Observing is the process of observing and gathering all relevant data about any aspects that were happening during the teaching and learning process. In classroom action research, observation focuses on collecting data relating to the treatment activity. This observation played an important role in this research since what happens during the treatment process may influence the research's result.

4. Reflecting

Reflecting is the activity of evaluating the progress or the change of students. The result of this reflection will provide that of the standard in determining the next steps until the research goals are met. The reflection result may show if the action is successful or not; if the action is successful, the cycle is complete; if it's not, the next cycle must be created with any improvements.

C. Research Subject

The subject is the person, place or situation involved in a study. According to Creswell (2014), research subjects are people, and places involved in qualitative research. This research will be conducted at SMA Negeri 1 Sungai Ambawang by involving tenth-grade of X IPA 1 students. The number of students or sample who will be involved are thirty students with direct data collection techniques. The determination of participant is based on purposive sampling according to the criteria.

D. Technique and Tools of Data Collection.

1. Techniques of Data Collection

a. Observation

In this study, the researcher used the observation technique to collect qualitative data. The process includes watching and considering the unconstrained behavior of members in an open or common environment. The role of the researcher is to find and record what can be seen and observed in their natural habitat (Kuznetsov, Passot, & Sulem, 2008). The researcher only records what they see in any way they can. In unstructured observations, the researcher recorded all relevant behaviors without a system. The researcher chooses this action to get information about the study held.

b. Measurement

Measurement technique is be used by the researcher in this researched. (Gupta, 2012) said that measurement is the set of operation having the object of determining the value of a specific quantity. The researcher used this technique to collect the quantitative data from writing test. By this measurement technique, the researcher used it to know about the students writing ability by the test that will be given, to determine how well the improvement of students writing and critical thinking by using the task-based learning method.

2. Tools of Data Collection

a. Field note

Field note is used by the researcher to write notes based on the steps of the classroom action research during teaching and learning process start. It is used for keeping a record of what happens, of why and where your ideas evolved and of the research process itself (Koshy, 2005:97). In this research, a collaborator helps the researcher on writing the field notes. The results of collaborator's writing can be formed as a description of people, object place, event, activity and conversation. "These are field notes; the written account of what the researcher hears, sees, experiences, and think in the course of collecting and reflecting on the data in qualitative study" (Bogdan & Biklen, 1982:74). It is aims for monitoring the students' activity and behavior during teaching and learning process.

b. Test

Tests are questions that must be answered and directives or commands that must be done, and investigator draw conclusions based on how the testy answers the questions and or performs the commands. Suryosubroto (2004) Test is an information collection tool that can be

through questions, instructions, exercises, commands to the testy to respond under the instructions or procedures, then the results by the tester are processed systematically towards a conclusion direction that the behavior of the subject. In the same line, Sudijono (2011) adds, a test of learning outcomes can be said to be good if it has a characteristic or have a valid nature or have a valid word. Valid is often interpreted correctly, abstention; so, the word validity can be interpreted by accuracy, truth, or validity. In this research, the researcher used an essay test to measure writing and critical thinking from the students. The questions consist of four questions, one questions for the writing test, and three questions for the critical thinking test. The aim of using this test is to compile the skills of writing and critical thinking at the same time.

E. The Technique of Data Analysis

In this study, researchers used mixed research methods to combine quantitative and qualitative data. "Mixed methods research is an approach to an inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone." (Cresweel, 2014)

The overall goal of mixed methods research, of combining qualitative and quantitative research components, is to expand and strengthen a study's conclusions and, therefore, contribute to the published literature. In all studies, the use of mixed methods should contribute to answering one's research questions.

1. Qualitative Data Analysis

A qualitative research study is needed to explore this phenomenon from the perspective of distance education students. Cresweel (2014), “Qualitative research is best suited to address a research problem in which you do not know the variables and need to explore. The literature might yield little information about the phenomenon of study, and you need to learn more from participants through exploration. For example, the literature may not adequately address the use of sign language in distance education courses”. Unquestionably, using sign language in such courses is complex and may not have been examined in the prior literature.

In this study, researcher used qualitative research to explain the answer to second questions in research questions which question explained the disadvantages and disadvantages of using the Task-Based Learning Method. The data obtained to describe the explanation is obtained from the interview (see appendices) and documentation obtained in the field. The researcher classified 3 steps of analysis that explained there are:

a. Data Reduction

After conducting the research, it may be complied for the researcher to analyze the data obtained from observation sheet and interview guideline. So, it will be easy if the researcher know how to analyze it well. The first step that need to be done by the researcher in order to analyze the qualitative data is to reduce the data.

Reducing the data means that all data which is obtained during conducting the research, the researcher need to device or choose the important data that may support the data need by researcher herself. It is supported by Miles, Huberman, & Saldana, (2014)

that reduction data means conclude, choose the important data. It is purpose to make the researcher easy to analyze the data.

b. Data Display

After reducing the data, so the next step that should be done by the researcher is to display the data. Display the qualitative data, the researcher usually analysis by use table, chart, graphic, etc.

c. Data Conclusions

After reducing and display the data, the last step that is needs by the researcher is to conclude the data. In this step, the researcher concludes the data obtained from the researcher observation. Here, the researcher looked for the meaning from the data. Besides that, the researcher tried to find out the model, theme, the similar data, the things that data. So, from the data obtained, the researcher tried to make the conclusion the data can be at the first time but it can be easier to analyzed after the researcher have enough data that can support the data in this researcher.

2. Quantitative Data Analysis

In this study, quantitative data came from measurement techniques using writing tests. Quantitative data is a numerical record that is formed in the measurement process and can be utilized to perform basic mathematical operations. (Singh, 2007:123). Writing and critical thinking Test.

1) Individual Score writing test

The researcher uses the following formula to calculate each student's score:

$$X = \frac{C+O+V+L+M}{N} \times 100$$

Figure: 3.1

Note:

X = Students' individual score

V= Vocabulary

C = Content

L= Language use

O = Organization

M= Mechanics

The researcher used the table of students' score classification. To find out the students' level in writing skills to determine the criteria of this research goal.

2) Individual Score of Critical thinking test

The researcher uses the formula below to calculate students' scores:

Maximum score = Highest number of scores per criterion

$$\text{Essay Score} = \frac{C+S+I+A+ST}{N} \times 100$$

Figure: 4.1

Note:

C= clarification

S= support

I= Inference

ST= Strategy and tactic

The researcher used the table of students' score classification. To find out the student's level in critical thinking to determine the criteria of this research goal.

Table 3.1 Students' score classification

Number	Score	Classification
1	81-100	Excellent
2	61-80	Good
3	41-60	Average
4	21-40	Poor
5	0-20	Very Poor

3) Mean score

The researcher uses the formula below to calculate the mean score of the students:

$$\bar{X} = \frac{\sum x}{N}$$

Figure: 5.1

\bar{X} : The students' average score

$\sum x$: The total of students' score

N : The number of students'

After obtaining an individual student's score, the researchers classified their score to find out the student's level of writing skill and critical thinking. After that, the researchers calculated their average or average score to find out whether or not there was an improvement in students' writing comprehension tests. This research will be a successful call if students learn activities showing improvement from the cycle and getting satisfactory results in the classroom. Students' grades must pass poor levels.