

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses the method used by the researcher. The research methodology consists of design, the setting of the study, subject of the study, research procedure, Technique of data collection, and Data analysis.

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

The research design of this study was classroom action research (CAR). In this research study, the researcher directly participated in the research in order to solve the problems existed in the teaching and learning process of writing and also to reach the improvement of writing skills for the eleventh grade students of MA Al-huda Kediri through picture series.

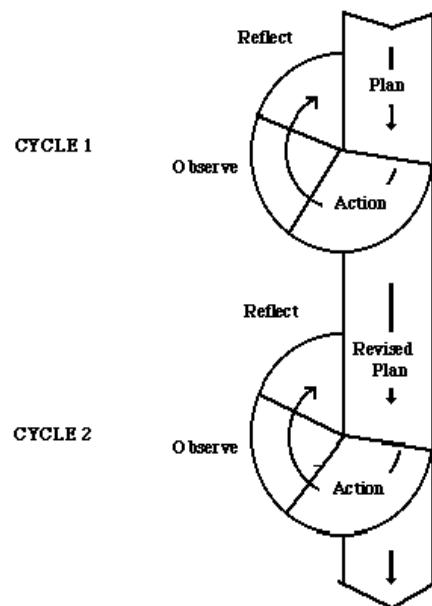
The media used in this research is picture series which the researcher implements in teaching process. As media the researcher will provide some pictures related to the material of students in learning process. To arrange the setting of the research in order to get valid data based on the research problem in order to be explain more comprehensively. Therefore, the research was conducted classroom action research (CAR) to find an elaborated teaching strategy concerning with writing skill mainly for the students of MA Al-Huda Kediri, so that it improved their writing skill.

Burns (2010:2) states the main goal of action research is to identify a problematic situation and improve the condition in a deliberate way. Beside that, Cohen, Monion and Morrison (2008:298) said that Action Research is designed to bridge the gap between research and practice. Therefore in this study the researchers

planned to carry out cycles according to stages and each cycle as a basis for determining appropriate action in order to improve student learning outcomes in class.

The action research was conducted in some cycles, depending on the aim of the research study. Based on Kemmis and Mc Taggart, there are four steps in action research. They are planning, action, observation, and reflection.

**Kemmis' and Taggart Model of Classroom Action Research  
Chart 3.1**



## **B. Subject of the Study**

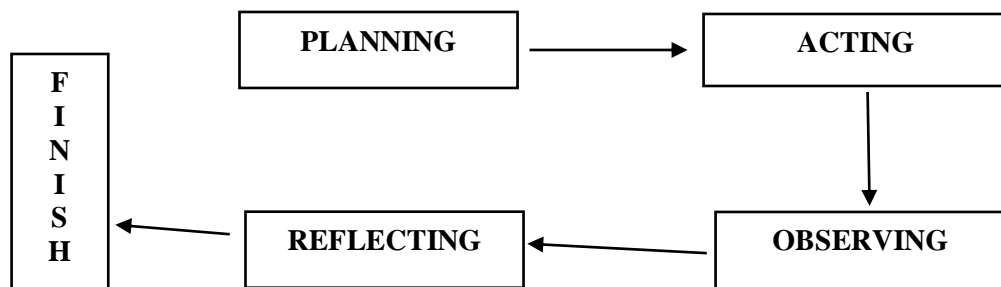
The subject of the study in this research is students of the eleventh grade of MA Al-Huda Kediri in academic year 2019-2020. There were 25 students in the class, which consist of 7 male students, and 18 female students. They were chosen as the subjects of the research. The research found out that the students had problem

in their writing skill. Then it is decided to have research on the students XI-MIA class.

### C. Research Procedure

The procedure of data collection for this study was conducted by conducting one cycle. One cycle consists of four meetings and every meeting included into four steps. In the classroom action research, there are 4 steps suggested by Kemis' and Mc Targart, (1988) model namely Planning, Action, Observation and Reflection.

**Chart 3.2**



#### 1) Reconnaissance

This stage was the first step in this research. The research should do this step to find out the information concerning on the students' writing skill. Then, the research tried to identify the existing problems. The problems came from the students, the teacher in the teaching-learning process. All of the data collected were presented in the form of identified field problems.

## 1. Planning

This stage prepares plan to be implemented in the English learning process. Researchers accomplish the following set of activities: preparing the strategy, design the lesson plan, implementing the action, observing the action, reflecting the action and conducted test 1 and test 2 to determine the level of success of students' understanding before and after learning.

### a. Preparing the strategy

Based on the problem above, the researcher used picture series in teaching and learning of writing.

### b. Designing the lesson plan

Before implementing picture series in the teaching learning process, the teacher designed a lesson plan. It is important to make the implementation of technique run well. The lesson plan consists of: instructional objective, instructional material, media, teaching and learning activities and assessment.

### c. Instructional objectives

Objectives are very important in the teaching learning process. It can be used to turn back after a lesson and to know well the students achieve the objectives of the lesson.

### d. Instructional material and media

Material and media play important role in teaching learning process. It is important for teacher to select and prepare the material that suitable the class. So, the students enjoys and easy to understand the lesson well.

e. Teaching and learning activities

Teacher and students interaction hold a main role in the teaching and learning process. In the classroom the teacher show the action or to implement the strategy. In this research the researcher present about picture series in learning English writing skill.

f. Assessment

In this study, the researcher utilizer one assessment that is assignment; the assignment is the test to know the ability of the students. The test is about the sentences and paragraph of writing skill.

2. Acting

The acting phase in the principle is a realization from an act which has been planned before such as hat the strategy used, what material be taught and others. In this study the researcher choose the picture series as a strategy that used. Acting phase is where both the researcher and the teacher collaborate to carry out the planned action.

3. Observation

According to (Sukardi, 2007) “The instrument of observation will be effective if the information that will be taken the condition of the natural fact, behavior, and the result working of correspondence in natural situation” .

The researcher observed the students’ learning process in writing skill class to see whether they faced any difficulies or not. Then the resaercher asked the students’ opinion about this method whether they faced any difficulties in pranticing this method or not. The observation can be systematically used to

observe and note the phenomena investigated like the students' feeling in teaching learning process.

#### 4. Reflecting

Reflecting is the activity of evaluating the implantation of the action in order to get conclusion. In reflecting the researcher reflects what have been done in previous action by using the observation and test, the researcher decided whether the effect of action has fulfilled the criteria of success. the implementation of the action will be successful if all the criteria of success of the study are has been achieved but if it is not successful the research moved on to the next cycle of action by improving and revising the next cycle.

#### **D. Instrument of the research**

The data collection applied is to get the primary data and supporting data. It was collected by using instrument, while the instrument is tool chosen and used by reseracher in collecting data in order to be systematicThe are some instrumenst used to collect the data, those are observation checklist, documentation, and test.

##### a) Observation checklist

Observation is ones of the instruments used in collecting the data. As a scientific method, observation can be systematically used to observe and note the phenomena investigated like the students' feeling, thinking, and somthing they do in teaching learning process. In this research the reasearcher was conducted observation checklist from teacher and stdents activities in teaching and learning process. (it can be seen in Appendix C).

b) Documentation

This instrument were used to collect the data by having some data in form of file. It used the data that cannot bee obtain from observation. Some of data can from the students' picture when the student applied picture series in learning writing skill.

c) Test

Test is a method of measuring person's ability, knowledge, or performance in given domain Brown (2007). According to Djiwandono (2011), said that test is a set of tool, procedure or an activity presented or an individual in order to elicit attitude that give information about the basis of individual knowledge in certain subject. This test is used to measure the student's achievement. The test that the researcher uses is pre-test and post-test before and after having treatment.

**E. The Setting of the Study**

The research was done at MA Al-Huda Kediri with its address at Jl. Al Huda Mosque No. 196 Kediri City. This study was conducted in 1 cycle and consisted of two meetings from January to February academic year 2019/2020. The following is a list of research time tables:

**Table 3.1**  
**The Schedule of the Action Research**

| No | Date              | Activities                                  |
|----|-------------------|---|
| 1  | 30, January 2020  | Observation and preparation of lesson plans |
| 2  | 6, February 2020  | Test 1                                      |
| 3  | 13, February 2020 | Cycle 1 First meeting                       |
| 4  | 24, February 2020 | Cycle 1 Second meeting and Test 2           |

#### **F. Determining Criteria of Success**

The criteria of success are designed to know the whether or not that students' writing skill improved by using picture series. So, the criteria of success for eleventh grade students of MA Al-huda Kediri is 77, it was determining from thier school. And each class at MA Al-huda Kediri has different criteria of success because each semester has the higher value of criteria. Therefore, every student should be increasing the score in each semester. For the eleventh grade students of MA Al-Huda kediri, If the students who get score 77 or more than 77% it can be shows that students are active in learning process the research is successful.

This research is considered successful if:

1. If at least 77% of students get score at least 77. This is the criteria of success which the students are active in learning process.
2. If the average score is as least 77%. This is the medium which means only some students are active in the class.



3. If at least 77% of students is lower, which mean that the students are not active.

### **G. Technique of Data Collection**

Before conducting the research, the researcher prepared some instrument. The instrument in study were test, interview, observation , and documentation.

#### **1. Test**

According to Brown (2007: P3), Test is a number measuring a person ability, knowledge, or performance in a given domain. In this test there are two kinds of test that will be given to the students. The fisrt test is test 1, the function of test 1 is to know how far students' writing skill before given treatment that is picture series. The second is test 2, the function of test 2 is to know the increasing the students' writing skill after the treatment that is picture series. Test 1 and test 2 are to know the differences of the students' ability before and after the teacher use the method.

In scoring writing tests, there is inter rater reliability. Because what is measured is the agreement between rater in assessing an individual. Thus, the reliability is inherent in the given score, not the measuring instrument. Therefore, to avoid the bias and subjectivity, and also to students' score is more validity, in this research there are 2 rater or correction is needed in correcting the work results of each respondent. Then the results of the assessment of the 2 rater sought inter rater reliability using agreement between two raters. They were the researcher as the rater 1, and the English teacher as the rater 2. Before conducting analysis, the inter-rater reliability to ensure that the raters are correlated each other was needed. The

measurement was done using *Pearson Product Moment*. The determination of the level of reliability is presented in this following table.

**Table 3.2**  
**Table of Standard of Coefficient Correlation for Inter-rater Reliability**

| No | Coefficient Correlation | Meaning of Interpretation |
|----|-------------------------|---------------------------|
| 1  | 0,00 – 0,199            | Very Weak Correlation     |
| 2  | 0,20 – 0,399            | Weak Correlation          |
| 3  | 0,40 – 0,599            | Moderate Correlation      |
| 4  | 0,60 – 0,799            | Strong Correlation        |
| 5  | 0,80 – 1,000            | Very Strong Correlation   |

## 2. Interviews

The researcher conducted interviews to gain the information related to the teaching and learning process. To obtain the data, the researcher used interview with the English teacher, and some students to collect complete data about how they see the problems happened in class.

## 3. Observation

The researcher used this technique to describe the subject activity in the class at a particular time and gain some data about the effect of the treatment that is implemented to students. The researcher observed the teaching and learning process before, during, and after the treatments in the class. The observation has an important role not only for classroom research but also for supporting in the process of school development.

#### 4. Documentation

The data from documents can be used to access information that occurred in the past or at the present time. The data includes the names of students as research subjects and the photos of activities. The instrument is in the form of a photo camera.

#### H. Data Analysis

Data analysis is process of searching and arranging systematically the interview transcripts document study, recording transcripts on other material or collected data.

Artikunto explains that data analysis in qualitative research being soon after data collection begins. After data is collected, the data must be analysed to know the success of the technique. The steps of data analysis are as follow:

- a. The researcher analyzed the quantitative data to know the improving of students' writing scores. Furthermore, instruments that analyzed quantitatively are test in every cycle. The researcher uses the formula: (Djiwandono, 2011).

$$\text{Percentage} = \frac{\text{Total Score} \times 100\%}{\text{Total of students}}$$

Total of students

- b. To know the improving of students' writing skill, the researcher compares the means of every test in cycle. The formula is following:

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

Notes:            M        : Mean  
                       $\sum X$     : Total of Score  
                      N        : Total of students

- c. The data from achievement test is analysis by looking at the percentage of the score in every test. The criteria of minimum score (KKM) is 77, so if the students get score 77 minimally and the average of the students 77 it means that they are successful in teaching and learning process, and the percentage of successfulness which want to reach is 77%, so the students who get score 77 minimally must reach 77% of the students of the class. The formula used in this research as follow:

$$\text{Percentage} = \frac{\text{Students who get minimally 77}}{\text{Total students}} \times 100\%$$

The measurement of the students' achievement that is stated by (haris, 1969) will be interpreted as follows:

**Table 3.3**

**The measurement of the students' achievement**

| <b>Criteria of mastery</b> | <b>Grade</b> |
|----------------------------|--------------|
| 95-100                     | Excellent    |
| 85-94                      | Very good    |
| 75-84                      | Good         |
| 65-74                      | Fair         |
| 55-64                      | Poor         |
| Less than 55               | Very poor    |