

CHAPTER III

RESEARCH METHODOLOGY

1.1 Research Design

The researcher will employ Classroom Action Research (CAR) in this study. According to Arikunto in Syafaruddin, Classroom action research is a sort of study that is characterized by being reflective, interactive, collaborative, and spiral in nature. Its objective is to improve and enhance the system, method, process, substance, competency, and circumstance (Syafaruddin, dkk, 2013).

Classroom action research is a type of research undertaken by a classroom instructor or school in order to improve the learning system. Specify the process, scenario, or method by which teachers can facilitate problem-solving in student learning.

Furthermore, action research is commonly known by other terms such as term process, enquiry, method, flexible spiral process, and cyclic. The focus is on practical problem-solving. It is performed by individuals, professionals, and educators. It encompasses the processes of conducting research, engaging in systematic analysis, engaging in critical reflection, and taking action. Its objective is to enhance instructional methodology.

The writer selects classroom action research for this study due to its ability to address issues that arise inside the kids' learning system in the classroom. It can assist individuals in enhancing the caliber of the procedure and their educational achievements. Furthermore, this study also seeks to enhance the proficiency of educators in their professional growth.

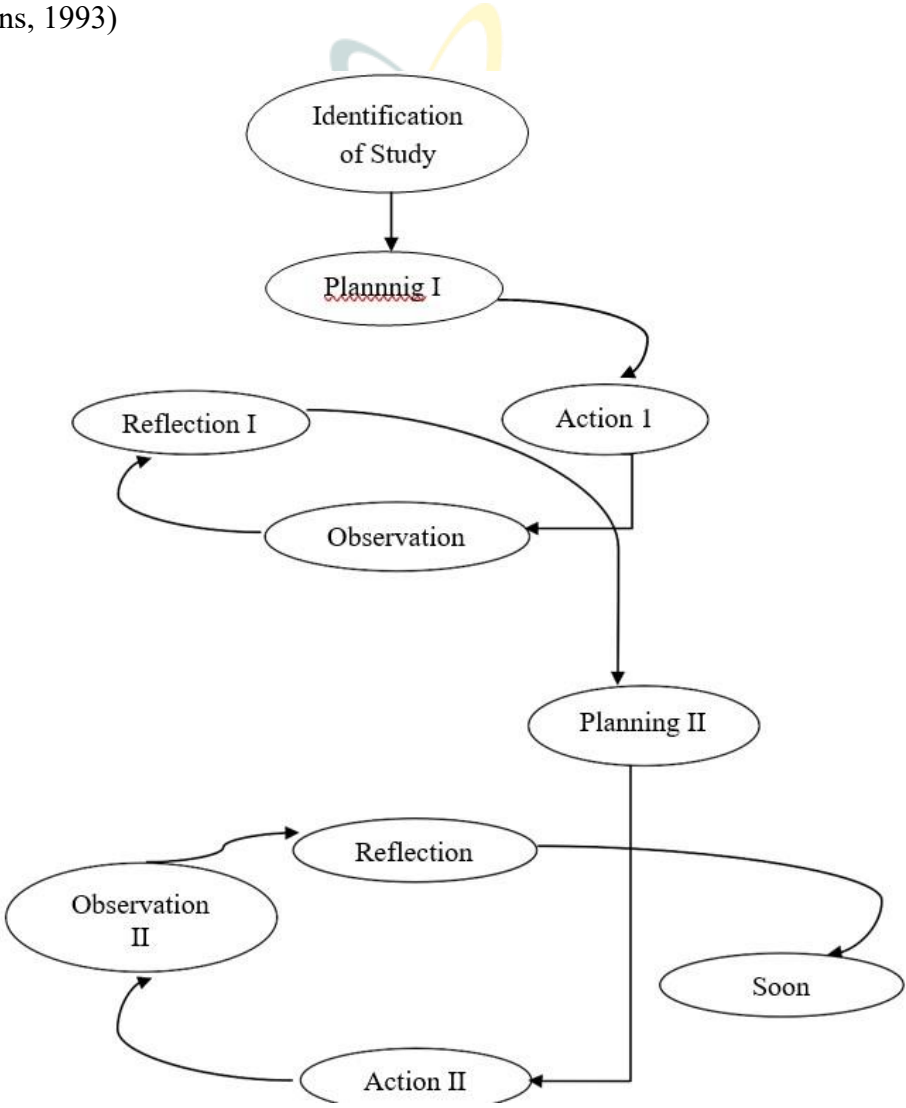
Additionally, action research provides answers for students that encounter difficulties in their learning. The teacher has the authority to investigate the primary issue in the class and engage in a discussion with the students. Once both students have found a solution to each problem, the teacher can provide guidance or evaluate the students based on the problems they have discussed in class. It encompasses not just a one method or strategy, but also the overall process of learning as an approach.

Moreover, the utilization of classroom action research (CAR) can effectively address errors and challenges encountered during the learning process.

The teacher will promptly assess and identify the issues in the class. By using the Comprehensive Assessment and Review (CAR) approach, it can serve as a framework for students to enhance their academic performance. Teachers that consistently enhance classroom action research with unique and creative approaches will have a profound impact on student learning results, fostering critical thinking and reflection.

Classroom Action Research facilitates teachers in gaining a deeper understanding of the teaching and learning process, as well as enhancing their teaching abilities and knowledge. Taking action is essential for enhancing student learning. Classroom action research is characterized by a dynamic process that consists of four steps: planning, taking action, observing, and reflecting. By implementing this methodology, it was anticipated that it would address the challenges faced by students in the teaching and learning process, while also fostering their enthusiasm for developing their writing abilities. Particularly with text that provides detailed descriptions.

In addition, the writer will employ classroom action research in this study, specifically utilizing the spiral model proposed by Hopkins. Hopkins outlines a series of procedures to execute this study, which include identifying the problem, formulating a plan, taking action, observing, reflecting, revising the plan, taking action again, and so forth. The Spiral model, devised by Hopkins, is as follows: (Hopkins, 1993)



Picture 3.1: (Source: Hopkins Model of Classroom Action Research)

1.2 Location of Research

This research will be conducted at MTS PAB 4 Patumbak. The school was situated at Jl. Pertahanan Patumbak II. The researcher selected this school due to the strong enthusiasm for English study among the eighth-grade students at MTS PAB Patumbak. The validity of this claim was confirmed when the researcher conducted initial investigations at this particular educational institution. As a result, it has encountered difficulties in their composition. The researcher discovered that the participants' proficiency in writing remained at a low level. They need a methodology or approach that facilitated the students' comprehensive grasp of the writing talent. Given the aforementioned situation, the researcher is confident that this research will effectively address the issues in the school.

1.3 The Subject of Research

According to Sugiono, population is a geographical generalization that refers to an object or subject with specific qualities and characteristics that are determined by the researcher for the purpose of study and drawing conclusions. The target population for this study consists of the students enrolled at MTS PAB 4 Patumbak.

There is an additional source that provides a definition of sampling. Hadi defines sampling as the methodology used to obtain a representative sample. Sampling was conducted to select certain individuals for research purposes, with their participation being voluntary.⁴⁷ The objective of sampling is to select a subset of individuals or elements in order to gather information about a larger population. Sampling is the method or the process of obtaining a representative sample. As a researcher, it is imperative to select an appropriate sample for a research study. The

process of selecting the sample is a crucial stage in doing research. Arikunto asserts that a sample must possess representativeness with respect to a population. Ari further clarifies that the sample is a subset of the population that should ideally be as representative of the complete population as possible. The sample for this research consists of 36 pupils from the eighth grade (VIII-2).

The following are the steps for taking a sample in the classroom:

- a) Write the names of the students in the class using lowercase letters.
- b) Insert the folded piece of paper into the designated voting box.
- c) Cancel one letter page of the lottery that will serve as a social simulation lesson.

The researcher chose the eighth grade because students at this level begin to learn about descriptive text in writing. Additionally, the researcher had already completed preliminary study. Furthermore, the primary factor is that the descriptive text material is accessible to students in the eighth grade. Meanwhile, the seventh grade students in junior high school are still in the process of adapting to their new school environment as novices. Furthermore, in the eighth grade, students will encounter the task of preparing for the final examination. In this study, the researcher would receive assistance from the English teacher in carrying out the research.

1.4 The Procedure of Observation

The first cycle will consist of two meetings. The researcher will administer a pre-test to the eighth-grade students. During the initial encounter, the instructor might assist the researcher in providing guidance to the students within the

classroom. The researcher will administer a pre-test to assess the students' proficiency in producing descriptive text.

1.4.1 Planning

During this phase, the researcher and the English teacher will engage in strategic planning, drawing upon the insights gained from the preliminary study. In this phase, the teacher's primary task is to formulate the lesson plan. The objective of creating a lesson plan is to furnish the instructor with a set of instructions for conducting teaching and learning activities.

1.4.2 Action

The subsequent phase entails taking action. Action is the process of executing all the tasks that were prepared by the researcher during the planning stage. At this step, the researcher will solicit the assistance of the English teacher for this study endeavor. The English instructor serves as the partner responsible for implementing the guided question technique. The researcher will conduct the action in five meetings. The minimum score required to achieve this grade is 78, as per the criteria.

1.4.3 Observing

Observation constitutes the third phase within the cycle of classroom action research. During this phase, the researcher will conduct a thorough search for the sources of data and determine the specific instruments that will be employed for data collection. Encompassing the methodology of gathering data. During the process of observation, the researcher has the ability to perceive and analyze comments, emotions, and other relevant factors that arise when composing a descriptive text.

The cycle 2 is the revision of the first cycle. Actually, in cycle II is have same phases as in first cycle. There are 4 steps, they are : planning, acting, observing, reflecting. The purpose of cycle II is to improve the students' ability in writing descriptive text as pre-test that will be given to the students in first cycle. In addition, if the researcher get the score of student is low, the cycle will continue to second or third cycle until the student get better score or reach the Standard minimum score. In English subject, the Standard Minimum Score (KKM) is 80.

1.5 Technique of Collecting Data

In Classroom Action Research, the data will be needed to support the investigation. In collecting data, the researcher will use quantitative and qualitative data. When the researcher collecting the quantitative data, the researcher will give the written test to the students. They will be asked to write something by the teacher. Moreover, the researcher will use qualitative data in this research such as interview, tests, observation, documentation, and researcher notes.

1.5.1 Test

Aiken, as cited in Syahrudin and Salim, defines a test as a tool used to assess an individual's behavior or performance. Tests typically consist of two types: pretest and post-test (Oshima, A. Hogue, 2007).

Table 3.1 (Source: Paragraph Criteria)

Scoring Rubric: Paragraph Criteria	Maximum Score	Actual Score
<u>Format – 5 points</u>		
There is a title	1	.....
It is centered	1	.....
The first line is intended	1	.....
The writing is tidy and clean	2	.....
Total	5	
<u>Punctuation and Mechanics – 5 points</u>		
There is a period after every sentence	1	.....
Capital letters are used correctly	1	.....
The spelling is correct	1	.....
Commas are used correctly	2	.....
Total	5	
<u>Content – 20 points</u>		
The paragraph fits the assignment	5	.....
The paragraph is interesting to read	5	.....
The paragraph uses the writers care	10	.....

1.5.2 Observation

It is important to grasp that observation is the action of interpreting a theory. Observation is a method of gathering data by closely monitoring and documenting all occurring occurrences, and subsequently utilizing the gathered observations.

The following are the steps for conducting the observation:

- a) The researcher will observe and document the students' engagement in the class when the teacher presents the topic.
- b) The researcher will observe and document the students' reactions when the teacher presents the topic in the classroom.

- c) The researcher will assess the student's proficiency in comprehending the instructional content provided by the teacher. It is part of an assessment of learning outcomes (MS, 2006).

1.5.3 Interview

An interview is a method used to gather data. An interview is a method of data collection that involves direct conversation between a researcher and a responder. During an interview, there is often a section where the interviewer asks questions and the interviewee provides answers (Rusydi Ananda et.al, 2015). This study aims to gather additional insights into students' proficiency in writing descriptive texts by conducting interviews with both the English teacher and students.

1.5.4 Documentation

Documentation is a crucial aspect of research. The research activity will serve as evidence for the researcher. Several photographs depict the researcher capturing and gathering data that substantiate the investigation. Include the students' data or documents, the outcome of their study, and all the photographs captured during the research.

The documentation includes research data that will be obtained from the document. These data are: 1) Curriculum and instructional schedule. 2) Documentation regarding deliberations on the curriculum. 3) Assorted examinations.

1.5.5 Researcher Notes

Researcher note is important thing in classroom action research (CAR).

According another source, researcher note is one of important of research that use to record every that happens during the research and observation, which is going on. It is a private note about observing, feeling, responding, reflecting, hypothesis, mind, imagination and explaining.

The researcher notes contains the personal evaluation that will be usefull for the researcher to make reflection or something new that we will be found in the class about the students' progress or anything we should write it down in our researcher notes.

1.6 The Technique of Analyzing Data

The research will employ both qualitative and quantitative data analysis methods. To obtain analyses using both qualitative and quantitative methodologies, certain processes must be followed. Below are the detailed explanations of the processes required to obtain the data:

1.6.1 Qualitative Data

The qualitative data is used to describe the situation during teaching and learning process. The data of analysis will get from observation, interview, diary notes and documentation. Miles and Huberman explain that, there are three steps of qualitative analysis, they are: data reduction, data display, and verification.

1.6.2 Quantitative Data

The quantitative data will be gathered from the scores of the pre-test, posttest 1, and post-test II. The researcher will utilize the formula devised by M. Toha Anggoro to calculate the mean in this investigation.

$$P = \frac{R}{X} \times 100\%$$

T

P : The percentage of those who got the point up to 80

R : The number of those who got the point up to 80

T : The total number of the students



UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN