

CHAPTER III

RESEARCH METHOD

This chapter describes about the method that is use by the researcher. The discussion will cover research design, subject of study, and the researcher procedure.

A. Research Design

Research is a process of collecting and analyzing the data to answer the research question. Research design was the general strategy that use in analyzing the data in order to answer the question (Ary, 2006). This study involves Classroom Action Research (CAR).

According to Arikunto (2010:105) cited in Abdullah farih (2018), Classroom Action Research (CAR) is an approach to improve the education to make changes toward the repairs against the results of education in the learning. The researcher with the classroom teacher planed the action, implemented the action in the classroom, observed, and reflected the action.

Classroom Action Research (CAR) is self-reflective, basic and systematic approach to enquiry by the students who are at the same students of inquire about community, which points to distinguish. problematic situation or issues considered by the participants to be worthy of investigation in order to bring about critically informed changes in practices. (Sri Alvera, 2017).

Action research in the school setting was a systematic approach to improve teaching practices. It was a simple process that involved about how to use it and the teaching goals. (Sagor, 2017)

This study involves teaching process using Project Based Learning. The goal of this research is to improve the students' writing skill. The classroom action research will be done collaboratively by the researcher and English teacher. The researcher acts as the teacher who will conduct the activities of teaching and learning process. The English teacher as the observer will observe the teaching and learning process in the classroom.

1. The Characteristic of Classroom Action Research

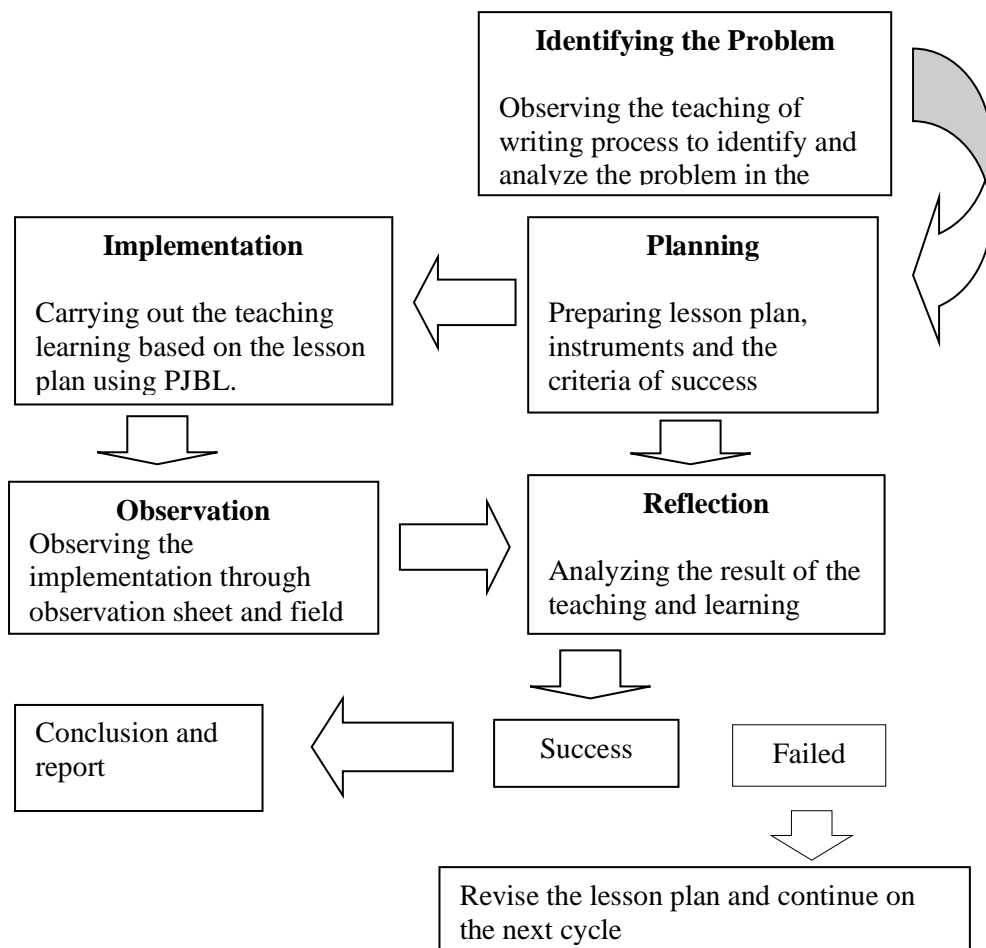
According to Burns (1994) cited in Siti Masithoh (2017), there are some characteristics of Classroom Action Research. Those are:

- a. The aim is to bring about change and improvement in practice, so it is evaluative and reflective.
- b. Action Research is contextual, small-scale, and localized. It identifies and investigates in a specific situation.
- c. It provides collaborative investigation by team colleges, practitioners, and researcher.
- d. The change in practices is based on the collection of the information or data which provides the impetus of change.

2. The Procedure of Classroom Action Research

According to Burns (1999) cited in Mashitoh (2017), Action research occurs in a complementary and dynamic which consists of four essential moments: Planning, Action, Observation, and reflection. In applying the steps, if in the cycle 1 there is an improvement of the students' writing skill has been reached, the researcher will stop it and make the conclusion directly. Meanwhile, if the cycle 1 does not

success, it will be revised and this study will be continued to the next cycle. The procedures of action research in this study are: The diagram of Kemmis & Taggart (1992) (as cited in Sanjaya, 2010)



1. Planning

In this phase the researcher identify a problem and make a planning to do action in classroom.

2. Acting

This phase is conducted to implement the strategies which have been prepared in the planning step. This action step is done by the teacher while the researcher just doing observation

3. Observing

In this step, the researcher does the observation. Observation is being done in order to get data from the result of the action.

4. Reflecting

This phase is doing reflection. Reflection means analyze the result (the data) which has been collected to determine the next action (cycle). In this step, both researcher and teacher collaborate to look for good solution to solve the problem which occurs in the class.

B. Research Setting

1. Place

The research was performed at grade XI IPA 4 of SMA N 1 Pare which is located in Pahlawan Kusuma Bangsa Street No.41, Pare, Kediri, East Java.

2. Time

This research was carried in the second semester of the academic year of 2019/2020 from January 08th to February 12th 2020. The research was conducted by following the school's calendar and considering the English teacher's schedule and syllabus of English lesson which was taught in grade XI IPA 4 of SMA N 1 Pare. The research schedule can be seen in Appendix 3 in Table 3.1.

3. Participants

The main subjects of this research were the students of grade XI IPA 4 of SMA N 1 Pare, Kediri in the academic year of 2019/2020. In total, there are 35 students in the classroom, consisting of 14 male students and 21 female students.

C. The Procedure of Research

In this research applies classroom action research design. This classroom action research is a problem solving process done in the step. Kemmis and Taggart in Prasetya (2017) stated that the procedures of action research involves four steps in a cycle of research include planning, action, observation, and reflection.

In applying the steps, if in the cycle 1 there is an improvement of the students' writing skill has been reached, the researcher will stop it and make the conclusion directly. Meanwhile, if the cycle 1 does not success, it will be revised and this study will be continued to the next cycle. In each step in this study involve planning, implementing, observing, and also reflecting. In conducting this research, there is collaboration between the researcher and the English teacher. The procedures of action research in this study are:

1. Preliminary Study

The researcher conducts a preliminary observation at the school. The preliminary observation is used to get the real data from the situation about the problem in the classroom where the learning process be held. The researcher do observe the classroom interaction and also interview the English teacher and Test 1.

2. Planning

After identifying the problems and the causing factors, the researcher determined the way to solve the problem. In this plan, the researcher tried to improve the students' writing ability using project based learning that focuses on cause and effect text.

In this step the researcher prepare the classroom instructional strategy in solving the problem. The researcher identifying a problem and develop it in action to take the improvements in specific area of research context. Some activities in planning include preparing the lesson plan, instruments, and criteria of success.

a. Preparing lesson plan

Lesson plan is a plan that should be prepared before the researcher conduct the teaching method. Lesson plan arranged by the teacher based on the teaching method they used and also the duration of meeting will be applied.

b. Preparing instrument

Instrument is the tools that used in conducting the research method to collect the data. In this study the researcher uses test, observation sheet, and field note.

1. Test

Arikunto in Sendi (2019) stated that test was the sequence of some questions to measure the ability, intelligence of knowledge and skill owned by individual or group. The test this study is a writing test of cause and effect text. It used to measure students writing skill. The complete test can be seen in Appendix 1.

2. Observation Sheet

The researcher also conducts the observation, it is involve comes to the class, after that observe the situation of the teaching learning process done by teacher. Therefore, the researcher takes the position behind the class while observing the teaching learning process and also taking note about something what happen during learning process. The complete observation sheet can be seen in Appendix 2.

3. Field Note

Field notes is used by the researcher to describe the learning process in the classroom where the students learn English. Therefore the researcher writes the result of the reflection in the field note.

c. Preparing criteria of success

The data collected in this study is from the result of the test and observation sheet. It will be analyzed by looking at the mean and percentage of the students' success and observation sheet in the cycle as follow:

1. The researcher count the means score from the total students aims to know the improvement of students' writing skill. The formula as follows:

Where:

M : Mean

$$M = \frac{\sum X}{N}$$

$\sum X$: Total scores

N : Total of students in class (XI IPA 4)

The criteria for means score are 78. That is based on considerations of minimum score criteria (KKM) in English lesson, result of test 1, students' skill and advice from English teacher. It means this study gets success when the means score is 78. The criteria of mean score can be seen in Appendix 3 in Table 3.1.

2. To count the percentages of the students' success as follows:

$$\text{Student success} = \frac{\text{total of students get score 78}}{\text{total of students in the class}} \times 100\%$$

The criteria for the minimum score are 78 and the percentage of successfulness is 80%. It means, this study gets success when the student gets

78 minimally and 80% for the percentage of successfulness. The criteria of students' success can be seen in Appendix 3 in Table 3.2.

3. To count the result of observation sheet, the formula as follows:

$$\text{Percentages} = \frac{\text{total scores}}{\text{maximal score}} \times 100\%$$

The criteria of percentage are 75%. It means this study is successful when the observation sheet gets 75%. The criteria of observation sheet can be seen in Appendix 3 in Table 3.3.

3. Implementing the action

The researcher implemented the teaching learning activity using project based learning to teach cause and effect text based on lesson plan. The lesson plan can be seen in Appendix 4.

4. Observing the action

The researcher observes all activities in teaching. In this step, the researcher makes a note to record the important occurrences during the learning process. The researcher used observation checklist that is filled by the observer. The researcher observes all the data based on observation guide in Appendix.

5. Reflecting the action

The researcher made an evaluation on what the researcher had observed. The researcher evaluates the situation whether the students are active or passive during the learning by using project based learning. The researcher also compare between the Test 1 and Test 2. If the scores increased, it means that the researcher could continue to the next cycle with same action. But, if their scores decreased, it means that the researcher needs to revise the action. The evaluation was written down as field notes.

6. Revising the plan

The researcher revised the action for the next cycle if the evaluation showed the weaknesses of the action. The classroom action research took two or more cycles until the goal of the research can be reached.