CHAPTER III

RESEARCH METHODOLOGY

This chapter is focused on a description of the research design, research setting, and subject population and sample, research procedure and data analysis all of those elements are discussed as follows:

A. Research Design

The research is classified as Classroom Action Research. A collaborative action research is the application of fact finding to practical problem solving in a social situation with a view to improve the quality of action within it, involving the collaboration and co-operation of researchers, practitioners and laymen.²⁰ McNiff defines action research is an approach to improve the education through change, by encouraging teacher to be aware of his/ her practice, to be critical of that practice, and to prepare to change it.²¹ It means that when the teacher becomes more aware of how his/her student learn, then the whole educational process hopefully becomes more enjoyable and meaningful. McNiff also adds that by using action research teacher will be encouraged to be reflective of his/her own practice in order to enhance the quality of education for his/herself and his/her pupils. In this study, for the first and second cycle the researcher acted as the practitioner, while the real teacher played as an observer during the teaching and

Anne Burns, Collaboraive Action Research for English Teachers, (New York: Cambridge University press, 2003), p.30

Jean Mckniff, Action Research Principles and Practice (London: Routledge, 1998), p. 475

learning process. And when the third and fourth cycle were conducted, the real teacher acted as a practitioner who carried out the lesson plan and the researcher played as an observer who observed the teaching and learning process in the classroom

Since it deals with the classroom setting, this study is directed to develop the teaching strategy in order to find out the solution to the classrooms' problem in the teaching of writing. To cope with classrooms' problem in the teaching of writing, the real teacher applied "chained writing" during the teaching and learning process.

The design of classroom action research used in this study is cyclical process, which consists of four steps adapted from Kurt Lewin as mentioned below:²²

- 1) Planning the action
- 2) Implementing the action
- 3) Observing the action
- 4) Reflection

Considering the purpose of the study, this research design employed in this study will belong to descriptive methodology to obtain the information of the students' writing competence while they were playing chained writing. This information became an indicator whether the "chained writing" that students improved their writing or not. The using of chained writing technique classroom

²² Iskandar, penelitian tindakan kelas, (ciputat gaung persada, 2009), p.28

will be described in the form of word rather than in numbers. Below is the model of classroom action research according to Dr.Iskandar, M.Pd. ²³

1 st cycle	1. Planning the action	Preparing lesson plan, Instructional
	problem Identification and	material and media, some Instruments,
	solving Problem	and the criteria of success.
	2. Implementing the action	Applying the first implementation
		based on the lesson plan.
	3. Observing the action	Conducting the observation and
		assessing to the result of the
		Implementation.
	4. Reflecting the action	Evaluating the first implementation
		and the learning result and revising the
		first implementation of plan based on
		the evaluation result.
2 nd cycle	1. Planning the action	Identifying the problem in the first
	problem Identification and	cycle, problem solving and developing
	solving problem	the second implementation.
	2. Implementing the action	Applying the second implementation.
	3. Observing the action	Data collection of second
		implementation.

²³ Iskandar, ibid., p.50

	4. Reflecting the action	Evaluating the second implementation.
The next cyc	eles	
Conclusion,	suggestion and recommendation	
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B. Research Setting and Subject

The setting of this study was conducted at MTS Jabal Noer Taman Sidoarjo. This school is very strategic and easy to reach by every one, because the location is near with the main road and very crowded. The subject of this study is the second grade students of MTS Jabal Noer Taman – Sidoarjo.

C. Population and Sample

Population is set (or collection) of all elements possessing one or more attribute of interest.²⁴ Because there are many classes of MTS Jabal Noer Taman – Sidoarjo, there are two class of second grade and each class consists of 40 students sample is a part of researched population.²⁵ Since the number of second grade students is very big, the researcher will took class VIII B for the sample because the students needed sufficient knowledge to improve their writing skill and they had more ability than the other class.

²⁴ Suharsimi Arikunto, prosedur penelitian: Suatu pendekatan praktek (Jakarta: Bumi Aksara, 2008) Edisi Revisi v, p.108

²⁵ Suharsimi Arikunto, ibid, p.108

D. Research Procedure

The study is conducted under the following procedure: preliminary study, planning, implementing the action, observing and reflection.

1. Preliminary study

A Preliminary study was carried out to get information about the model of teaching and learning English at MTS Jabal Noer Taman – Sidoarjo, especially in teaching and learning writing. In addition the researcher attempt to get information about the students' problem in teaching learning process and especially in teaching and learning writing.

In the preliminary study, the researcher met the headmaster of MTS Jabal Noer Taman – Sidoarjo to talk about the plan of research and English teacher of second Grade students for an informal interview and doing direct observation in teaching and learning process. Conducting an Informal interview with the English teacher, the analyses are carrying out. From the analysis, the researcher found out the student's writing ability. The data obtained from those is used to set up an action plan.

2. Planning

In relation the application of action research, the researcher made a prior preparation to the implementation of the section based on the preliminary study. In this case, the researcher prepared suitable topics and materials of chained writing technique in writing class, designs lesson plans, prepare Instructional material and media, topics, criteria of success, and tests.

a. Lesson plan

The lesson plan is designed by considered the following items: Course Identity, (b) time allotment, (c) learning objectives, (d) procedure of teaching and learning activities, (e) Instructional material, (f) Assessment and evaluation (see appendix 9,10,11,12).

b. Instructional material and media

In conducting the research, the researcher prepared the Instructional material and media, which are relevant with the topic of the writing class. The researcher takes the material from the text books, internet or other available sources and selected by the researcher, while the media the researcher uses pictures as media of chained writing technique. The material and the media must be interest, or the researcher chooses the topic that interest to students in order to support the teaching and learning process. (See appendix 1, 2, 3, 4).

c. The Criteria of Success

The researcher set up criteria of success to estimate whether the implementation of the action is effective or not. These criteria of success are formulated to see whether the application of chained writing technique in teaching English writing skill succeeded or failed.

The researcher limited three criteria in her research of to measure the succes of this chained writing application, they are as follows:

- The teacher is considered to have a good performance in implementing the chained writing technique.
- 2) The students are enthusiastic and approximately 75 percent of them participate during the teaching learning process.
- 3) More than or equal to 60 percent of the students' score of writing competence test greater than or equal to 70.

3. Implementing the Action

After the planning was finished, the researcher implemented the chained writing technique to the second grade students of Mts. Jabal Noer Taman – Sidoarjo. In implementing this study, the researcher carried out the lesson plan four times. While real teacher played as an observer during the teaching and learning process. This action is carried four meeting in fourth cycle. It is conducted based on schedule that has been arranged before. The implementation of the plan for each cycle is delivered in four meeting in which each meeting take about 2 x 40 minutes.

4. Observing the Action

Observation is conducted at the same time when the action is being implemented in the classroom. It is to identify the activities occurring during the teaching and learning process in the classroom. Here, the researcher used an observation checklist and field notes in carrying out her observation. These observations are used to monitor the teacher's step of action and the students' response toward the actions given by the teacher during the teaching and

learning activities occurs in the classroom. The result of observation and the field notes will become input for improvement of teacher performance in the following meeting.

a. Data and Source Data

The data of this research comprised the observation checklist, field notes, interviews, questionnaires and the students' scores of writing competence measured by rating scale in United States level from the four meetings during the observation. The data themselves were expected to give information of how chained writing applied as a technique to improve writing skill of second grade students' of Mts. Jabal Noer Taman Sidoarjo and whether it can improve students' achievement their writing skill or not. The data would be presented in the descriptive manner and numerical form. The description one was used to explain the result from the observation checklist, field notes and some interviews, meanwhile the numerical form was the scores of measuring the students' oral proficiency and the questionnaires to find out the students' responses toward the implementation of this technique.

b. Data Collection Technique

The obtained in the study are in the form of transcript of observation, field notes and students scores. The first is concerning with the process of the implementation of the action in the context of teaching and learning process.

They are gained from the result of observations and field notes. The second data obtained after the students have a test conducted at the end of each cycle.

She also did some interviews to the English teacher and give questionnaires to the students to find out the students' responses toward the application of chained writing technique in writing class. Meanwhile in scoring students' writing skill, the researcher carried out four treatments, each of those was considered in the first cycle. The assessment was done in every treatment and the researcher compared between pre-test and post test to know students' progress.

c. Instruments

The researcher was the key instrument. The success of the research greatly depended on her role.

There are some instruments prepared in order to easier in monitoring the implementation of teaching and learning activities of those instruments are described as follows:

1) Observation checklist

The observation checklist contains some indicators that facilitate the researcher to collect the data. The indicators are teachers' activity and students' activity. Observation is an evaluation by observing to the objects direct accurately and systematically. Those items describe the activity from the beginning until the end of teaching and learning process that should be applied by the teacher (see appendix 18, 19, 20, 21).

2) Assessments forms

Assessment is process by which information is obtained relative to some known objectives or goals. Every time the teacher something observe the classroom. They to know whether the teaching and learning process is success ore not. In this case the teaching and learning process is success or not, the teacher uses an assessment. According to Brown (2004:4) assessment is the collection of synthesis and interpretation of information to aid the teacher in decision making and to diagnose students writing strength and weakness.

1. Analytic Scoring

The scoring contains of as many as six major elements in writing (e.g. organization, development, grammar, mechanics, style and quality of expression). Each part of elements is scored.

One of the most widely used analytical scales for ESL writing is the composition profile. The profile offers an analytic method of assessing the writing ESL students that can also be used to provide learners with feedback about their writing. The composition profile has five components with content the first and most heavily weighted, the other are organization, vocabulary, language use, and mechanic, below are the composition profile of Holly Jacobs:

ESL composition profile

There were five components on scoring students writing. There were content, organization, vocabulary, language use, and mechanics. Those components had some levels which show by using numbers and criteria

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which show by using comments. Those components were to measure

students' writing progress in every cycle.

1) Content

2) Organization

3) Vocabulary

4) Language use

5) Mechanics

After analyzing students writing based on those ESL composition

profiles we should calculate the result of the students writing by using grades

according to the ESL composition profile as well. The grades as follows

Grades:

A = 90 - 100

B = 80 - 90

C = 70 - 80

D = 60 - 70

F = Bellow 60

Writing assessment work best and is most fair to learners when it takes

into account that the learner is, the parameter of the situation in which the

learners produce writing, and the overall context in which educational

success to be achieved for the students writers.²⁶

3). Questionnaires

Brown, H. Douglas. Ibid. P. 42

The next way in collecting data is questionnaire it means give some question to the students about some problems that have purpose to get opinion of the students. The students must answer about the question based on what they got after the researcher applied the chained writing of writing skill and the students' opinion about the implementation for chained writing. Etc.

There are some questions which make to find out what the students do with the material given, what the students responses on the task given by the teacher, and find out the difficulties that might arise during the discussion as long as they work in chained writing. See Appendix (17).

4). Sets of tests

A test can be defined as a method of measuring an individual and group ability, skill or knowledge in some area. The last instrument is used to see the students' achievement after the implementation of action. In this case, the researcher front of the class; such as that they can express their ideas in line with their understanding after they write any set of tasks given by the teacher with their group by turn.

The performance of students is measured from how they present the task g of given by the teacher in front of the class; the way how they give their opinions, self confidence and the most important is how they use the right grammar and vocabularies in their sentences. Not anly that, language use and are also needed in their writing the data obtained from the above instruments are to provide information of what aspects of the target which have been achieved.

5. Reflection

Reflection is concerned with analysis, feedback and adaptation as the result toward planning, implementing, and observing in the classroom.²⁷ The result of reflection will become input in improvement of teaching and learning activity.

There are two kinds of reflection employed in this study. The first reflection is concerning to what teacher has done in implementing the action and students' behavior in applying chained writing in the writing class. It is gained based on the result of observation checklist a field notes. The second, reflection as a total process conducted at the end of each cycle. It was made to judge to what degree the students' competence in each cycle that has been improved.

E. Data Analysis

The analyses of data were investigated by comparing responses no one data with responses on the other data. The data obtained from four meetings by using descriptive qualitative manner. The researcher would describe the data to give information whether chained writing technique can improve the students' achievement in writing skill at second grade of Mts. Jabal Noer Taman Sidoarjo. Beside the process of analyzing the result of the students active involvement during the class the students are considered students actively involved in teaching and learning process.

In the process of analyzing the result of the teacher an activity during the teaching and learning process, the researcher is considered to have a good

²⁷ Iskandar, op, cit, p.120

performance if observation checklist for each activity shows score "good" or very good performance. It means that the researcher can develop the use of chained writing technique and do appropriate step based on the good lesson plan.