

CHAPTER III

RESEARCH METHOD

This chapter discusses in detail how the research was conducted. This chapter is divided into eleven parts. They are research method, type of the research, research variables, research design, research setting, research instrument, subjects of the research, time of the research, data collecting procedure, the analysis of the data, validity and reliability of data and Procedure of the Research. Each of them would be presented in the follows.

A. Type of Research

This study is categorized into collaborative action research. To identify any obstacles and weaknesses on the English Teaching and learning process of the X E students in SMAN 1 Pleret, all of research team members including the teacher, X E students and the researcher himself collaborated and worked together to figure it out.

B. Research Setting

This research was conducted at SMAN 1 Pleret. This school is located in Pleret, Bantul, Yogyakarta. It is one of the favorite state schools in Bantul, Yogyakarta. The location of the school is actually quite far from the main road of Bantul Street but still it does not change the fact that it is quite easy to get there by any public transportation. Most of the students went to school by motorcycle while some others went there on foot. Physically, SMA N 1 Pleret has 18 classrooms (6 classes for the first grade, 6 classes for second grade and 6 classes

for the third grade), guidance and consultation (BK) office, a library, a headmaster's office, a medical room (UKS), a teacher's office, and there is also a small mosque in it. There were around 25 students in each class and 3 English teachers in that school. The total number of the students is about 450.

X E students are the research focus. There were thirty two students in this classroom. Based on the observation conducted by the researcher and supported by the statements of the English teacher, it can be concluded that the ability of the students in receiving information during the English teaching and learning process in this classroom can be classified as in average. With suitable and carefully-planned actions conducted through this research, it is expected that their writing ability can be improved.

C. Research Instruments

There were several instruments used in documenting the teaching and learning process. They were presented as follows.

1. Field notes

Burns (1999: 87) writes that writing notes means more than simply recording data, as the act of writing provides a first analysis from which research areas can be further refined. Field notes were often referred to in a qualitative research; it was a description and accounts of events in the research context which are written in a relatively factual and objective style. Therefore, in documenting the data gathered from the observation, here the researcher uses it as one of the instruments.

2. Interview guide

Burns (1999: 120) writes that the advantage of interview is enabling the interviewee's as well as the interviewer's perspective to inform the research agenda, and therefore give rise to a more equal balance in its relationship. Interviewing the students was the next step done after the researcher distributed the questionnaires. This step was meant to support and strengthen the answers of the questionnaires given before and it was meant to dig further information related to the research. In this step, the researcher had already prepared several guideline questions but still it did not change the fact that it did not close any chance if there were any possible and unpredictable questions that occur in the process of digging out any valuable information from the interviewees. In a state for making the respondents felt comfortable in sharing their opinions, all of the questions were also asked in Indonesian. Below is the outline of question on the interview guides:

Table2. Interview Guide Outline

No	Points of the Interview	Example of the Question	Asked to	As Quoted in
1	To see the improvement of the students' writing ability after the implementation of the action.	"Di cycle yang kedua ini kelihatan ada perbedaan ga bu?"	ET	Interview 6 line 1
2	To see that the technique of giving feedback is loved by the students.	"Gimana tadi, suka nggak kalau dikasih feedback?"	Hesti (Ss)	Interview 9 line 1

3	To see the understanding of the students in doing the task individually.	“Bisa nggak ngerjakan nya?”	Novia (Ss)	Interview 18 line 1
4	To see whether the technique is able to encourage the students in doing the task.	“Gimana, bisa nggak ngerjain sendiri?”	Robet (Ss)	Interview 24 line 1
5	To see whether the discussion works well or not.	“Gimana ni kerja kelompoknya, ada kesulitan nggak?”	Wahyu (Ss)	Interview 21 line 1

a. Subjects of the Research

There are some participants involved in this research. They were the school principal, the English teachers and the students of SMAN 1 Pleret; especially the students of class X E of SMAN 1 Pleret in the academic year of 2010/2011, and the researcher himself.

b. Time of the Research

The research was conducted in the first semester of the academic year 2010/2011. It formally began on November 2011. The actions were conducted from November to December 2011. School calendar was used in conducting this research, in which the English class was taught twice a week. Technically there must be 60 minutes in an hour but practically it has only 45 minutes, in each meeting for an hour lesson. There were two hours for each meeting. The schedule of English for class X E of SMAN 1 Pleret is as follows.

Monday : 07.30 – 08.45

Thursday : 07.30 – 08.45

c. Data Collecting Procedure

The data were in the form of qualitative data. They were obtained by interviewing the English teacher as the collaborator and the students of class X E, observing the teaching and learning English process in class X E, and taking pictures of teaching and learning process in the class.

The research instruments were used in collecting the data; they were field notes, interview guide, and questionnaires. The data were in the form of written text of the research, interview transcripts, field notes of the teaching and learning processes, and photographs of the teaching and learning processes.

d. Analysis of the Data

Analyzing data presentation was the first step that has been done in order to find some related information. Supporting data like field notes, interview transcripts and photos of the teaching and learning processes in the classroom were collected in this first step. Data reduction was the second step. The researcher chose and determined the focus, simplified, summarized and changed the form of the data collected from the first step are the things done in this second step.

The last step was data analysis. In analyzing the data, the researcher held a discussion with the English teacher who played a role as a collaborator in analyzing data collected. It was meant to see the data collected from different point of views.

e. Validity and Reliability of the Data

There were five validity criteria that could ensure data validity of this action research. The five validity criteria are democratic validity, outcome validity, process validity, catalytic validity and dialogic validity (Burns in Madya 2006: 37-45). The researcher would only use some of them, they were:

1. Outcome validity

Burns, in Madya (2006: 40) writes that outcome validity was related to the outcome achieved in the research. The achievement of the outcome involved not only problem solving but also appearing new questions related to the research. Identifying the problems of the first grade students at SMAN 1 Pleret was the scheme applied by the researcher in order to get data related to this validity. He did this when he did the reflection in the end of the action.

2. Democratic validity

Democratic validity was related to stakeholders' chances to give their opinion, idea, and comment about the implication of the action research (Burns in Madya 2006: 38). Interviewing the English teacher and the students who take a role as the stakeholders of SMAN 1 Pleret was the technique used in order to get democratic validity. Here the stakeholders were given chances to share their opinion toward the problems that occurred.

3. Process validity

Burns in Madya (2006: 40) writes that process validity meant that actions that were done in the research were believable. To get the process validity, as the teaching and learning was in progress, the researcher noted the activities that

occurred inside the classroom. It means that during the research, he focused his attention only in anything that could be caught by his senses.

To enhance the trustworthiness of the data and the subjectivity in analyzing them, the researcher used triangulation. Burns wrote that triangulation was actually a way of arguing that if different methods of investigation produce the same result then the data was likely to be valid. Furthermore, Burn (1999:164) proposes four forms of triangulation. They were as follows.

a. Time triangulation

Time triangulation means that data were collected at one point in time or over a period of time to get a sense of what factors were involved in the change process.

b. Space triangulation

In this form, data was collected across different subgroups of people to avoid the limitation of studies conducted within one group.

c. Investigator triangulation

In this way, more than one observer was involved in the same research setting to avoid the biased interpretation.

d. Theoretical triangulation

In this form, data was analyzed from more than one perspective. The researcher analyzed the data based on more than one theoretical review in interpreting the data.

This present study has fulfilled the above forms of triangulation.

D. Procedure of the Research

1. Determining the Thematic Concern-Reconnaissance

The reconnaissance step was done in case to find out any information concern with the students' writing ability. Based on the interview and the research conducted in SMAN 1 Pleret, the researcher found that there were some problems there. Right after analyzing the existing problems, then the next step was to determine the thematic concern.

The problems were obtained from the information of the English teacher and the students. In the writing teaching and learning process, the English teacher rarely gave any note as a feedback. She only read the result of the students' work and put a score in it neither correcting it nor giving any note. Besides, the students only settled it calmly. They did not have any intuition in how could they got the score or even asked her about the mistakes of their work. They also often made a noise during the teaching learning process. From the result of the observation, it was found that there were some problems related to the students' writing ability. It was assumed that the students had low attention in learning writing. Besides, they also seemed bored in learning English so they often made some noise during the English teaching-learning process. They had low attention and seemed bored in learning English because the teacher rarely used any interesting media or created an interesting activity during the English teaching-learning process. Therefore, the students' writing ability was low.

2. Planning

After identifying the problems, the researcher made some plans to choose the actions that were feasible to be implemented in the field. Both of the researcher together with the English teacher of X E class on SMAN 1 Pleret were planning the actions. They discussed the possibility and the scale of priorities of the implementation. The action plans should be suitable with the communicative language teaching and principles of using media in teaching language to junior high school students. Those action plans were as follows.

- 1) The teacher asked the students to read a recount text.
- 2) The teacher with the students discussed several aspects about recount text.
- 3) The teacher asked the students to make a recount text.
- 4) The teacher asked the students to collect the recount text they had made.
- 5) The teacher checked the students' works by giving feedback and necessary correction on the mistakes that they made.
- 6) The teacher gives the result of the students' works back to them.

3. Action and Observation

The actions were implemented in the class right after the plans were agreed. The action was implemented in two cycles. Cycle 1 consisted of three meetings. In order to observe and record the action of the students during the class activities, the researcher asked some helps from the English teacher. Based on the observations and field notes of the students' responses in the actions, the research team members discussed the implementation. They evaluated the implementation

of the actions and if the actions were not satisfying yet, they would improve the actions for the next cycles.

E. Reflection

Reflection was provided in each cycle when the action was completed. All the members of the research discuss circumstances concerning the actions. It was done to find out whether the actions were successful or not. If the action carried out was successful, the researcher would continue to implement it, but if the actions were not successful, then he would try to find the other suitable actions so that the condition would become much better.