

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents information about how this research was conducted. It includes the explanations about research design, subject of study, source of data, data collection technique, instruments of the study, and data analysis technique.

A. Research Design

This study used qualitative as the method of research. Sugiyono¹, explained that qualitative method is the research method based on positive ideology, used to research on natural object, where the researcher is the prime instrument, the data collection technique done purposively, collection technique by triangulation, inductive or qualitative data analysis, and the result of qualitative research more generalize. Sukmadinata² said that qualitative research is a research that used to describe and analyze phenomenon, event, social activity, attitude, belief, perception, and people individually or group.

Sukmadinata³ said that descriptive research aimed defining some situation or phenomenon naturally. Descriptive research aimed to

¹Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D* (Bandung: Alfabeta, 2010), 15

²Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, (Bandung: Rosdakarya, 2009), 53-60

³Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, , 18

measure toward certain social phenomenon, such as divorce, nutrient condition, prevention toward current politics, etc⁴.

Based on the explanation above, we can conclude that this study used qualitative research. And considering the goal of this study which find the implementation of program, this study included into descriptive since that statement guide writer to explore or observe a situation comprehensively⁵.

To know the implementation and the improvement joining this program, the researcher examined the activities in this program which is focused on writing activity for seventh grade students. The researcher wants to prove that extracurricular also can improve writing ability.

B. Subject of Study

This study took place in MTs Bilingual Pucang Sidoarjo. The subject focused on seventh grade students, the fresh students which has their own level in English ability. The seventh grade is the only one grade which attended the language improvement program that focused on English language while the eighth and ninth grade added Arabic language to their teaching and learning.

The seventh grade students were divided into three classes 7.1, 7.2, and 7.3. The writer chose the students of 7.2 as recommendation from

⁴Singarimbun, Masri - Sofian Effendi, *Metode Penelitian Survei* (Jakarta: PT Pustaka LP3ES Indonesia, 1989), 4

⁵Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D* (Bandung: Alfabeta, 2010)

homeroom teacher. The researcher examined them without knowing their English ability. There were 31 students in 7.2. This class consisted of 13 male students and 18 female students.

C. Source of Data

The sources of data are important because they take a role in a research. The sources of data in this study are described as follow:

a. Teacher

Teacher took a role in this research, because to know the implementation of this program, the researcher observed the teaching activity in this program which involves teacher and students. The researcher also interviewed teacher to strengthen the data.

b. Seventh grade students

As the subject of study, seventh grade students were the source of data to know whether this program improve writing ability or not by using their daily writing. The researcher also interviewed some students to know the students' respond toward this program also to strengthen the data.

c. The documentation

The documentation contained of the students' mark from their first writing before and after joining Language Improvement program which already assessed by teacher using writing rubric. From those marks, we can know the students' improvement in writing.

D. Data Collection Technique

In this research, the writer got the data from students' writing mark, observation and interview.

1. Observation

Nawawi and Martini⁶ said that observation is monitoring and recording data which appears in research object systematically. Marshall and Rossman defined observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study".⁷

In this technique, the researcher used non-participant observation because, the researcher just observe the activities in program without participating in learning activity.

2. Students' writing mark

⁶Nawawi Hadari - Martini Hadari, *Instrumen Penelitian Bidang Sosial*. (Yogyakarta: Gadjah Mada University Press, 1992), 74

⁷Catherine Marshall - Rossman Gretchen B, *Designing qualitative research* (Newbury Park, CA: Sage, 1995), 7

The researcher asked the documentation contained of students' writing mark before and after joining the program in a month. The result of students' writing assessed using writing rubric.

3. Interview

Interview is the process of obtaining information for research purposes by asking questions then getting the answer and the procedure by making face to face conversation.⁸

In this research, interview used to strengthen the data. And the researcher interviewed some students and teachers.

E. Instruments of the Study

In this research, the researcher used some instruments to gain the data. The instruments were the writing rubric assessment and interview guide.

1. Observation Checklist

Observation checklist contains a list of subjects' name and aspects that are observed. Checklist is used to systematize the transcript of observation.⁹

In this study, the researcher observed the teaching and learning activity related to writing in this program.

2. Writing Rubric Assessment

⁸ Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan*, (Bandung: Rosdakarya, 2009), 194

⁹ Sutrisno Hadi, *Metodologi Research*, 151

This writing rubric assessment used to assess students' writing. The researcher adapted writing rubric from Brown¹⁰ which assessed five aspects in writing such as content, organization, grammar, vocabulary and mechanic.

3. Interview Guide

In this stage, the researcher interviewed some teachers and students based on interview guide. Interview guide contained of the questions related to this program, such as teaching technique, students' mark, students' responds toward this program, etc.

F. Data Analysis Technique

This research used qualitative to gain the data from the source. And the data were taken from the document contained students' grade, the result of observation and also the result of interview from some teachers and students.

And in this section, the researcher did some step in analyzing data:

Firstly, the researcher observed the activities of language improvement program which focused on seventh grade and also the writing activity. And the observation based on observation checklist.

¹⁰ H. D. Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (2nd ed.). (New York: Longman, 2007)

Secondly, the researcher asked the documentation of students' writing mark which assessed using writing rubric; writing mark before and after joining the program around a month.

Thirdly, the researcher made a list between their first and the last writing mark. Then, the researcher analyzed them by comparing them to know whether this program improve their writing ability or not.

Finally, the researcher interviewed some teachers and students to strengthen the data based on interview guide.

