CHAPTER III
RESEARCH METODOLOGY

A. Research Design

In this research the researcher uses a Classroom Action Research (CAR). According to Arikunto, Suharsimi (2010) classroom action research is a research activity carried out on a number of subjects being targeted namely students, aiming to improve the situation of learning in the classroom so that there is an increase in the quality of learning. Meanwhile, according to Sukardi (2011, p.212-213), namely planing, acting, observing and reflecting. The writer uses classroom action research as an effort to improve writing skill in the teaching process, because this problem needs to be solved using learning methods through classroom action research.

Furthuremore Rochiati Wiriatmadja (2010, p.12) state that Classroom Action Research is research which is conducted by teacher in this class by planning, acting,observing and reflecting in order to improve performance of teacher, so the result of students' learning can improve.

Based on definition above, the resercher concluded that classroom action research is a procedure used by teachers to improve learning activities in the classroom.

B. The Procedure of Classroom Action Research.

According to Sukardi (2015, p.4) there are four important components that always exist in each cycle, and are characteristic of action research, namely plan, act, observe, and reflect. The researcher uses some steps that proposed by Sukardi (2015, p.5-6).The procedure of classroom action research as follow:

1. Planning

Planning an action research by focusing on what, who, when, where, why and how the action will be done.Theresearcher designed a lesson plan to make the researcher easier doing a teaching learning in the class. In each cycle, there are lesson plan. Beside that, the researcher should prepare lesson plan, syllabus, the subject of material before the material to be taught. Certainly, the material is about analytical exsposition text.

2. **Action**

In this step, planning will be applied in the teaching and learning process.

3. **Observing**

Observation is the next step to monitor and observe carefully the teaching and learning process and collect data from the results of actions. Observation papers compiled by researchers to determine the condition of the class when the action was taken, then researchers and collaborators (English teachers) discuss about the results of observations, what problems faced by researcher and teacher when teaching the learning process and finding good solutions to solve problems. In this phase, researchers observe and take notes to find out what are the problems in the teaching and learning process

4. **Reflecting**

Reflection means analyzing the results based on data that has been collected to determine the next action in the next cycle. This research can be said to be successful if 75% of students have good participation during the learning process, such as they take lessons well, develop their ideas in writing and give a good response to the teacher, if the student results are less than the KKM. means that the researcher must move on to the next cycle until student grades can increase. In this phase, researchers can observe activities that produce any process, progress occurs, and also about the positive and negative sides

C. **Research Setting**

1. **Time of the research**

This research will be held from September until October 2019.

2. **Place of The Research**

This research will be conducted at students in SMAN 1 Pekalongan especially in eleventh grade in Academic Year 2018/2019.

D. **Research Subject**

The research subjects were students in the first semester of students at SMAN 1 Pekalongan, especially in the eleventh grade of the 2019 academic year. There were 30 students in the class. Consisting of 9 male students and 21

female students. They were chosen based on the consideration of English teachers because their writing skills was below the expectations of the teacher.

E. Research Instruments

The researcher is used to collect on the results of applying actions in the classroom. While researchers apply action in class, the English teacher as a collaborator acts as an observer. The instruments used in this study are; interviews, observations, tests.

1. Interview

   According to Subagyo, P, Joko (2011, p.39) an interview is an activity carried out to obtain information directly by expressing questions to the respondents. Interview are used to support classroom observation and become a tool to evaluate and reflect on the teaching and learning process in writing skills using fishbone method.

2. Observation

   According to Arikunto (2006, p.229) using observation the most effective way is to complete it with an observation format or blank as an instrument of consideration then the format compiled contains items about events or behavior described. In arranging observational checklists, the researchers make a list of some behaviors that can be observed by students who demonstrate an understanding of the material being taught that the teacher can see from student activities and responses during the teaching and learning process.

3. Test

   According to Arikunto (2010, p.53), a test is a tool or procedure used to find out or measure something in an atmosphere, by means and rules that have been determined. To measure the improvement of students' writing skills, the researcher uses achievement tests in this research. This research uses a writing test to measure students' skills in writing analytical exposition texts. in this test, the researcher has five elements used to assess students' writing skills, namely: content, organization, vocabulary, language use, and mechanics. With this form, researchers can give scores more quickly and easily.

F. Data Collection Technique

1. Interview

Wiriaatmajda, Rochiati (2008, p.117) interviews are a way to find out certain situations in the classroom from the point of view other people. The interview is an action to find out the incident or information that is located through interaction with the person being interviewed. Interviews can be recorded in three ways. The first method is recording interviews. The second way is to take notes. In this method, the interviewer succeeds in recording and then writing important points during the interview process. The final method is to write down every detail of the interview immediately after the interview. The author was interviewed by an English teacher before and after class action research. The data is used to determine the development of students' writing skills. It is used to determine the progress of students' writing skills by understanding the analytical exposition text.

2. Observation

In classroom action research, teachers are advised to use participatory observation techniques, because researchers are also encouraged to participate in research activities. Observations were made to obtain information about the class situation, students, techniques, methods used by the teacher and to find out whether the teaching and learning objectives were achieved or not.

3. Test

This technique provides two types of tests, namely pre-test and post-test. Pre-tests are carried out before the implementation of the actions and post-tests will be carried out after the implementation of the action. Pre-test and post-test in the form of a test. Students are given tests to measure students' writing skills about the topic being taught. Then researchers and assessors assess students' writing performance using the fishbone method to improve their writing skills. Pre-test and post-test data were collected in the form of student scores. Post-test results were calculated and compared with pre-test results.

G. Technique of Data Analysis

1. Quantitave Data

The researcher applied the quantitative data and constant comparative method. According to Anas Sudijono (2014, p.86), The quantitative data was used to analyze the score of students while the qualitative data was used to describe the situation during the teaching process. By applying this data, it will be assumed to get the satisfying result in teaching writing skill by applicating inside-outside circle strategy. The quantitative data would be analyzed to see the impact of students writing skill. The researcher searches the mean of each pre-test and post-test from every cycle. The researcher applies the formula of Anas Sudijono (2014, p.86) as follows :

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

Where :

X = The mean of the students score (100)

ΣX = The total score from pre test and post test

N = The member of the students

The researcher uses the formula to find out the average of the research and to find out the students scores for improvement students' writing success.

The formula is as follow:

$$\frac{Total\ all\ passed\ students}{number\ of\ students} \text{ X } 100$$

Explanation:

S = value sought

R = the number of scores of items / questions answered correctly

N = ideal maximum score of the test.

Researchers get scores from pre-test and post-test. To find out the average score, score of pre-test and post-test 1 compared if it did not increase, the researcher continued his research in cycle 2, in the cycle to find out whether or not the researcher compared the scores of pre-test and second post-test if it had improved the research was completed and get results to find out student progress and student improvement in the learning process. The researcher to use the

formula to find the final score based on the criteria value 75 of minimum completeness criteria.

2. Constant comparative method

In conducting research, researchers use data analysis techniques, Moleong in Lexy j (2009, p.228) namely the constant comparative method (fixed comparison method) because in data analysis, it is constantly to compare one datum with data others, then constantly compare one category to the category others.. In this analysis include:

1. Data reduction

Data reduction or data selection is done after research in the field or final report if it is complete. This data reduction is an analysis of data that classifies, directs, and discards data that does not need to be inputted so that conclusions can be verified that can be drawn.

2. Data Presentation

Presentation of this data a set of conclusions drawn. with this presentation we can understand what is happening and what we have to do, according to the understanding obtained from the presentation.

3. Draw a conclusion

Drawing conclusions is only as a configuration of conclusion conclusions that are verified by the study. in this verification the researcher extracts conclusions from the field notes the meanings that emerge from the data must be tested for their validity and compatibility.