

CHAPTER III

RESEARCH METHODOLOGY

A. Settings

1. Place

SMAS Pancasila Sungai Kakap is one of the education units with high school level in Sungai Kakap District, Kuburaya Regency, West Kalimantan. SMAS Pancasila Sungai Kakap is located at JL. Raya Sui Kakap, KM. 11, 5 Pal IX, Kubu Raya, Punggur Kecil, Sungai Kakap District, Kuburaya Regency, West Kalimantan. This is overseen by the Ministry of Education and Culture. This is one of the Kuburaya district's swasta schools.

2. Time

From 10 until 17 May in the Academic Year of 2022-2023. Details of the research schedule are presented as follows:

Table 3.1 Details of the Research Schedule

Cycle	Day/Date	Meeting
Cycle I	10 May 2023	Meeting 1
	12 May 2023	Meeting 2
	13 May 2023	Test 1
Cycle II	15 May 2023	Meeting 1
	16 May 2023	Meeting 2
	17 May 2023	Test 2

B. Research Design

This research design is Classroom Action Research (CAR). 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.

Furthermore, classroom action research is actions had to be taken in the English class because there were discrepancies between the reality and the ideal scenario. The goal of the research study was to solve the issues and enhance the teaching-learning process. Action research has numerous classifications that professionals have offered. Action research is "the study of a social situation with the view of improving the quality of the action in it," according to Elliott (1991, in Burns, 2010:5). Action research is a type of inquiry that allows practitioners worldwide to look at and assess their work, according to Mc Niff and Whitehead (2006:7).

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. In this study, the lesson plan for learning vocabulary will be implemented using a circle game. This research will be held in several cycles until the objectives of this research are considered sufficient, the time required to complete each meeting takes two hours. The observation will be applied during the learning process in class. based on the observation step the reflection will be settled down, And the results of the first cycle of reflection will affect the next cycle.

Furthermore, Classroom Action research according to Elliot (1991, in Burns, 2010:5) refers to as "the examination of a social circumstance with the goal of raising the standard of the activity therein. Action is described by Mc Niff and Whitehead (2006:7). research as an avenue of inquiry that empowers professionals worldwide to look at and assess their output. Additionally, action research, according to Burns (1999:5), is a self-reflective, systematic, and critical approach to inquiry by participants who are also members of the research community. According to the aforementioned definitions, action research is the study of a social situation that enables practitioners worldwide

to enhance the effectiveness of the action in it. The following traits are typically associated with action research (Cohen and Manion, 1980; Burns, 1999 in McKay, 2006:30): The adjustments in practice must be: 1) situational, contextual, limited in scope, localized, and pertinent to the actual circumstance; 2) evaluative and reflective; 3) participative; and 4) based on the information or facts acquired that support the changes.

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.

C. Subject of The Research

SMAS Pancasila Sungai Kakap, located in JL. Raya Sui Kakap, KM. 11, 5 Pal IX, Kubu Raya, Punggur Kecil, Sungai Kakap District, Kuburaya Regency, did this research. There is one tenth grade classroom, one eleventh grade classroom, and one twelfth grade classroom at this school. The school also features an office (teachers' and principals' rooms), canteen, ceremonial field, restroom, and parking lot. The subjects of this study were SMAS Pancasila Sungai Kakap eleventh grade students in the academic year 2022/2023. The researcher chose this class because a problem related to pupils' limited writing abilities in learning English was discovered in this class. This eleventh grade has eight pupils, three of them are male and five of whom are female.

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 combined qualitative and quantitative methodologies to examine the data by using two different data analysis techniques. The researcher used measurement method with essay questions for quantitative data, as qualitative data can be collected based on the ongoing

learning and teaching process, the researcher used observation technique along with field notes to collect it.

1. Observation Technique (observation)

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 opinion, 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 observation

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 Sheet

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. In this research, researcher will use observation sheet as an instrument to help the researcher for collecting data. In this case, it aims to collect data related to student

participation in a teaching and learning process the learning process carried out in class through the use of canva as a learning media. The researcher will enter the classroom to observe the learning to the eleventh-grade students of SMAS Pancasila Sungai Kakap.

2. Field notes

fieldnotes is the writing of field notes (while conducting observations/interviews) in detail from qualitative research. All student activities in class during the teaching and learning process are noted in field notes. According to Bogdan and Biklen (2007: 119), field notes is a written statement on what has been observed, noted, understood, and inferred in relation to data from a quantitative study Therefore 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).

3. Writing Test

This test is used to measure writing skills in students through the use of canva as a learning media as well as to collect quantitative data. The test used in this study amounted to 1 question and was an essay question and was relevant to the cognitive learning objectives at the time of the study. The test was given at the end of cycle I and II. This was done to determine the improvement of writing skills in students. The test was given at the end of cycle I. Then, at the end of cycle two, the test was given again as a final evaluation test. From the last test, researchers will be able to find out the improvement of students' writing skills through the use of canva as a learning media.

F. Technique of Analysis Data

The analytical scoring rubric for writing comprises five criteria: content, organization, vocabulary, language use, 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 proficiency. The formula for calculating individual scores is as follows :

$$\frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 100$$

Adapted from Brown (2007)

Note

X : The students individual score

C : The students score of Content

O : The students score of Organization

G : The students score of Grammar

V : The students score of Vocabulary

M : The students score of Mechanics

N : Total number of criteria

b. Mean Calculation

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

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

From Singh (2006:286)

Note

M : Mean score

$\sum x$: The sum of students score

N : The total number of students

After got the mean score the match it which qualifications the score are as follow:

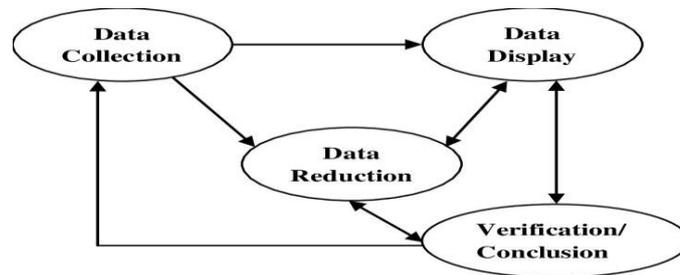
Table 1.2 Students Score Qualification

Criteria	Qualifications
80-100	Very Good
70-79	Good
50-69	Average
0-49	Poor

Modified from Harris and David (2005)

2. Qualitative Data

The researcher changed the interactive data analysis model scheme of the Milles and Huberman Model (1992:20) in this qualitative data analysis technique.



**Figure 3.1 Schematic of Interactive Data Analysis Model
(Milles and Huberman Model, 1992:20)**

a. Data Reduction

The initial step in qualitative data analysis approaches is data reduction. Data simplification, classification, and removal are all aspects of data reduction. so that the information in the data can help researchers draw conclusions. Due to the volume and complexity of the data, reduction stage data analysis is necessary. The goal of this reduction stage is to evaluate the research relevance of the acquired data. A more precise picture will be produced by the data that is reduced during this data reduction process. The amount of data collected becomes increasingly more varied the longer the researcher stays in the field. The data obtained, however, is even more complex and difficult to understand, therefore data reduction is required here to prevent the varied data from accumulating and making it difficult for researchers to study.

b. Data Display

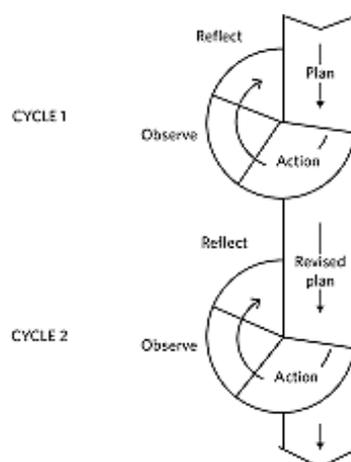
The second stage, which comes after the data has been reduced, is the data presentation stage, which is also when qualitative data analysis techniques are used. The practice of presenting data involves arranging the data gathering in a methodical and understandable way so that conclusions can be drawn. In addition to narrative text (in the form of field notes), matrices, graphs, networks, and charts can also be used to convey qualitative data. The data will be grouped and structured in a relational pattern through the presentation, making it simpler to understand.

c. Conclusion Drawing and Verification

Conclusion drawing and data verification are the final phases of qualitative data analysis methods that are implemented based on the outcomes of data reduction and continue to make reference to the desired outcomes of the research. In order to draw conclusions about how to resolve current issues in accordance with the research objectives, this step seeks to provide meaning to the data obtained by looking for links, parallels, or differences. If no supporting data are discovered during the subsequent phase of data gathering, the initial results may still be vulnerable to revision. However, the concluding judgments are credible if the initial conclusions are backed up by reliable evidence. Verification is to make the evaluation of the data's completeness more accurate and objective in accordance with the fundamental idea of analysis. Peer debriefing is a method for verifying data.

G. Procedures of Classroom Action Research (CAR)

This classroom action study employs Kemmis and McTaggart's action research approach, which consists of four stages: preparation, action, observation, and reflection. The cycle can continue until the researcher is satisfied with the results and decides to stop.



**Figure 3.2 Cycling Process of Classroom Action Research
Kemmis & Mc Taggart in Burns (2010:9)**

The researcher updated the preceding technique such that it is possible to determine that the steps to be taken in this research procedure are as follows:

Table 3.2 The Procedures of Classroom Action Research (CAR)

	Activities	Tools		Products
1	CYCLE I			
	Planning	- Learning Media Canva		Lesson plans, instruments, etc.
	Acting&Observing:	Action	Observation	
	Meeting 1	Lesson Plan, Materials, learning media, etc.	Observation Sheet, Field note	Data in forms of: Observation Sheet1 Field note 1
	Meeting 2	Lesson Plan, Materials, learning media, etc.	Observation Sheet Field note	Data in forms of: Observation Sheet 2 Field note 2
	Measurement Test 1	Writing test		Data in forms of: Students test scores 1
	Reflection	Reflection Sheet		Supporting data 1
	<i>Planning for the next cycle</i>	-		-
2	CYCLE II			
	Planning	-		Lesson plans, instruments, etc.
	Acting&Observing:	Action	Observation	
	Meeting 1	Lesson Plan, Materials, learning media, etc.	Observation Sheet Field note	Data in forms of: Observation Sheet 3 Field note 3
	Meeting 2	Lesson Plan, Materials,	Observation Sheet Field note	Data in forms of: Observation

		learning media, etc.		Sheet4 Field note 4
	Measurement Test 2	Writing test		Data in forms of: Students test scores 2
	Reflection	Reflection Sheet		Supporting data 2

1. Cycle I

a. Planning

As a pre-research step, the researcher identified the problem by making observations. Following that, the researcher devises a strategy to fix the problem and has a positive impact on the setting of this research. Canva was used by the researcher to create lesson plans, tools, and learning media.

b. Acting and Observing

Action and observation are the second and third steps. At this stage, the researcher took action by implementing the strategy into the class, namely teaching by entering the class by applying Canva. The researcher enters the class and then teaches by applying Canva as a learning media to teach students to write explanation text, the researcher enters the class and then teaches by applying Canva as a learning media to teach students to write explanation text. In the first meeting, the researcher explained what an explanation text was, general structure, language features, and provided examples and explanations of the stages in writing the explanation text itself then in the second meeting the researcher taught by giving examples of explanation text videos about the life cycle of butterflies then after the students wrote a video about the life cycle of the butterfly into an explanation text and in the third meeting the researcher gave another example of an explanation text about the process of rain and discussed the text with the students and in the fourth meeting the researcher gave or taught with Canva video-based media a two-person

conversation about the occurrence of an earthquake then after that the students wrote the contents of the conversation into an explanation text, the researcher taught by paying attention to the lesson plans and existing sources. The researcher then observed the students during the teaching and learning process and documented everything using data collection methods such as observation sheets and field notes. Researchers use Canva learning media.

1) Meeting 1

Date : 10 May 2023
Duration : 45 Minute
Teaching Material : Explanation Text
Main Activities :
Teacher : The Researcher
Observer :
Data Collected : Observation Sheet 1
Field Note 1

2) Meeting 2

Date : 12 May 2023
Duration : 45 Minute
Teaching Material : Explanation Text
Main Activities :
Teacher : The Researcher
Observer :
Data Collected : Observation Sheet 2
Field Note 2

3) Measurement Test 1

Date : 13 May 2023
Duration : 45 Minute
Test Material : Explanation Text
Data Collected : Writing Test 1
Students Writing Scores 1

c. Reflecting

The researcher reflects that there are deficiencies that need to be corrected in cycle one, students in cycle I, when the researcher is explaining the content of learning, students talk to their friends so that learning becomes hampered. Researchers also found that students were less enthusiastic and passive in participating in learning because they did not understand the material presented by the teacher. According to the researcher, the researcher neglected to provide motivation at the beginning of the session so that students were not interested in learning explanation text information using Canva's learning media. The results of student assignments were also not as expected. Almost all students get low grades, only a few get good grades. Students received low marks as a result of a lack of vocabulary skills when writing explanation text. As a result of this first meeting, the students' assignment scores for writing explanation text were low because of a lack of vocabulary. To improve in cycle 1, students who chat with their friends and who look bored, the researcher will make a different Canva-based learning video for each meeting so that students are enthusiastic and interested in the material explained by the teacher plus inserts of vocabulary discussion in the example explanation text displayed by the researcher. In this Canva-based learning video, this is done to increase their vocabulary and the researcher will provide motivation at the beginning of the lesson so that students have high motivation to learn to write explanation text and thereby arouse their interest in learning to write explanation text.

2. Cycle II

a. Planning

As a pre-research step, the researcher identified the problem by making observations. Following that, the researcher devises a strategy to fix the problem and has a positive impact on the setting of this research. Canva was used by the researcher to create lesson plans, tools, and learning media.

b. Acting and Observing

1) Meeting 1

Date : 15 May 2023
Duration : 45 Minute
Teaching Material : Explanation Text
Main Activities :
Teacher : The Researcher
Observer :
Data Collected : Observation Sheet 3
Field Note 4

2) Meeting 2

Date : 16 May 2023
Duration : 45 Minute
Teaching Material : Explanation Text
Main Activities :
Teacher : The Researcher
Observer :
Data Collected : Observation Sheet 4
Field Note 4

3) Measurement Test 2

Date : 17 May 2023
Duration : 45 Minute
Test Material : Explanation Text
Data Collected : Writing Test 2
Students Writing Scores 2

c. Reflecting

Based on reflection in cycle 1 the researcher brainstormed at the beginning of the session and was able to teach students to use Canva media, as well as the teacher present content according to the lesson plans. found that the majority of students maintain a positive attitude during the learning process. Many students are very enthusiastic about

learning to write explanation text. This helps to keep the classroom atmosphere controlled and comfortable during the teaching and learning process. In cycle 2, the process of learning to write increased this happened because the researcher gave motivation at the time when he was about to start learning and the teacher presented the content according to the lesson plan. the material presented in the Canva learning media is interesting from cycle 1 the material is complemented by a video explaining explanation text besides that the teacher also inserts vocabulary to add to the renewal of students' vocabulary about explanation text so that this can make students' writing skills with explanation text material become increase. This is supported by the results of the students' assignments in cycle 2 which were higher than cycle 1. Many students got low scores in the task of writing explanation text given in cycle I, but the scores of students' assignments increased in cycle 2. Students showed good progress after improvements were made to cycle 2.