

CHAPTER III

RESEARCH METHODOLOGY

3.1 Type of the Research

The design which used in this study is Classroom Action Research (CAR). According to Kember (2001: 24-28) who stated that action research has several major of characteristics; (1) action research is concerned with social practice which it involves direct interaction of teacher and group of students (2) action research is aimed towards improvement (3) action research is a cyclical process which involves some phases of planning, acting, observing, and reflecting (4) action research is pursued by systematic inquiry (5) action research is participative.

From those statements, classroom Action Research is a problem-based research which its aims are to solve the problems that arise in the class and to make an improvement in teaching learning activity through cyclical process which involves some phases of planning, acting, observing and reflecting. The research design of CAR in this study is a collaborative classroom action research. It means that the researcher collaborates with the English teacher of SMA Negeri 13 Surabaya. In carried out the study, the researcher's role is as an observer and the teacher as a teacher model and collaborator that taught writing through TBL and helped the researcher designing lesson plan, giving assessment, and analyzing the data. In accordance with the objective of the research, the aim of this study is to be able to improve students' writing ability through the use of task-based learning for tenth grade students of SMA Negeri 13 Surabaya. This research categorized as a classroom action research. This study focused on the improvement of the students' critical thinking and writing ability.

3.2 Research Setting

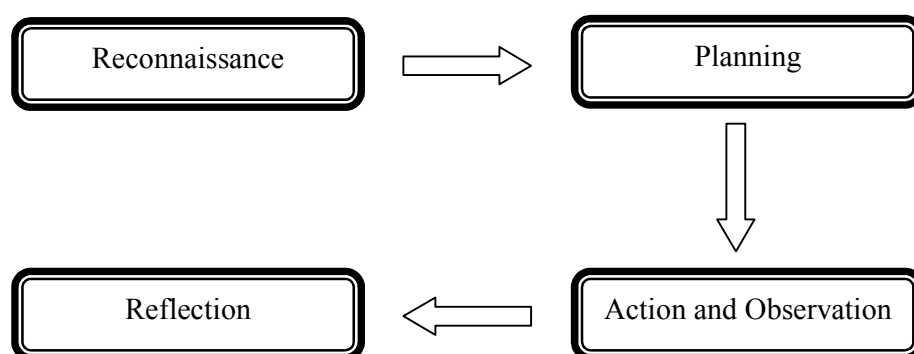
This research conducted in SMA Negeri 13 Surabaya. It located in Jl. Menganti Lidah Kulon, Lidah Kulon, Lakarsantri, Kota Surabaya, Jawa Timur (60213). The school has some facilities such as a principal's room, a vice principals room, a teacher's room, classrooms, a meeting room, an administration room, a room for guidance and counseling, a school health unit, a mosque, a library, laboratories, a music room, sport field, an intra-school students organization room, a guest room, and other supporting facilities.

3.3 Research Participant

The participants were the researcher, the English teacher as the collaborator and the students of class X-8 of SMA Negeri 13 Surabaya in the academic year of 2017/2018. The class consists of 34 students, 7 of them are male and 27 students are female.

3.4 Procedure of Research

This research used Kemmis and McTaggart model. According to Kemmis and McTaggart (1988: 89-108) action research typically involved four phases in a cycle. Each step is elaborated as follows:



3.4.1 Reconnaissance

In this stage, the researcher found out valuable information concerning the students' writing ability. The researcher identified the problems and obstacles in teaching writing by observing in the class and interviewing the teacher and the students.

3.4.2 Planning

The researcher identified a problem or issue and developed a plan of action in order to bring about improvements in a specific area of the research context. She identified problems in students' writing ability and she used task-based learning to improve the students' critical thinking and writing.

3.4.3 Action and observation of the action

The researcher conducted the research as planned by implementing the learning model of task-based learning on the competence of critical thinking and writing ability. The researcher observed systematically the effect of using task-based learning and documents of the context, action, and opinion.

3.4.4 Reflection

In this phase, the researcher made some notes and review on the changes during the implementation with collaborator. The reflections would be used to find successful and unsuccessful actions in solving the problem. The reflection would show whether the actions would be successful or not to improve students' critical thinking and writing ability. The successful action would be used and reapplied in the next cycle, but those which will be unsuccessful would be changed or improved into more suitable ones.

3.5 Data Collection

3.5.1 Type of Data

The data gained by giving the description of the situation in teaching learning process. Even though, quantitative data were taken from the score of the students' performance in the end of cycle.

3.5.2 Data Collection Technique and Instrument

The researcher collected the quantitative data by using some techniques as follows:

a. Observation

Observation gave the researcher the opportunity to see the situation. It allowed the researcher to gather the data. Observation guidelines were used as the instrument to collect the data. It was used to enable the observer to record behaviors during sessions of the research quickly and accurately. In completing the observation checklist, the researcher gave a tick to the statement describing the teaching and learning process. Later, the data gathered through observation were presented in the form of field notes.

b. Interview

Interview was used in the reconnaissance and data gathering step. In the reconnaissance step, the interviews would be done to find the existing problem. Lodico, Spaulding, and Voegtler (2010: 336) stated that interview can reveal participant's own perception of their views, feelings and experiences. The interview would be done by the researcher to gather the responses, opinions, suggestions, and expectations of the students about the implementation of the technique. Meanwhile, interview guidelines are used to help the researcher keep the discussion on the track. It helped the researcher to

conduct the interviews systematically and to check the needed information had already been elicited. The results of the interview will be interview transcripts.

c. Video Recording and Camera

The researcher recorded the English teaching-learning process by using a pocket camera while doing the observation. Video recording helped the researcher to record the activity that the students did in teaching learning process. Through video recording, the researcher could play video recording again to know the lack of teaching and learning process. The data were presented in the form of video and photographs.

d. Tests

On the other hand, the quantitative data was gathered through tests. The researcher gave test to the students of X grade in SMA Negeri 13 Surabaya. According to Brown (2014: 3), test is a method of measuring a person's ability or knowledge in a given domain. The tests used writing rubric for writing tests and critical thinking rubric for aspects of critical thinking. Those tests would result in score that would be compared later to find the improvement of students' critical thinking and writing ability.

3.6 Data Analysis Technique

According to Brown (2003: 245) there are five components presented in the analytical scoring rubric for writing are; organization, content, vocabulary, language use, and mechanics. The researcher used analytical scoring rubric to analyze the data related to the students' paragraph writing test of writing ability. The aspect of critical thinking used critical thinking rubric used in different term which adopted from Center for Teaching Learning (2005: 2) and modified to find the

significant result related to the research (See Appendix 4). The result scores of the test were compared with the score of students before the technique was implemented. The results of the students' performance were analyzed by using Excel program to find out the mean of students' writing performance. By comparing the students' mean in the previous and last performance, the improvement of the students' critical thinking and writing ability of X-8 grade of SMA Negeri 13 Surabaya Task-Based Learning could be seen.

3.6.1 Data Analysis

This research used qualitative and quantitative data. The qualitative data was analyzed from the observation sheet, interview, notes, and documentation to describe the ability of student in writing explanation text by using task-based learning. The mean of students score was computed in every writing test within one cycle in order to see students' ability in writing explanation text. Quantitative data was analyzed by computing the score of writing test. To know the mean of the students' score in each writing evaluation, the researcher used the following formula:

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

Where: X = total mean of the students
 $\sum x$ = total score
 N = the number of the students

To categorize the number of the students who passed the successfully, the researcher would apply the following formula:

$$P = \frac{F}{N} \times 100 \%$$

Where: P = the class percentage
 F = total percentage score
 N = the number of students

Next step, the researcher identified the improvement score of students' explanation paragraph from pre-test up to post-test score in cycle the researcher used the following formula:

$$P = \frac{y-y_1}{y} \times 100\%$$

P = percentage of students' improvement

Y = pre-test result

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