

CHAPTER III

RESEARCH METHODOLOGY

In this chapter described the research methodology, the geographical area where the study is conducted, the instrument used to collect the data, including methods implemented to maintain validity and reliability of the instrument are described.

3.1. Research Design

The research design in this study used Classroom Action Research. Action research was conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice. (Fraenkel et.al, 2006: 589). In the other opinion, action research was a research which done by someone and about their job without change the system. (Arikunto, 1992:3) Furthermore Kunandar (2008 : 71-73) stated that classroom action research consisted of four essential parts. They were as follows:

3.1.1. Planning

Planning was making the plan critically to improve what happened during learning teaching. Planning should be made for the future-oriented. Planning was designed to base on the problems in the class.

In the planning stage, the researcher found the problem that was faced by students for learning teaching in the class. The researcher collected data by distributing questionnaire to students to identify their problem in learning teaching process. After getting the data about their problem, the researcher improved the

learning teaching. In this case, the researcher took action by implementing certain learning method.

In order to implement the method, the researcher prepared scenario of teaching, lesson plan, criteria of success, and research instruments. After these preparations finished, the researcher implemented the method in the classroom.

3.1.2. Acting

Acting was the implementation of action in the real classroom. In the acting stage, the researcher conducted the plan such as scenario of teaching, lesson plan, criteria of success, and research instruments.

In doing the classroom action research, the researcher was helped by English teacher as the collaborator. Here, the collaborator was Dewi Lestari,S.Pd. She observed the situation of teaching learning in the classroom and filled the research instrument such as observation checklist and field notes. The collaborator as the observer hoped that the researcher could avoid bias occurring in the process of collecting and in analyzing data.

3.1.3. Observing

Observing used to observe and document what happened during the implementation the classroom action research. Observing oriented to future and gave the basic for reflection now. The object of observing was all sequences of implementing process included the situation in the class, interaction between teacher and students, students' activities, students' attentions, and the problems or obstacles were faced in the field. The collaborator as the observer gave note through observation checklist that were made by the researcher.

3.1.4. Reflecting

Reflecting was a stage when the researcher reflected about the result of the treatment and considered the next teaching scenario. The data which were collected during implementation and observation were compared with the criteria of success to know whether the data reached the criteria. If the data did not reach the criteria of success, the researcher made improvement towards the teaching scenario in the next cycle.

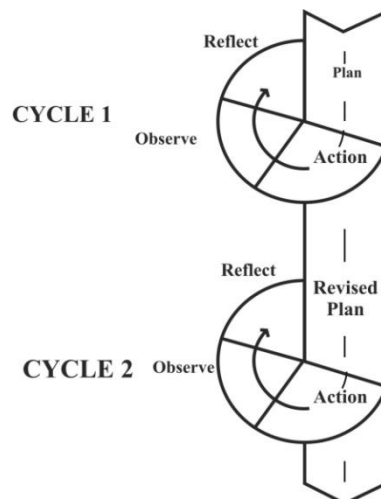
3.2. Research Area and Subject

This research was conducted in SMP Ma'arif 5 Ponorogo that located on Seloaji / Gambir Anom St. Ngrupit Jenangan Ponorogo. The subject of this research was the eighth grade students' of SMP Ma'arif 5 Ponorogo that consisted of 16 students, because the students had difficulties in writing.

3.3. Research Procedure

In this study, the researcher used Kemmis and McTaggart models as his Classroom Action Research. This model consisted of four stages namely Planning, Acting, Observing, and Reflecting. The cycles of the classroom action research could be seen at the following diagram, in spiral form, taken from Wiriaatmadja (2005: 66).

The Action Research Spiral



Before implementing the model of Classroom Action Research, the researcher started the research by doing preliminary study to obtain data followed by identifying and analyzing problems.

3.3.1. Doing Preliminary Study

The researcher interviewed the English teacher to get more information about teaching and learning process condition, especially in teaching writing. The researcher also interviewed the teacher to get more information about the students' achievement. The researcher used research instruments to get the data. They were questioner, observation check list, and test.

3.3.2. Identifying and Analyzing Problems

The data that gained from the preliminary study was analyzed in order to identify the problems that found in the research. Those problems were:

1. The students were lack of vocabulary.
2. The students were lack of understanding English grammar.
3. The students were lack of practicing in writing.

3.4. Implementation the Research

There were many steps in doing research, the steps were described as follows:

3.4.1. Planning

Planning was a sequence of plan that should be done in action to overcome the problem before. In this step, the researcher identified the problems, made the strategy of writing using Synectic, lesson plan, and decided criteria of success.

3.4.1.1. Identifying the Problem

The researcher observed the students and gave questionnaire to the students in order to know their problems in writing. Besides, the researcher interviewed the English teacher of SMP Ma'arif 5 Ponorogo.

3.4.1.2. The Scenario of Writing Using Synectic

- 1) The teacher gave motivation about the significant of writing.
- 2) The teacher asked the students about text and applies Synectic.
- 3) The students practiced in writing.

3.4.1.3. Lesson Plan for Teaching Writing

In order to conduct the scenario of writing in the class, the researcher made a lesson plan as preparation, so the plan should be oriented. Therefore, teaching of writing was easier to be conducted. The lesson plan consisted of instructional materials, instructional strategy, teaching procedure, and assessment. The lesson plan could be seen on the *appendix 4*.

3.4.2. Criteria of Success

Criteria of success determined whether the student success or not. There were three aspects of criteria of success:

1) Affective

The students were active in learning writing. They tried to write down their ideas, feeling, information and thought into sentences in order to make a good writing product. The standard of affective assessment were :

- Well in communication.
- Responsive in listening.
- Be able to share the opinion or question according to the language rules.

2) Psychomotor

The students were enjoy in giving positive response toward the implementation of Synectic model. When the teacher taught the writing, they always paid attention and asked about the lesson if they did not know the meaning of the subject.

3) Cognitive

The students were able to improve their competence in writing recount text using Synectic. The criteria of success that was determined by researcher was 80% of students got ≥ 74 point.

3.4.3. Acting

Acting was an implementation of the lesson plan in the classroom. It should be done in thoughtful variation of practices. It also had to be able to

improve the understanding individually or collaboratively, and to improve the situation in which the action took place.

3.4.4. Observing

The researcher observed the process of teaching and learning activities. The researcher observed the students' behaviors and recorded the weaknesses and strengths of the teaching and learning process.

3.4.5. Reflecting

The researcher observed about the action and evaluated the result. If the result in the first cycle was unsuccessful, the study should be continued in the second cycle, with the same procedure and some revisions.

3.5. Research Instrument

Instrument was a tool to collect the data or a device or manner that was used to get data in study. There were some research components that should be used by the researcher; They were observation check list, questionnaire, and test.

3.5.1. Observation Check List

Observation was as an important tool to collect data in classroom action research. It was used to control and observe. The focus of observation from classroom activity could be categorized into general and specific. General observation from classroom activity would notice the subjectivity of researchers' suggestion and the specific observation was about the things that had been agreed in planning. The result of data helped the school for further development (Wiriaatmadja, 2005: 250).

Observation was the activity to get information about teaching and learning process in the classroom action research and it was as a process to collect the data by monitoring the students' activities, especially in improving students' writing skill in recount text using Synectic model. To measure the students' activeness, the researcher cooperated with Dewi Lestari, S.Pd as a collaborator. She gave a checklist (√) in every students' activities during the teaching and learning process in the classroom.

3.5.2. Questionnaire

According to Wiriaatmadja (2005: 249) it was one of method in collecting data to complete the observation and interview. List of questions was arranged by researcher and all of the questions were able to give a feedback about the students' attitude, the completeness of students' media, cooperating with teacher, and students' comment about the thing that the teacher wanted to know.

The questionnaire consisted of 8 questions. It was used to find the students' interest, difficulties, understandings, and motivations in learning English. The students only gave checklist (√) in the column based on the activities in the classroom.

The result of the questionnaire were used to support the observation in the classroom and became a tool for evaluating and reflecting about the teaching and learning process in writing recount text by using Synectic model.

3.5.3 Test

Test was various questions or practice and other appliance that used to measure skill, knowledge of intelligence, talent or ability in individual or group

(Arikunto, 2002: 123). The researcher used writing test as an instrument. Example : Make recount text by choosing the topic below.

- 1) Holiday
- 2) Middle test
- 3) Unforgettable experience

Test consisted of many items in which each of them measured one of variable. Test was very important to measure data. It was able to help measuring the data that was needed.

3.6. Data Classification

The data were classified in two kinds, namely quantitative and qualitative data. The quantitative data were taken from the students' tests in each cycle and the qualitative data were taken from the result of observation and questionnaire form.

3.7. Data Presentation

3.7.1. Qualitative Data

In this research, the data were taken from the result of observation and questionnaire. It was described in qualitative way. Observation data were presented by discussing them and data of questionnaire were accounted and presented into table.

3.7.2. Quantitative Data

The data of the students' test in each cycle which presented into table and calculated in quantitative data analysis.

3.8. Data Analysis Technique

3.8.1. Observation

The researcher used the observation check list to know the students' behavior in the class. The researcher used it as the measurement of students' affective and psychomotor aspects. The researcher analyzed the observation using the formula below:

$$\text{The percentage of complete} = \frac{\sum \text{Amount of obtained score}}{\sum \text{All of maximal aspect}} \times 100\%$$

Here the researcher defined that if the eighth grade students of SMP Ma'arif 5 Ponorogo reached the percentage criteria of score $\geq 80\%$, it means that improving students' competence in writing using Synectic had been successful because the students were active.

3.8.2. Questionnaire

The researcher classified the students' answer of questionnaire form to know the exact number of the student's answer in the questionnaire sheets. From these data, the researcher knew the students' opinion about Synectic and writing. The result of questionnaire was the reflection whether the students enjoy writing or not.

The result of this instrument could be formulated as follows:

$$\frac{\text{Total Score}}{\text{Maximum}} \times 100\%$$

3.8.3. Test

To measure the students' skill and to know whether the strategy successful or not, researcher made a test. The researcher asked the students to make a recount text using Synectic Model. The kind of the test was written test. The scoring process were based on the content, organization, vocabulary, language use, mechanics.

No	Aspect	Score
1.	Content a. Excellent to Very Good: knowledge – substantive –etc. b. Good to Average: some knowledge of subject – adequate range – etc. c. Fair to Poor: limited knowledge of subject – little substance – etc. d. Very Poor: does not show knowledge of subject – non-substantive – etc.	30-27 26-22 21-17 16-13
2.	Organization a. Excellent to Very Good: fluent expression – ideas clearly stated – etc. b. Good to Average: somewhat choppy – loosely organized but main ideas stand out – etc. c. Fair to Poor: non-fluent – ideas confused or disconnected – etc. d. Very Poor: does not communicate – no organization – etc.	20-18 17-14 13-10 9-7
3.	Vocabulary a. Excellent to Very Good: sophisticated range – effective word/idiom choice and usage – etc. b. Good to Average: adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured. c. Fair to Poor: limited range – frequent errors of word/idiom form, choice, usage – etc. d. Very Poor: essentially translation – little knowledge of English vocabulary.	20-18 17-14 13-10 9-7
4.	Language use a. Excellent to Very Good: effective complex constructions – etc. b. Good to Average: effective but simple constructions – etc. c. Fair to Poor: major problems in simple/complex constructions – etc. d. Very Poor: virtually no mastery of sentence construction	25-22 21-19 17-11

	rules – etc.	10-5
5.	Mechanics	
	a. Excellent to Very Good: demonstrates mastery of conventions – etc.	5
	b. Good to Average: occasional errors of spelling, punctuation – etc.	4
	c. Fair to Poor: frequent errors of spelling, punctuation, capitalization – etc.	3
	d. Very Poor: no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing – etc.	2
Total Score of All Aspect		100

Adapted from J.B. Heaton

The researcher also used this formula below to find the final score based on the criteria value 74 of KKM.

$$\text{Score} = \text{Total value of all aspects } (1+2+3+4+5)$$