

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

In this chapter, the researcher explains the research methodology which includes research designs, the subject of study, data collection technique and instrumentation, and data analysis.

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

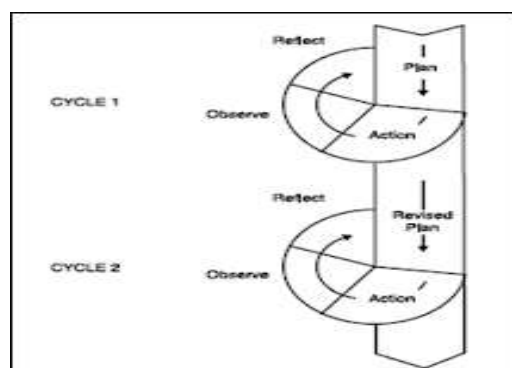
Research design is an important component contained in a thesis research. Researcher uses the type of classroom action research (CAR). Based on Gay and Eurasian (2011: 29) Action research in education is any systematic inquiry conducted by teachers, principals, school counselors, or other stakeholders in the teaching–learning environment to gather information about the ways in which their particular schools operate, the teachers teach, and the students learn. It means that classroom action research is carried out to improve the practice of teaching and learning processes in the classroom and increase students' practice and enthusiasm for participating in the learning process.

In this study, researcher sought to explain some of the theories associated with defining action research. Burns (2010: 2) stated that: Action research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of 'reflective practice' and 'the teacher as researcher. Action research involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts. In action research, a teacher becomes an 'investigator' or 'explorer' of his or her personal teaching context, while at the same time being one of the participants in it. According to

meaning above classroom action research is a common part of the educational world. Classroom action research deals with reflective practice ideas and researcher as teacher. Classroom action research is action done to know increased understanding by direct practice involving those involved for example the researcher, teacher, and student.

In this research, the researcher applied two cycles. It consists of two meetings, and each meeting has 2 x 45 minutes. So, there were four meetings during the research process. Data collection is needed using observation, interviews, and tests. The main data is observed with field notes as quantitative data. The researcher selected this approach after examining the issues at SMA N 4 Sekadau Hilir, specifically in class XA writing challenges that lead to their lack of participation in class and their lack of learning to broaden their vocabulary.

Implementing the principle of classroom action research, this study involved four steps: (1) planning, (2) action, (3) observation, and (4) reflection. These four stages are the ones that form a cycle using one successive cycle of activity back to the first stage. The procedure of this action research was taken from the design proposed by Kemmis and McTaggart shown in



**Figure 3.1 Cyclical AR model based on Kemmis and Mc Taggart (Burns: 2010:9)**

Kemmis and McTaggart in Burns (2010: 8) classroom action research has four steps in the research cycle that are planning, action, observation and reflection.

#### 1. Cycle 1

##### a. Planning

Kemmis and McTaggart in burns (2010: 8) say a plan to do a researcher's action identifies a problem that is useful for developing activities to improve areas that include the context of research. At this stage it is the planning stage to consider the course of the research being carried out at this time, namely: the first meeting in the cycle, the second is to prepare the material used to improve writing descriptive text, third is the present plan-adjusted descriptive text learning process, followed by the application of the planned approach, and finally the process of getting the tools ready for use.

##### b. Action

An important step in putting the finished strategy into practice is the action. An application is currently being planned. The plan is carefully thought out because it involves some people or groups in a teaching and learning situation. Action is performed over one period of time. In this action, the researcher collaborates with a teacher for the learning and teaching process. One meeting in the first cycle, writing according to material, application of a running dictation that is used in the class, practice lesson plan, explaining prepared material, and participating in the teaching and learning process.

c. Observation

Observation is a phase that involves observing in detail the effect of the action done through context documentation, asking for opinions and action on the object involved. This phase is gathering data evidence research using open eyes and open minds to gather information about what is happening such as student response and understanding. The observation must be explained in detail along with what is occurring in the field.

d. Reflection

The reflection is the final phase of this phase the researcher evaluate, reflects on, and describes the results of the action to understand what is already happening and understand the problems there are for exploration more clearly. This phase is to look back and forth from the learning process of descriptive text and can get desired results. If the results are not on target, then the research is carried out in the second cycle. reflection is used to discuss the results of research.

The above explanation can be concluded, that classroom action research is intended to get results from the teaching process. Approach to improved teaching practice. After viewing the problems at SMA N 4 Sekadau Hilir researcher uses this method, especially since class X Mipa has the problem of writing because of the lack of vocabulary, lack of learning, and being less active in the classroom. Classroom action research aims to help improve students' quality of the study.

## **B. The Subject of Study**

In a study, the researcher needs a population that is used as a research subject. This research was conducted at SMA N 4 Sekadau Hilir. The target specially in the tenth grade of X Mipa which consists of 25 students. Due to her observation of the current issue, the researcher decided to use this class as her sample, namely the difficulty of students in learning to write, so the researcher wants to examine the use of running dictation to improve students' writing skill in descriptive text learning.

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

### **a. Data Collection Technique**

In this research, the researcher used observation, interview tests, and documentation to collection the data.

#### **1. Observation**

Observation aims to analyze each student's behavior in the classroom during the teaching-learning process. As stated by Creswell (2012: 213) Observation is the process of gathering open-ended, first-hand information by observing people and places at a research site. Observation is found as a device to make certain that instructors do the studying to train as planned. To determine whether the increase was significant or not, observation were made.

## 2. Interview

Interview are held to gather information on the teaching process. As believed by Creswell (2012: 217), the researcher conducts interviews, and ask participants in a public and open inquiry for answers and note them. The researcher then copied the data and used it as an analysis file.

## 3. Test

The test is carried out to determine the capacities of the students. Brown (2001:384), test is a method of measuring a person's ability or knowledge in a given domain. Research is a way to measure the understanding and development of a person in a particular area. Researcher use the descriptive task to see the development of student writing after following the process of teaching-learning.

## 4. Documentation

In this research, the document review is a tool to gather and obtain data to store. Documentation can serve as additional information data for research. The instrument of the documentary technique is the visual material. The data captured in this technique are photographs, audio recordings, and videos of the learning process. Collaborator are people who help researcher take data. Based on (Creswell, 2012: 223) a valuable source of information in qualitative research can be documents. Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can

include newspapers, minutes of meetings, personal journals, and letters. These sources provide valuable information in helping researchers understand central phenomena in qualitative studies. They represent public and private documents.

## **b. Instrumentation of the Research**

The research instrument to help and determine students' improvement. The instruments observation sheet, field note, interview guidelines, and test sheet.

### **1. Observation sheet**

The observation sheet is a guide that contains steps for conducting observation, starting from the formulation of the problem, the theoretical framework for the description of the behavior to be observed, recording procedures and techniques, and analysis criteria for interpretation. As recorded by Burns A. (2010: 62), Observation sheets are used in what is sometimes called systematic or structured observation. An observation sheet is a tool for knowing the difficulties and abilities of the students from this observation sheet, the researcher gets information about what is happening in the classroom.

### **2. Field note**

A field note is a note used during observation to write the activity done. Creswell (2012: 216) field notes are text (words) recorded by the researcher during an observation in a qualitative study. Field notes are useful for recording activities related to teacher or student activities in the

classroom during the learning process or outside the learning process, this is to strengthen the expected research results.

### 3. Interview Guideline

An interview guideline is a question list for information on objects related to the topic of guide for the interviewer. According to Burns (2010: 74) Interviews are a classic way in research to conduct a conversation that explores your focus area. Interview guides from detailed to relatively loose help to know what to ask, the order of the question, how best to ask questions, and how to send follow-ups so as not to be confused about what to say and do next after the questions are finished. Interview guide to finding out teacher responses and barriers to learning.

### 4. Test sheet

The test sheet is a tool to collect data, namely student scores. Test is a tool to measure the ability, skill, or knowledge of a sample of something, which is usually acceptable or not. The practice of the world of education test is a method to determine students' ability to complete assignments or prove mastery of contemporary skills and knowledge.

The test sheet is a tool to collect real student data in the form of scores. The researcher gives several questions related to the material on the test sheet. Students answer questions on text sheets. Test sheets are given students to understand the material and the application of running dictation



techniques. Test sheet are given to determine students' understanding and knowledge of the running dictation technique.

- Scoring Rubric

Scoring guides, called “rubrics,” are used to aid raters by providing bands of descriptions corresponding to particular proficiency or rhetorical criteria. Rubrics are designed to suit different contexts and seek to reflect the goals of the course and what its teachers (Hyland, 2003: 227). The used assessment feature analysis to analyzed data related to the writing of students' paragraphs and their writing ability to write. The analytical assessment series use the following. See the scoring rubric in the appendix.

Moreover, the students' scores calculated and analyzed using the above rubric are categorized as stated in the Table 3.1 below.

**Table 3.1 Final Scores Category**

<b>Range of Final Scores</b>	<b>Categories</b>
86-100	Very Good
71-85	Good
56-70	Fair
11-55	Poor

**Adapted from Leo (cited in Abbas, 2015:46)**

## 5. Audio visual Material

In this study, audio-visual results were used by the researcher to record various activities during the research process. Burns (2010:11) The process of data collection, the setting up of a database, and the subsequent analysis of the collected data form the core of what we call research. Many aspects of research and other procedures may also be involved, but this process begins its essence. This research states that the camera is used to record various information and activities that produce research data. Camera recording results may be used as research evidence from start to finish. Evidence can be in the form of images and audio.

### **D. Data Analysis**

The classroom action research on a qualitative analysis is performed for data using observation and interview. Observation of each activity takes place through data observation of the primary function of observational are to know if running dictation techniques can improve student writing skill. The interviews collect qualitative analytical data. Qualitative data describe the activity inside the classroom knowing the development of the running dictation technique, knowing the student's response inside the classroom.

#### 1. Qualitative Data

Qualitative data is done by observing and taking notes. Data collection on qualitative data does not involve numbers but is collected through methods of observation, interview, and similar method. As stated by Burns (2010: 104)

qualitative data is data analysis without numbers. Data were collected via interview, field notes, and observation sheets. Comparison of data from different instruments and see the results obtained.

The five steps for qualitative data of action research. They are assembling the data, code the data, compare the data, build meanings and interpretations, and report outcomes.

a. Assembling the Data

The first step in collecting data in the research period which includes field notes and interview transcripts. The step is by comparison and by contrast.

b. Coding the Data

In this second step, the data is categorized according to the data. The goal of data encoding can make it easier for data collection to manage and reduce the number of data.

c. Comparing the Data

The third step after categorizing the data is the next in connecting the different data sources. The purpose of this figure is to describe and portray data rather than explain.

d. Building Meaning and Interpretations

At this stage, data is interpreted with steps to make sense of the data's meaning.

#### e. Reporting the Outcomes

The final stage of the data analysis is the stage for reporting the main process of explaining well-supported results.

Meanwhile, the quantitative data is the value of the students' writing which is the analysis and calculated as the average value of the writing test marks. Tests are made to compare knowledge and improvement in students. The quantitative data result in a score of student mastery test result on each test. Researcher use tests for quantitative data collection. In this study, the information obtained was discussed and resolved between researcher and collaborator.

Quantitative data are used to see how student are growing in value. Use of statistical method to analysis the quantitative data to see the student mastery comparison before and after action by dividing the student's score number by the number of students before and after the test.

The success indicator in this Classroom action research is when student writing ability increase. In the research, the researcher guided the cycle I and cycle II tests. Of course, the researcher needs several criteria for determining success or failure of a cycle. the criteria for the success are used as guidance by the writer to decide whether the cycle works or not and whether another cycle should be carried out.

The success criteria in this research are described in the table below:

Table 3.2 Criteria of success

Aspect	Description
Observation	If 80% of researcher and students can participate well and actively, then the cycle is considered to be successful.
Test	If 80% of students' scores increase then the cycle is considered a success.

In this research, a cycle was declared successful 80% of students were able to obtain a minimum score in good criteria with a score between 75 to 80 so that the cycle can be said to be successful. In addition, other success criteria can be seen from observation sheets, interviews, and field notes. Another criterion is student activity. Students can be active and enthusiastic in the teaching and learning process. If 80% or more students give a positive response to the learning process using running dictation. The cycle may then be considered successful and the researcher does not need to complete the following cycle.