

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study is design as the principle of classroom action research. Classroom action research is the name given to the series of procedures teachers should engaged because teachers wish to improve aspect of their teaching or they want to evaluate their success or appropriate of certain in activities and procedures.

According to Kemmis in Chandra and Syahrur: action research as a form of self-reflective inquiry under taken by participant in a social (including educational) situation in order to improve the rationality and justice of (1) thereon social or educational practices, (2) their understanding of these practice, and (3) the situation in which practices are carry out.¹

The process in this research will continuous and cyclical. Classroom action research is portray as a cyclical with each of these activities being systematically and self critically implemented and interrelate. Thus, it involved four steps, namely: planning, action, observation, and reflection. This research will be apply by Classroom Action Research. It only take one class in which the treatment will be given action, observation, and reflection with each of these activities being systematically and self critically implement and interrelate.

B. Research Setting and Sample

This research will be conducted at MAS TPI Sawit Seberang. It is located at Jl. Sempurna No 1, Sawit Seberang, Kabupaten Langkat, Sumatera Utara 20773. The writer choose this location because some reasons, namely: (1) researcher finds that most students in

¹CandraWijayaSyahrur. 2012. *PenelitianTindakanKelas*. Medan: Latansa Press. p. 3-4

X of MAS TPI Sawit Seberang still had low ability in writing descriptive text; (2) This research has never been done before in that school.

Sample is the number of people that less than population. In classroom action research, sample is mean subject of the study. The subject of this research was the students at the first grade-B of Senior High School MAS TPI Sawit Seberang. The subject was taken only one class of four classes. The students at the first grade-B consisted of 30 students in the classroom, with detail of 5 male students and 25 female students, While the English teacher as the partner of this research.

Table 3. Sample of the Students

Class	Student		Total
	MALE	FEMALE	
X-B	5	25	30

The subject of this research is the first year students of MAS TPI Sawit Seberang academic year 2018/2019. This participant of the class consists of 30 students.

C. Data Collection

1. Quantitative Data

a. Test

The researcher used written test for the students. The test used in this study in the Pre-Test and Post-Test. The Pre-Test was done before implementing action learning technique. It was used to measure students' writing ability at first. Meanwhile, the Post-Test was implemented after using technique in learning process.

In scoring the test this research used for score 1-30, the categories are content, organization, vocabulary, language use, and mechanism.

Table 4. Scoring the test students'

No	Components	Point
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language Use	25
5	Mechanism	5
Total		100

2. Qualitative Data

a. Observation

The researcher conduct the observation to find out any related information to this study, they were: the location, facilities, teaching learning process, the condition of the students at the location of research. The researcher observation about the situation in the classroom while teaching-learning processes taking place.

b. Test

The test will be Pre-Test and Post-Test. Pre-Test will be the first test before the writer will be apply the outline technique and Post-Test will be the second test after the writer apply the outline technique, to know how far the distinction of developing students' ability in writing. The test will make to measure students' writing ability.

c. Document

Document is anything written that contains information serving of proof. The researcher has to take the documentation of the research. The research collected some photos and diary notes during teaching-learning process.

d. Interview

Interview is a conversation aimed get information, usually it consist of two person or more. Interview was conduct to get information about students' ability in writing descriptive text before giving treatment.

The researcher did the interviews to the English teacher and the students by asking some question listen in the interview guide. The purpose of interview will be to collect the data about the students' difficulties in mastering writing descriptive text. So, interview will only conduct an analyzing situation. The English teacher and some students had been interview.

e. Diary Notes

Diary notes were used to write students' activity in the class. The diary notes were conducted to get the information about students' responses during teaching and learning process. The researcher used diary notes to write students' activity during teaching-learning process. The purpose of writing diary notes was to look for the improvement of students' responses in learning speaking skill by using Outline Technique.

D. Data Analysis

The technique of data analysis of this study is using qualitative and quantitative data. The qualitative data is analyzed from the interview sheet, observation sheet and

documentation, during the teaching-learning process. In addition, quantitative data is analyzed from the score of the students that will be given to them. The criteria of the test are content, organization, vocabulary, and language use.

In finding the mean of the students' score, the writer uses the following formula:

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

Where:

X = The mean of the students

$\sum x$ = The total score

N = The number of students

Further, in categorizing the number of students who got score up to 75, the writer uses the following formula:

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

Where:

P = The percentage of students who get 75

R = The member of students who get 75 up

T = The total number of students who will do the test.

While the qualitative data will be analyzed by Miles and Huberman. Qualitative data analysis consists of three components that constitute concurrent flows and activity: data reduction, data display, and conclusion drawing and verification.

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying abstracting, and transforming the data that appear in written-up field notes or transcript. Data reduction is occurring as the researcher decides (often without full awareness) which conceptual framework, which case, which research questions, and which data collection approaches to choose. In this stage, the researcher need separate the accurate data from the inaccurate ones. Through the data reduction the researcher focuses on the data that will be analyzed. It can easier the researcher to continues the collecting the data.

2. Data Display

The second major flow of analysis is data display. Generically, a display is an organized, compressed assembly of information that permits conclusion, drawing and action. Looking at displays helps us to understand what is happening and to do something-either analyze further or take action based on that understanding. In this stage, the researcher will be present the data in to design that will be done in form of short statement, charts, graphs, matrices, and network.

3. Conclusion Drawing and Verification

Conclusion drawing in our view is only half of a Gemini configuration. Conclusion are also verified as the apply proceeds. Verification may be as brief as fleeting second thought crossing the analyst's mind during writing, with a short excursion back to field notes, or it may be through and elaborate, with lengthy argumentation and review among colleagues to develop inter subjective consensus or with extensive efforts to replicate a finding in another data set.

E. Research Procedure

To collect the data, the writer uses writing test as the instrument. The writer asks the students to write a descriptive text. Teacher gives only 40 minutes for students to write a good text. In scoring the writing, the writer uses five categories; there are the content, organization, vocabulary, language use, and mechanism.

Beside the writing test, the writer also uses interview, observation and diary notes or field note to record everything about the observation, feeling, comment, and certain behavior that happen during the observation.

The procedure of data collection in this research is conduct by two cycles. Each cycle will be done in two meetings. Every meeting includes four steps or cycle namely, planning, action, observation, and reflection. Before conduct this research, the writer meet the headmaster and the English teacher to get the permission for doing the research and to get the information about the school and the English teaching.

The procedure of data collection is conduct by administrating two cycles. Each cycle consist of three meetings. There are four meetings all together. In the first cycle there will be a pre-test to know the students' ability in writing. After knowing their ability the writer can go to the cycles. In each cycle, consist of four steps, they are planning, action, observation, and reflection.

1. CYCLE I

After doing the orientation test and getting the problem, the writer start doing the cycle I.

a. Planning

In this step, the writer makes some preparations, such as making lesson plans, preparing the teaching media such as paper, prepares research instrument to record and analyze the data.

b. Action

The writer applies The Outline Technique based on the lesson plan. Building knowledge by giving an example of the descriptive text and explain the social function, generic structure and linguistic feature to the students. After doing the learning process, writer asks the students to make a descriptive text and the result before and after using the outline technique can be see.

c. Observation

The writer observes the situation of teaching process, records every action, comment, feeling, and certain behavior that appears during writing descriptive text.

d. Reflection

Reflection is the feedback process from the action. In this step, the action during the process will be evaluation. Based on the data, the writer can draw the conclusion and construct the cycle.

2. CYCLE II

In this cycle, the researcher uses the same steps as in cycle I. There are also four steps, they are:

a. Planning

In this step, the writer makes some preparations, such as making lesson plans, preparing the teaching media such as paper, prepares research instrument to record and analyze the data.

b. Action

The writer applies The Outline Technique based on the lesson plan. Building knowledge by giving an example of the descriptive text and explain the social function, generic structure and linguistic feature to the students. After doing the learning process, writer asks the students to make a descriptive text and the result before and after using The Outline Technique can be seen.

c. Observation

The writer observes the situation of teaching process, records every action, comment, feeling, and certain behavior that appears during writing descriptive text.

d. Reflection

Reflection is the feedback process from the action. In this step, the action during the process will be evaluation. Based on the data, the writer can draw the conclusion and construct the cycle.

If the result in this cycle is satisfied, the researcher will continue to the next cycle.

F. Trustworthiness

In qualitative research, the factor of data validity is also highly considered because a research result means if not get recognition or trusted. To obtain recognition of the results of this study lies in the validity of research data that has been collected. Guided by the views of Lincoln & Guba, to achieve trustworthiness, use of credibility, transferability, dependability, and confirmability techniques related to data collection and analysis.

1. Credibility

The effort to make more credible process, interpretation and findings in this research is by:

- a. The prolonged engagement of researchers with those examined in the lead activities undertaken by the general leadership of the pesantren is carried out unhurriedly so that the collection of data and information on the social situation and the focus of the research will be obtained perfectly.
- b. Persistent observation of the ways of leading by the general leadership in the execution of duties and cooperation by the actors in the research location to obtain reliable information.

- c. Do triangulation (triangulation), information obtained from several sources cross-checked and between interview data with observation data and documents. Similarly, examination of data from various informants. According to Moleong, triangulation is the technique of checking the validity of data can utilize something else outside the data for checking purposes or as a comparison against data obtained from the use of data collection techniques.
- d. Discuss with colleagues who did not participate in the research, so the research will get input from others.
- e. Reference Sufficiency. In this context the researcher develops written criticism to evaluate the objectives already formulated.
- f. Negative Case Analysis. The negative case analysis is identical to the variance analysis in quantitative research. Negative cases can be used to prove and change interpretation in qualitative research processes to achieve the saturation point and credibility of the study.

2. Transferability

Generalization in qualitative research does not require assumptions such as population averages and average samples or assumptions of the norm curve. The way to ensure this transferability is to do a detailed description of the data to the theory, or from case to case, so that readers can apply it in almost the same context.

3. Dependability

In the concept of trustworthiness, dependability is identical with reliability (reliability). In this study dependability was built since from data collection and field data analysis as well as presentation of research report data.

4. Confirmability

Confirmability is identical to the objectivity of the research or the descriptive and interpretative validity. The validity of the data and research reports is compared by using the techniques, namely: consult every step of the activity to the promoter or consultant since the development of the design, reorder the focus, determining the context and resource, determination of data collection techniques, and data analysis and presentation of research data.²

²Salim, Syahrudin. 2015. *Metodologi Penelitian Kualitatif*. Bandung. Citapustaka Media. p. 165