CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the description of the research method used in this study. It consists of the research design, population and sample, research instrument, data collection and data analysis.

3.1 Research Design

The design used in this study is Classroom Action Research (CAR). According to Alberta (2000) action research is a strategy teachers can use to investigate a problem or area of interest specific to their professional context. It means that action research is an investigation conducted by the teachers based on the problems that occur in the classroom which aims to find the best method in teaching and learning process, so the teachers can improve the students’ ability.

Suyandi (2010) argues classroom action research has several stages, namely planning, acting, observing, and reflecting. Planning in action research is defined as a process that the researcher should do before conducting the research. It is the identification the problems, problems formulation and problems solving. Acting in action research is implementation. The meaning of implementation in here is implementing what have already planned in the first stage. Observing in action research is data collection. It means in this stage, the researchers must decipher how the data is collected, how to collect, and tools or data collection instruments (questionnaires / interviews / observations and others). Reflecting in action research is an activity to restate what has been done. If the research conducts individually, the activity of reflecting defined as a self-evaluation. Therefore the
researcher should be well reflective in terms of recognizing her/his weakness and strengths.

In this study, the researcher used the classroom action research procedure based on Kemmis (cited in Vaccarino et al). They provide a representation of action research which each cycle comprising four steps namely plan, action, observe and reflect.

![Diagram of Classroom Action Research procedure based on Kemmis](image)

**Figure 3.1: The Classroom Action Research procedure based on Kemmis**

Based on the picture above, Kemmis design the classroom action research into two cycles which indicates that if the researcher fails to meet the criteria of success in the Cycle 1, she can repeat the research in the Cycle 2. It is expected
that in the Cycle 2 the researcher can do better by learning from the previous problems in Cycle 1.

3.2 Population and Sample

McMillan (1996) argues a population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research. It means that population is a group of individual person, object or events that have characteristics defined by the researchers to be studied and draw the conclusions. The population in this study is the students of the eighth grade of SMPN 1 Sukorejo.

McMillan (1996) argues that sample is the group of elements, or a single element, from which data are obtained. It means sample is group of subject in which the researchers can gain information. In this study, the sample is eighth grade students of Class H in 2016/2017 academic year. Based on the preliminary study, the teacher explained most of her students’ lack of vocabulary, difficulty in finding ideas and arrange them well, and low motivation in writing. Therefore one of reason the researcher chose this class because the researcher wants to give alternative solution to solve the teacher’s problems in teaching writing. Hopefully, this method not only help the teacher to solve her problems, but also can make the writing become fun activity so the students can motivate to improve their writing ability.

3.3 Research Instrument

The research instrument used in this study includes video and evaluation (test). The video is useful to support the researcher when the researcher fails in the first experiment, so she can learn the mistakes and know how to correct the
mistakes from watch the video. Test is used to know students’ comprehension about the material and to know the effectiveness of process and genre approach to improve students’ writing ability.

3.4 Data Collection

A classroom action research needs the data to support their research or their investigation. There are several ways to collect the data such as interview, questionnaire, observation, field notes, documentation, and test. In this study, the techniques which are used by the researcher to collect the data is test. The researcher has some steps to get the data as follow:

1. Plan

   In this step, the researcher makes some planning based on the finding of preliminary study. The steps are designing the lesson plan, preparing the materials and media, prepare the model of process and genre approach and determining criteria of success.

   In designing the lesson plan, the researcher makes collaboration with her advisor which aims to produce perfect lesson plan. Lesson plan are be able to gives the teacher guideline of teaching and learning process. Therefore the teacher more focuses on learning process and can achieve the goals which have been designed in the lesson plan.

   The researcher also prepares the materials and media. Based on the interview with the English teacher at SMPN 1 Sukorejo, the material that will be taught is announcement text and narrative text. The researcher chooses announcement text as the material. The media uses in this research are laptop, LCD and several announcement texts.
Then the researcher needs to prepare the model of process and genre approach. The researcher uses group and individual activities in implementation this method. In group activities, the researcher gives assignment to the students to answer some question in announcement text. Then the researcher asks the students to analyze some announcement text with their group. While, in individual activity the researcher asks the students to write announcement text.

Last the researcher and the teacher discuss to determine the criteria of success. This research is considered successful if 70% of students achieve the score equal or greater than 78 as the Kriteria Ketuntasan Minimal (KKM). However if the research does not meet the criteria, it means this research is not successful and needs improvement to meet the target.

2. Action

In this step, the researcher implements the lesson plan which is prepared in planning step. The researcher teaches writing by combining process and genre approach.

3. Observe

In this step, the researcher observes all the activities that happen in the class. The aspects in observation are the instrument used in collecting the data and the technique for data collection. The researcher used field note or unstructured observation sheet as a guideline while observing.

4. Reflect

In this step, the researcher analyzes the result of her research includes analyze the data, scoring the test and evaluate the result of observation in the
Based on the analysis, the researcher can interpret or make conclusion about her CAR, so the researcher can know her research is successful or not. This research is called successful and complete if the result of this research can achieve the criteria of success. However, if the researcher cannot achieve the criteria of success, it means the research is failed so it must be repeated the research in next Cycle 2 until the researcher can achieve the criteria of success. In the Cycle 2, the researcher need to revise the lesson plan, the strategy to teaching and should be learn by the previous mistake that she do in the Cycle 1. Therefore when the researcher conduct the research again, she will not repeat the mistake again and can achieve the criteria of success. In this study, this research is called successful and complete if 70% of students achieve the score equal or greater than 78 as the Kriteria Ketuntasan Minimal (KKM).

3.5 Data Analysis

In this study, the researcher uses video and evaluation (test) as instrument in collecting data. The method in analyzing data would be explained as follow:

3.5.1 Analyzing Video

The aim of using video in this study is to support the researcher when she takes the data. The result of the video can be representation and reflection for the researcher if the researcher fails in the Cycle 1. She can learn her mistakes and correct her mistakes by watching the video. When the researcher conducts the research again, she will not repeat the same mistake.
3.5.2 Analyzing Test

The main goal of this research can improve the students’ ability in writing announcement text. The researcher can know this method success or not by doing test to the students. The test is ask the students to write announcement individually. Then, the researcher analyzes the result of the students’ test by taking the score from the student’s writing. In scoring students’ writing, the researcher uses holistic scoring rubric taken from Cerf, Hauger & Harris (2013) (see Appendix 2). These four elements are: 1) content and organization, 2) usage, 3) sentence construction, 4) mechanics. The researcher uses holistic scoring rubric to analyze the data because the elements are related to the students writing test.