CHAPTER III

RESEARCH METHODOLOGY

This chapter presents research design, subject and setting of the study, and research procedure.

A. Research Design

The design used in this research is Classroom Action Research (CAR). Action research is a systematic investigation carried out by teacher researcher, principals, school counselors, or other stakeholders in teaching and learning environments to gather information about how their schools operate, how they teach, and how well their students learn. So, the most suitable research design is CAR which is intended to improve the quality of learning practices in the classroom so that it focuses on the teaching and learning process that occurs in the classroom.

Khasinah (2013) states that classroom action research (CAR) is research conducted by educators in classrooms or teaching places that focuses on improving learning processes and practices. Classroom action research serves as a tool to solve problems that arise in the classroom and as a tool to improve teachers' knowledge and skills by using new methods and sharpening their analytical skills. Furthermore, as a tool to create innovative learning, as a tool to improve communication between teachers and scientific researcher, as well as a tool that provides an alternative to problems that occur in the classroom.

In this Classroom Action Research (CAR), the researcher uses CAR Design from Kurt Lewins Action Research Design. Because it was Lewins

who first introduced action research. He describes action research as a refutation of steps that are spiral in shape so that they can be easily understood compared to other design models. This design presents four elements which include planning, acting, observing, and reflecting. The model itself is described as follows:
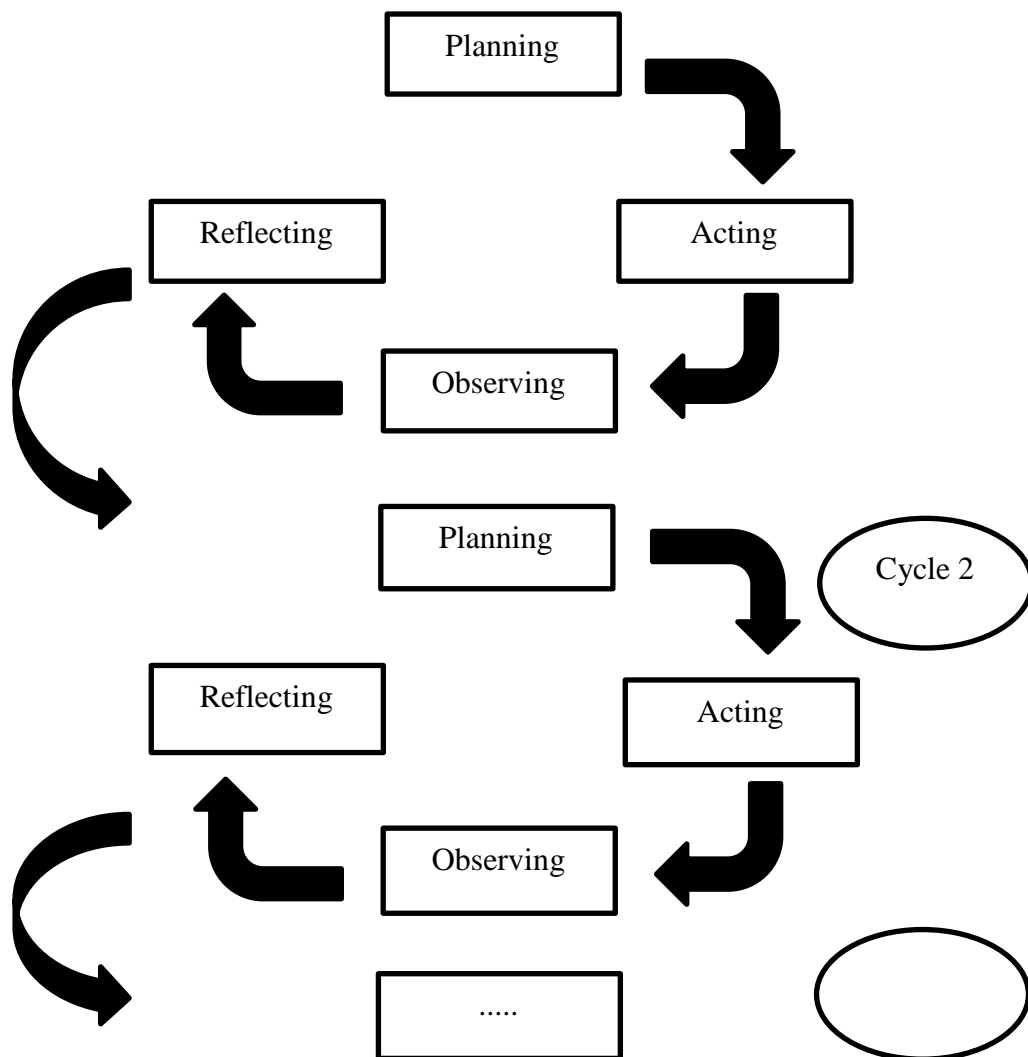
Figure 1.**Kurt Lewin's Model of CAR (1946)**

If the success criteria cannot be achieved in cycle I, even though the discovery learning model has been applied with family-themed magic card

media. This is because students are still not able to compose and have not been able to channel the contents of their thoughts into written descriptive text, so the researcher must proceed to the second cycle to make improvements. In cycle II the researcher tried to improve learning in the same way, namely by stimulating students through discovery learning models with animal-themed magic cards as media. After that, the teacher asked students to be able to compose simple descriptive texts and develop them into good paragraphs by paying attention to social functions, structures, and linguistic elements.

B. Research Setting and Subject

This research was conducted at MTs Nurul Islam Kediri. With English subjects with the subject of writing descriptive texts using discovery learning models in class VII. This research was conducted on the consideration that the location is easily accessible by researcher, so that it is easier to get data. The subjects in this study were seventh grade students for the 2021/2022 academic year.

C. Research Procedure

The research began with a preliminary study as problem identification. Then, continued with some stages namely planning, acting, observing, and reflecting.

1. Preliminary Study

   Preliminary study is a study conducted to sharpen the direction of the main study. Through this study, it is hoped that information can be obtained regarding the problems raised in the research and the variables related to these problems. The first step is to determine the research problem, then ask the English teacher for permission to make observations in order to find and define real problems in learning to write. Then, the researcher asked about what problems the students experienced related to difficulties in writing English. In this case, it aims to determine objects and subjects that are in accordance with the research theme that is the focus of the study of the problems to be raised.

2. Planning

   a) Preparing Lesson Plan

   The lesson plan contains several guiding points used by the teacher to manage classroom situations. The design of the RPP aims to provide guidelines for teaching and learning activities to teachers. The lesson plan includes the following: specific learning objectives, learning materials and media, presentation procedures, and assessment procedures. The complete lesson plan can be see in appendix 5 - 7.

   b) Preparing the Media

   The media used is a magic card. The magic card is a learning media made of a sheet of thick paper or thin cardboard in the shape of a rectangle. The cardboard contains an image that is presented with an

attractive and unique appearance. Each card has a different image. It is hoped that it can improve the quality of learning by creating a sense of fun, enthusiasm, and motivation for students in writing descriptive text skills with discovery learning assisted by magic card media.

c) Preparing the Instrument

  a. Test

The researcher gave two writing tests to the students. In this study, there are 2 kinds of tests, namely pre-cycle tests, and cycle tests. Researcher used tests to measure students' ability in writing descriptive texts. The pre-cycle test aims to measure students' writing skills before the discovery learning model with magic cards is applied. While the cycle 1 test and cycle 2 test were to see their improvement after applying the technique. In this research, the test pattern between pre-cycle, cycle 1 test, and cycle test seems to be the same, only the descriptive text theme is different. So, in this test students write descriptive text freely about places, people, and animals. The complete test can be seen in Appendix 8.

Suryabrata (2000) states that the validity of a test essentially refers to the degree of function of the test measurement which should be accurate or accurate from the results of the test measurement and is always associated with a specific purpose. In this classroom action research, the researcher uses content validity which refers to the extent to which the content of the test can measure the level of mastery of the

material in accordance with the teaching objectives. Thus, if it is associated with learning, then content validity is the suitability of the questions or material in the exam with what students have learned. The complete test validation sheet can be seen in Appendix 4.

b. Observation Sheets

Observation is the purpose of collecting data as it is viewed as a suitable technique to collect the data about the process of teaching and learning in Classroom Action Research. In this study, the researcher observed VII grade junior high school students use the discovery learning model to help improve their ability to write descriptive texts in class. This study aims to see the interests and behavior of students in learning English, especially in writing activities.

c. Preparing Criteria of Succes

The criteria of success were set to determine whether the teaching and learning activities in the research are successful or not. The researcher must prepare the criteria of success because it is necessary to know the students skill, from the criteria of success the researcher will easy to know how far students skill at writing and whether their media were success or not. In accordance with the Minimum Mastery Criteria (KKM) a minimum of 80% of students must achieve the target score. The target score of MTs Nurul Islam Kediri for English lessons, especially Descriptive Text is 75. In this case, the researcher must

increase 80% of students' ability in writing skill to achieve the criteria for success.

3. Acting

After planning, the next activity is acting. Researchers apply these actions in learning activities in the classroom. The initial activity was in the form of a pre-cycle test which was conducted a week before the study. In the pre-cycle students were given a writing test to determine their ability to write English text before treatment. In this action, the researcher conducted two cycles, where each cycle consisted of three meetings. In each meeting, the researchers provide descriptive text material by using sentences in action. After the action was taken, students were given a cycle test which was used to determine whether there was an increase in students' descriptive text writing skills after being given treatment or not.

4. Observing

In planning research the teacher must plan activities observation. Observation is an observation activity when carrying out CAR activities. Observations can be done by the teacher himself or by other teachers. Observation is emphasized on the learning process and action.

5. Reflecting

At this stage, activities are focused on analyzing efforts. Researcher analyzed observations to determine the effect of applying the discovery learning model with picture media given to students in the

writing class. The results of the analysis are used to determine whether the first cycle is successful or not in achieving the success criteria.

D. Data Collection

The researcher makes some steps to collect data, as follows: (1) Researchers conducted a preliminary study to observe the real conditions of students through interviews with English teachers. (2) The researcher conducted a pre-cycle test on the sample to determine the students' writing ability before applying the discovery learning model in learning. (3) The researcher implements the discovery learning model in the teaching and learning process. (4) Researcher conducted tests in cycles I and II to determine the development of students' abilities after applying discovery learning in the teaching and learning process. (5) After giving all the tests, the researcher documents the data collected and analyzed by the researcher in the form of media such as photos, notes, and things that will be related to the research.

E. Technique of Data Analysis

Data were analyzed by qualitative analysis. The researcher used analysis by observing the checklist and assessing the writing. Researcher analyzed the situation and condition of the class with observations made in cycle I and cycle II. The researcher used an observation checklist which was used to observe the situation and condition of the class and to monitor the learning process. In the end, the observation data were analyzed by describing the percentage of results from the checklist. After that, the researcher analyzed the data using quantitative data from the students' writings from pre-cycle, cycle

1, and cycle 2. The researcher used an analytical assessment rubric adapted from Charles and Lyle (2002).

1. Method of Analyzing Test

The formula on counting the students score: Total score of Content (30%) + Organization (20%) + Vocabulary (20%) + Language Use/Grammar (25%) + Mechanics (5%) = students' score (100%).

To get the mean of students' writing score uses the formula:

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

M : Mean

$\sum x$: Total scores

N   : Number of students in class

To get the class percentage which passes the minimum mastery Criteria of Minimum Competency (*KKM*) 75 (seventy-five), the score percentage of every cycle will be calculated by using the formula below that writer uses the formula:

$$P = \frac{F}{N} \text{ x } 100\%$$

P : The percentage of the students who get the point (≥ 75)

F : Total number of students who get the point up (≤75)

N : The total umber of students who do the test

The researcher stopped conducting this research if the result fullfill requirement criteria of success. This test said to be successful if the students get a score of 75 and the average students score is 75 and the percentage of students passing is 80%.

The following table is the analytical scoring rubric used by the researcher
to analyze the students' writing descriptive.

Table 3.1

Scoring in Writing Skill

Criteria	Score	Level
Content	30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, thorough development of thesis, relevant to assigned topic
	26-22	GOOD TO AVARAGE: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to the topic but lack detail
	21-17	FAIR TO POOR: limited knowledge of subject, littl substance, inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject, nonsubstantive, non pertinent, not enough to evaluate
Organization	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive
	17-14	GOOD TO AVARAGE: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	VERRY POOR: does not communicate, no organization, not enough to evaluate
Vocabulary	20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice and usage, word form materi, appropriate register
	17-14	GOOD TO AVARAGE: adequate average, occasional errors of word/idiom form; choice; usage but meaning not obscured
	13-10	FAIR TO POOR: limited range, frequent errors of word/idiom form; choice; usage, meaning confused

	9-7	or obscured VERRY POOR: essentially translation, little knowledge of English vocabulary ; idioms; word form, not enough to evaluate
Language Use	25-22	EXCELLENT TO VERRY GOOD: effective complex constructions, few errors of agreement; tense; number; word order/function; articles; pronouns; prepositions
	21-18	GOOD TO AVARAGE: effective but simple constructions, minor problems in complex constructions, several errors of agreement; tenses; number; word order/function; articles; pronouns; prepositions, but meaning seldom obscured
	17-11	FAIR TO POOR: major problem in simple/complex constructions, frequents errors of negation; agreement; tenses; number; word order/function; articles; pronouns; prepositions and/or fragments; run-ons deletions, meaning confused or obscured
	10-5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate
Mechanics	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions, for errors of spelling,; punctuation; capitalization, paragraphing
	4	GOOD TO AVARAGE: occasional errors of spelling,; punctuation; capitalization; paragraphing but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling; punctuation; capitalization; paragraphing, poor handwriting, meaning confused or obscured
	2	VERY POOR: no master of conventions, dominated by errors of spelling; punctuation; capitalization; paragraphing, handwriting illegible or not enough to evaluate.

To analyze the students' writing skill, researcher uses scoring techniue by using table interpretation above. So, the maximal score is 100 point and the minimal score is 0

Table 3.2

Classifying the Students Score

No	Classification	Score
1.	Very good	90-100
2.	Good	70-80
3.	Fair	50-59
4.	Poor	30-49
5.	Very bad	0-29

2. Method of Analyzing Observation Checklist

The observation in this research will be conducted about four times, before the treatment or preliminary research during the cycle I, and cycle II. The researcher will give a check in the observation checklist, and then it will be analyzed by calculating the percentage from the checklist as the pattern below:

$$\text{Score} = \frac{Total\ scores}{Maximal\ scores} \quad \text{x } 100\%$$

The criteria of percentage are 80%. It means this study is successful when the observation sheet gets 80%. This observation sheet uses by the researcher and the students.