

CHAPTER 3

METHODOLOGY

3.1 Design of Study

The analyst utilized the Classroom Activity Inquire about (CAR) guideline in collecting the information. The research conducted here was classroom activity inquired about. Agreeing to Burns (2010: 2) activity investigation could be a portion of a wide development that has been going on in instruction by and large for a few times. It is related to the thoughts of 'reflective practice' and 'the educator as researcher'. Besides, Elliot in Burns (2010: 5) characterizes activity investigation as the ponder of a social circumstance with the aim of progressing the quality of the activity in it. So, this investigation was done to hunt for the shortcomings and attempted to induce the way to progress the quality of the exercises.

Nunan in McKay (2006: 29) says that activity investigation has three major characteristics: it is carried out by specialists (i.e., classroom instructors), it is collaborative, and it is pointed at changing things. It implies that activity inquiries can be done by an instructor in a classroom with the assistance of other instructors to examine what and how to make strides in the classroom exercises so that the understudies' accomplishment will be better.

From the definitions above, it can be concluded that activity inquired about is investigated by people who possess areas to make strides in their ability

or work, for illustration, an instructor who needs to progress their education. The investigation is evaluative and intelligent which implies that the activity can be evaluated then can be utilized to be a reflection to form distant better; a much better; a higher; a stronger; an improved">a much better result. Other than that, the inquiry needs at least one collaborator to record and talk about the activity that has been done.

3.2 Setting and Subject of the Research

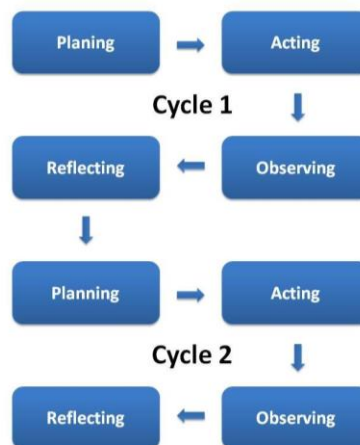
This research was conducted at SMP Negeri 2 Muara Jawa. The school is found at Jl. Dr. Soetomo Dondang, Muara Jawa, locality of Kutai Kartanegara – Kalimantan Timur Province. This school is chosen as the field of consideration based on the fact that the analyst is an alumnus of this school in spite of the fact that teaching is a learning experience amid educating one, in this manner the analyst knows the condition of this school, and he can recognize the issues confronted by students in learning writing. After recognizing the issues, he recommends applying an appropriate strategy to improve students' capacity in writing for a better quality of the school as well qualified students. The writer chooses the second year of 8 Class which consists of 28 students within the 2020-2021 academic years as the subjects of the study.

3.3 Procedures of Research

In action research, there are a few processes. Concurring with Kemmis and McTaggart in Burns (2010: 7), activity investigation regularly includes four wide

stages in a cycle of investigation. The four stages in a cycle are: (1) planning, (2) action, (3) observation, and (4) reflection

Figure 3.2.1. Classroom Action Research (CAR) design by Kemmis and McTaggart



There are four steps in one cycle for doing activities: arranging, acting, watching and reflecting. In this inquiry about, the analyst conducted the investigation into two cycles: cycle I and cycle II. Analyst collaborated with an English educator who instructed within the class of VIII. The exercises in each cycle as follows:

a. Cycle I

The researcher used a cooperative learning method, which can improve the students' understanding in writing skills. Based on syllabus class VIII junior high school, the topic is narrative text. The procedure as below:

1. Planning

In this stage, the researcher plans what action would be done in using and applying cooperative learning methods in teaching and writing narrative text. The activity in the planning was presented as below:

- Selecting the materials with the teacher's annual program based on the syllabus.

- Preparing material, making the lesson plan and designing the steps in doing the action.

- Preparing teaching aids with the theme —Indonesian fable.

- Preparing students' and teachers' observation checklist of the cycle I (to know the situation of the teaching-learning process when the technique is applied).

- Preparing for the test of the cycle I.

- Preparing the list of students' names and scoring of cycle I.

The planning was arranged to pick up the reason for the teaching learning process. Students are assumed to move forward with their writing skills by the materials given.

2. Acting

After the planning wrapped up, the researcher did teaching-learning preparation. In this area, the learning preparation is driven by the teacher. In acting arrange as the organize of usage the planning, the researcher displayed as underneath:

- Giving a pre-post-test for students.
- Giving the material and explaining the narrative text, generic structure, and generic features of the narrative text.
- Giving the example of narrative text with the theme —Indonesian fable and analysing the identification and description of the text.
- Explaining the materials and the implementation using cooperative learning methods in writing narrative text.
- The students were in a working group. Students gain the material deeply. Meanwhile, the teacher helped, guided, and monitored the students.
- Ask the students to make a narrative text using a cooperative learning method with the theme —Indonesian fable in a workgroup discussion.
- Concluding the material and giving feedback after the lesson.

3. Observing

The researcher watches the students and teacher movement by utilizing a perception checklist.

4. Reflecting

Reflecting could be a research finding examination. At this point, the researcher reflects on, assesses, and describes the impacts of the activity. Usually, to record what happens in perception. Reflection looks for to form a sense of forms, issues and genuine issues in key activity. Reflection is an assessable viewpoint, it inquires the researcher to weigh the encounter, to judge whether or not the method can be fathoming the issue and to upgrade students' writing skills.

- The researcher evaluated the activities that have been done.

- The classroom teacher and the researcher discuss making a reflection on what they will do to repair the problems.

- Analysing the data from the observation checklist and students' score of the test in the cycle I.

b. Cycle 2

The second cycle does base on the result of reflection from the cycle I. On the off chance that the result from perception appears that the quality of the students was still moo, it is required another activity in order to create

change of the quality for the following cycle. The subject is distinctive with the cycle I the subject is portraying the individuals. The methods are as take after:

1. Planning

Within the arranging stage of the second cycle, the researcher would do a few exercises that would be outlined as underneath:

- The researcher identifies the problem and makes the solution to the problems.
- Preparing material, making the lesson plan and designing the steps in doing the action
- Preparing and reselecting teaching aids with the theme —Indonesian legend.
- Preparing students' and teachers' observation checklist of cycle II (to know the situation of the teaching-learning process when the technique is applied).
- Preparing for the test of cycle II.
- Preparing the list of students' names and scoring of cycle II.

The planning was outlined in order to pick up the reason for the teaching learning process. Students are gathered to move forward their composing aptitudes by the materials given.

2. Acting

In cycle II acting is very comparable to the cycle I acting. In this area, the learning preparation is driven by the teacher. The exercises of the cycle II acting included:

- Giving a pre-post-test for students.
- Giving the material and explaining the narrative text, generic structure, and generic features of the narrative text.
- Giving the example of narrative text with the theme —Indonesian legend and analysing the identification and description of the text.
- Giving more explanation about the materials and the implementation using cooperative learning methods in writing narrative text.
- The students were in a working group. Students gained the material deeply. Meanwhile, the teacher helped, guided, and monitored the students.

- Ask the students to make a narrative text using a cooperative learning method with the theme —Indonesian legenda in a workgroup discussion.
- Concluding the material and giving feedback after the lesson.

3. Observing

The analyst watches the students and teacher action by utilizing an observation checklist.

4. Reflecting

Reflecting may be research finding analysis. At this point, the analyst reflects on, assesses, and describes the impacts of the activity. This can be to record what happens in perception. Reflection looks to create a sense of forms, issues and genuine issues in vital activity. Reflection is an assessable viewpoint; it inquires the analyst to weigh the involvement, to judge whether or not the procedure can be fathoming the issue and to upgrade students' writing skills.

- The researcher evaluated the activities that have been done.
- The classroom teacher and the researcher discuss making a reflection on what they will do to repair the problems.
- Analysing the data from the observation checklist and students' score of the test in cycle II.

3.4 Data Collection Technique

In collecting data, the writer will use the following steps:

a. Test

The writer used a test to get the result of the students' writing skill. The result of this test is students' writing score based on applying the technique. The aim of this test is to measure the students' writing skill. The tests consist of some types, as follows:

1. Pre-test

The pre-test was conducted before applying the Small Group Discussion Technique in preparations of the study. The Pre-test in this research is an essay test that asks the students to write a composition of narrative text in English.

2. Post-test

Post-test is implemented after applying Small Group Discussion Technique in teaching writing skill. Kind of the Post-test in this research is an essay test that asks the students to write a composition of narrative text in English.

b. Observation

The aim of the observation is to explain the situation being investigated: activities, people, or individuals are involved in an activity and the relationship among them. Observations are systematically recorded rather than stored only in personal memory, and are carefully interpreted and analysed, again employing systematic and plan procedures.

It means that observation is a data collection strategy in which the activities of subjects are visually examined. In this research the writer will observe the learning process of the eighth graders of SMP Negeri 2 Muara Jawa in their classroom. During the learning process, the writer is going to observe the students' activeness in learning to write the narrative text.

c. Documentation

Documentation may allude to specific people, as with school records and reports approximately students, or may concern more "macro" issues, as with one of her Majesty's Inspectorate reports on the physical state of schools it can have a number of highlights.

For example, they may be made up exclusively of written words, or they may include statistics, as in a survey research report. It means that documentation is a note of information in the form of documentation. In this case, documentations is needed by the writer in order to get the complete data about the establishment history of SMP Negeri 2 Muara Jawa, the organization structure of SMP Negeri 2 Muara Jawa, the names of teacher in each subject, the data about the school building sketch in

order to know the location of each classes, the office, the library, the canteen, the mosque, the laboratory, the parking area, and the yard.

d. Field Note

Field note is an observation instrument used in CAR to provide a record of what is going on during an observation which includes descriptions of places, people, objects, acts, activities, events, purposes, times and feelings.

In this research, the writer will use field notes to record the students activity during the learning process. In this research, the writer will conduct the field note in order to get the complete data from the eighth graders of SMP Negeri 2 Muara Jawa about the student activities, events in each learning step, learning purposes, learning time, and feelings of the students in the learning process.

3.5 Data Analysis

Data analysis was conducted by taking the average of the pre-test and post-test. To know students' achievement the action was conducted and given tests at the early and the last cycle. Then, the results of the eighth-grade students of SMP Negeri 2 Muara Jawa, the minimum mastery criterion (KKM) for English subject are 75.

The researcher used SPSS program to analyse the data by a formula for counting the average score is as follow:

Where:

\bar{x} = the mean score

$\sum x$ = the sum of all score

N = the number of students

Then, to know the result the researcher compared between pre-test and post-test. The result was matched by the minimum standard in this school at least 70. If in cycle I there were some students not successful, the researcher would like to conduct in cycle II.

The minimum cycle in CAR (Classroom Action Research) was to cycle, if from cycle II all of the students were successful from Minimum Standard Criterion (MSC), the cycle was able to be stopped until cycle II.

To calculate the percentage of the students, score, the formula which is used as:

Where:

P = Percentage of Students Activity

F = Frequency of the correct answer

N = Total of Students

3.6 Indicator of Success

The research was reputed to be successful if 70 % of students got a minimum score of at least 75 and was to improve student learning activity in teaching and learning process. Therefore, the students become more active and enthusiastic in learning English.

3.7 The Minimal Standard of Failure

The students' success and failure in doing the exercises arranged over will be evaluated by alluding to the model of the passing review (KKM). The passing review of English lessons in SMP Negeri 2 Muara Jawa is 75. The educator and the analyst anticipate that there are at least 60-70% of the understudies who pass the passing grade.