

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presents methodological aspects of the present research to answer the two questions previously stated in Chapter 1. It includes a collective term for the structured process of conducting research which deals with how to design, collect, and analyze data to answer the problems of research. Therefore, research design, research site, participant, data collection techniques, and data analysis will be discussed below.

#### 3.1 Research Design

This research employed Classroom Action Research as it involved the writer who acted as the teacher to evaluate and reflect on her teaching performance in order to improve her practice in the classroom. Moreover, it also involved intentional action among participants as collaborative work to help teachers to explore, evaluate and change their teaching ways in classroom (Arikunto, 2010). Besides that, this research was also characterized by a practical focus, the researcher's own practices, collaboration, a dynamic process, a plan of action, and a sharing research (Creswell, 2008). Therefore, Classroom Action Research (CAR) was suitable to answer the research questions previously stated in Chapter 1.

In order to achieve the objectives of the research, Classroom Action Research (CAR) which consisted of three cycles was used as the method. Each cycle consisted of three meetings. Kemmis and McTaggart (1998) stated that there were four basic stages in the action research: planning, acting, observing, and reflecting. The planning stage consisted of problem identification, while in acting and observing stage. In the observation, the writer (as the teacher) gathered data, interpreted data, and acted on evidence of the research. Then, the result of the research was evaluated and continued to the next cycle. To make it clearer,

Kemmis and McTaggart show several stages of how action research worked as shown in figure 3.1 below.

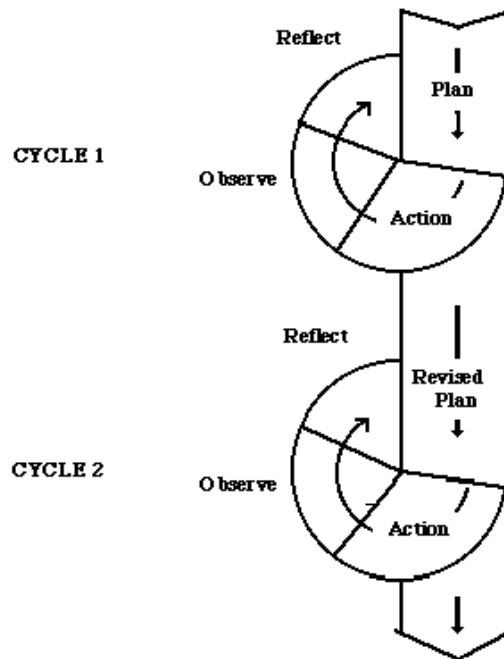


Figure 3.1 Cyclical AR model based on Kemmis and McTaggart (1988).

On the other hand, Burns (2010) explained four essential features of action research. First, it involved the teachers in evaluating and reflecting on their teaching with the aim at bringing about continuing changes and improvements in practice. It meant that the teacher played an important role in the class to evaluate and reflect on his/her teaching whether there would be any changes or not.

Second, it was small-scale, contextualized, and local in character, as the participants identified and investigated teaching-learning issues within a specific social situation, the school or classroom. It meant that the teacher focused on her class to identify specific problems that occurred in her class.

Third, it was participatory and inclusive as it gave communities of participants the opportunity to investigate issues of immediate concern collaboratively within their own social situation. It showed that there would be a continuity of the time in investigating the issue emerging in the class.

Fourth, it was different from the 'intuitive thinking' that occurred as a normal part of teaching, as changes in practice would be based on collecting and analyzing data systematically. It means that every action which is implemented in the class is revised and developed due to the findings in each in order to get better learning.

Finally, it can be concluded that action research deals with democratic principles which empowered the teachers to do the changes in their classes so that the learning would reach its goals. Thus, it became the reason why action research was suitable to achieve the writer's objectives in this study.

## **3.2 Participant**

The participants involved in this research were 39 students (15 boys and 24 girls) taken from one class (eleventh grade of science class) at one of the senior high schools in Bandung as the sample. The eleventh grade had been chosen because at this grade, narrative text was being taught.

## **3.3 Data Collection**

### **3.3.1 Research Site and Respondents**

This research was undertaken at one of the senior high schools in Bandung, West Java, Indonesia. This school had been chosen at least for two reasons. First, this school was the place where the writer graduated from her senior high school. It provided advantages for the writer to conduct the investigation as well as reflection on the treatment that had been conducted.

Moreover, the writer was familiar with the classroom environment and given an authority to run the class so that it was possible for the writer to conduct this research. As stated by Burns (2010), in action research the teacher became an 'investigator' or 'explorer' of his or her personal teaching context, while at the same time being one of the participants in it. Therefore, it became easier for the writer to collect the data and to do the action in the classroom.

Second, the characteristics of the students who were quite knowledgeable and critical as well as students' high motivation to improve their skills in writing supported the research well. It was also supported by Ellis's finding (1994) who maintained that learners' attitudes have direct effect on learners' L2 learning process and achievement. Thus, these facts could enhance the feasibility of this research.

This research was carried out during the first semester of the 2013/2014 academic year. It was conducted on 20<sup>th</sup> of August to 8<sup>th</sup> of October 2013. The table below is the schedule of the research. It would show what activity that had been conducted and when the research started and finished.

Table 3.1 Schedule of the Research

No.	Activities	Time (August-October 2013)						
		Date						
		20 Aug	22 Aug	2,3,9 Sept	10,16,17 Sept	23,24,30 Sept	7 Oct	8 Oct
1.	Preparation							
	Arranging concept of the research	X						
	Pre-test and Problem identification		X					
	Arranging concept of the cycles		X					
2.	Action Research							
	Cycle 1			X				
	Cycle 2				X			
	Cycle 3					X		
	Distributing questionnaire					X		
3.	Conducting Post-test						X	
	Writing Report							X

### 3.4 Research Instruments

The research utilized some instruments to gather the data. In collecting data, observational and non-observational techniques were used to find out the extent to which the use of peer feedback can improve students' skills in writing narrative text and to figure out students' responses toward the use of peer feedback in assessing narrative text. In the observational techniques, the writer used observation and teacher's diary to collect the data. Meanwhile, questionnaire and students' written texts would be conducted as the non-observational technique to collect the data. Each technique of the data collection techniques was described thoroughly below.

#### 1. Observation

It enabled the writer to document and reflect systematically to the classroom activities and the events. This would investigate the classroom activity. In this activity, the writer asked one of the English teachers to observe the writer in teaching the lesson by using observation sheet adapted from Brown (2001).

#### 2. Teacher's Diary

It enabled the writer to record the classroom activities and several obstacles that occurred in the learning process. As stated by Hitchcock and Hughes in 1995, teacher's diary provided a space for the teacher to complain or to moan as well as to reflect on the research. This would help the teacher to know her weaknesses in teaching English in the classroom.

### 3. Questionnaire

It is used to find out the students' responses with peer feedback so it would describe the factors that motivate the student to write their ideas. The responses were gathered in a standardized way, so questionnaires were more objective than interviews. As supported by Arikunto (2010) questionnaire was used to gather the opinion or fact, not to assess the skill. He also added that questionnaire indeed was good if it followed these steps: determine the purpose of the questionnaire, identify the variables, specify the variables into sub-variables, and finally determine the type of data collection

Therefore, in this research, the questionnaire would be a paper-and-pencil questionnaire administration, where the items were presented on paper. To complete and straightforward to code the responses of the respondents without being discriminative, closed questions were used in this research (Wilson & Mclean, 1994, p. 21). Rating scales were used as useful device for the researcher because they were built in a degree of sensitivity and differentiation of response (Cohen et al., 2007) yet only measured one thing at a time (Oppenheim, 1992, p. 187-188). Thus, several closed questions would be asked to 39 respondents.

### 4. Students' Written Texts

Students' written texts would be collected as the source of the data in this research. According to Burns in 1999, collecting the samples of the students' written texts enabled the teacher to assess the progress of the students. Therefore,



it would be important for the writer to provide the evidence of students' progress in writing.

There were more than one cycle employed in this classroom action research. As stated by Arikunto (2010), at least there are two cycles in conducting cycles in action research to get better results of the research. Therefore, the cycles conducted in this research would be ceased if the data observed were not show any significance changes.

Each cycle of the research compromised with planning, action, observation, and reflection. There were several activities in each cycle, and in the end of each cycle, an evaluation for a better one was conducted. This research also helped by the observer who observed the writer in the classroom. This cycle would be end if 70% of students had reached the targeted score (78).

### **3.5 Research Procedures**

#### **3.5.1 Research Procedures in Cycle One**

##### **3.5.1.1 Preparation**

Preparation became the first step in doing this research. The sample of the research was the eleventh graders of science program at SMAN 14 Bandung. In this step, the administration letter and the concept of the cycle were prepared and arranged well.

### 3.5.1.2 Planning

In this step, the concept of the cycle was prepared. After finding out the detailed information of the sample, the action for the next meeting was arranged well. A lesson plan was made to aid the teacher in the teaching process in the classroom.

### 3.5.1.3 Acting and Observing

In this step, the planning of the research was implemented. A partner teacher (an English teacher) was necessary to observe the teacher's performance, the class and the teaching and learning process.

### 3.5.1.4 Reflecting

In this step, the teacher and the partner teacher discussed together to find out the weaknesses and the strength of the learning process, then dealt with problem solving to get better one in the next cycle.

## 3.5.2 Research Procedures in Cycle Two

### 3.5.2.1 Planning

In this stage, the action plan in the second cycle was arranged after finding out the problem faced by the students in the first cycle. The learning materials which would help the students to deal with their problem in writing narrative for the next meeting was prepared well.



### 3.5.2.2 Action and Observation

In this stage, the action as planned in the lesson plan was conducted while the teacher was being observed by the observer. The observer observed the series of events that the teacher conducted in the classroom by filling the observation sheet. The lesson plan was given to the observer to make her easier in observing the teacher.

### 3.5.2.3 Reflecting

In this step, the teacher and the partner discussed together to find out the weaknesses and the strength of the learning process, then dealt with problem solving to get better one in the next cycle.

## 3.5.3 Research Procedures in Cycle Three

### 3.5.3.1 Planning

In this stage, the reinforcement for the next meeting was conducted by analyzing the weaknesses and the strength of the two cycles before. It made the teacher easier to revise her lesson plan in order to strengthen the strength one of her teaching and learning activities.

### 3.5.3.2 Acting and Observing

In this stage, the action as planned in the lesson plan was conducted while the teacher was being observed by the observer. Observation sheet and lesson plan were provided to help the observer in giving her comments on the teacher's and students' performance in the class.

### 3.5.3.2 Reflecting

In this stage, the teacher reflected her performance in the class as well as students'. The results of the cycle were reported in the discussion of the research and going to be interpreted in data analysis.

## 3.6 Data Analysis

The procedures of analyzing the data involved organizing, accounting for and explaining the data. In action research, the data analysis involved moving away from the action components of the cycle (Burns, 1999). Besides that, Burns also states that data analysis involves describing the 'what' of the research and explaining the 'why' of the research.

The process of data analysis would begin from preparation step to the last cycle. The cycle itself would be described in this process which consists of planning, action, observation, and reflecting. The descriptive technique was used in this process for the following instruments:

- a. Analysis of Instructional Processes by Analyzing the Observation Sheets;

In this case, the teacher was fully participated in the activities of teaching and learning (Goetz & LeCompte, 1984, as cited in Lenggogeni, 2011). The observation sheet from the observer (an English teacher) in each meeting was collected and analyzed to see whether there was a problem in certain steps of teaching or not.

b. Analysis of Questionnaire;

In this case, the students' knowledge of narrative text and responses toward peer feedback were analyzed. There were ten statements to be agreed by the students by putting the checklist on their own opinion toward the statements. In this case, the answers which were strongly agree, agree, hesitant, disagree, or strongly disagree were counted. Meanwhile, the results of students' responses were discussed in the next chapter.

c. Analysis of Teacher's Diary;

In this case, the teacher kept a diary which would be used to record every problem faced from each meeting during the cycles. In this activity, several notes about teacher's goals in teaching narrative texts in the classroom were written in the diary. Some progress of the students and the teacher would also be added to make the information clearer.

d. Analysis of Students' Written Text;

In this case, the students' writing assignments from the pre-test, cycles and the post-test were collected. The comparison of the results of each cycle was

conducted in the research. Several development in students' writing skill was also listed in this stage.

In the scoring technique, there were some criteria in assessing students' composition works which were the content, organization, vocabulary, grammar, and mechanics. The analytical scoring (taken from Jacobs et al., 1981) was used for comparing students' score in every cycle. Here is the ESL composition profile in table 3.2 below.

Table 3.2 Jacobs's et al.'s (1981) ESL Composition Profile

SCORE	LEVEL	CRITERIA
CONTENT	30-27	EXCELLENT TO VERY GOOD: knowledgeable*substantive*thorough development of thesis*relevant to assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of subject*adequate range*limited development of thesis*mostly relevant to topic, but lacks detail
	21-17	FAIR TO POOR: limited knowledge of subject*little substance*inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject*non-substantive*not pertinent*OR not enough to evaluate
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: fluent expression*ideas clearly stated/supported*succinct*well-organized*logical sequencing*cohesive
	17-14	GOOD TO AVERAGE: somewhat choppy*loosely organized but main ideas stand out*limited support*logical but incomplete sequencing
	13-10	FAIR TO POOR: non-fluent*ideas confused or disconnected*lacks logical sequencing and development
	9-7	VERY POOR: does not communicate*no organization*OR not enough to evaluate
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: sophisticated range*effective word/idiom choice and usage*word form mastery*appropriate register
	17-14	GOOD TO AVERAGE: adequate range*occasional errors of word/idiom form, choice, usage but meaning to obscured
	13-10	FAIR TO POOR: limited range*frequent errors of word/idiom form, choice, usage*meaning confused or obscured
	9-7	VERY POOR: essentially translation*little knowledge of English vocabulary, idioms, word form*OR not enough to evaluate
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: effective complex constructions*few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE: effective but simple constructions*minor problems in complex constructions*several errors of agreement, tense,

		number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	FAIR TO POOR: major problems in simple/complex constructions*frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions*meaning confused or obscured
	10-5	VERY POOR: virtually no mastery of sentence construction rules*dominated by errors*does not communicate*OR not enough to evaluate
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions*few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	VERY POOR: no mastery of conventions*dominated by errors of spelling, punctuation, capitalization, paragraphing*handwriting illegible*OR not enough to evaluate
Total Score		

The scoring system above was used to give very specific range and criteria in each aspect of the writing so that it made the teacher easier to give the scores. Moreover the students had to reach the targeted score (78). In additional, the following indicators were made to measure students' scores improvement.

Table 3.3 The Indicators of Improvement Score

No.	Scale	Description
1	$90 \leq A \leq 100$	Excellent
2	$78 \leq B \leq 89$	Satisfactory
3	$70 \leq C \leq 77$	Average
4	$60 \leq D \leq 69$	Unsatisfactory
5	$E \leq 50$	Poor