

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

In this study, the researcher in conducting the study used a classroom action research. Action research itself, means a type of applied research that contributes to the generation of principles and theories and was at the same time action-oriented (Arhar, Holly, and Kasten, 2001: 30). Classroom action research itself consists of four cycles, they were: planning, action, observation, and reflection.

This study was an action research in which the main procedures follow the cycles. It means that the applying of diary writing technique to improve the students' writing skills was going to be repeated several times until the researcher found a significance result that shown the students' improvement in the writing skill.

In this case, the researcher was going to find out whether the diary writing technique was able to improve the students' writing skills. It also means that the researcher was going to follow the students' progress in the writing skills during she did the research. In other words, the researcher did the observation and the evaluation of applying diary writing technique in the class. Besides that, the researcher also observed the students' interest in writing class. This CAR spiral pictures will give a clearer understanding:

Figure 3.1 CAR Spiral Pictures

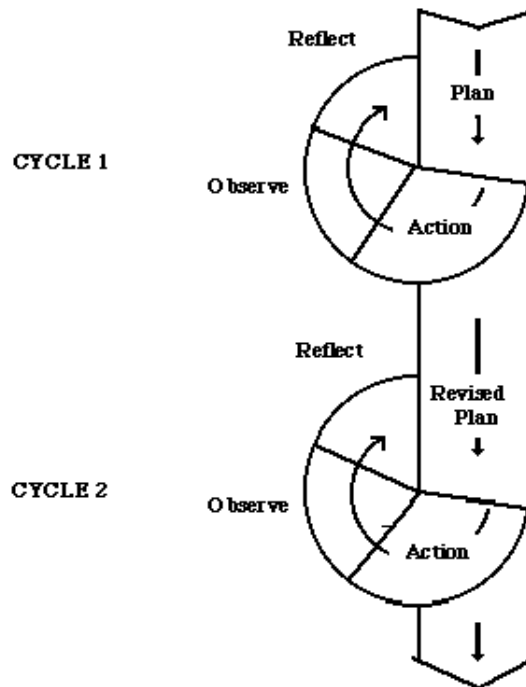


Figure 3.1 Action Research Protocol after Kemmis (cited in Hopkins, 1985) taken from <http://physicsed.buffalostate.edu/danowner/actionrsch.html>

### 3.2 Problem Identification

Starting the action, the researcher identified the problem that happened in certain class. The focus of the problem was too solved by doing this research. The teacher (researcher) identified the problem that must be answered, The focus was about the low score of writing skill that happened in second grade of junior high school. Because of the students still confused about what was written, how to arrange paragraph to be a good sentence and improve the paragraph, how to write correctly with grammatical structure and they got limited vocabulary.

### **3.3 The Step of Action Research**

#### **3.3.1. Planning**

There were three steps in this stage. The first was identifying the problems, the second was formulating the problem and finding the cause of the problem, and the third was developing action or solution. Firstly, the researcher identified the problem in the class room. The problem came up in the second grade at junior high school, specifically in class A. After identifying the problem, the researcher formulated the problem in the problem statement then the researcher tried to find the solution related to the problem. The researcher used diary writing technique to solve this problem

The researcher made a plan the stages consist of some steps, in this research, the researcher worked as a teacher. Here the steps of plan;

##### **3.3.1.1 Designing the lesson plan**

The lesson plan proposed in this action research based on its purpose to improve students'- writing skill. The activity in the lesson plan is stressed on how they learn the lesson through diary-writing.

##### **3.3.1.2 Preparing materials**

In here, all of materials were prepared by the researcher. All the materials were included in the lesson plan. The material was about introduction diary writing technique, teaching vocabulary need, grammatical structure into paragraph through recount text and developing writing skill use media technique.

It consists of some exercise related to the topic given by applying the diary-writing and material, it was hope the student's writing will be improved

#### 3.3.1.3 Preparing criteria of success.

This study deals with improving student's in writing skill by using diary-writing as a teaching technique. Based on the theory and the condition of the students, there were two criteria of success in this research; (1) the students average score of the writing skill was 75 or more because of standard minimum at the school Unggulan, and (2) the students were motivated to join activities on the technique.

#### **3.3.2 Action**

In this stage, the researcher implemented diary writing as a technique to teach writing in the class room. In implementing the use of diary writing, the researcher used lesson plans. The researcher can make a change based on the situation in the class. The researcher will conduct four meetings in action research. The steps to introduce diary writing can be done in one meeting.

The researcher conducted four meetings because in the first meeting, the researcher had to introduce diary writing technique for the students. As we knew that the technique was still new for the students. In the second meeting, the researcher had to teach the vocabulary words about the topic. The students had ever got the vocabulary words in their previous class but the researcher needed to review the vocabulary words again. The third meeting was teaching recount text into be good sentence through grammatical errors to the students. It was in one meeting, so the students can be focus in making their diary writing. The fourth

was developing students' idea into writing using diary writing through recount text to be good sentence and into paragraph that they had already made.

To reduce the weakness in this stage, the researcher needed to prepare everything dealing to the teaching learning process. The teacher partner also observed the researcher by using observation checklist in the class for improvement in the next meeting.

### **3.3.3 Observing**

Stated that observation was an activity to get data. While conducting research in the class, the researcher also observed the students and the situation of the class room by using field notes. To get a valid data, the researcher could not observe the class room by herself. So, in this case, the researcher should be accompanied by another person. In this research, the researcher was accompanied by a teacher partner. The teacher partner helped the researcher to observe and record everything that happened in the class. The researcher prepared the observation checklist for the teacher partner.

### **3.3.4 Reflective**

The fourth step was reflecting. This step was the activity of analyzing, synthesizing interpreting and explaining the information obtained from implementation activity. It was the stage where the researcher analyzed data from the observation and made reflection from the result of analysis. A technique of this analysis was using Triangulation. In here, the researchers analyzed the data from the test, observation, and questionnaire to check trustworthiness of data analysis.

The first, the researcher analyzed the student from post test. The passing grade for English in MTs DARUTTAQWA was 75. It's mean that the student's minimum score was 75. If the students' average score was under 75, so the researcher had to revise the lesson plan.

The second, the researcher analyzed the data from diary journal observation in determining student's performance in the class. If the student's participation during learning process still low. The researcher will revise some of part lesson plan.

The third, the data analyzed from questionnaire. The questionnaire was used to find out the response of the students in teaching learning process using diary-writing. The data was simplified by making description and conclusion.

Finally, by analyzing and comparing the observation result, test result, and questionnaire. The researcher analyzed and reflected all informations concerning the diary-writing technique

### **3.4 Subject of the Study**

The researcher finally selected the second grade students of Mts Daruttaqwa Suci Manyar Gresik as the subject of the research. These were some reasons why the researcher selected the second grade students as her subject of the research.

The problem of this class was they got low score, it could be seen from when the researcher gave daily exercise especially in writing skill, and students' score did not reach the standard minimum score. Most students still didn't know

well about what they should do during their writing and how to write correctly with the gramarratical structure. So it made them difficult to arrange their words in a good sentence. It was some causes that made the students in MTs daruttaqwa had the weakness in writing skill.

Understanding and knowing the difficulty faced by student in writing, off course the teacher should find and choose some appropriate methodology or technique to arouse the student's interest in writing. The teaching and learning will not success without good hard work between teacher and student. There were many techniques can be used in teaching writing. One of them was Diary writing technique. It was interesting technique for the student because part of the student in eight grade stayed in unggulan boarding school and they had habit to writing diary in Indonesia. so this is can be opportunity for the teacher to use this technique. The problem might be faced because it will be quite difficult of making English written text rather than Indonesian. From those following reasons, finally the researcher decided the second grade students as the subject of the research of this study. For making it clear, the researcher then, limited the subject of the research to the Eighth-grade (VIII-A2) students that consisted of 30 students.

### **3.5 Data of the Study**

The data of the study were some information about diary writing which were used in teaching English process, and the information that arises because of diary writing. It means that the data came from how the teacher used diary writing to improve students' writing.

The data were the result of the observation, field notes, questionnaire, and students' writing using diary writing. The result of observation checklist, field notes, and questionnaire were used to describe the use of diary writing to improve students' writing using diary writing while students' writing using diary writing were used to investigate the improvement of students' writing.

### **3.6 The Research Instrument**

Instruments were used to facilitate and get the data. Supardi (2009:127) stated that in order to get an accurate data, we needed to arrange valid and reliable instruments. A valid instrument means the instrument which can measure what should be measured, while a reliable instrument means the instruments must be accurate and consistent. In this research, the researcher used instruments as followed:

#### **a. Test**

A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned (Ary, D.,2002:216). Furthermore, Brown (2001:401) stated that a test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified of criteria. This instrument was used by the researcher to find out the use of diary writing to improve students' writing. The data was in the form of scores. The type of test was subjective one in making writing composition. Here, there were two kinds of the scores, the first was the scores taken from the students' score daily activity, and the second was the scores



taken from the students' post test. In conclusion, this research used two kinds of the test instruments; they were students' score daily activity and post test.

#### b. Observation

There are two instruments in the observation. The first is observation checklist. Checklists are basically sets of questions one answers on self (Elliot, J., 1991:81). This instrument consists of 16 questions that the teacher partner had to answer during observing the implementation of diary writing technique in the classroom. The second was field notes. The researcher may make brief notes during the observation but then later expands his or her account of the observation as field notes (Ary, 2002:431). A field note is a diary written by the researcher and teacher partner. Ary (2002:431) stated that there are two components in the field notes. The first was the descriptive part, which includes a complete description about something (who, when, what was done). The second was the reflective part, which includes the observer's personal feelings or impressions about the events. In the field notes, both teacher and teacher partner wrote everything deals with the teaching learning process from beginning to the ending. It includes the situation in the class and the response of the students. As an English teacher, the researcher played two roles; the observer and the teacher. While teaching, the researcher observed the students and the classroom then wrote everything which was dealt with teaching learning process in diary journal. In order to get a valid data, the researcher was accompanied by the teacher partner. She helped the researcher to observe the situations in the class room by using observation checklist and field notes.

### c. Questionnaire

A questionnaire is a list of questions one wants to ask other people (Elliot, J., 1991:82). The researcher used the questionnaire after conducting action research in the last cycle. The questionnaire was distributed to the students and designed in nine questions. It was used to know the students' feeling using diary writing in their writing practice.

### 3.6 Data Collection

Collecting data was one step used in an action research since the data was absolutely needed to answer the research problem. In this research, the researcher observed and recorded all the things that happened in the classroom. There were four steps of collecting data as followed:

The researcher gave score daily activity test to the students in the form of writing. After that, the researcher and teacher partner scores the students' work by using Jacob et alls assessment criteria.

The researcher applied diary writing to improve students' writing. The researcher conducted four meetings in each cycle. In doing this, the researcher observed and recorded all the things in the class room by using observation checklist and field notes. The researcher was accompanied by a teacher partner in applying the technique in the class room. She helped the researcher to record everything dealing activities in the class room. In the fourth meeting, the researcher gave the post test to the students then the researcher and teacher partner scores the students' work by using Jacob et alls assessment criteria.

After conducting an action research, the researcher distributed the questionnaire to the students.

### **3.7 Data Analysis**

After collecting data by test, observing class, and giving questionnaire to the students, the researcher needed to analyze some findings that will be helpful for teaching and learning to improve students' writing.

Firstly, the researcher needed to analyze the students' writing in score daily activity and post test by using Jacob et alls assessment criteria. The passing grade (SKM) for English is 75. It means that the students' minimum score is 75.

Secondly, the researcher and the teacher partner described the information what was going on in the class room during the implementation of diary writing to improve students' writing by using observation checklist. Related to the criteria of success about the students' motivation, the researcher determined the criteria of success for good category. If the students still achieved the qualification of under good category, the researcher revised again some part of the lesson procedures. The questionnaire was used to find out the students' responses toward the use of diary writing.

Finally, the researcher analyzed and reflected all information concerning the study then discussed all information concerning the study to get research findings. After the researcher got the result, the researcher decided whether continue to the second cycle or not based on the criteria of success. The researcher used triangulation to avoid biases and the researcher's opinions. The basic principle underlying the idea of triangulation was that of collecting

observations/accounts of a situation (or some aspects of it) from a variety of angles or perspectives, and then comparing and contrasting them (Elliot, J., 1991:82). The triangulation in this research was in the form of (1) cross-checking with other teachers and (2) cross-checking with the advisors. The researcher also analyzed the result of observation, questionnaire, and students' scores with the criteria of success. The criteria of success of the study were determined as follows:

The students' average score of writing test was 75 (the passing grade for English lesson at school). The students were motivated to join activities on the technique.

After the study had completed, the researcher concluded her research findings as the answer to the research question.