

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the description of the research method. It consists of the research design, setting of the subject, research procedure, data collection, and data analysis.

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

The research design of this study is Classroom Action Research (CAR). The Classroom Action Research would be used in this research is designed by Kemmis and Mc Taggart (1998). This design is used because classroom action research is kind of research which have a goal to develop a new strategy to solve problem found by teacher in classroom. CAR is sequence research activity, that has purpose to improve social quality, that is done by collecting data or information systematically through four essential steps; those are planning, acting, observing and reflecting.

Classroom action research is a problem of learning process which is systematic and controlled. Systematic is the process which coherent based on the rule. It happens between teacher and students in the classroom. This classroom action research will be done collaboratively by researcher and English teacher. The collaborator in this research is English teacher who teach English in MTs Sunan Ampel Pare for eighth grade.

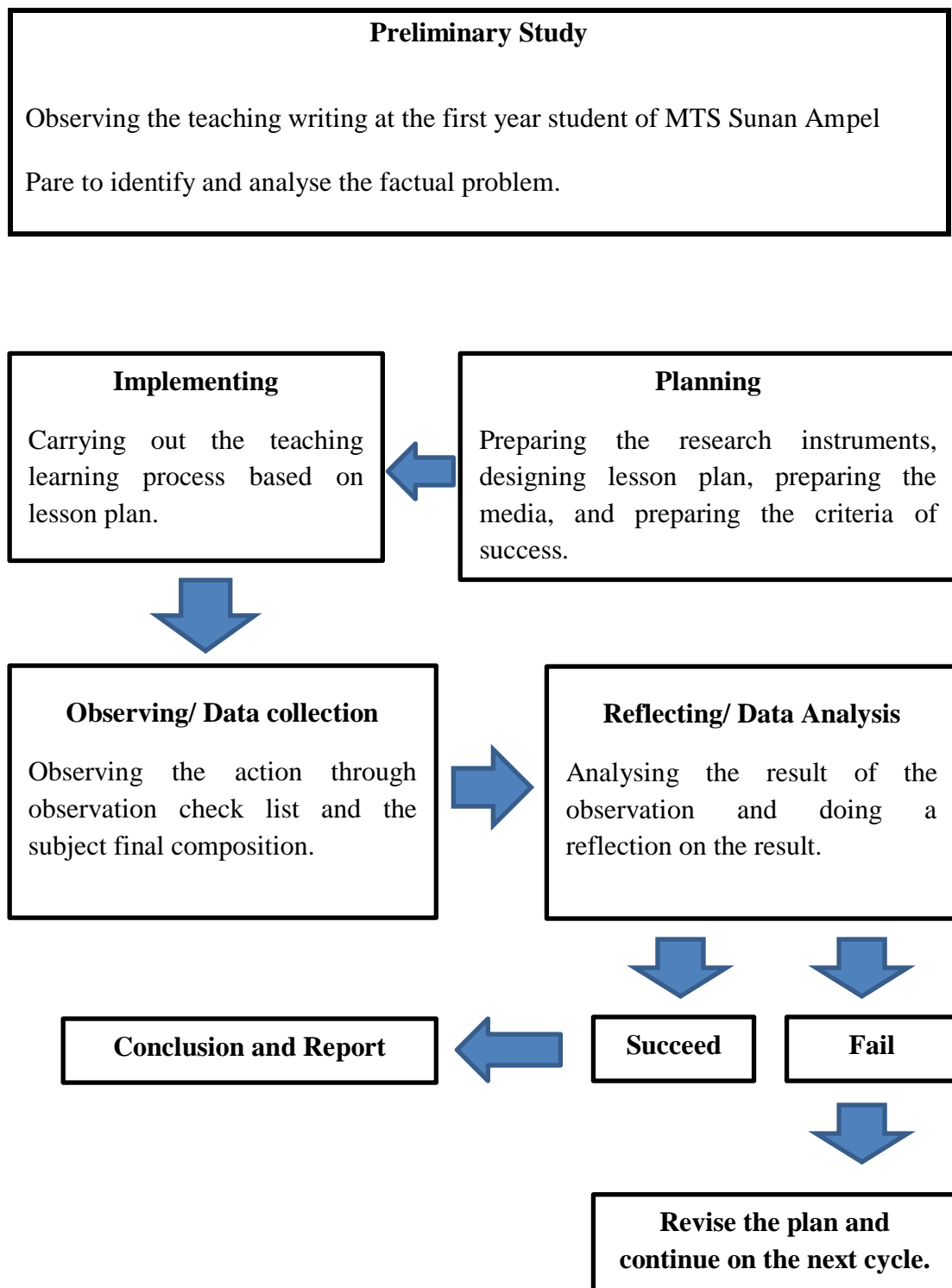
## **B. Setting and Subject**

The researcher conducts the classroom action research at MTs Sunan Ampel Pare. The subject of this research is students of the eighth graders of MTs Sunan Ampel Pare that consists of 31 students at class VIII Regular 3. The researcher has time schedule for doing this research and uses the time to do the observation and getting familiar with the school condition, doing the research, and analyse the result. The researcher did the research start from 26<sup>th</sup> August 2019 until 5<sup>th</sup> September 2019.

## **C. Research Procedure**

In this classroom action research is accomplished in form of cycles consisting of procedure. The steps are (1) Planning, (2) Implementing the action, (3) Observing the action, and (4) Reflecting on the observation. This procedure is preceded by the preliminary study to identify and analyse the real problem that should be overcome.

## The Research Procedure



## **Preliminary Study**

The preliminary of study of this research was conducted on 26 August 2019 to the students in class VIII Regular 3 MTs Sunan Ampel Pare in the 2019-2020 academic years and this research want to focus in writing descriptive text.

### **a) Planning**

In this part, the researcher achieved the following set of strategy, (b) designing lesson plan, (c) preparing the research instruments and (d) determining criteria of success. Here they are:

#### **a. Preparing strategy**

In conducting this research study, the research employed Task-Based Approach to improve students' skill on writing. To make sure that the data is valid enough, the researcher collect them from the teacher in MTs Sunan Ampel Pare and also read Competence-Based Curriculum first.

#### **b. Designing Lesson Plan**

Before implementing the Task-Based Approach in the teaching writing process will be done, the researcher designing a lesson plan first. It is important to make the implementing of the technique run well. The complete lesson plan can be see in Appendix 1.

### c. Preparing The Research Instrument

The research instruments are students' evaluation (pre-cycle test and cycle test) and observation sheet.

#### 1) Test

To know the student writing ability, the researcher give assign the students to do a writing test. The writing test is given to the students focusing on writing descriptive text. The purpose of this test is to measure the students' ability in writing descriptive text before and after they teach using task-based approach. See in Appendix 2.

#### 2. Observation Sheet

The researcher observed students' learning process by using observation sheets and also interpret the result of the teaching learning process. The observation aims to find out students' interest in following the class, students' enthusiastic to do task and responding to the teacher, and their writing descriptive text. See in Appendix 3.

#### 3. Scoring Guide/ Scoring Rubric

Scoring guiding used to give score to the student result of writing explanation text. In this research, the researcher use scoring guide or writing scoring rubric. In the scoring rubric guide, there are assessments that the researcher used to know students' development in writing. There are content,

organization, vocabulary and mechanic, grammar. The scoring guide can be seen in Appendix 4.

#### d. The Criteria of Success

The criteria of success of the research are designed to access the students' ability in writing. These criteria are set up to know whether the action is already successful or not. The criterion of getting success to get the score is at least 75 as the Minimum Mastery Criterion (*Kriteria Ketuntasan Minimal*) on the English subject of MTs Sunan Ampel Pare. The indicators of success emphasize on the teaching and learning process and the product the researcher makes the criteria of the success. It is taken from the result of students' achievement from scoring system for the students. The researcher makes an agreement that the student's achievement improves if at least there are 80% of students who get score at least 75 and the average score is at least 75.

#### **b) Implementing**

When all instruments are ready, the researcher prepare teaching all of the teaching materials such as lesson plan, and the media before coming to the class, the teacher does the implementation of this cycle. The teacher should be a good controller and researcher during this session in order to success in teaching with new strategy and also observing the condition occurs in the class. After getting the description of condition of the class (the students' attention, the students' activities, and the students' writing ability) so researcher does the first class action is doing writing using new strategy specifically task-based approach. The

implementation of the plan delivered in three meetings, in which each meeting takes about 2 x 40 minutes.

### **c) Observing**

In the observation phase, the researcher observed and collected the data about any aspect or events that had happened during the implementation of the action in relation to the objectives of this study. The data were obtained from the observation check list.

### **d) Reflecting**

The reflecting phase is used to analyse the success or failure factors in implementing task based approach in a cycle and then to determine whether the researcher has to be finished and reported or continue to the next cycle until the data reach the criteria of success.

## **A. Data Analysis**

After collecting the data, the data must be reflecting. It is to know the success of the method. Based on the research, the data analysis in this research is analyse the data from observation sheet and analyse the achievement test if the students.

The collected data from achievement test is analysed by looking at percentage of the score in every cycle. The data on the classroom action research from every cycle analysed descriptive uses percentage technique to see the

improvements that happens in the learning process. The classroom action research uses a formulation below to analyse the data from test:

$$\text{Percentage} = \frac{\text{The students who pass/fail} \times 100\%}{\text{Total students}}$$