

CHAPTER III

RESEARCH METODOLOGY

This chapter explains about methodology of research which contains of six sub chapter. There are research design, Subject of the Research, Place and Time of Research, Instrument of Collecting Data, Technique of Collecting Data, Technique of Data Analysis.

A. Research Design

In this study, researchers used classroom action research. Classroom action research is a research conducted collaboratively by the researcher and teacher that aims to improve the quality of student learning and students and teachers can focus in the process of teaching and learning in the classroom. Besides that the research design of this classroom action research is a strategy to solve the problem by using real action and analyze the development in every influence and situation that happened in the research process (Burns, 2010:2).

Classroom action is a method to find out the best problem or solution for teaching and learning activities and can also improve the quality of student learning in the teaching process. The purpose of this study is to improve the way teachers teach in the classroom or school. This research's aim is to help the learning process of writing in descriptive text using round robin technique in MTs. Nahdlatul Ulama Kertosono, Sidayu Gresik. As Fraenkle and Wallen (2009) stated that classroom action research is a study aimed at solving problems or obtaining information in local practices conducted by more or more individuals or groups. Therefore, classroom action research in the world of teaching serves to solve problems that exist in the classroom or school during the learning process.

After the researchers observed and analyzed the students' problem the researcher planned the teaching action together with the English teacher grade vii MTs. Nahadlatul Ulama Kertosono, Sidayu Gresik and apply the treatment to class vii students to solve their writing problem.

In this study, researchers used classroom action research method by Kemmis and McTaggart (1988) which has two cycles. In the first cycle researchers perform plan, action, observation, and reflection. Whereas in the second cycle, the researcher did the improvement from the first cycle but the application and the steps were almost the same as the previous cycle which contained the plan, action, observation, and reflection, but the planning was more improved in accordance with the error that occurred in the first cycle.

1. Preliminary Study

Preliminary study was conducted by researchers before conducting classroom action research at MTs. Nahdlatul Ulama Kertosono. According to Mills (2011) preliminary study is the collection of information obtained with the aim to support the ideas undertaken in research. The researcher interviewed one of English teacher to know the problem of class. Researcher conducted a direct observation during the English language teaching process held in VII class MTs. Nahdlatul Ulama kertosono, Sidayu Gresik on April 13, 2018. Than, researcher also took pictures during the process of learning writing in class.

2. First Cycle

In the first cycle, researcher applied four steps namely plan, action, observation, and reflection.

a. Plan

In this stage, the researcher deliberates the plan for the class VII containing the materials and actions against the class in overcoming the problems that have been found in the preliminary study. After discussing with the teacher about the plan and action, the researcher designed the media and the required material based on the syllabus. The researcher also made lesson plans that fit the curriculum used by the school.

The researchers also made two instruments used to collect data during the teaching and learning process, namely observation checklists and field notes aimed at monitoring and identifying the students' learning process related to the students' habits and reactions to the lesson. In this stage, the

researcher focuses on good application media for grade VII students in writing.

b. Action

For the second stage, researchers use round robin technique in teaching and learning process. In this stage, researchers apply the media and materials that have been prepared in the first stage. The focus of this stage is the application of round robin technique with using video in learning. In addition, researchers also apply activities related to material and the media that researchers apply in teaching writing in class VII which has been discussed with the English teacher.

c. Observation

During the application of round robin technique in writing process, the researcher monitors the reactions and responses of the students in the process. Furthermore in-depth analysis, the researchers recorded the learning process using the round robin technique. The instruments used in the observations are observations of checklists and field notes. In a checklist observation while for field notes using blank notes filled with each teaching and learning process. Therefore, every 10 minutes the researcher records the important activities during the learning process.

d. Reflection

In this fourth stage, the researcher reflects the application in the first cycle which aims to analyze whether the teaching learning process using video as media and round robin technique is good or not and what development process is needed. The researcher used the conclusions of this reflection to prepare what was needed in the second cycle. The researcher combines the reflection of the first cycle using data based on field notes, observation checklist and deliberation with English teacher.

The researcher focused on the application of video as media and the treatment or responses of students in the application of round robin technique. So that teachers can know the effectiveness of video as media and round robin technique and what should be improved in the English learning process. In that case, teachers should also pay attention to the behavior and

participation of students in learning writing using video as media and round robin technique, whether they enjoy writing with round robin technique.

3. Second cycle

In the second cycle, this action research is cyclical. after the process in the first cycle of planning, action, observation and reflection, the researcher performs an action similar to the previous cycle in this second cycle. However, in this second cycle, researchers added the improvement related to vocabulary learning. In this cycle is done if there is a significant increase in vocabulary mastery of students.

B. Subject of the Research

Subject in this research is all students of VII grade in MTs. Nahdlatul Ulama Kertosono, Sidayu Gresik which consist of 20 students.

C. Place and Time of Research

1. Place

MTs. Nahdlatul Ulama Kertosono, Sidayu Gresik

2. Time

Time of research conducted from the first cycle until the second cycle in one month.

Table 3.1 time of classroom action research.

Cycle	Date
First cycle	17 and 19 may 2018
Second cycle	24 and 26 may 2018

D. Instrument of Collecting Data

The instrument of collecting data that used by the researcher to collect the data is using:

1. Observation

Observation is a technique of collecting data about students and teaching and learning process conducted by researchers. After that, the observation sheet is

made in accordance with the reality of the class (learning process) and this study used direct observation.

2. Interview

Interview used to obtain data from English teachers regarding the procurement of classroom action research (CAR).

3. Field notes

Field notes are personal notes that conducted by researcher every day to monitor student learning activities and student progress each day.

4. Test

Tests are used by researchers to collect student score data and find out student learning outcomes in VII grade of MTs. Nahdlatul Ulama Sidayu Gresik after conducting round robin technique and video as media in Descriptive text. Tests that the researcher used is essay test. The data collection of student's score is conducted in each cycle with the instruments which has prepared, then researcher doing scoring and the score is changed into percentage.

E. Technique of Collecting Data

This research uses data collection techniques with qualitative data based on field experience and quantitative data derived from student test results. The qualitative data is derived from the observations that exist in the field activity and the interview of the English language teacher. Whereas, quantitative data the researcher used the test that given to the students. These are the following explanations:

a. Observation

In this observation, the researchers monitor how the implementation of class actions and student responses to writing using videos as media with round robin technique, the situation, and activities of students during the learning process.

b. Interview

The researcher interviewed teacher for students' responses to English activities and students' skills in English learning as well as the use round robin technique in the learning process.

c. Field Notes

In this section, researchers observe and take a note in the notebooks of each student activity in solving problems in the form of writing using video as media and round robin technique. This activity is conducted in each meeting to know the development and responses of students in using round robin techniques during the learning process.

d. Exercises/tests

Exercises/tests given to students in every meeting aim to find out the improvement of using video as media and round robin technique in writing descriptive text to make the students discuss and easier to arrange the text.

e. Documentation

The researcher used documentation in the form of photographs to show the activities undertaken during the study. The researcher took photos during the learning process takes place with the aim of knowing are the students following the activity in the classroom.

F. Technique of Data Analysis

In this research, the researcher used qualitative data and quantitative data. Quantitative data analysis is observation of student during English learning activity and conducted interview before and after doing Classroom Action Research (CAR). Researcher used direct test to find out the score of students using scoring rubric paragraph which is adopted from Oshima and Hogue (2007:196).

Table 3.2 scoring rubric.

	Maximum Score	Actual Score
Format-5 points		
There is a title.	1	
The title is centered.	1	
The first line is indented.	1	
There are margins on both sides.	1	
The paragraph is double-spaced.	1	
Total	5	
Punctuation and Mechanics – 5 Points		
There is a period after every sentences.	1	

	Maximum Score	Actual Score
Capital letters are used correctly.	1	
The spelling is correct.	1	
Commas are used correctly	2	
Total	5	
Content-20 points		
The paragraph fits the assignment.	5	
The paragraph is interesting to read.	5	
The paragraph shows that the writer used care and thought.	10	
Total	20	
Organization-35 points		
The paragraph begins with a topic sentence that has both a topic and a controlling idea.	10	
The paragraph contains several specific and factual supporting sentences that explain or prove the topic sentence, including at least one example.	20	
The paragraph ends with an appropriate concluding sentence.	5	
Total	35	
Grammar and Sentence Structure -35 Points		
Estimate a grammar sentence structure score	35	
Grand Total	100	