

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this research, the researcher was explain about the research design, subject of the research, data of collection technique, and data analysis from general reason to specific reason with scientific explanation and support from expert's explanation.

#### **A. Research Design**

This research method uses classroom action research from the theoritical foundation by the expert and applied by researcher in researching a learning technique and reflecting on every class action during the research process. Classroom action research have stages to prepare with the appropriate condition according to (Kemmis, McTaggart, & Nixon, 2014, p. 19) cycle 1 from plan, action, observe, reflect and cycle 2 from re plan, action, observe, and reflect then if until cycle 3 appropriate to use in the research then doing the cycle one if the result were not passed can doing the cycle two with the revision from previous cycle.

##### **1. Planning**

For this step the researcher should prepare about the planning for the activity and process of deliver materials based on curriculum and objectivity of learning, prepare lesson plan, field note, and observation checklist.

## **2. Acting**

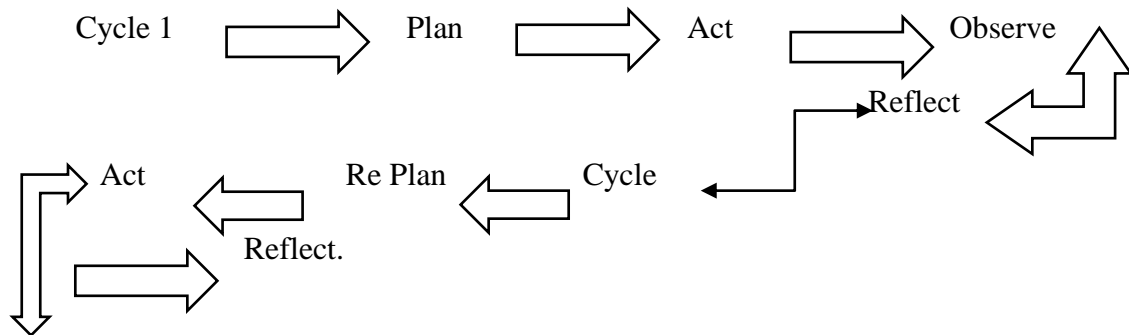
For this step the researcher designs and take an action during classroom materials and gives some educational materials which generate students' intellectual. In this stages, the teachers teach in the classroom with assisting by the collaborator is the teacher.

## **3. Observing**

In this process the researcher should do the activity of research with look at the characteristic of students' learning ability then deliver materials and give some feedback in classroom activity, The collaborator position is assist the teacher to fill the data such as observation checklist and field note based on the classroom condition.

## **4. Reflecting**

For this step the researcher take about some research data during learning activity then calculate the percentage of learning implementation and make conclusion about the result of research. Re Plan in the cycle 2, re plan is the continue action if cycle 1 cannot give impact of percentage sucessful of learning activity and re plan to accomodate researcher to finds some data of research to addition of research sucess. Researcher and observer reflect about the data of research and find out the improvement of teaching learning process.



Adapted From (Kemmis, McTaggart, & Nixon, 2014, p. 19.)

Figure 3. 1 Classroom Action Research Process

This study for the research design is classroom action research. Classroom action research accommodate the researcher to apply and find some problem in writing ability of introducing self with specific case based on the problems that researcher finds. Based on classroom action research design to applying the materials and curriculum of study learning with focus on subject of materials. Classroom action research can assist the teacher to manage the classroom management and learning documentation during classroom activity also essential tools to get some data of research accurately (Burns, 2010, pp. 45-46). The technical research to accept improvement of learning process that can be the concept of research data (Norton, 2009, p. 53).

Classroom action research of combining by three words such as classroom, action, research, classroom is place that students follow and search the knowledge by learning and concept of ability that increased, meanwhile action means the activity especially in this context in classroom by followed

learning activity, then research is part of activity include observing, collecting, and reflecting the data of research. So, classroom action research is activity which including planning, acting, observing, reflecting, and continue the cycle start from re planning, the data of research from the result of classroom activity (Pelton, 2010, p. 4). Concept of classroom action research are Look, Think, and Action to progress about the research then the data of result consist of learning process to conduct the learning activity to productive about learning activity also see the paralell process (Stringer, Christensen, & Baldwin, 2010, pp. 1-2).

## **B. Subject Of The Research**

The subject of the research are students at SMP Nusantara Indah Sintang and the sample of this research is students Seventh Grade with fiveteen students divided six male and nine female students which categorized from all of ethnic of Indonesia and the majority are Dayaknese, Malay and another ethnic at Smp Nusantara Indah which registart in education departement Sintang region. They speak by mother tongue in daily activity also with Indonesia language as offcial language to communicate. For English language they only use at English study to take about knowledge and additional intelectual.

### **C. Data Collection Technique and Instrumentation**

Data collection technique and instrumentation will describe separate of

1. technique of data collection and 2. instrumentation of data collection with the specification of research.

#### **1. Data Collection Technique**

Collecting the data by using the technique of data collection is important to accomodating about the research dividing by observation technique (1.1), interview technique ( 1. 2), and measurement technique (1. 3) to accomodate process of research. Technique of data collection use to categorized and define to acquire the data of research. In this research, the researcher apply observation and measurement technique.

##### **a. Observation**

Observation technique is component to get some interaction of research by the researcher. Marshall & Rossman, 1989, p. 79 cited in (Kawulich, Barbara. 2012. p. 150) stated that observation is systematic of social interaction between human to human and around them to finds some character of phenomena then applied into some of concept. Observation technique is concept of phenomena which relate with human behaviour with the implementation and social interaction itself build some sinergrity of phenomena and a phenomenon has a function as one of the characteristics of observation.

The phenomenon that is studied by researchers can find information related to events, especially education, because the observation itself is based on a phenomenon. So, observation and phenomenon have relations to build the research.

#### **b. Interview**

Interview technique is the component to transcribing process of communication between two people to get some point of view then the main point can be concept of main data. In this research, the researcher used to open interview to get the data with purposive sampling technique because purposive sampling technique random to choose the subject of research with appropriate sample to get data of research. Interview itself do by the researcher after the end of class with four students as the sample of research.

#### **c. Measurement**

Measurement is the technique to qualify about the data which collect by the researcher to get some result. Generally, measurement shaped scale or rate because measurement relate with the quantitative or number. According to Dickson, Dake, and Mensah. (2020. p. 111) measurement is concept of data with contextuality by using one or more tools to get some information data of research then the data can filtered to deepen the data obtained at the time the research was carried out.

Measurement in education research aimed to see about comparison of implementation of learning process by using the technique to give quality, access, and rate for classroom activity with the learning process. So, measurement used to measure and see the ability of students and the achievements obtained in learning activities by holding tests.

## **2 . Instrumentation of Data Collection**

Collect the data of research, instrumentation is important. There are observation checklist, interview, field note, and test. These describe from observation checklist ( 2.1) to test (2. 4.)

### **a. Observation Checklist**

Observation checklist is the tools to get some information to conduct research data and observation checklist only give sign based on researcher observe during the research then accumulate the data include rate to assume about the correspondences. Observation checklist in this case appropriate for check about around of the phenomena based on education side then observation checklist to analyze about students' characteristic in classroom during process of learning then the researcher should give the conclusion to know about students' knowledge about the materials. According to Miles& Huberman( 2014,p 134) observation checklist is the format of checklist which the researcher can fill the field data based on

observational component of research and field data for to additional generate of research data.

Observation checklist to accomodate the researcher to calculate some indicators with checklist the data based on the researcher look around of school phenomena. observation checklist taken by the researcher to give sign what the researcher look. Observation checklist itself discuss about intergration data of research to support the researcher to pressure students' knowledge during classroom activity and to support about learning materials purpose based on curriculum which accomodated by the education department. Observation checklist only give accepted based on observation ( see Appendix 3 observation checklist table)

#### **b. Interview Guideline**

Interview is the activity relate with giving question and answer during the process of interview itself include some infromation with the general mechanicsm and appropriate concept. Interview is the activity to study about experiencing, phenomenon, and theory then to express about information to build the actual and intelectual concept in human envirnment with the process of recording and transcribing of the research itself by using opened interview or closed interview in the process of interview itself. Creswell ( 2007, p. 132) interview is the activity to get full information which do by interviewer and



sourcer as the component of interview activity based on purposeful procedure of interview.

Interview is the activity where the interviewer and sourcer discuss the activity include to the schedule especially education context are study, achievement, and extra activity with directly talking activity to produce some data for strength the data of research with open and close interview section of interview, if open interview is interview with free question and the sourcer free to answer with him/her opinion meanwhile close interview is interview with close question and the interviewer will line the sourcer to answer the question accurate with the interviewer's question interview guideline to report and trasncrip about the interview between interviewer and sourcer. In this research, kinds of interview is open interviewed to get some data with high accuracy. ( see Appendix 4 question of interview)

### **c. Field Note**

Field note is summarizing activity around the environment involve recording information to get the information about phenomenon. In this research, field note function are record, summarize, and concluded education phenomenon so that the data obtained can be used as material for research reflection ( Creswell, 2007, p. 138).

Field note in general definition is the process of summarizing phenomenon which relate with the recording system to take some information about terminology around people to build sinergrity of environment. The researcher prepared and make the field note for analyzed and reflected the summary of classroom activity and gives the conclusion about the result. Field note assist researcher in recording each observation so that data can be obtained in accordance with research rules ( see Appendix 2 field note table).

**d. Test**

Test is worksheet for students to get knowledge and implemented the study into the learning result and concept it into the rapport and test itself have stages are pre test, while test, and post test and students' worksheet such assessment of students work especially for this research is writing ability of self introduction and mind mapping technique as the technique of research. (Vanderstoep & Johnston, 2009, p. 224)

Test is the activity which train about students' knowledge to measure about the component of students' intelectual during classroom activity, there are two kinds of test pre test and post test then the test is for develop and increase the knowledge for the students to learn about the materials. Pre test is the test do before the learning technique implement meanwhile post test is the test do after the learning technique implemented and all of the test can be

accumulate by the concept and structure based on the concept of quantitative measurement.

Table 3. 1 Indicators of Writing Ability

No	Aspect in Writing Ability	Description
1	Content	Students make some content relate with the component of self introduction
2	Objectivity	Describe about express writing text which focus on the self introduction materials.
3	Subjectivity	Explananing the subjectivity ahve relation with self introduction materials.
4	Grammar	The sentences which focus on the language and concept of words
5	Structure	Focus on the framework for using language in self introduction materials.

(adapted from Zulaikah, et al. 2018:17)

Aspect which giving rubric of writing ability of introducing self are content, objectivity, subjectivity, grammar, and structure of descriptive text.

The tabel above aspect which become writing ability of self introduction criteria and use a concept of writing ability itself based on the specification and definition about writing ability of self introduction with the component and collaborative of writing itself. The example of the test ( see Appendix 5 Test).

Based on the table of aspect about writing ability in introducing self. The scoring rubric of writing is design then it used to concept of writing skill especially introducing self and accomodate the researcher to give the score.the scoring rubric shown in table 3.2 Writing Rubric.

Writing ability rubric has indicators to assess every aspect that is implemented in accordance with the provisions in writing skill such as content, vocabulary, mechanics, organization, and grammar. So, this statement to concept about the teacher' concept to learn about writing ability context based on previous research about writing skill. Organization, spelling, grammar, capitalization, and content of writing ability component is important because from this concept of research the teacher can follow about the direction then implemented the creation of research then reflect about previous materials and connect with the topics.

Writing rubric also can assist the teacher to give the score and assessing students' learning result to generate their knowledge and the result can assist the students to know where their reachment during learning about writing ability and develop their spirit to learn about English especially writing ability.

Table 3. 2 Writing Rubric

Aspect	Score	Performance description
Content ( C)  30 % Topics and Details	4	The topics are clear and complete with relatively
	3	The topics are complete and clear but not details with the topics
	2	Complete about the topics but not related
	1	The topics are not clear and complete with the accuracy
Organization ( O)  20% Identification and Description	4	Identification are complete and clear with good structure of description
	3	Identification almost same and complete but unstructure of description
	2	Identification are not complete and clear with unstructure of description
	1	Identification is not complete with unclear and unstructure of description
Grammar ( G)  20% Present tense and Agreement	4	Great grammar with clear and accurate
	3	Good grammar and clear position but uncomplete
	2	Better grammar but unclear position and uncomplete

	1	Enough grammar with unclear position and uncomplete
Vocabulary ( V)  15 %	4	Effective choose words and accurate
	3	Good choose words and accurate but uncomplete sentences
	2	Better choose words and accurate but uncomplete sentences
	1	Enough choose words but unaccurate and uncomplete sentences
Mechanics ( M)  15% Spelling, Punctuation, and Capitalization	4	Great punctuation, spelling, and organization words
	3	Good punctuation and spelling but unaccurate organization words
	2	Better punctuation but spelling and organization words uncomplete
	1	Enough punctuation, spelling, and organization words

Adapted from Brown( 2007, p357)

#### **D. Data Analysis**

Data Analysis is the process of validate the data of research because this stage is important to see the data is accurate, integrate, and straight of research process. So, data analysis validate the data from natural data input to validate

data. Validate data of research also present the research data because presenting data to show and compare with the natural data. So, research data include some data of research with explain some stages of research (Kabacoff, 2015, p. 3)

Technique of data analysis are qualitative and quantitative. Qualitative is primarily data analysis which the component to accomodate the researcher to get the data include the component are interview, observation, and field note as the component including teacher and students relationship during classroom activity to support learning activity. Meanwhile quantitative is secondary data analysis which the component is test to measure and get some data to concept of result of research in reflecting of data. data analysis to accomodate analyze the data. Data analysis for qualitative and quantitative is used to check and measure about the research data and validate the data into the authentic and natural data of research.

In this research, the criteria of suces are students' active, improvement, enthusiastic. The indicator carried out with cycle 1 and cycle 2 because these cycle describe about how the indicator generate the criteria. These table below specific deliver more detail about criteria of sucess.

Table 3. 3 Criteria of success

Aspect	Description
Observation	If 75% students enjoy and active in the classroom by using observation checklist to check about the data during

	implementation of research.
Interview	If 75% students give more feedback and good respond and ask about the materials.
Test	If 75% students have improvement after doing the test and based on the cycle.

Based on the criteria of success itself the students active, enthusiastic, and have improvement during learning process for increase their writing ability of self introduction. From observation take from observation checklist if 75% students enjoy the classroom activity and active, interview if 75% students give good respond for question and answer section, test if 75% students have improvement after doing the test which teacher give.

### **1. Qualitative Data**

It is the primarily data, the qualitative data are obtain from observation( see at 1. 1), interview ( see at 1. 2), and field note ( see at 1. 3).

#### **a. Observation**

In this research, teaching writing descriptive text is observe by using observation checklist ( see c. 2.1 observation checklist). The checklist filled by observer, the researcher inputs the result of observation checklist by the component and categorized based on average point and input the data with accurately. The observation aim to observe the phenomenon, characteristic, and aspect which include students' activity, teacher's activity, and physical improvement that



contribute during the process of learning include the observation's concept and field note as supporting data.

#### **b. Interview**

Interview data are reflect and analyze by collecting the data through writing descriptive text using mind mapping. The data and questions are select by the issues and the questions based on the students' knowledge to accomodate them into improvement of learning process. The interview is done after end of classroom activity. The process of interview is 10 minutes for one student. There are four students who interviewed in tis research with two students who gain lowest score and 2 students who gain highest score.

#### **c. Field Note**

Field note are summary about some activity and intercation in classroom for give some progress of students and teacher interaction in teaching and learning process to accomodate research activity then to support the data obtain from observation checklist.

### **2. Quantitative Data**

Quantitative data obtain the data of research from measure and reflect the data of reseach get from the test include pre test and post test to compound the data of research. ( see 2.2 test)

#### **a. Test**

Test is the activity to give knowledge and improvement about learning process and become comparison of result then the test include

2 section are pre test and post test, pre test activity is beginning test before the technique implement and post test after the technique implement. ( see appendix 6, page 98)

Data analysis have two steps are data condensation and display to accomodate the research to implemented classroom action research. Miles & Huberman. (2014 pp. 8-9) stated to data display and condensation are the part of step to accomodate the researcher guide analyze the data of research.

Data condensation is accumulate, select, and build the data of research with the instrumentation of research interview guideline, field note, and important document to strange the data of research then continuosly to occur about collect the data. Data condensation analyze from the collected the data and categorized part of generate data then focus about resprt the data. Data display is drawing, action, and taking the data to dig some information especially research and collect data.