

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

In this part the writer explained about Research Design, Subject of the research, Data Collection Technique, Instrumentation, and Data Analysis.

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

The research design of this study is classroom action research. Based on Hopkins's theory (2014. p.58) classroom action research combines a substantive act with a procedure of study: it is action disciplined by inquiry, a personal attempt at understanding while engaged in a process of improvement and reform.

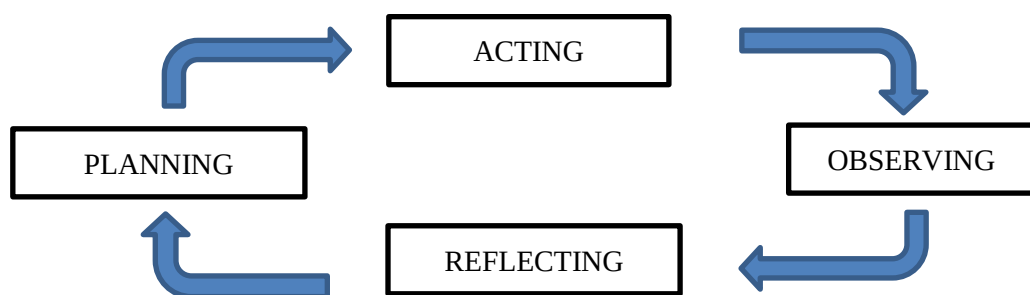
In line with Hopkins, Mills (2005.p.8) claims that classroom action research is any systematic investigation carried out by teacher researchers, principals, school counselors, or other participants in the teaching and learning environment to learn more about how their specific schools run, how they teach, and how effectively their students learn is known as action research. This indicates that the goal of classroom action research is to deal with challenges in the teaching-learning process in order to enhance educational practice.

While, Carr and Kemmis (cited in Asrori and Rusman. 2020. p.3) claim that action research is a form of self-reflective enquiry undertaken by participant (teacher, student or principals) in social (including educational) situations in order to improve the rationality and justice of (1) their own social

or educational practice; (2) their understanding of these practices; (3) the situations (and institutional) in which the practice are carried out.

From various definitions of classroom action research above, it can be concluded that classroom action research related with gathering empirical data from teacher through classroom action research, a reflective process, to enhance their teaching methods. In order to evaluate and ultimately enhance their pedagogy and practice, educational practitioners and experts frequently adopt this approach to educational research. Teachers do classroom action research on events that occur in their own classrooms, usually to improve their own teaching methods. While it is less formal than traditional educational research, teacher reflection is more systematic and data-based. Classroom action research aims to enhance the teacher's own teaching in their own class, dividing, or organization.

The writer used the classroom action research method, which is based on Lewin's design with four phases each: planning, acting, observing, and reflecting.



Adapted from Lewin (1990. p.38)

Figure 3.1 Classroom Action Research Design

#### 1. Planning

Using the round table technique, the writer began to prepare all of the activities and materials for teaching writing on narrative text. Preparation of the tools that supported the running of this technique is done as much as possible. Preparation included preparing the learning module, students' worksheet, and also the media that would be needed. In this research the writer used a learning module that consist of material about narrative text and activities that divided into four meetings. The writer also prepared the media such as laptop dan infocus to help writer in explaining the material. Last, the writer prepared the round table technique like preparing the directions about how to implement this technique to the students.

## 2. Acting

The implementation of previously planned activities was currently ongoing. The writer concentrated on the implementation of established techniques. Students were taught how to write narrative prose using the round table technique. At this point, the writer discussed narrative text and how to use the round table technique for organizing the ideas they have before writing a paragraph. If something is confusing to the students, they may ask the writer directly.

## 3. Observing

At this stage, the writer observed the effect of the action and documented the context, with the English teacher serving as a collaborator to complete the observation sheet and field notes that the

writer had prepared. It was used to observed students' actions during teaching and learning activities in order to produce understanding regarding the learning process.

#### 4. Reflection

The writer and collaborator reflected on and evaluated the actions that were taken. The focus was on whether or not the round table technique is successful in teaching writing. The writer divided the research into two cycles because the first cycle failed to fulfill the criteria for research success and stop in second cycle due to the result of students' participation and students' writing ability had reached the criteria of success. By beginning with the same plan as in the first cycle, but being more creative and improving on the plan from the cycle before, both through the learning module and how to apply the round table technique.

### **B. Subject of Research**

The subject of this research was XD grade of State Senior High School 2 Sintang consisted of 31 students which 13 males and 23 females in academic year 2023/2024.

### **C. The Technique of Collecting Data**

Both qualitative and quantitative data were collected as part of this study. The writer included qualitative information from interviews and observation. While test results from students' final writing make up the quantitative data. The full explanation is as follows:

a. Observation

This observation was carried out to find out how teaching and learning occur in the classroom. What is noticed are the students and their conduct during the learning process. The writer asked the English teacher to observe the whole procedure as an observer. According to Creswell (2012. p.213), observation is the practice of getting open-ended, firsthand information at a research site by observing people and places.

b. Interview

After doing classroom action research, interviews were a highly helpful way to gather information about the students' experience in writing narrative and their participation during teaching learning process. The interview has been done after implementation of round table to find out the respond of students' experience such as their feeling or problem that had been the challenge during the teaching learning process.

c. Measurement

A tool in the form of questions is used to assess students' abilities. Tests are valuable data measuring tools in study, and this test is written. Creswell (2012. p.151) mentions that measurement is the way to assess an individual's ability. The last approach were conducting tests to assess student ability to write narrative text. The writer and her collaborator then evaluated the results of the students' written responses on those tests. The outcomes of such tests serve as one of the key indicators in determining the next plan of action and the research's final.

d. Documentation

Documentations were the tools utilized in the technical writings. In this method, the writer got extra information from a number of documents, such as learning module in the learning process. The writer also used camera for recording and capturing the process of teaching learning in the classroom. Creswell (2012. p.223) claims that documents consist of public and private records that qualitative writers obtain about a site or participants in a study.

**D. Research Instrumentation**

The writer used classroom action research, which combines quantitative and qualitative research, as the focus of the research. The writer used the following data collection techniques, which are given below for further explanation:

a. Observation Checklist

A variety of questions, points, and subjects were listed in a document called an observation checklist to assist an observer in assessing an individual's or group's performance and conduct in a certain situation. In this research, the writer was helped by the collaborator to observe students' involvement during teaching learning process. The writer used 4 observation checklist such as 2 observation checklist in first cycle and 2 observation checklist in second cycle.

b. Field Notes

In qualitative research, field notes were written notes of what is heard, seen, experienced, and thought in order to collect data and reflect on the findings. Creswell (2012. p.216) says that field notes are text (words) recorded by the writer during an observation in a qualitative study. The writer took these notes as a record of their experiences and observations while doing the study. Field notes could include descriptions of the setting, participant behaviors, and any additional relevant information that the writer observed. They were an essential component of qualitative research because they offer a full and accurate explanation of the data collected for the study.

c. Interview Guideline

Interviewing techniques were employed to obtain more in-depth research-related information. By using interview guidelines, the writer conducted interviews with 6 students. Those students divided into 3 categories, namely 2 students who very active students, 2 moderately active students and 2 very inactive students in the learning process, and they were asked 10 questions. The writer chose the students based on the theory of sample selection techniques, namely purposive sampling. Based on Patton's theory (2002. p.45) purposive sampling refers to situations that include a lot of information. The logic and effectiveness of selective sampling are derived from the emphasis on in-depth understanding. This led to the selection of information-rich instances for in-depth investigation. This

technique allowed the writer to reduce the time and cost involved in the research, as the writer only selects samples that are relevant to the research question. The writer found that this interview guideline was very helpful in guiding the key questions asked regarding the data needed for the research.

d. Testing

Testing or evaluations were given to participants to assess their level of understanding in an area or subject. Burns (2012. p.151) states that participants take tests that measure their achievement. This assessment aimed to assess how well participants achieve the learning goals or objectives that have been set for them. In this study, the writer gave instructions to students to create their writing products in writing narrative texts that are in accordance with the general structure and linguistic elements of the narrative text itself. This writing practice was carried out at the second meeting of each cycle with a duration of 60 minutes. The result of students' writing product was crucial in determining whether or not the effort to improve the students' writing abilities are successful.

e. Video

As part of this research, the writer recorded many of the research audiovisual materials in the form of videos collected to aid their understanding of the key phenomena under investigation. This meant that multimedia tools were used to enhance teaching and learning by



providing an effective and interactive environment for students. The recording of video has been conducted during the learning process, which help the writer to obtain information that could not be captured by observation checklists and field notes.

#### **E. The Technique of Data Analysis**

In classroom action research, data analysis is an important step to summarize and interpret the collected data. The type of data collected determined the data analysis techniques that were used. For qualitative data, analysis of the text required the development of an analytical to use as the basis of analysis. On the other hand, quantitative data should be analyzed statistically.

The manner in which data was analyzed in action research depended on the data that was collected. Results from qualitative data in the form of observations and interviews were obtained through analysis using qualitative descriptive techniques. Finding out whether the round table technique may enhance students' writing abilities for narrative material was the major goal of observation. Every time the learning process took occurred, this observation was made. Additionally, the writer conducted interviews to gather information for qualitative data analysis such as student responses, and the extent to which the round table technique could increase student learning activities in the classroom.

In contrast to qualitative data, which the writer analyzed using descriptive statistics. The score or statistical analysis on the results of students' writing skills in writing narrative text for each cycle consisted of quantitative data. In this study, the writer collected quantitative data by using tests. Weigle (2002. p.114) claims

that the analytical scoring rubric for writing includes the following four elements: content, organization, vocabulary, language use, and mechanics. The writer analyzed the data related to the students' writing test results for paragraph writing using an analytical scoring rubric. The analytical scoring formula employs the following:

Table 3.1 Analytical Scoring Rubric

| <b>Components of Writing</b> | <b>Score</b> | <b>Indicator</b>                                                 |
|------------------------------|--------------|------------------------------------------------------------------|
| Content                      | <b>4</b>     | Relevant to the topic and easy to understand.                    |
|                              | <b>3</b>     | Rather relevant to the topic and easy to understand.             |
|                              | <b>2</b>     | Relevant to the topic but is not quite easy to understand.       |
|                              | <b>1</b>     | Quite relevant to the topic but is not quite easy to understand. |
| Organization                 | <b>4</b>     | Most of the sentences are related to the main idea.              |
|                              | <b>3</b>     | Some sentences are related to the main idea.                     |
|                              | <b>2</b>     | Few sentences related to the main idea.                          |
|                              | <b>1</b>     | Quite sentences are unrelated to each other.                     |
| Vocabulary and               | <b>4</b>     | Correct in choice of words, spelling and punctuation.            |

|          |          |                                                                 |
|----------|----------|-----------------------------------------------------------------|
| Mechanic | <b>3</b> | Some errors in choice of words, spelling and punctuation.       |
|          | <b>2</b> | Occasional errors in choice of words, spelling and punctuation. |
|          | <b>1</b> | Frequent errors in choice of words, spelling and punctuation.   |
| Grammar  | <b>4</b> | No grammatical inaccuracies.                                    |
|          | <b>3</b> | Some grammatical inaccuracies                                   |
|          | <b>2</b> | Numerous grammatical Inaccuracies.                              |
|          | <b>1</b> | Frequent grammatical inaccuracies.                              |

Adapted from Weigle (2002. p.115)

To gain the mean of students' writing score used the formula:

$$Mx = \frac{\sum X}{N}$$

Mx : Mean

X : Individual score

N : Number of students

The writer used proficiency ratings to assess students' ability to write narrative text with the following table:

Table 3.2 Classification of Level Competence

| Number | Score  | Classification of Mastery |
|--------|--------|---------------------------|
| 1.     | 80-100 | Excellent                 |

|    |       |      |
|----|-------|------|
| 2. | 60-79 | Good |
| 3. | 50-59 | Fair |
| 4. | 0-49  | Poor |

Adapted from Harris (1979. p.116)

Based on explanation above, the writer provided the success criteria in this study are provided in the table below:

Table 3. 3 Criteria of Success

| No. | Criteria of Success                                                                                                                                                      | Instrumentation   |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 1.  | 70% of students scored 65 and above. This means that the use of the round table technique is effective in improving students' writing skills in writing narrative texts. | Test              |
| 2.  | 75% students are actively involved in the learning process.                                                                                                              | Observation sheet |
| 3.  | 75% students are actively involved in the learning process and give positive respond.                                                                                    | Interview         |