

CHAPTER III

RESEARCH METHODS

1. Type of the Research

In this research, the researcher tries to apply classroom action research to improved student achievement in writing recount text. Classroom action research is the systematic collection of data for the purpose of social change, as explained by Wulandari (2019) in Wanni (2022). In order to better understand and advance professional practice, practitioners also examine individuals through classroom action research. Reflective, cooperative, and inquisitive qualities are hallmarks of classroom action research.

According to Cohen and Manion (1980) in Purrohman (2018) classroom action research is mini scale intervention for action in the real world and careful inquiries to that intervention effects. Wiriaatmaja (2005) in Purrohman (2018) CAR is how a group of teachers organized their learning practice condition, and learn from their own experiences. They can try their improvement ideas inside their instruction processes, and see real effects from the efforts. Kemmis (1992) in Purrohman (2018) Action research as a form of self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of their on social or educational practices, their understanding of these practices, and the situations in which practices are carried out.

CAR have main objectives and additional objectives as described below:

- a. The first main objective is to improved and upgrade professional services of teachers in learning process. This objective can be reached by doing some reflections to diagnose the condition, then systematically tried some alternatives learning model which practically and theoretically can solve the problems.
- b. The second main objective is to do teacher skill development based on the needs to solve actual problems related with learning activities. This objective based on three points, namely : implementation needs grow from

- c. The teachers, exercising processes happened hand on and mind on, not in artificial situation, and the product resulted have values, because implemented scientifically.
- d. Additional objective is to grow up research milieu in the community of teachers.

Based on the definition above, classroom action research is a form of research that occurs in the classroom in the form of certain actions taken to improve the teaching and learning process in order to improve learning outcomes better than before. To achieve this goal, CAR is carried out cyclically, consisting of four stages: planning, action, observation, and reflection.

2. Procedure of the Research

The procedure for conducted this research is described in several cycles. Where the cycle consists of four components, namely planning, action, observation and reflection. According to Purba Uni Wanni (2022) the four components that are in classroom action research can be explained below:

a. Planning

In planning, researcher need to make observations, problem solving, planning determination, and preparation. During the observation, the researcher identified problems in the class and made discussions with the teacher. Then, the researcher and the teacher agreed by solving the tasks that the use of clustering techniques improves the achievement of the students when writing the recalculated text. After solving the reported problems, the researcher created a study plan based on which the students were prepared for learning and activities. The researcher made an English vocabulary lesson plan and prepared resources for the activity, such as lesson plans, attendance lists and examination questions. After that, the researcher prepared an observation form. The researcher does this to confirm the participation of the students in the learning process..

b. Action

Action is the second step in this research. The action was carried out in two meetings and was carried out for 1 x 45 minutes each. This step motivates students and

creates text using clustering technique. In carrying out this action, the researcher used a story title as material for students to improve their achievement in writing recount texts.

c. Observation

In this step, the researcher observed the teaching process. it was found that in the learning process there were still students who were less able to express their ideas in writing because of their lack of vocabulary. Every student who is also active in the learning process will begin to express their ideas in the form of a chart using the clustering technique.

d. Reflection

In this stage, the researcher analyzes and evaluates the results of observations and looks for a way out to improve students' weaknesses in writing texts.

i. Cycle I

The first cycle will held in two meetings. One meeting lasts 90 minutes. The researcher described the activities in the classroom which teaching material was recount text and clustering technique.

1. Planning

- a. The researcher prepared the syllabus and compiled the lesson plan
- b. The researcher prepared learning materials about recount text
- c. The researcher prepared observation sheet
- d. The researcher prepared observation sheet of students activities
- e. The researcher prepared field notes for researcher and collaborator
- f. The researcher prepared a list of students attendance.

2. Action

- a. Pre teaching- learning activities
 - The researcher entered the classroom.
 - The researcher greets the students and asked their condition.
 - The researcher asked the students to pray.
 - The researcher checked the student's attendance list.
 - The researcher motivated the students to be active during learning activities.
 - The researcher asked the students to create a conductive situation.

b. Whilst Teaching-learning Activities

- The researcher introduces a new material to the students.
- The researcher explained the purpose of learning for student's.
- The researcher trainee asked the student's prior knowledge about the topic.
- The researcher explained the recount text (definition, the generic structure, language features and the examples of recount text).
- The researcher explained about clustering technique for students
- The researcher asked the students to make recount text using clustering technique individually with the same topic.
- The researcher provided opportunities for students to asked difficult things in making texts.
- The researcher answered questions from students.

c. Post teaching – learning activities

- The researcher concluded the material.
- The researcher choses one student to pray.
- The researcher greets the students to closed the teaching learning process.

3. Observation

- a. Researcher and collaborator observed the process of students learning outcomes
- b. Researcher and collaborator observed students activities during learning.

4. Reflection

Deciding strengths and weakness from acting of second cycle.

ii. Cycle II

Cycle two will held in 2 meetings. One meeting lasts 90 minutes. The researcher described the activities in the classroom which teaching material was and clustering technique.

1. Plan

- a. The researcher got the syllabus.
- b. Made the lesson plan
- c. The researcher prepared learning materials
- d. The researcher prepared observation sheet

- e. The researcher prepared observation sheet of students activities
- f. The researcher prepared field notes for researcher and collaborator
- g. The researcher prepared a list of students attendance.

2. Action

a. Pre Teaching – Learning activities

- The researcher entered the classroom.
- The researcher greets the students and asked their condition.
- The researcher asked the students to pray.
- The researcher checked the students attendance list.
- The researcher motivated the students to be active during learning activities.
- The researcher asked the students to create a conducive situation.

b. Whilst Teaching – Learning Activities

- The researcher gave the material
- The researcher explains teaching recount text with clustering technique
- The researcher gave the test to students by applying clustering technique
- The researcher provided opportunities for students to asked question
- The researcher answered questions from students.
- Researcher collect students answered sheets

c. Post Teaching – Learning Activities

- The researcher concluded the material
- The researcher choose one of the students to pray
- The researcher greets the students to closed the teaching learning process.

3. Observation

- a. The researcher and collaborator observed students learning process
- b. The researcher and collaborator observed students activities when learning process.

4. Reflection

- a. The researcher analyzed and evaluated the result of the observation.
- b. Deciding strengths and weakness from acting of second cycle.

3. Setting and Schedule of the Research

i. Setting of the Research

The location of this research is UPTD SMP Negeri 5 Gunungsitoli, which is located on education road No. 01 Ilir Village, Gunungsitoli District, Gunungsitoli City.

ii. Schedule of the Research

The researcher was conducted the research on May – June 2023 at UPTD SMP Negeri 5 Gunungsitoli. Regarding to the schedule of the learning process that implement in the school.

4. Subject of the Research

In this research, the researcher chose students of class VIII at UPTD SMP Negeri 5 Gunungsitoli as research subject.

5. Variables of the Research

In this research, there are two variables used, namely the independent variable and the dependent variable. Independent variables are variables that play a role in influencing other variables (X). Variable X in this research is the clustering technique. While the dependent variable is a variable that is used as a factor that is influenced by one or a number of other variables (Y). Variable Y is writing recount text.

6. Instrument of the Research

The research instruments in this study consisted of three instruments, namely: observation sheet, field notes, and evaluation sheet

a. Observation Sheet

Observation is a data collection method that is carried out to observed and review carefully and the researcher and her collaborators record information as they witness during the research and directly at the research location to find out the conditions that occur and then use it to prove the truth of the research design being carried out.

b. Field Notes

Field notes were made during field research which contained weaknesses and strengths in used the clustering technique. However, field notes also contain unexpected activities during or after they occur in class.

c. Evaluation Sheet

Evaluation sheet is a technique used to collect quantitative data. Evaluation sheet is used to determine students achievement using the clustering technique. Below is a form of evaluation sheet:

Evaluation Sheet

Name :

Class :

1. Write down recount text about your holiday using the clustering technique.

7. Data Collecting Technique

Data collection techniques in this study are observation sheet, field notes and evaluation sheet.

8. Indicators of the Research

The indicators that can be found in this study are as follows:

No	Aspect	Indicators
1.	Writing	Students' ability to express ideas in writing text.
2.	Clustering Technique	The use of clustering techniques as a learning tool to increase students' knowledge or achievement in writing, especially recount text, can be measured using an assessment questionnaire.
3.	Students' Achievement	Can be measured by using clustering

		technique in recount text.
4.	Recount Text	The text that is learned can be measured by evaluating it.
5.	Eight Grade	Classes that are the subject of research that can be measured with good data in the form of age, level of education, etc.
6.	UPTD SMP Negeri 5 Gunungsitoli	UPTD SMP Negeri 5 Gunungsitoli is where the research was conducted, it can be measured by school data (number of students, school background, school vision and mission, etc.)

9. Data Analysis Technique

There are two kinds of data in the research, namely qualitative data and quantitative data.

1. Analisis data kualitatif

Qualitative data was carried out starting from observations, questionnaires, and interviews during the study. The data analyzed in this study are qualitative data and quantitative data. Qualitative data was carried out starting from observations sheet during the study. There are three data analysis techniques according to Asrori (2020), namely data reduction, data display, and drawing conclusion.

1. Data Reduction

Data reduction is an analytical process to select, focus on, simplify, abstract and transform data that emerges from field notes. Data reduction is carried out with the consideration that the data obtained from the field is quite a lot, for that it needs to be selected according to the needs of solving research problems.

2. Data Display

Miles & Huberman in Asrori (2020) the data already reduced, the next step is to present the data. Presentation of data as a collection of structured information and provides the possibility of drawing conclusions and taking action. Presentation of data is used to further enhance understanding of cases and as a reference for taking action based on understanding and analysis of data presentation.

3. Drawing Conclusion

Drawing conclusions is the result of research that answers the focus of research based on the results of data analysis. Gunawan in Asrori and Rusman (2020) explains that conclusions are presented in the form of descriptive research objects guided by research studies. The initial conclusions put forward are still temporary, and will change if no strong evidence is found to support the next stage of data collection. If the conclusions put forward at the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.

In the process of analyzing the observation sheet, the researcher will use the following formula by Asrori (2020), as follow:

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

Which :

P = The Percentage level of student learning activity

F = Total value of the level of student learning activity

N = Total value of the ideal student learning activity level

2. Analisis data quantitative

In analyzing quantitative data can be found by used tests, from students answered sheets researcher will get the data about students achievement. To find out the results of the evaluation sheet, the following formula is used:

$$S = \frac{B}{N} \times 100$$

Note:

S : Score

B : The amount of students' obtain

N : The total score/score maximum

The researcher was classify the scores obtained by students used a scale which can be seen in the table below, as the level of students achievement criteria, namely as follows:

Table 5.7.1

Classification of Action Achievement Levels

Percentage	Classification
92-100	Very good
75-91	Good
50-74	Pretty good
25-49	Not good
0-24	Not enough

Source : Asrori (2020)