

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presents the procedures used in conducting the research. It covers: research design, research setting and subject, population and sample, research variable, research instrument, data collection technique and data analysis technique.

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

In this research, the researcher uses qualitative method. Qualitative research focused on understanding social phenomena from the perspective of the human participants in natural setting.<sup>1</sup> The qualitative data are used to find out the facts.<sup>2</sup> This qualitative method is used to describe and interpret the phenomena that happen as one as possible of the implementation of outdoor activity to improve English writing ability of first grade students in junior high school especially in descriptive writing. So that, in this research is use qualitative descriptive method because in this research is describe and interpret the situation, condition, students' response, all the phenomena that happen in implementing this outdoor activity. And all of those are analyzed in narrative. And the students' writing results have been analyzed the content, organization, vocabulary, language use before and after the implementation of outdoor activity by using pre- test and post- test. By the score of the tests, the researcher can

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<sup>1</sup> Donald ary, et.al., *introduction to research in education* (Canada: Wadsworth, 2010), 22

<sup>2</sup> Yogesh kumar singh. *Fundamental of research methodology and statistics* (new delhi, 2006), 212

analyze how the implementation of outdoor activity on the improvement students' English writing ability. For the implementation of outdoor activity here, the teaching and learning process was done outside the classroom. After the students explained the material (descriptive text), the students done the activity in outdoor. The students made a descriptive text outside the classroom by describing something around them like; tree, motor cycle, basketball yard etc. And it made them easy to write because they seen the thing which was described directly.

## **B. Research Setting and Subject**

The subject and setting of this study is the first grade of SMP Suryonugroho Surabaya. It is located in jl. Bendul Merisi No. 156 Surabaya, East Java. The class are consists of 31 students 15 males and 16 females. The researcher chooses them as the subject of the study because of the students especially in seventh grade of second semester of SMP learn about descriptive. And because they are still in early phase with new school, new situation, and new condition. It was chosen based on the result of pre observation and agreement from the principal of the school and the English teacher preliminary study. The English teacher of VII- 2 said that most of the students have difficulties to explore their idea.<sup>3</sup> So that the researcher takes the students in VII class as the subject of the research. Here the researcher chooses VII 2 class as the subject of observation.

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<sup>3</sup> Interview to the English teacher at Wednesday

### C. Data Collection Technique

The researcher only act as the observer not the teacher. In this research, the researcher collected the data by using observation, interview, questionnaire, tests and documentation. The researcher observed about teaching and learning process in outdoor toward writing class. For tests, the researcher used to do it twice, for the first test was pre- test that was done inside the class (unimplementing this method) and for the second test was post- test that was done outside the class (implementing this method).

#### 1. Observation

There are two kinds of observation, namely: participant observation, and non- participant observation. In the participant observation the researcher is involved in the object of research action. While non- participant observation, the researcher is only as an observer, she/ he not involve in the activity.<sup>4</sup>

In this study, the researcher uses non- participant observation. Therefore, the researcher observes the activity during the teaching and learning process in detail. The researcher will observe the activity directly to describe the real situation during English class and note all the phenomena. The researcher does observation to look for information about teaching and learning writing English in the class and the activity implementing outdoor

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<sup>4</sup> Prof. Drs. Sutisno Hadi, M.A, *Methodology Research untukpenulisan paper, skripsi, thesis dan Disertasi* (Yogyakarta: Andi Offset 1991), 142

activity. And because this observation is non-participation observation, so, the researcher only as an observer. The researcher just do observation without interacting and participating in the process of teaching and learning, researcher presented and observed all activities happened in it concerning how the teacher delivered outdoor activities in teaching writing descriptive text. All the teaching process is done by the English teacher. To lead the researcher in doing the observation, the researcher made observation checklist. The researcher observed all the phenomena that happened in teaching and learning process such as; the topic, the technique, and the teaching learning process. (see on appendix I).

## 2. Interview

If we want to know how people feel, what they remember what their emotion and motives are like, and the reasons for acting as they do why not ask them.<sup>5</sup>

So, by interviewing someone is to know and find out their mind, what they feel, what they do and what they think about something.

Interview is the second technique of collecting data. In this stage, the researcher interviewed the teacher and student based on the interview guideline the researcher has made before to complete the data which cannot be found in observation. This interview is to look for all information about

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<sup>5</sup> Prof sutrisno hadi, M.A, *Metodologi Research Untuk penulisan paper, skripsi, thesis dan disertasi* (Yogyakarta: Andi Offset 1991), 192

students' writing skill and students' difficulties faced in writing. The researcher interviewed the teacher and some students who mixed up with this activity. The teacher was interviewed about the difficulties faced in teaching writing, the strategy which was used by the teacher in teaching etc. (see on appendix II). And the students were interviewed about the difficulties faced by the students in writing English, their feeling with the teacher's method, their opinion with this outdoor activity, etc. (see on appendix III)

### 3. Questionnaire

According to Margono questionnaire are written sets of some questions used to gain responses in non- face- to- face situation; question are usually focused on specific information.<sup>6</sup> And according to Suharsimi Arikunto, questionnaire was written question that were used to get information from the respondent.<sup>7</sup>

Here, questionnaire was useful to know about the students' responses toward the implementation of outdoor activity in writing process. The researcher used questionnaire to get specific data that can not be done by interviewing all the students.

Suharsimi Arikunto also stated that the questionnaire was in the form of the multiple choice and the respondent only gave the circle or mark to the

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<sup>6</sup> Drs. S. Margono, *Metodologi Penelitian* (Jakarta: PT. Rineka Cipta, 2007), 167

<sup>7</sup> Suharsimi arikunto, *prosedur penelitian suatu pendekatan praktek* (jakarta: rineka cipta, 2002),226

possible answer.<sup>8</sup> Based on Suharsimi's opinion, here the researcher used close-end question in the questionnaire, the students was given some questions with four alternative answer, which had to be chosen by the students. And the researcher used questionnaire to get more information about the students' opinion about teaching learning process and the students' response during the implementation of outdoor activity in teaching descriptive text. The researcher gave the questionnaire to all the students. And the students answer the questionnaire by giving a mark on one possible answer according to their opinion. The questionnaire was about the teaching and learning process, the students' response during the implementation of outdoor activity in teaching descriptive writing and the general evaluation of implementing this outdoor activity. (see on appendix IV)

#### 4. Tests

Test is a series of the questions or exercises and other tools used to measure the skills, knowledge, intelligence, ability or talent possessed by individuals or groups. From the target or object to evacuated. Then divided the several kinds of tests and other measuring instrument, such as personality test, aptitude test, intelligent test, attitude test, projective technique, measure of interest, and achievement test.<sup>9</sup>

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<sup>8</sup> Suharsimi arikunto, *prosedur penelitian suatu pendekatan praktek*.....154

<sup>9</sup> Suharsimi arikunto, *prosedur penelitian suatu pendekatan praktek*..... 150- 151

The researcher did the test to the students twice (pre – test and post - test). For pre- test, the test was done indoor (inside the class) and for post-test, the test was done outdoor (outside the class). The test was students have to write a paragraph descriptive in english. This test is to know the students' writing result and scores before and after doing this implementation.

In doing the test, all the students have to write a descriptive text inside the classroom (indoor) and outside the classroom (outdoor). And the students writing result was analyzed using rubric.

## 5. Documentation

There are 3 main types of documents to consider:

### a. Personal documents

Produced by individuals for private purposes and use (for example, letters, diaries, auto biographies, family photo albums and other visual recording)

### b. Official documents

Produced by organizational employees for record- keeping and dissemination purposes (for example, memos, newsletters, files, yearbooks, and they like are used to study bureautic rhetoric)

### c. Popular culture document

Produced for commercial purposes to entertain, persuade and enlighten the public (for example commercials, TV program, news reports, or audio and visual recording)

From these 3 types of documents the researcher will choose personal documents. The researcher collected all the data from the school and teacher documents which are needed in this research like students' writing result in pre – test and post – test and also the students' writing scores in pre – test and post – test. After all the students collected their writing result, the researcher collected it as the documentation of this study, the researcher also took the picture of the teaching and learning process(indoor and outdoor) and used photo as the documentation of this study.

#### **D. Intrument of The Study**

In this part, the researcher used the instrument to complete all the data which is needed in this study. In this research, the instruments which were used by the researcher are observation checklist, interview guide, quetionaire, tests and documentation

##### 1. Oservation checklist

The researcher made checklist in doing observation. According to Sutrisno Hadi checklist is a list that contain of subjects' name and factors that are observed. Checklist is used to systematize the transcrip of observation.<sup>10</sup> And the researcher used observation checklist when observed the teaching and learning process in SMP Suryonygroho Surabaya.

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<sup>10</sup> Prof. Drs. Sutrisno Hadi, M.A, *Metodologi research...*151



In observation, the researcher observes the class during the teaching and learning process. The aspects which are observed are : the topic, the technique, and the teaching and learning process.

By doing this observation the researcher knew the topic, the technique and the teaching learning process which was applied in that school. For example the topic; is the topic accordance with curriculum, is the topic understandable, etc. For the technique; is the technique understandable for the students, is the thecnique applicable, etc. And for the teaching learning process; is the teacher have prepared the material before, is the teacher explai the technique to the students clearly, etc. (see on appendix I)

## 2. Interview guide

In this research, the researcher interviewed the people that related to this study like the techer and some of the students. The teacher interviewed the teacher to get some information, such as: the difficulties encountered by the teacher in teaching writing during the class, the strategies that offered by the teacher to solve students' difficulties in writing descriptive text, things that can disturb the teaching and learning process. And the students writing result by doing this method. Beside that, the teacher also interviewed the students to know more information about the implementation of this method. The result of this interview were the researcher knew the teacher and students problems faced in teaching learning process, such as: for the teacher; what were the difficulties encountered by the teacher in teaching writing during the class, the

strategies that offered by the teacher to solve students' difficulties in writing descriptive text, things that can disturb the teaching and learning process, etc.(see on appendix II) And for the students; what were the difficulties faced in writing, their feel in the teacher's method and the their opinion about the implementation of outdoor activity, etc.(see on appendix III)

### 3. Questionnaire

In the research, the researcher used questionnaire in multiple choice form which is compose in indonesia with four possible answer that can be chosen one of them. It is used in order to obtain valid responses and to record the students' responses accurately and completely. The indicator measured and elaborated in the questionnaire were: question number 1 and 2 are expected to know the students opinion about the teaching and learning process. Question number 3. 4 and 5 are expected to the students' response during the implementation of outdoor activity in teaching descriptive writing. And questions number 6.7 and 8 are expected the general evaluation of implementing this outdoor activity.

From this questionnaire, the researcher knew the students opinion about the teaching and learning process, the students' response during the implementation of outdoor activity in teaching desriptive writing, general evaluation of implementing this outdoor activity. (see on appendix IV)

#### 4. Tests

In this research, the researcher did tests to know the students writing. The students score are taken from two places; inside the classroom (indoor) and outside the classroom (outdoor). When doing the test the students make a descriptive writing which is explained by the teacher before. From this tests researcher knew the students' scores. The scores differences from the students' writing between implementing and unimplementing this outdoor activity.

#### 5. Documentation

In this research, the researcher used document as one of the instruments. The researcher collected all the students writing descriptive result. The students' scores were taken from the result of the students' descriptive writing that is gotten from the teacher documentation. From this documentation the researcher knew how is the students' writing toward the implementation of outdoor activity.

### **E. Data Analysis Technique**

Sugiono states that data analysis is the process of systematically searching and arranging the interview transcript, field notes and other materials that you accumulate to increase your own understanding of them and enable you to put present what you have discovered to others.<sup>11</sup> Data analysis involves reviewing

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<sup>11</sup> Sugiono, *Metode penelitian kualitatif kuantitatif dan R&D*, (Bandung: Alfabeta, 2007), 244

the data while they are being collected and attempting to synthesize and make sense out of what is observed.<sup>12</sup> Analysis of data means studying the tabulated material in order to determine inherent facts or meanings.<sup>13</sup>

Having obtained all the data, the researcher analyzes the using qualitative descriptive method to presents this study. For qualitative method is used to describe the improvement of the students' writing content, organization, vocabulary, language use and students' writing skill before and after the implementation of outdoor activity.

Firstly, the researcher answers the first reserach question by doing observation to look for information about teaching and learning writing English in the class (outdoor activity) and the activity implementing outdoor activity. The results are to know how the implementation of outdoor activity to improve students' writing ability is.

Secondly, the researcher describes the process of teaching descriptive writing indoor and outdoor. And find out how outdoor activity is used to deal with students' difficulties in learning descriptive writing. Then, the researcher describes the result of interview to gain more information about the implementation in teaching process. The result of interview is to know more information about the students' difficulties faced in writing and to know the successfull of implementing this strategy. The researcher also uses questionnaire to

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<sup>12</sup> Opcit, Donald ary., 530

<sup>13</sup> Opcit, yogesh kumar singh., 223

get more detail information about this activity in teaching descriptive writing as the completion from the observation and interview.

Thirdly, the researcher doing tests (pre- test and post- test). these are done to know the students' writing result and score before and after doing this implementation. The students' test results are analyzed by using rubric to measure students' ability in writing descriptive. The students' descriptive writing result analyzed such as the content, organization, vocabulary, language usage and mechanic with many criterias like excelent to very good is given score 27- 30, for criteria good to average is given score 22- 26, for riteria fair to poor is given score 17- 21, and the last for criteria very poor is given score 13- 16. According to Joy M Reid as quoted by Fauziah, stated that:<sup>14</sup>

Table 3.1 : Rubric for Measuring Writing

No	Score	Level	Criteria	Comments
1	Content	30 - 27	Excellent to very good	Knowledgeable, substantive development of thesis, relevant to assigned topic.
		26 - 22	Good to average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.

<sup>14</sup> Nunung fauziah, the effectiveness of using diary writing to improve student writing skill at...(IAIN STATE, unpublished)

		21 - 17	Fair to poor	Limited knowledge of subject, little substance, inadequate development of topic.
		16- 13	Very poor	Does not show knowledge of subject, non- substantive, not pertinent, or not enough to evaluate.
2	Organization	20- 18	Excellent to very good	Fluent expression, ideas clearly stated or supported, succinct, well- organized, logical sequencing, cohesive.
		17 -14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
		13 - 10	Fair to poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development
		9 – 7	Very poor	Does not communicate, no organization, or not enough to evaluate
3	Vocabulary	20- 18	Excellent to very good	Sophisticated range, effective word / idiom choice and usage

		17 - 14	Good to average	word from mastery, appropriate register. Adequate range, occasional errors of work / idiom from, choice, usage but meaning not obscured.
		13 - 10	Fair to poor	Limited range, frequent errors of work / idiom from, choice, usage but meaning not obscured.
		9 - 7	Very poor	Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
4	Language usage	25 - 22	Excellent to very good	Effective, complex construction, few errors of agreement, tense, number word order / function, articles, pronouns, preposition.
		21 - 18	Good to average	Effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number word order / function, articles, pronouns, preposition, but meaning seldom obscured

		17 - 11	Fair to poor	Major problem in simple / complex construction, frequent errors of negotiation, agreement, tense, number, pronouns, preposition and / or fragments, run- onus, deletion, meaning confused and obscured.
		10- 15	Very poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
5	Mechanics	5	Excellent to very good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
		4	Good to average	Occasional, errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
		3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.



		2	Very poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.
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There are four categories in ESL composition categories of descriptive text above, they are; excellent to very good, good to average, fair to poor, very poor. The researcher had to consider with the indicators to get the certain category so that it could describe the students' category based on the descriptive writing. For example in the content, the students were getting "excellent to very good" category if their composition was knowledgeable, substantive development of thesis, relevant to assigned topic. The students were getting "good to average" category if their composition was sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail. The students were getting "fair to poor" category if their composition was limited knowledge of subject, little substance, inadequate development of topic. And the students were getting "very poor" category if their composition were does not show knowledge of subject, non- substantive, non pertinent, or not enough to evaluate.

For example, Rahma Atsarillah Writing when she wrote indoor:

I have a friend in the SMP Suryonugroho, her name is Yuni Windy Astuti. She is my friend one table in the classroom, she have long hair, a hair is straight and she have a fat body, she not wear feil bud she muslim.

The score of Rahma is 80; from the content she got 21, the organization she got 17, the vocabulary she got 17, the language usage she got 21 and the mechanic she got 4. Total of all is 80

In this statistical data analysis the researcher analized students tests results with some way. The researcher wants to know the score of students' writing result from the pre-test and post-test. The researcher got the students' score from the rubric above. After all the the students score were known, the researcher counted the the mean of the score. Then the result was divided with total students in the class, so it will be known the score class mean. According to Sudjana the way to count the mean score is:

$$= \frac{\sum}{n}$$

Notes : = score mean

$\sum$  = total students' score

n = total all the students

After all the scores were known, the researcher also count the exhaustiveness of study. According to Suharsimi Arikunto level of achievement for formative test is 75 %. So, that outdoor education method can be success if the students' score up to 75 %. The way to count the exhaustiveness of study is:

$$X = \frac{\sum}{n} \times 100$$

Notes :  $X$  = percentage of exhaustiveness of study  
 $\Sigma$  = total students that complete in study  
= total all the students

The criteria of level of success in learning divided into 5 categories.

Table IV: level of success in learning

Level (%)	Means
91- 100 %	Excellent
71- 90 %	Very Good
41- 70 %	Good
21- 40 %	Enough
< 20 %	Poor