

Chapter III

Research Methodology

This research discusses the method used by the writer in the study. It involves design of the research, population and sample, technique of collecting data, and technique analyzing data.

3.1 Design of the Research

On this research, the writer uses two types of method. They are qualitative and quantitative method. This research method aims to identify and analyze this study and it applied for make this research easier and successful. Qualitative data were obtained through the interview with the English teacher , the students, and the classroom observation during the teaching learning process. According to Moleong (2011),

Penelitian kualitatif adalah penelitian yang bermaksud untuk memahami fenomena tentang apa yang dialami oleh subjek penelitian, misalnya perilaku, persepsi, motivasi, tindakan, dan lain-lain, secara holistik dan dengan cara deskripsi dalam bentuk kata-kata dan bahasa, pada suatu konteks khusus yang alamiah dan dengan memanfaatkan berbagai metode alamiah.

Meanwhile, the quantitative data were the result of the students before the implementation of the action (pre-test) and after the implementation of the action (post-test). It was done during the class in two meetings. The class was controlled by the writer during the test.

Given (2008) stated that quantitative research is a systematically empirical approach to investigate a phenomenon via statistical, mathematical or numerical

data or computational techniques in mostly natural sciences. The quantitative methodology focuses on measurement with cause and effect prediction and hypothesis's evaluation.

3.2 Population and Sample

Gravetter and Forzano (2009) said that a population is the entire set of individual of interest to a research. Although the entire population usually does not participate in a research study, the results from the study are generalized to the entire population. A sample is a set of individuals selected from a population and usually is intended to represent the population in a research study.

The population of this study is the first grade or the tenth grade of SMA Pasundan 2 Bandung, which is the number of all classes are 11. 6 classes for X MIPA and 5 classes for X IPS. It is located in Cihampelas street, 167, Bandung. This school is chosen as the field of the study based on the writer has teaching learning experience during teaching practice – On Job Training (OJT) for 3 months. Therefore, the writer knows the condition of this school and she can identify the problems faced by the students in learning writing.

Whereas, the sample of this study is the class of the first grade of SMA Pasundan 2 Bandung which is X MIPA 1 which consists of 27 students in 2017 – 2018. In this study, the writer used Simple random sampling. Sugiyono (2011) stated,

Dikatakan simple (sederhana) karena pengambilan anggota sample dari populasi dilakukan secara acak tanpa memperhatikan strata yang ada dalam populasi itu.

3.3 Technique of Collecting Data

In collecting data, the writer used three techniques of the data collection. They are the interview, the classroom observation, and the test of the student's writing. The first is through the interview, the writer conducted the interview with the students and the teacher before and after the implementation of the action. The second is classroom observation, the classroom observation was used to record the activities happend in the classroom during the implementation of the action. The third is pre-test and post-test.

The test used in this study is pre-test and post-test. Pre-test is done before implementing Cooperative Integrated Reading and Composition (CIRC) method. Menwhile, post-test is implemented Cooperative Integrated Reading and Composition (CIRC) method. The test is used to measure students' writing ability and to know effectiveness of Cooperative Integrated Reading and Composition (CIRC) method to improve students' writing ability.

The writer uses Kurt Lewin's procedure to do the test, it consists of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting.

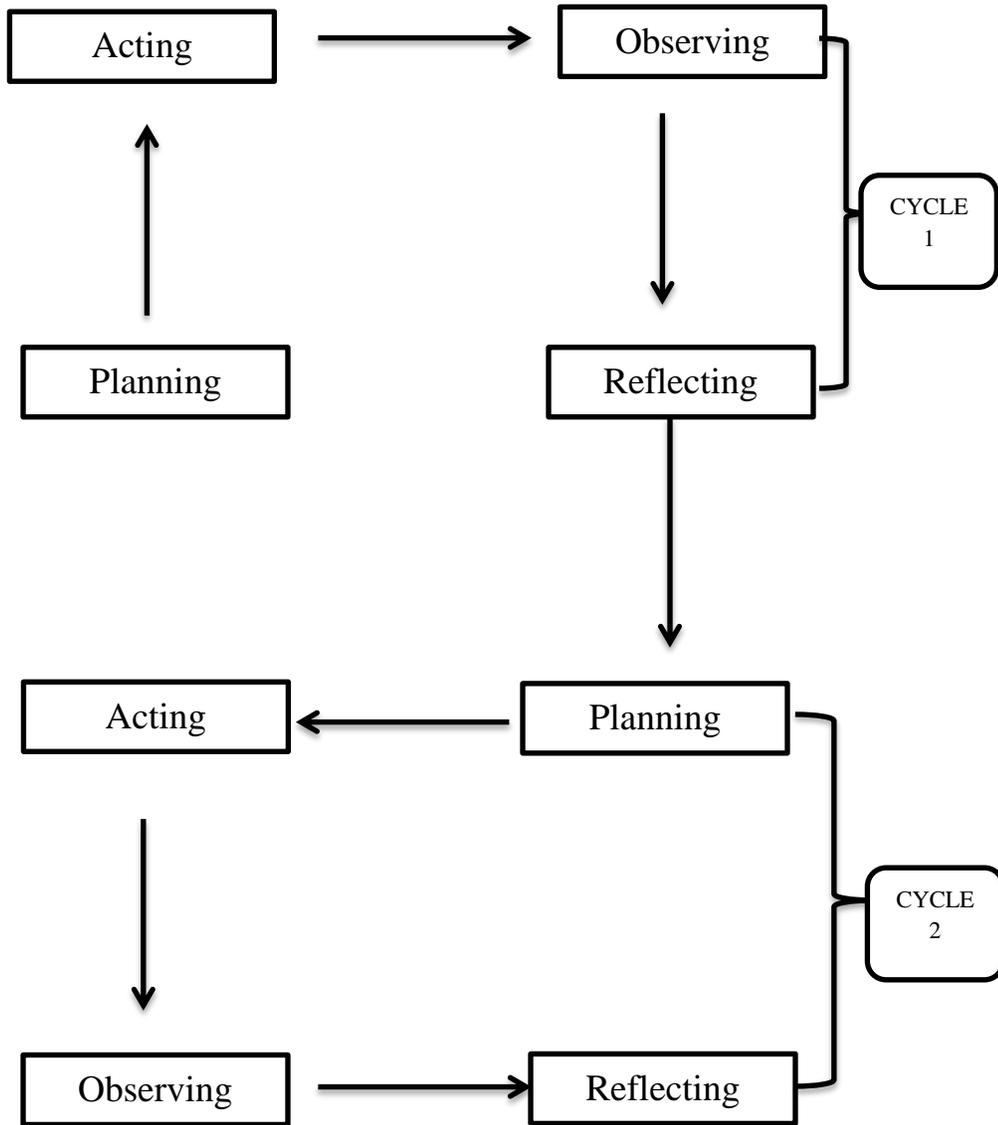
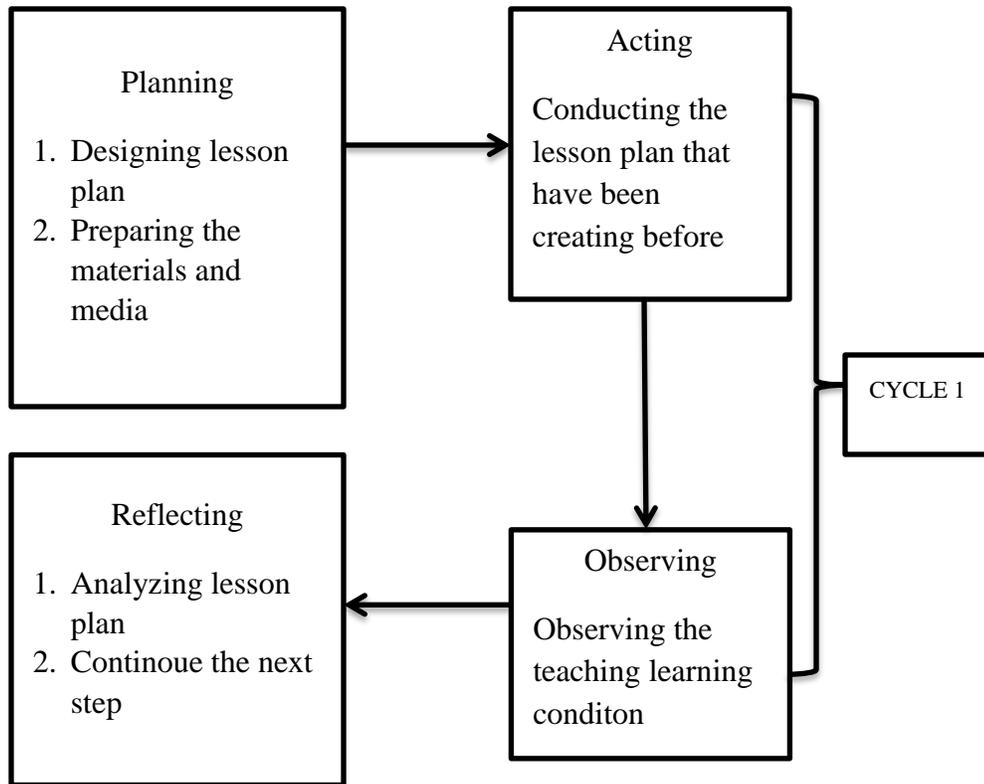


Figure 3.1
Kurt Lewin's Action Research Design



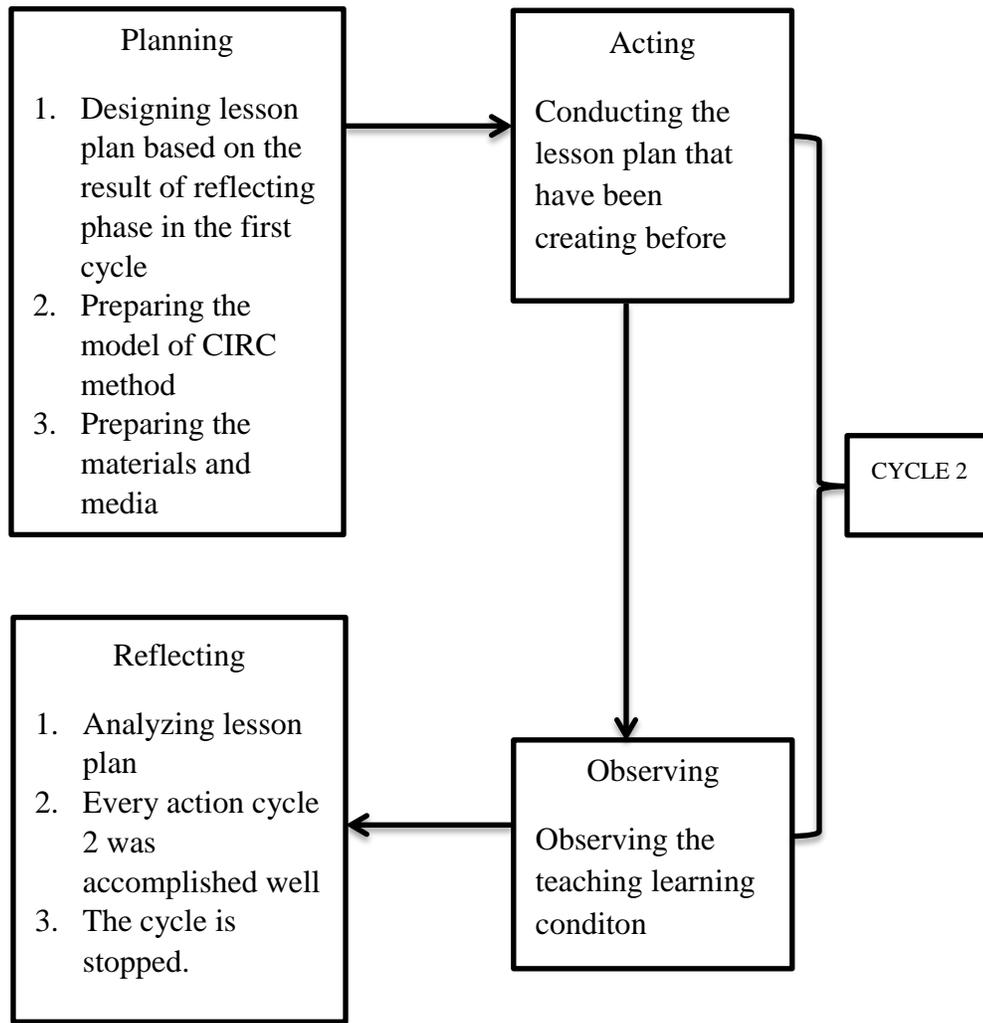


Figure 3.2:
Researchers' Design Adapted from Kurt Lewin's

a. Planning

In this step, the writer makes some planning based on the finding of preliminary study. The following activities in this action planning are

designing lesson plan, preparing material and determining criteria of success.

Designing lesson planning based on the current used syllabus. Lesson plan provide the teacher with the guideline of teaching and learning activities. It mentions the following items: specific instructional objectives, the instructional materials and media, procedure of presentation, and procedure of assessment.

b. Acting

In this step, the writer teaches the students based on the lesson plan that has been prepared before. After explain the material, the writer gives a task by using Cooperative Integrated Reading and Composition (CIRC) method which is giving the students an article and the students discusses the article and giving an opinion that is written in the paper.

c. Observing

Observing is one of the instruments which are used in collecting data. The teacher as a researcher observes all activities in teaching and learning process. The teacher also creates a conducive atmosphere in the classroom and makes collaborative efforts to explore teaching possibilities. It is proposed to create the students' motivation in learning. For example by giving advises to the students and having humorous thing in spare time in the class.

d. Reflecting

Reflection is an activity in expressing of experience that had by teacher as the self-evaluation. The teacher makes an evaluation based on the observation to find the weaknesses of the activities that have been carried out in using Cooperative Integrated Reading and Composition (CIRC) method on writing skill teaching. The writer analyzes the result of the observation. The writer evaluates the teaching learning process during implementation of the action by identifying the field notes which are made during the action.

3.4 Technique Analyzing Data

The data used in this research is qualitative and quantitative data. The qualitative data were analyzed through some steps. The first step was done by collecting all the data through conducting and interview and classroom observation. The second step the writer selected and transformed the data by summarizing the interview transcripts. The third step, all the data had been reduced then organized and compressed. The data of this research was in the form of interview transcripts, observation checklist, and field notes. Then the last step was making a conclusion.

The quantitative data were analyzed based on the students' writing score in the pre-test and post-test. The writer assess some aspects of writing according to Byrne in Roza (2011), those are: organizing idea, grammar, vocabulary and mechanics, and content. The writer uses analytical scoring rubric to analyze the

data related to the students' paragraph writing test of writing ability. The analytical scoring rubric using as follows:

Components of writing	Scores	Indicators
Organizing idea	4	Most of sentences are related to the main idea
	3	Some sentences are related to the main idea
	2	Few sentences are related to the main ide
	1	The sentences are unrelated each other
Grammar	4	A few grammatical inaccuracies
	3	Some grammatical inaccuracies
	2	Numerous grammatical inaccuracies
	1	Frequent grammatical inaccuracies
Vocabulary and Mechanics	4	A few errors in choice of words, spelling and punctuation
	3	Some errors in choice of words, spelling and punctuation
	2	Occasional errors in choice of words, spelling and punctuation
	1	Frequent errors in choice of words, spelling and punctuation
Content	4	Relevant to the topic and easy to understand

	3	Rather relevant to the topic and easy to understand
	2	Relevant to the topic but it is not quite easy to understand
	1	Quite relevant to the topic but it is not quite easy to understand

Table 3.1
Analytical scoring rubric adapted from Weigle (2002)

To get the mean of the students' writing score use the formula adapted from Sudijono (2008):

$$M_x = \frac{\sum x}{N}$$

M_x : Mean

X : Individual score

N : Number of students

To get the class presentage which passes the minimum mastery criteria- *Kriteria Kentutasan Minimal (KKM)* 70 (seventy), the writer uses the formula adapted from Sudijono (2008):

$$P = \frac{F}{N} \times 100\%$$

P : The class presentage

F : Total presentage score

N : Number of students

In analyzing students' scores of writing from pre-test up to post-test score in cycle 1 and cycle 2, the writer uses formula adapted from Meltzer (2008):

$$P = \frac{y - y_1}{y} \times 100\%$$

P : Presentage of Students' Improvement

y : Pre-test result

y₁ : Post test