

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides the methodological aspects of this study to answer the questions previously stated in Chapter 1. It covers several aspects: the research design, the research site and participants, data collection, research procedure and data analysis.

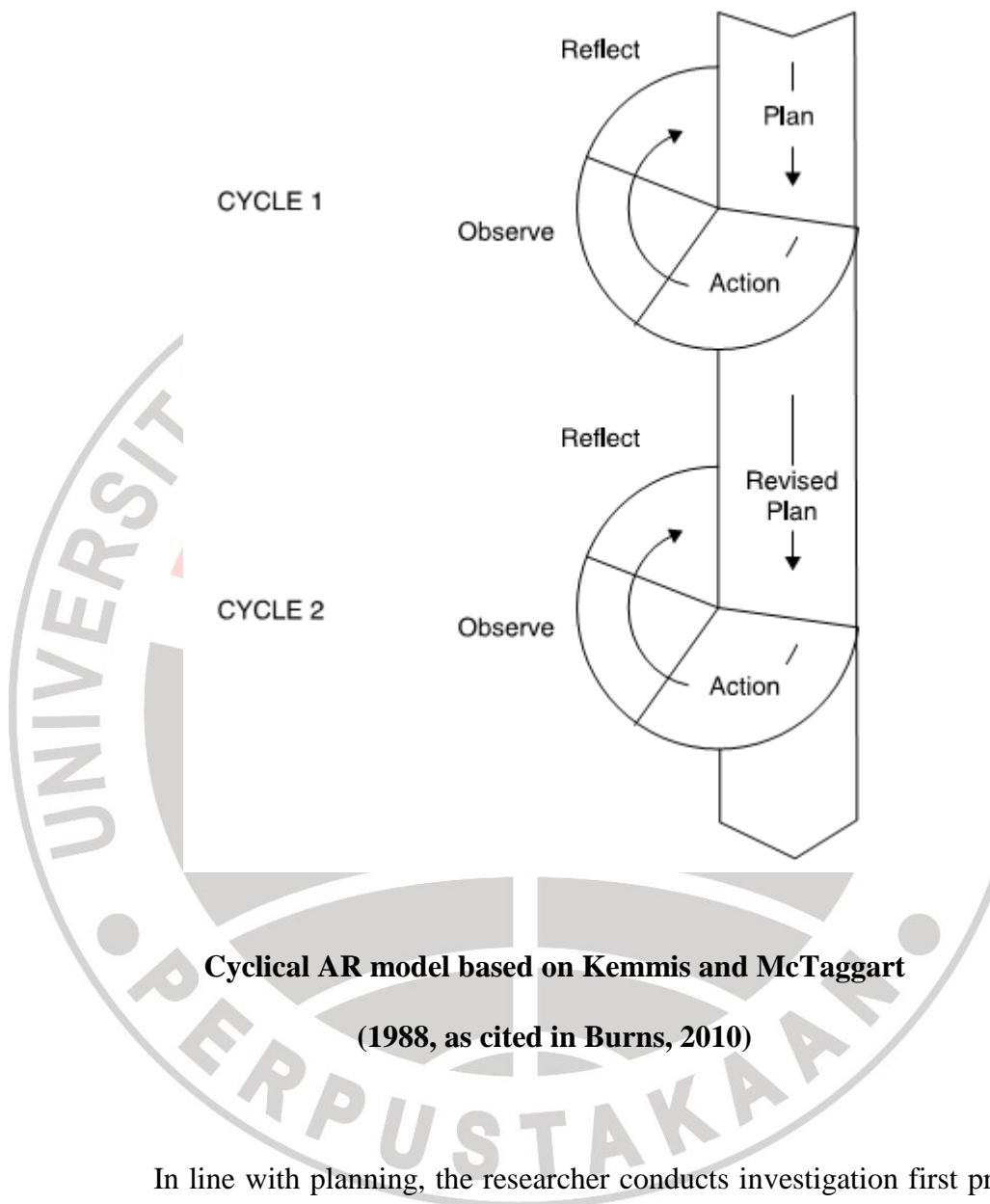
3.1. Research Design

The method employed in this study was Classroom Action Research (CAR). Classroom action research is purposed to find out and solve the students' real problems in a classroom. As stated by Kemmis and McTaggart (1988, as cited in Cohen, 2007):

Action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of the own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out (p.5)

In the context of the study, classroom action research was aimed at the implementation of process-genre approach in teaching writing business letter. This action research consists of four basic steps in a cycle of research namely planning, acting, observing and reflecting (Kemmis and McTaggart, 1988, as cited in Burns, 2010). The cycle is illustrated as follows.

Figure 3.1 Steps of Classroom Action Research



In line with planning, the researcher conducts investigation first prior to carrying out the research. It is done to identify what problems dealt with by the teacher in teaching situation are and what potential improvements making possible to solve those problems are (Kemmis and McTaggart, 1988, as cited in Burns, 2010). Regarding acting, it is the implementation of

planning to the teaching situation. In terms of the observing, it is conducted by the observer to observe all the activities occurred during the research and the effects of the action given during the research. Concerning reflection, the effects of the action are reflected, evaluated and described to improve the situation in the next cycle (ibid).

The classroom action research consists of several cycles in which each cycle is composed of several meetings depend on the stages in process-genre approach. The spiral of cycles will recur until a satisfactory result has been achieved and stop until the time is felt enough (Kemmis and McTaggart, 1988, as cited in Burns, 2010).

3.2. Research Site and Participants

The research was undertaken at one vocational school in Cianjur. The participants involved in this study were an English teacher, a student from Indonesia University of Education who was conducting the action research and 28 twelfth graders. The twelfth graders had been chosen since application letter is taught at this grade.

3.3. Data Collection

In this study, the data collection is composed of three instruments namely observation sheet, writing test and questionnaire.

3.3.1. Observation Sheet

The observation was conducted during the implementation of action research in the class. In this study, the researcher was helped by an English teacher as the observer. The observer carried out the observation by filling in the observation sheet and taking notes required for reflection. Regarding observation, it was conducted to gain the data regarding not only the teaching and learning process but also teacher's way in teaching writing as well as students' action during learning process as an evaluation and reflection for the teacher in the next cycle.

3.3.2. Writing Test

Writing test was used to measure the progress of students' writing scores. It was administered in the end of each cycle after process-genre approach was implemented. The students were called for writing application letter based on job vacancy information given. The result of the test would be analyzed to investigate the extent to which the improvement in students' writing scores after employing process-genre approach in teaching writing business letter.

3.3.3. Questionnaire

The questionnaire was distributed to students in the end of each cycle. It consisted of several close and open-ended questions. It was

purposed to investigate students' responses to the implementation of process-genre approach to teaching writing business letter.

3.4. Research Procedure

This study employed Classroom Action Research (CAR) in which the role of English teacher was performed by the researcher while the observer was taken by the English teacher. In implementing action research, this study presented two cycles in which each cycle consisted of four meetings and every meeting was about 90 minutes. In this study, classroom action research involved in four stages including planning, acting, observing and reflecting described as followed:

3.4.1 Planning

This stage was prepared before the action was given to the classroom. In this stage, the concept of cycle was arranged. After finding out the students' problems in learning English particularly in writing business letter, the process-genre approach was decided to be applied in solving those problems. The researcher and the teacher then discussed the material, media and time of teaching process together. Afterwards, several items were prepared such as lesson plan based on Standard Competence and Basic Competence (*SKKD*) for vocational school, observation sheet for the observer and scoring rubric for checking the students' writing.

3.4.2 Acting

Acting was the implementation of planning stage. This stage was composed of a series of action conducted by practitioners in which the English teacher acted as an observer and the researcher acted as the English teacher in carrying out the teaching and learning process based on the lesson plan prepared previously.

3.4.3 Observing

Observing was conducted when the acting stage was taking place. It was aimed at collecting the information as regard teaching and learning process in class. The English teacher as an observer carried out the observation by filling in the observation sheet and taking notes required for reflection.

3.4.4 Reflecting

Reflecting was made by both the teacher and the observer based on the result of the observation during instructional process. It was done to examine, analyze, describe and conclude the effects of the action in class. The reflections then became the basis for creating the lesson plan and improving the teaching and learning process in the next cycle.

In this study, there were two indicators of classroom action research taken from research questions. Table 3.1 below shows the percentage of indicators which had to be achieved in every cycle.

Table 3.1 The Indicators of Classroom Action Research

Accomplishment

No	Indicator of CAR	Cycle 1	Cycle 2
1.	Improving students' writing ability in writing business letter by implementing process-genre approach	50 %	80%
2.	Giving responses to the implementation of process-genre approach to teaching writing business letter.	50%	80%

The first indicator could be achieved through writing test in which 80% of students were expected to get mean score above *KKM* (75). While the second indicator could be obtained from questionnaire results in which 80% of students were expected to give the positive responses to the implementation of process-genre approach. Those positive responses were implied by answering “yes” to the questions in the questionnaire. The next section will explain how to analyze observation sheet, writing test and questionnaire.

3.5. Data Analysis

The data were analyzed both qualitatively and quantitatively. Qualitative data were gathered from the observation sheet and students' answers to open-ended questions in the questionnaire while quantitative data

were gathered from students' writing scores and students' answers to closed-ended questions in the questionnaire.

3.5.1 Data Analysis from Observation Sheet

Regarding observation, it was conducted to gain the data regarding not only the teaching and learning process but also teacher's way in teaching writing as well as students' action during learning process as an evaluation and reflection for the teacher in the next cycle. The data from observation sheet were then analyzed and interpreted to describe them.

3.5.2 Data Analysis from Writing Test

In this study, students' writing was assessed by two raters namely the researcher and the English teacher. It was conducted to achieve the objectivity of the assessment itself. The test score result was then gained based on the mean from total scores of two raters.

There were some aspects assessed from the result of students' writing test including genre, register, discourse, grammar and graphic features. This study used scoring rubric developed by Rose (2007, as cited in Emilia, 2011) to measure the outcomes of writing test. The scoring rubric can be seen in table 3.2 below.

Table 3.2 Scoring Rubric developed by Rose

(2007, as cited in Emilia, 2011)

ASPECTS		SCORE
GENRE	PURPOSE	0-10
	STAGING	0-10
REGISTER	FIELD	0-8
	TENOR	0-8
	MODE	0-8
DISCOURSE	PHASE	0-4
	LEXIS	0-4
	CONJUNCTION	0-4
	REFERENCE	0-4
	APPRAISAL	0-4
GRAMMAR		0-20
GRAPHIC FEATURES	SPELLING	0-5
	PUNCTUATION	0-5
	PRESENTATION	0-5

The Formula of the scoring is:

$$S = \frac{T}{99} \times 100$$

Where: S = Score

T = Total point

3.5.3 Data Analysis from Questionnaire

In this study, questionnaire was applied to gain the information about students' responses to the implementation of process-genre approach to teaching writing business letter. There were two types of questions used in the questionnaire, namely close and open-ended questions.

The answers of close-ended questions were analyzed by using percentage formula. The data were interpreted based on the students' answers. The formula to calculate the percentage of the answers as followed:

$$P = \frac{f_o}{n} \times 100\%$$

(Riduwan, 2009 as cited in Stepani, 2011)

Where P = Percentage

f_o = frequency observed

n = number of sample

Meanwhile, the answers of open-ended questions were analyzed by using the following procedure (Dornyei, 2003):

- a. Clarifying the questions
- b. Clarifying sentence completion task
- c. Clarifying short-answer questions

- d. Analyzing students' responses by marking any distinct content element, substantive statements or key points
- e. Forming broader categories allowing researcher to compare with another response
- f. Drawing the conclusion

