

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology

1. Research Design

Research requires that a particular approach or method be used to obtain needed data and information. This method is used to answer the information collected by researcher. The classroom action research method is as used. The method used in this study is Classroom Action Research (CAR). Classroom action research is an activity to improve the practice of learning on the learning activities from the problems that arise in the learning situation.

According to Aqib, (2011, p 3) says that CAR is a study conducted by a teacher in his class through self-reflection to improve his performance and thus improve student learning. Classroom Action Research(CAR) is the development of research the act. Action research was developed to seek solutions to social problems. Action study begins with a systematic study of a problem. The results of this study provide the basis for a work plan (action) as an effort to address that problem. The next activity was the performance of the action followed by observation and evaluation. The results of observation and evaluation are used as an insert to reflect on what happened at the moment of action. It then laid the foundation for further improvement and improvement.

A series of carried-out operations were conducted by a study. Research is used to point out the truth and problem solving of what is studied to accomplish that goal, a precise and relevant method being done for research purposes. Arikunto in glued Iskandar (2015, p. 4) saying "class action research (CAR) can be shortened by action study only because the term" class "indicates only several subjects that are targets for improvement." Next, Arikunto in the breast of Iskandar (2015, p. 4) Saying:

The purpose of ac is to resolve the matter through action, not just to observe the phenomenon. The above definition is understandable that a car is a study of actions conducted on the basis. The learning problems that arise in the classroom increase the learning process so that the purpose of learning can be accomplished.

Based on the understanding described above, it can be concluded that the method of class action (CAR) is the study a teacher must do in his or her classroom through self-reflection, to improve his performance as a teacher, thus improving the learning of the student. This method of research refers to the foment-the-class action study stage (CAR) is carried out by teachers who have problems in their classes.

2. Procedure of Research

In research procedures, the researcher do not only as a temporary action observer but also prepare lesson plans and assessments or tests before the action research class (car) before the tests and after writing an exposition text in action study class at each end cycle.

The Classroom Action Research (CAR) procedure used in this research was Kurt Lewin design. That consisted of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting. (O'Brien, 2001)

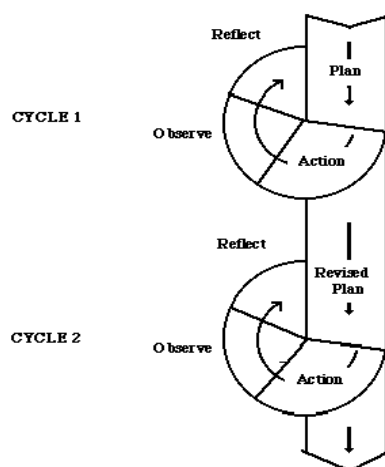


Figure of CAR

Steps of Classroom Action Research According to Kurt Lewin to clarify the steps to be taken in the classroom action research will be described in the following explanation:

a. Planning Phase

Planning included things about what researcher wanted to improve, how researcher wanted to run the study, and how researcher was going to evaluate the research researcher was going to do. At this stage, researcher also explain what, why, when, where, by whom, and how the research is done. In this preparatory stage of the study, researcher determined the point or event center specifically for what would be presented, and then made an instrument analysis to help the note the facts in this research session.

b. Acting phase

This stage consists of what researcher have learned next to improve or make changes based on the plan.

c. Observing phase

The phase will be done by researcher. Observe and act done the same time. At this phase, researcher observe the results or effects of the actions in research. An observational term was used because of the data gathered by the technical observation.

d. Reflecting phase

In this section, researcher will examine, look at, and consider the results or impact of the act. At any information collected needs to be studied related to each other and their relationship to existing and relevant theories or research and its physiology is conducted. Through deep reflection can be deduced that being stable and sharp. The reflection is a very important part of the class action research to understand the process and the results it takes, which is in the form of change as a result of the action taken.

e. Step

Taggart design the above research is explained further on the implementation of class action research in cycles one and cycles two as follows:

1) Pre-research to be done includes the following activities:

- a) Preparing research tools both in writing and in the material.
- b) Interviewed teachers to learn the subject of research conditions.
- c) Gives a pre-test to the student.

2) Cycle I

a) Planning, which includes the following activities:

- (1)Curriculum study, which programming and learning planning
- (2)Involves meeting application
- (3)Preparing material tools
- (4)Prepare the lesson plan
- (5)Prepare the evaluation tool

b) Action, which includes the following activities:

- (1)Studying by continuous writing gradually with the correct text
- (2)Giving the students a post-exam on cycle II

c) Observe, which includes the following activity:

- (1)Observe student activities during learning activities
- (2)Rewriting the events that occurred in students during a learning activity
- (3)Observation data gathered during the performance of learning activity

d) Reflection, which included the following activity:

- (1)Analyzing data from actions application
- (2)Evaluate the performance of steps that have been taken At relay writing's
- (3)Planning the action for cycle II

3) Cycle II

a. Planning, which includes the following activities:

- (1) Accumulate strengths and weaknesses that existed in cycle I, and did an improvement on cycle II.
- (2) Preparing the lesson plan by viewing the results of its reflection in the cycle I
- (3) Preparing research tools
- (4) Prepare the evaluation tool

b) Action, which includes the following activities:

- (1) Learn by methodically writing in unison
In the exposition text, update text. It is expected in class ii that students are more proficient at writing In each of these writing elements
- (2) Give the students a post-test II cycle for data on heightened student ability to write exposition text, description text, and opportunist.

c) Observe, which includes the following activity:

- (1) Observe student activities during learning activities
- (2) Rewriting the events that occurred to the students during the learning activity
- (3) Observation data gathered during the performance of the activity study

d) Reflected, which included the following activity:

- (1) Analyzing data from action implementation
- (2) Evaluate the performance of the steps done in cycle II

3. The Subject of Research

Researchers conducted research at SMA Negeri 1 Sungai Laur, Ketapang Regency. Participants in this study consisted of 25 students of class X IIS 1, consisting of 15 male students and 10 female students. The participants of this study were considered quite representative for this study. Most of the students in this class have some problems in learning

writing skills. They do not know how to write narrative text well. In addition, they are also less motivated in learning English, this shows that they often make noise and chat with their friends when the teacher explains the material in front of the class.

4. Research Time

This research was conducted on Mei 2022. It was conducted for three meetings.

5. Collaborator

A collaborator is a person that helped the researcher in collected the data. The collaborator in this research is the English teacher in SMA Negeri 1 Sungai Laur. In this case, the collaborator helped the researcher to collect the qualitative data. The collaborators observed the teaching and learning process using the Estafet Writing Method and recorded everything that happens in the class. The record noted in observation checklist and filed note.

6. The Technique of Data Collection

In this research, there are two types of data that I collect qualitative and quantitative data. Data analysis techniques are as follows:

a. Observation

Process of researcher partake the environment of the observed subject is using this technique because with direct observations, researcher can retrieve accurate data. In this technique, researcher observe the teacher's performance in the teaching and learning process, the class situation, and the student responses concerned about the use of the relay writing method. Generally, the required averages that should be noted should ensure that the learning of teaching is consistent with the lesson plan or not.

b. Measurement

Based on Sugiyono 20012 that the measurement scale in research is an agreement used to determine the length of the short

interval in the measuring instrument, so that the measuring instrument is used in measurements that produce quantitative data.

7. Tools of Data Collection

a. Observation Checklist

According to Ary *et al* (2011: 217), the checklist present a list of observed behaviors and the observer then check whether each behavior exists or not. To measure behavior, attitudes, and student participation during the teaching and learning process, the researcher at each Meeting used the observation list. Ladico *et al* state that Checklists include a list of behaviors that are only examined to show behavior. With this tool, the collaborator observed the activities and behavior of teacher and students during teaching and learning in the classroom, observation checklist began from the beginning to the end of the teaching and learning process.

The collaborator marked the observation checklist based on the activities of student and teacher in the classroom, and the collaborator provided a column "yes" if student or teacher carried out activities that followed the observation checklist and then collaborator marked the "no" column if student or teacher did not carry out activities. In the observation checklist, place a checkmark (√) with a yes or no answer

b. Field Note

In order additional information about the activities of students, teachers, and the method applied in the classroom, the researcher also used field notes to observe these activities. All events not involved in the list of classroom observation checklist recorded in the field note. Lodicoet al (2010:332) states that qualitative researcher writes their observations in the form of field notes, which are written descriptions of what the researcher observed in the field and their reaction and feeling, Field note is used to keep a record of what happened, as well as his feeling, why and where ideas developed from the research process

c. Writing Test

The test is an important part of every teaching and learning experience. Both testing and teaching were so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. Brown (2003:3) states that a "test, in simple terms, is a method of measuring a person's ability, knowledge or performance in a given domain". In addition, Ary et al (2010:171) state that test is valuable measuring instruments for education research. From the test, the researcher knew whether there was an improvement or not.

In this research, the researcher used a written test. The written test was used to assess the students writing skill in the text. In this case, the researcher's essay consisted of the component of writing there were content, organization grammar, vocabulary, and mechanical. The researcher gave four a question from how to write a narrative text kind of fables and based on their knowledge about narrative text, the recount text consists of three paragraphs minimum and each paragraph had three to six sentences with the correct content, organization (orientation, complication, and resolution), grammar, vocabulary, and mechanics. Their time allocation is 60 minutes. It consisted of 30 minutes to make the first draft, 15 minutes to revise their draft, 10 minutes to wrote their draft on their worksheet, and 5 minutes to review, it can be seen in the appendix III blueprint to read the first test.

d. Readability Test

Readability Test In order to know how the test could be easier to understand by the students, the researcher used readability test. Lockyer et al (2009:173) stated that readability is the level of easy or difficulty with which test material can understood by a particular reader who is reading that text for a specific purpose. The success is the extent to which the readers understand it, read it at an optimum speed and find it interesting. The term readability used in this paper to refer to the ease with which a reader can read and understand the text. The researcher

conducted the readability test was done on Thursday Mei ,12 2022 before doing writing test in grade X IIS 1 of SMAN 1 Sungai Laur. The readability test conducted by giving the questionnaire to the grade X IIS 1 students of SMAN 1 Sungai Laur in order to know how easy the instruction can be understood. The questionnaire could be seen in appendix VII. To calculate the result of readability test, the researcher used the percentages with the formula :

$$X\% = \frac{n}{N} \times 100\%$$

Note :

X = The result of presentages

n = The total number of student who said yes or no

N = The total number of students who in observation

The Criteria :

00,00% - 33,3% = Low

33,3% - 66,67% = Middle

66,68% - 100,00% = High

Taken from Ali, (1985 : 184)

Futhermore, if the percentages are middle or high it means that most of students understand the instruction or if "Yes" answer is in the middle criteria means writing test can be used as the instrument for collecting data on writing skill. whereas If the percentage is low it means most of students don't understand the instruction and the writing test can't be used as the instrument for collecting data on writing skill.

e. Questionnaire Motivation

Based on Sugiyono (2019: 199) a questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer.

8. The Technique of Data Analysis

a. Qualitative Data

1) Procedures

a) Observations

The researcher use semi observations on participants to know the events in the learning. Process of researcher partake the environment of the observed subject is using this technique because with direct observations, researcher can retrieve accurate data. In this technique, researcher observe the teacher's performance in the teaching and learning process, the class situation, and the student responses concerned about the use of the relay writing method. Generally, the required averages that should be noted should ensure that the learning of teaching is consistent with the lesson plan or not.

b) Interview

For this research, researcher used semi-structured interviews to figure out some more clearly, participants were asked to give opinions and ideas. before Applying class action research, researcher asked the teacher first to get to know the students better, what was the difficulty in learning of the narrative, and what method or methods or strategies the teacher normally used in narrative text. Then, researcher asked a few students also about their difficulty in learning English and the methods used by the teacher in the teaching and learning process. Then, after her application action in the research classroom, researcher also asked the teacher and a few students to know their opinion of the methods used in this research. researcher also use this technique because by interviews researcher take data from different perspectives on students and get some ideas from participating in Estafet's writing.

b. Quantitative Data

To analyze the data that will conduct from the result, the researcher used a quantitative technique with the steps below:

- 1) Determine the total score that got by the after conducting the writing test students :
- 2) The score convert and calculated the data to get the students' individual score by using the following formula Adapted from Cohen *et al* (2007) :

$$X = \frac{A}{n} \times 100$$

Note :

X : The students individual score

N : The number of test items

100 :Maximun score

- a) After the individual score of each student had been collected known by the researcher, then the researcher counted the mean by a used formula adopted from Heaton (1998 :176)

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

Note :

M : The mean score

N : The number of students

\sum : Sum of

X : Students Score

After the average the value (mean) go, then it matched the criteria of score result as Adopted from Heaton (1998 : 98) :

Table 3.1
The Table of Students' Qualification

Score	Level Mastery
90-100	Excellent
80-89	Good
65-79	Suffient
55-64	Insuffient
Less then 55	Poor

c. Test

The tests to be used in this study are the first and Observation Sheet trials. That will take place is before applying the estafet writing method, this test is to measure students' understanding of learning the text narrative at first. Tests in the form of essays. In the meantime, initial tests were carried out after a lengthy estafet writing method. In this study, tests were performed in the form of essays. Tests were conducted on each second act of each cycle. Tests are conducted to know the results of the students in writing each writing element by using the relay writing method.

Brown says The test's score is according to analytic scoring is Language Assessment: Principles and Classroom Practices (Brown, 2004 p.25) by brown follows :

Table 3.2
Analytic Score

Score	Level Mastery
Content	1-5
Organization	1-5
Vocabulary	1-5
Language Use	1-5
Mechanics	1-5

(Language Assessment: Principles and Classroom Practices)