

CHAPTER III

RESEARCH METHODOLOGY

A. Form of Research

The method of this research is Classroom Action Research (CAR). Classroom action research deals with identifying a problematic situation. The situation can come from the teacher, students, school principal and environment of the school as well. Burns, (2010:5) argued that classroom action research is a research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching and learning. In other hand, Cohen et al, (2007:297) mentioned that a classroom action research (CAR) is a powerful tool for change and improvement at the local level. It can conclude that the purpose of the problem situation is not to make a statement that the teacher or everything involved in the teaching learning process is bad. But the main purpose is to make an improvement in everything that can possibly be done better.

Based on definition above, the researcher concluded that action researcher is one of the educational researches which focus to solve problem and improve the teaching learning process in a classroom. In this case, the teacher should know about students'problem and solve their problem by choosing the selected technique that gave influence and change the situation in order that the students can explore their ability.

B. The Procedure of Classroom Action Research

In conducting Classroom Action Research, the researcher used some steps/procedure of Classroom Action Research as follow:

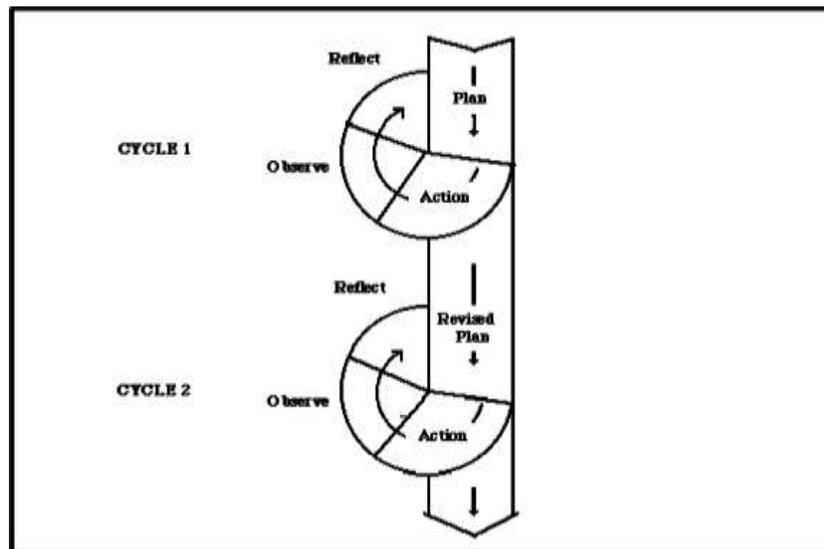


Figure 3.1 Cyclical of Classroom Action Research by Kemmis and McTaggart in Burns (2010:9)

The procedure consist of four steps, namely plan, action, observe, reflect. Those are:

a. Plan

This is the first phase in conducting research, the researcher observed and identified the students' problem were occurred in the class, especially for understanding of writing. Then the researcher prepared everything needed in conduct this research in teaching learning process. The researcher prepared anything that would be needed in action such as making lesson plan and the materials for teaching and learning process. The most important was the researcher ask the teacher as collaborator to cooperating with the researcher.

b. Action

In this phase, the researcher implemented the things that have prepared in first phase. In acting phase, the researcher conducted the research in the classroom where the problem found. The researcher in this phase was act as the teacher who teaches the lesson that had been prepared. The action was implemented based

on lesson plan. In this step was applying based on the material that has been prepared.

c. Observe

In this phase, the researcher observed students' activities during the implementation of the action. The researcher was observing classroom together with the collaborator when the researcher doing action. At this point, the researcher collected data by using observation sheet, field note and writing test. At this time, the researcher was cooperating with teacher to fill in the field note and give comment anything that occurs during the process of teaching and learning in the classroom.

d. Reflect

This is the last phase in conducting this research. In this phase, the researcher reflects all the activities including evaluated of students' progress. The purpose of reflecting is to know the result which have done include the action that is applied by the researcher. If there is no improvement found from the students, consequently the researcher should prepare and arrange for the next cycle.

C. Subject of Research

This research was conducted in tenth grade or grade X IPS 4 students of SMA Negeri 1 Rasau Jaya that consist of 31 students as subject in this research. The researcher chosen this class because of the students in this class has problem in learning process. The problem in this class were some students lack of writing ability and also the students still cannot to determine the generic structure of descriptive text. This is proved by the data that the researcher got from preliminary observation and teaching learning process in SMA Negeri 1 Rasau Jaya.

D. Technique of Data Collection

1. Observation Technique

Observational data are attractive as they afford the researcher to collect the data from real situation. The researcher gave opportunity to look at what is taking place and observation provides a reality check, observation also enables a researcher to look afresh at everyday (Robson in Cohen *et al* 2007: 396). The researcher used the observation to observe the students' activities during the implementation of wholesome scattering game in teaching writing descriptive text. Observation was used to collect qualitative data from some tools that are field note and observation sheet.

2. Measurement Technique

Gupta (2012: 5) mentioned that measurement is the set of operations 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 ability through wholesome scattering game.

E. Tool of Collecting Data

The tool which were used by the researcher in collecting the data are observation sheet, field note, and writing test. The observation sheet and field note as the tool in obtaining the qualitative data. The writing test as the tool in obtaining the quantitative data.

1. Observation Sheet

Observation sheet is containing a list of activity which might happen during the action. The collaborator observed and write based on the statement in observation sheet. This tools used to observed the teaching and learning process during the application of action.

2. Field Note

Field note is written descriptions of what the researcher observes in the field and his or her reactions and feelings (Lodico *et al*, 2010: 118). Besides, Burns (2010: 67) states that field note is tools for collecting data and data collected recorded in the form of note made by researcher or other participants. Field notes was recorded of the fact related to the implementation wholesome scattering game during the teaching learning process. The researcher must as soon as possible to record all events in the form of description into researchers' field note. Field Note writing should be carefully record, detail, and clear because the field note would be analyzed and process as a result of research in qualitative research.

3. Writing Test

The researcher gave the students test to get the students' writing scores. From this test the researcher also got individual score and means score. The test given at the end of teaching learning process using wholesome scattering game. In this research, the researcher was use objective test to collect the data about students' writing skill. The researcher gave instruction test to students and write descriptive text based on key words. The result of the test showed us whether the students' writing have improvement or not.

F. Technique of Data Analysis

1. Qualitative Data

Qualitative is used by the researcher in order to observe the students' attitude or behavior during teaching and learning process. Qualitative is used by the researcher to analyze data of observation sheet and field note. While to analyze the data, the researcher used Miles and Huberman Model. Miles and Huberman (2012: 337) stated that the activity of analysis data are reduction data, display data, and

conclusion data. 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 field not. 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 needed by researcher herself. It is supported by Miles and Huberman (2012: 338) that reduction data means conclude, choose the important data. It is purposed 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 data. Display the qualitative data, the researcher usually analysis by use table, chart, graphic etc.

c. Data conclusions

After reducing and displaying the data, the last steps that is needs by the researcher is to conclude the data. In this step, the researcher concludes the data obtained from the researchers' 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 first time but it can be more easy to analyzed after the researcher have enough data that can support the data in this research.

2. Quantitative data

Quantitative data analysis technique is used by the researcher to measure the students' mean score. In analyzing the data, the researcher

uses two types of scoring. They are individual score and mean score. The first way, the researcher calculated the individual score before calculating the data mean score:

a. Individual Score

To calculate the individual score, the researcher used this scoring rubric of writing as follows

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

Note :

X	= Students' individual score	G	= Grammar
C	= Content	M	= Mechanic
O	= Organization	N	= Maximum score
V	= Vocabulary	100	= Constant number

b. Mean Score

After calculating the individual score, the next step was to calculate the mean score. To analyze the students' mean score, the researcher used this pattern, as follow:

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

Where :

M = mean

$\sum x$ = individual score

N = Number of students

(Taken from Blerkom, 2009: 245)

Table 3.2

The Table of Students' Qualification

Total score	Qualification
90 – 100	Excellent
80 – 89	Good
70 – 79	Average
60 – 69	Poor
< 59	Very Poor

(Adapted from Heaton, 1988)

The score of qualification table above give the qualification of the students score or students writing ability. Where the students' get score < 59 is very poor. If the students get score 60 – 69 is poor. If the students get score 70 – 79 is average. And the students get score 80 – 89 is good. The students score 90 – 100 is excellent ability.

In conclusion, to analyze the researcher used qualitative and quantitative data analyze. It would be useful in order to answer the problem of the researcher herself.