

## **CHAPTER III METHODOLOGY**

This chapter describes the research design of this research. The research design section explains how the research is carried out. The most important part of this section is the explanation of the classroom action research procedures in implementing the CIRC model. It is followed by the detail information about the research site and participants, instruments, and procedures of the data collection. The final section concludes the chapter with an overview of the data analysis.

### **3.1 Research Design**

In this research, the researcher applied classroom action research to improve the learning process because the researcher believed that it was impossible to assign the subject of this research randomly to the group, the classroom schedule, and reorganize the classroom during the crowded time especially in the online learning.

The research was carried out by the researcher who acted as the teacher in implementing the CIRC model, educational practitioner (i.e., English teacher) and a collaborator in analyzing and discussing the problems that occurred in the classroom during the teaching and learning writing then tried to find the solution to improve the students' writing skills.

In this research, the researcher attempted to apply the CIRC model in the learning process since the purpose of this research is to find out how does CIRC model help students in writing and how is CIRC perceived by the students. There were six meetings conducted by the researcher. Four meetings were allocated for the first cycle and two cycle were conducted for the second cycle. There were four elements used in classroom action research in every cycle, including planning, acting, observing, and reflecting.

### **3.2 Research Site and Participants**

The participants of this research were some high school students in academic year 2020/2021. The researcher chose this school concerning the researcher's online observation during the pre-service program and recommendation from the teacher considering the students' ability in English class. In this class, the level of discrepancy in learning English was greatly low since this class was categorized as the superior class of grade X of senior high school in cognitive aspect and also students' behavior during the learning process. In short, the student's skills in English class were on par.

The researcher also chose this class because the researcher had not applied the CIRC during the pre-service program. In this study, 15 students were willing to be the participants of this research. In this research, the researcher was directly involved in the research as the learning facilitator to find the overall information needed in the test and the classroom observation.

### **3.3 Data collection**

The researcher gathered the data by conducting classroom observation, written tests, and interviews. The implementation of this method began by conducting a writing test to determine the students writing skills before using the CIRC method and pre-cycle interview. There were five questions in the pre-cycle interview to determine the students' perception of the learning process before applying the CIRC model. After conducting the pre-test and pre-cycle interview, the researcher began to apply the first and second cycles of the CIRC model and it ended by conducting another interview after implementing the CIRC model. The instruments used in this research explained below.

#### **3.3.1 Classroom observation**

In ensuring the effectiveness of this model, the researcher conducted a classroom observation. The classroom observation was conducted using video conferencing tools, including Zoom and Google meet and chat monitoring via WhatsApp group and Padlet.

In the pre-cycle, the researcher and the collaborators acted as the observers in the teaching and learning process. They used an observation sheet as a guidance to investigate the students' participation, sincerity, interaction among the member of the

group, confidence, and responsibility. The researcher and the collaborator assessed six aspects of writing. Each aspect consisted of four criteria.

The first was the students' behavior in listening and responding to the teachers' instruction. The researcher gave four-point for students who carefully paid attention to the teachers' instruction, three-point for students who fairly paid attention to the teachers' instruction, two-point for students who rarely paid attention to the teachers' instruction, and one point for a student who did not pay attention to the teachers' instruction.

The second aspect was related to the students' reading activity. The researcher gave four-point for students who read all of the material from the teacher and mention all keywords in the text, three-point for students who read all of the material from the teacher and mention three keywords in the text, two-point for students who read all of the material from the teacher and mention a keyword in the text, and one-point for students who did not read all of the material from the teacher and cannot mention a keyword in the text.

The third aspect was related to the students' willingness in delivering the relevant questions. The researcher gave four-point for students who were confident to provide at least three questions, three-point for students who were confident to ask a question to the teacher, two-point for students who deliver a question as requested by the teacher, and one point for students who did not give a question.

The fourth aspect was related to students' willingness in responding to questions from the teacher. The researcher gave four-point for students who frequently responded to some questions, three-point for students who answer approximately two questions voluntarily, two-point for students who respond with few questions personally given to them and one point for students who never respond.

The fifth aspect was about the students' participation in the group discussion. The researcher gave four-point for students who were active in the group discussion; spontaneously deliver the idea, three points for students who fairly participate in the group discussion; provide the ideas if it is needed, two-point for students who occasionally participate in the group discussion; deliver the idea if it is asked, and one point was given for students who did not participate in the group discussion.

The sixth aspect was about the task submission. The researcher gave four-point for students who finished their project earlier, three-point for students who finished their project on time, two-point for students who were late in completing the individual project, and one point for students who did not finish the personal project.

### **3.3.2 Online Interview**

The researcher also used an online interview as an instrument in collecting the data. There were 13 questions adapted from Kodoatic (2013) on the pre-cycle interview. It consisted of 5 questions focusing on the students' perception about the teaching and learning process implemented by the English teacher. In addition, there were eight questions for the post-cycle interview adapted from Asni, Annida Nurul Faiza (2016) to investigate how is CIRC within writing class perceived by the high school students. The students' statement would be presented to support the data from the written test.

### **3.3.3. Writing Tests**

In this research, the researcher used written tests to measure the students' writing skills. The pre-test was implemented at the beginning of the research to investigate the students' prior knowledge and skills before using CIRC model and the post-test were implemented after treatment to investigate students' writing skills and the students' perception toward the use of CIRC model. After gathering the necessary data, students' in pre-cycle would be compared with the result from the pre-test to determine the differences or improvement when using the CIRC method or to use it.

The Pre-test was conducted in the first week of the meeting. The researcher informed the students that they would be learning English using the CIRC method and explained the steps in CIRC model. The researcher also asked the English teacher, and a collaborator to help the researcher assessed the students' writing to ensure the validity.

The researcher allocated six meetings to gather the data. In every meeting, students were asked to write a narrative text gradually. From the first until the third meeting, students were asked to learn narrative text in general by using some text to strengthen their understanding and obtain prior knowledge for their writing. For the next meeting, students were asked to write a story by reading written text and multimodality text to gain some information before making the story.

After gathering the data, the researcher applied the CIRC model in two-cycle with various writing activities in the classroom including reading session, discussion session, and group project. The post-test was conducted in the last week of the meeting by using a picture series as the reading material for their writing. The researcher analyzed and compared the writing activity result before applying the CIRC model and during the implementation of CIRC.

There were five assessment elements in the writing test: content, idea organization, grammar, vocabulary, and mechanics which valued differently. The content of the story valued 30, the organization valued 20, the grammar valued 20, the vocabulary valued 15, and the mechanic of writing valued 15.

After calculating the score, the researcher tried to find the mean of the students' writing to investigate the students' improvement writing skills in general. Every element consisted four points based on some criteria in writing. The students should reach approximately three point to pass the test. The students could not pass the writing test if they got 2 below three point on the writing test. The writing assessment rubric was adapted from Brown (2007) can be seen on the table 3.1 as follows.

**Table 3.1 Writing assessment rubric**

Aspects	Scores	Indicators
Content (30%)	4	Relevant to the topic and easy to understand.
	3	Rather Relevant to the topic and easy to understand
	2	Not relevant to the topic and easy to understand
	1	Not relevant to the topic but it is not quite easy to understand
Organizing idea (20%)	4	Complete structure, clear connection of each paragraph. Every paragraph is consisted of one main idea
	3	Complete structure, clear connection of each paragraph. There are few mistakes in using a main idea for all paragraph
	2	Complete structure, clear connection of each paragraph. There are many mistakes in using a main idea for all paragraph
	1	Complete structure. There is no connection among paragraph. There are many mistakes in using a main idea for all paragraph
Grammar (20%)	4	A Few grammatical inaccuracies
	3	Some grammatical inaccuracies
	2	Numerous grammatical inaccuracies
	1	Frequent grammatical inaccuracies
Vocabularies (15%)	4	Effective choice of words and word form
	3	Few miss issues of vocabularies, words form but not change the meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge of words, word forms, and not understandable
Mechanic (15%)	4	It uses correct spelling, punctuation, and capitalization
	3	It has occasional errors of spelling, punctuation, and capitalization.
	2	It has frequent errors of spelling, punctuation, and capitalization.
	1	It is dominated by errors of spelling, punctuation, and capitalization

### **3.4. Data Analysis Technique**

In analyzing the qualitative data, the researcher implemented some steps proposed by Burn (1999). There were five stages applied in this study including assembling, coding, comparing, building meaning and interpreting, and reporting the result of the findings.

The first was assembling the data through various kinds of resources, including students' writing portfolios in the writing test, observation checklist from the online classroom observation, and the interview transcription and classified the broad pattern of the data that seemed to be able to answer the research question.

The second was coding the data. The data were collected, identified, and reduced into more specific patterns by grouping the data into several categories. The data could be in the form of the students' statement, the phenomenon that occurred in the classroom, and the students' behaviour during the teaching and learning process.

The third was comparing the data. All data in certain categories were compared to see the improvement. This study compared the pre-test and post-test results to investigate the students' ability to write before and after using the CIRC model and how high school students perceive CIRC within writing class. Besides the students' writing skills, the researcher also compared the students' behaviour before and after implementing the CIRC model in teaching and learning writing.

The fourth was building meanings and interpreting the data. The researcher analysed the data several times, tried to find the connection of some phenomena occurred by using the data, and developed explanation of the situation by involving the process of critical thinking and reflection.

The fifth was reporting outcomes. In this step, the researcher presented, describe, and organized the result of the research. The researcher tried to find the connection of all findings from the interview, written test, and observation and involved the critical thinking.

In analysing the quantitative data, the writing score in pre-test and post-test were compared to investigate whether their writing results were reaching the minimum standard or not or to find out if there were some unusual phenomena

during the research. After comparing the data, the researcher made conclusions by describing the students' improvement.

#### **3.4.1 Measuring the mean**

The researcher analyzed and calculated the students' score and processed the data to find the mean of the data. The mean was made to measure the improvement of students' scores in every cycle by using Microsoft excel. The mean was made in overall score and also considering to the aspect of writing in specific.

#### **3.4.2 Achievement level**

The researcher set the students' achievement levels to know if the students were successful or failed in writing a narrative text considering the percentage of students who passed the minimal mastery level criterion (KKM). This achievement level was adapted from the achievement level table which used by the English teacher in teaching and learning writing to ensure the validity. Based on the achievement level table which used by the English teacher, students who got 75 above were categorized as successful, and those who got 74 below was categorized as failed. There were four criteria on the table.

The first is "very good" refers to students who scored 86-100 in the writing test. It indicated that the students had fully understood how to write a narrative text well and were able to make the story as expected. Students who was in this level was expected to make and organize their ideas which relevant to the main idea and did minor errors in writing.

The second criteria were "good". It referred to students who got a score of 71-85 on the writing test. Students who were on this level were categorized as fairly understood about the material and were able to make their story even there was some mistake in writing the story in various aspects.

The third was "enough". It referred to students who scored 56-70 on the writing test indicated that they had little knowledge in writing narrative text and frequently made mistakes in writing a story. The students in this level needed help to improve their writing skills by encouraging or supporting them during the class.



The fourth was “Poor”. It referred to students who scored 55 or below in the writing test indicated that they had abysmal knowledge in writing narrative text and could not arrange their story as expected or did not finish their story. The students who were in this category need an extra help from the teacher.

**Table 3.2 Students’ achievement level**

Test score	Achievement Level
86-100	Very Good
71-85	Good
56-70	Enough
<55	Less

### 3.4.3 Students’ improvement

After knowing the mean of students’ scores in each action, the researcher attempted to determine the students’ improvement from the pre-test, post-test one and post-test two using the Meltzer formula.

### 3.5 Research Procedure

This study applied Kemmis and McTaggart procedure diagram with some modification considering the students’ need in learning and the current condition namely online learning. The procedures were as follows.

#### 1. Early findings

The researcher carried out the research collaboratively with the English teacher and the researcher’s colleague as the collaborator. In this session, the researcher only observed the phenomenon that occurred in the class and did not directly involved in the teaching and learning process.

#### 2. The Implementation of CIRC model in writing class.

##### a. Planning

At this stage, the researcher compiled some lesson plans that were used in teaching activities. The lesson plan was made concerning the online learning situation due to the Covid-19 outbreaks which involved the English teacher as the reviewer of the lesson plan and asked one of her collage to be the collaborator because the teacher could not attend every meeting in the full time.

In the first cycle, the researcher allocated four meetings. The researcher planned to introduce the CIRC model and how the CIRC model will help students in learning writing. The second meeting focused the use CIRC to help student in utilizing some vocabulary and language features that used narrative stories. The third meeting focused to the use of CIRC to help student in determining the main idea of a narrative text and composing a paragraph based on the written text that given by the teacher. The fourth meeting focused to the use of CIRC to help student in writing a complete story based on the written text provided by the researcher.

During the implementation of CIRC in cycle one, students were expected to actively participate in every activity and pay attention to the researcher's instruction and explanation.

After reflecting on the first cycle, the researcher realized that the text given to students must be improved so that the reading process and making schemas for writing become optimal. The researcher tried to find another story text in legends and local folk tales that students were familiar with.

After getting the story's text entitled "Sri Bayintan", the researcher began to change the text into the form of a picture series. Then the researcher designed the lesson plan used in the second cycle and asked the teacher to review the lesson plan. The second cycle consisted of two meetings. The first meeting was about writing activities using multimodality text in groups.

#### **b. Action**

The action for the first cycle was conducted on July 17<sup>th</sup> – 26<sup>th</sup> and the second cycle was conducted on Jul7 27<sup>th</sup>-31<sup>st</sup>. In this study, the researcher implemented the teaching-learning process based on the lesson plan that has been made. The researcher acted as the teacher in the classroom and the collaborator acted as the observer.

At the first meeting, researchers and students met through the zoom and google meet. After confirming the students' attendance and greeting, the researcher presented a picture of Mount Kelud as a stimulus. Students were asked to guess the name of the mountain.

After guessing the mountain's name, students were asked to look at the picture and write down three words in English from their observations. The teacher briefly

explained noun, verb, verb, adjective, and adverb and then asked students to determine the types of sentences such as noun, verb, adjective, and adverb they had written before mentioned it orally guided by the teacher to improve the students' knowledge in grammar. The researcher presented a story text entitled Kelud Mountain and connected it with the learning material. At first, students were asked to read the text carefully. They were asked to match some words with their meaning in Indonesian to make sure students understand the content of the text and enrich their vocabulary.

At the second meeting, students were guided to make some sentences from the provided vocabulary. First, the teacher gave a stimulus in an animated picture about several people arranged several boxes. Each box had the same label, namely "words", and those people have arranged those boxes into a building labelled with "sentence". Students were asked to interpret the picture based on their perspectives.

After giving the stimulus, the teacher presented a text about Mount Kelud learned in the previous meeting. The teacher asked students to guess the relationship between the stimulus and text, namely past tense in a story. After explaining the material, the teacher presented two pictures and asked students to make sentences in English based on the pictures that have been provided orally. Finally, the teacher asked students to make ten sentences in English based on the text they read to ensure they understood the material.

At the third meeting, students were guided to arrange several sentences into a complete paragraph. First, the teacher asked the students to compose correctly as the stimulus. After giving the stimulus, the teacher asked students to guess the learning material through the given stimulus and continue with the next activity.

In the core learning activity, students were asked to watch a video about "Puteri Gading Cempaka" and wrote the keywords or main ideas in the video. These keywords are used as a reference for students in the next activity, compiling a random story text into a sequence. To determine the extent to which students understand the learning material, the teacher asks to write down the main idea of each paragraph in the text individually.

At the last meeting in the first cycle, students were expected to write local folklore or legend in the Bintan area. First, the teacher provided a stimulus through the

pictures provided, namely about direct and indirect speech. After that, the teacher explained the direct and indirect sentences in a text and connected them with the stimulus. The teacher presented a story text entitled "Sei Six".

Students were asked to read the text together and identify direct and indirect speech in the story. The last activity in the first cycle was, students were asked to rewrite the story "Sungai Six". Students were allowed to add more details or modify the story because the story must remain related to the schema.

At the first meeting of the second cycle, students were asked to work in five different groups. One group consisted of three students and is asked to watch a video that the teacher has provided. During watching the video, students were asked to note down the points they considered necessary.

After watching and recording the keywords in the video story, students were asked to make a story in groups with the theme "The legend of Gunung Lengkuas" based on the keyword's students wrote down earlier. Technically, students were asked to discuss in advance the storyline they will make. Then, each student is asked to take turns writing stories in the agreed order. Students had to write three sentences in one round and then continue with other group members until the story is finished. After that, group members together rechecked their writing.

Students were asked to make a story individually based on the given picture series at the second meeting. The teacher presented a picture series using a PowerPoint presentation, invited the students to discuss the events in each picture, and wrote some keywords or essential points in the story.

Finally, the teacher asked the students to make a story from the given picture series and the previously written keywords. The teacher also asked students to work in pairs, gave feedback to the partner, and revised their stories based on the feedback given.

### **c. Observing**

In this phase, researchers acted as teachers and collaborators observed online the teaching and learning activities. There were some changes in different aspects regarding the students' behavior during the teaching and learning process. The researcher noted all

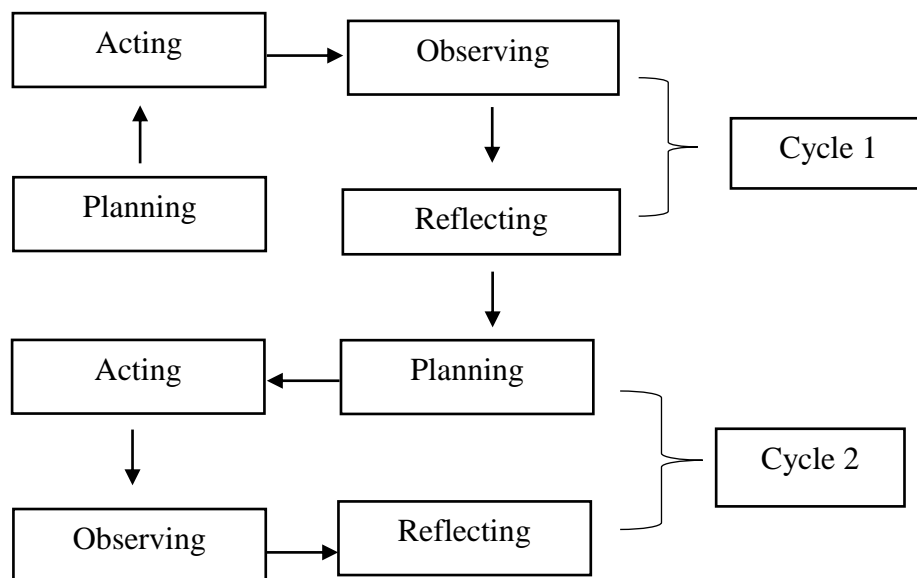
phenomena in the learning process to find out the students' perception toward the use of CIRC model in the classroom by observing the students' behavior.

#### d. Reflecting

In this phase, the researcher began implementing the Cooperative Integrated Reading and Composition (CIRC) model, which involves reading written text and writing activities using a particular scheme in the form of written text and multimodal text.

The researcher found many positive changes in students' writing skills and behavior in the first cycle but the result was not fulfilling the expectation because some students still got the minimum score of the minimum standard of criterion (KKM). There were some students still experienced difficulties in writing a story specifically in developing the content of the story.

The researcher attempted to improve the learning process in the second cycle by using picture series in teaching writing as the learning material. The result of the second cycle was improved and reached the expectation. All students passed the test with the good score. The students' writing skills and enthusiast were improved in various aspects. The research procedure in detail can be seen on figure 1 as displayed below.



**Figure 1 CIRC PROCEDURE in action research design**

**(Adapted from Kemmis and McTaggart in Burn (1999))**