

CHAPTER III

METHODOLOGY

This chapter discussed the method of this study. It discusses purposes of the study, research site and participants, research design, data collection techniques, and data analysis.

3. 1 Purposes of the Study

The purposes of this study were to find out how comic strips can improve students' writing achievement and the students' responses towards the program. Therefore, this study was conducted to answer these two questions, "Does comic strip improve students' writing narrative ability?", "What are students' responses toward the using of comic strip in writing narrative text?".

3. 2 Site and Participants

Classroom Action Research is a study which only monitors the development of actions so that there are no population and sample. The subjects of this study were the tenth grade students at one of senior high schools in Indramayu. There were several reasons why they are chosen as the subjects. First, the curriculum of the school is based on KTSP in which the students have to learn four skills, and writing is one of the skills they have to master. Based on this fact, this study tried to find out the students' quality of writing skills in this school.

Second, the English teacher in the school wanted to improve her teaching learning process in the classroom. According to the pre-observation, in teaching

learning process the teacher used traditional methods such as the teacher explained the materials, the students listened, and the teacher gave them some tasks. Based on those reasons, the teacher wanted to explore another method to make the students more active. Besides that, the result of the research can be a model for teaching learning process in the other classes.

The participants involved in this study were an English teacher in the school, a student of tenth-semester from Indonesia University of Education, and a class (X3) consisted of 28 students, 12 male and 16 female students

3. 3 Research Design

Classroom Action Research (CAR) is research carried out in classroom by the teacher with the purpose of solving a problem or improving the teaching learning process (Burns, 2009). The main focus of CAR is the teaching learning process the classroom, while the main aims of CAR is to identify a problematic situation and how to solve the problem or even bring changes and improvement in practice. Teacher and researcher are involved in the school in deciding what to do in order to improve their teaching learning process.

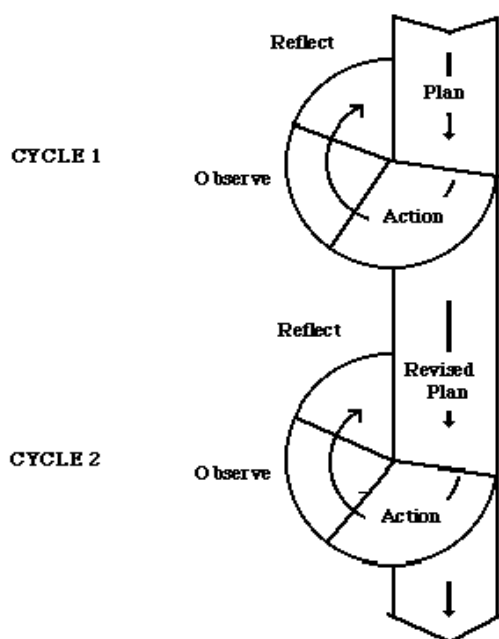
CAR is conducted in order to see what happened in teaching learning process and the students' behaviors. Besides that, the behavior of the teacher also can be observed to make the improvement of the way of teaching.

Collaborative action is chosen in this study. Collaborative action research was done in the collaborative and cooperative ways between researchers and participants (Burns, 2009). In this study, the researcher got involved in the

teaching learning process as the teacher who presented materials to the students. Therefore, the teacher and a student from Indonesia University of Education became the observers who observed the activity in the classroom. The observers took notes to describe what was seen and heard. They also shared about the strength and weaknesses during the teaching process. Besides, the observers gave advice to the researcher in order to improve teaching and learning process in the next cycle.

According to Kemmis and McTaggart (1988 in Burns, 2009) action research involves four steps which to be done in each cycle such as planning, acting, observing, and reflecting. However, this study used three cycles. The cycles can be described as follow:

Figure 3. 1 Steps of Classroom Action Research



Adapted from Kemmis and McTaggart (1988, in Burns 2009)

These are the explanation of the steps above:

a. Planning

Planning is the first phase of action research. In this phase researcher identify the problem or issue and develop the plan of action research in order to bring improvements in a specific area of the research context (Burns, 2009). Before conducting the research, pre-observation is conducted in order to get the data related to teacher and students' difficulties in teaching English.

After finding the problems, the strategy of teaching method is determined to solve the problems. Therefore, the lesson plan, students' observation sheet and scoring technique are decided in this phase.

a. Acting

This phase consists of a series of action which had been planned in order to make improvement of certain situation in the classroom. The implementation of planning is done in this stage. The strategy of teaching, the topic and lesson plan which had been made in previous phase are presented in the classroom.

b. Observing

This is the phase where the data or information which relates to the changes of practices is collected. The observers sit in the back of the class to observe during the teaching learning process. All activities happened in the classroom are recorded by the observers. The strength and weakness are gained to be discussed in the reflection stage.

c. Reflecting

At this point, researcher evaluates and describes the effect of the action in order to make sense what has happened (Burns, 2009). The researcher and

observers make some reflection based on the process of teaching learning. They analyze, interpret, explain, and conclude the information based on the observation. It is conducted to evaluate the teaching learning process in action phase. The reflection is used to improve the teaching learning process in the next cycle.

This study investigates the use of comic strips in teaching narrative. There were three cycles conducted in the classroom. In this study, the cycle is stopped when 70% of students have mean scores get the score above the KKM (65).

3.4 Data Collection

The data were collected through four instruments such as students' writing tests, observation, questionnaire, and interview.

3.4.1 Students' Writing Tests

Students' writing tests are given to see whether comic strips could help the students' writing quality and students' mean scores achieve above KKM (65). In the end of the cycle, the teacher asked the students to write a narrative text.

3.4.2 Observation

Observation is conducted to get information or data about teacher' and students' interaction in classroom. The data of observation is gained to make reflection and to improve teaching learning process in the next cycle. It was collected during teaching learning process from teachers' observation sheet

(Burns, 2009). In this study, two observers participated to take notes in the teaching learning process.

3.4.3 Questionnaires

The questionnaires were given to the students in order to identify students' responses toward the use of comic strips in teaching narrative in the classroom. Closed questionnaire type and Likert-scale were used in this study. The respondent marked SS (Sangat Setuju) as strongly agrees, S (Setuju) as agrees, TS (Tidak Setuju) as does not agree, and STS (Sangat Tidak Setuju) as does not truly agree. The questionnaires were administered based on the use of comic strips toward writing narrative text. They consisted of ten closed questions. The questionnaires can be seen in Appendix II.

3.4.4 Interview

The interview was administered to the students to acquire additional information related to students' responses toward the use of comic strips in teaching narrative in the classroom. The interview was recorded and transcribed. The questions were structured so that the students can answer the same questions. The researcher asked six questions to ten students randomly. The interview can be seen in Appendix II.

3. 5 Data Analysis

The data from students' writing tests, observation, questionnaires, and interviews were analyzed qualitatively supported with quantitative data to answer research questions. The quantitative data gathered from students' writing tests and questionnaires. However, the data gathered from interview and observations are combined with students' composition tests and questionnaires which were analyzed and interpreted qualitatively.

3.5.1 Analysis Data from Observation

The data gathered from observation was recorded using Brown's Observation Form (Brown: 2001) and analyzed in order to explore the use of comic strip in teaching and learning writing. The data from observation was analyzed to several stages as follows:

1. Trying to record complete events happened in the classroom which recorded teacher's preparation, the presentation of materials, teacher's role, and students' interaction during teaching learning process.
2. Analyzing the information about teacher and students' activities such as students' behaviors in doing tasks and the teacher's roles during the teaching learning process.

3.5.2 Analysis Data from Interview

The data from interview was gained from MP3 player. In analyzing the data, the researcher used these steps:

1. Transcribing the data from interview into written text.
2. Analyzing the data from interview into the students' progress in writing during the use of comic strip and students' responses towards the teaching learning process.
3. Interpreting the data to address the research questions.

3.5.3 Analysis Data from Questionnaires

The questionnaires are analyzed by using percentage formula. The data is interpreted based on the students' answers. The formula of percentage for calculating the questionnaires is:

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

Where : P = percentage
 fo = frequency observed
 n = number of sample

3.5.4 Analysis Data from Students' Writing tests

3.5.4.1 Trying out writing tests

The assessment of writing tests is very important to be tested whether the tests were valid and reliable or not. Before the teaching learning process, the assessments were tried out to investigate the validity (Fraenkel and Miller: 2007).

Validity is crucial to make meaningful and fair writing assessment. Validity is a judgment to make the assessment becomes appropriate and useful

(Fraenkel and Wallen: 1990). The assessment can be called valid as long as writing tests assess what it claims to assess and what has been taught (Richards, 2003).

This study used Face and content validity that can be used to analyze the validity of the writing assessment. Face validity means that the assessment should be based on actual writing sample and relevant to students' out-of-class writing needs (Richards: 2003). In addition, content validity addresses the task which is appropriate with students' level of proficiency; it is assessed by an objective comparison in the test with content-based in curriculum (Richard, 2003: Fraenkel and Wallen: 1990: Borg & Gall, 1983).

3.5.4.2 Scoring Technique

The scoring technique was described quantitatively. This technique was used for comparing students' worksheet in each cycle.

The scoring of the students' writing performance test was based on the 'ESL Composition Profile' cited Jacob et al. (1981 in Huges, 1998). According to this scoring system, the appraisal towards students' composition work was based on five aspect of writing: content, organization, vocabulary, language use, and mechanic. The score of each aspect ranges differently each other and it is classified into some criteria:

- (1) Content — the score is ranging from 30 (the highest or excellent) to 13 (the lowest or very poor);
- (2) Organization — the score is ranging from 20 (the excellent) to 7 (very poor);

- (3) Vocabulary — the score is ranging from 20 (excellent) to 7 (very poor);
- (4) Language use — the score is ranging from 25 (excellent) to 5 (very poor);
- (5) Mechanic — the score is ranging from 5(excellent) to 2 (very poor).

The total score of this profile ranges from 34 to 46 as the lowest and 100 to highest. For more detailed, table 3.1 provides the scoring standard of ESL Composition Profile.

The Scoring Standard of ESL Composition Profile

Aspect of Writing	Range	Score	Criterion
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.
	17-14	Good to average	Adequate range - occasional errors of word/idiom form, choice, usage but

	13-10	Fair to poor	<i>meaning not obscured.</i>
	9-7	Very poor	Limited range - frequent errors of word/idiom form, choice, usage - <i>meaning confused or obscured.</i>
Language Use	25-22	Excellent to very good	Essentially translation - little knowledge of English vocabulary idioms, word form - or not enough to evaluate.
	21-18	Good to average	Effective complex constructions - few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	17-11	Fair to poor	Effective but simple constructions minor problem in complex constructions - several errors of agreement, tense, number, word order/function, articles, pronoun, prepositions, but <i>meaning seldom obscured</i>
	10-5	Very 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 - <i>meaning confused or obscured.</i>
Mechanic			Virtually no mastery of sentence construction rules - dominated by errors - does not communicate - or not enough to evaluate.
	5	Excellent to very good	Demonstrate 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 hand writing - <i>meaning confused or obscured.</i>
	2	Very poor	No mastery of convention-dominated by errors of spelling, punctuation, capitalization, paragraphing - handwriting - illegible - or not enough to evaluate.

3. 6 Summary

This chapter discussed the research method of data collection in this study. This study found out how comic strip can improve students' quality of writing and students' responses toward the use of comic strip in writing narrative text. Classroom Action Research was used as the design in this study. This study was conducted to 28 students in one of senior high schools in Indramayu. Therefore, observation, students' writing tests, questionnaire, and interview were used as the data collections. The data analyzed qualitatively supported with quantitative data. Thus, the findings will be discussed in the chapter IV.

