# CHAPTER 3
RESEARCH PROCEDURES

3.1 Method of the Research

The research design used in this research was Classroom Action Research (CAR). According to Burns (2010) action research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice. Importantly, the improvements that happen in action research are ones based on information (or to use the research term, data) that an action researcher collects systematically. Kemmis and McTaggart (2014) stated that Classroom action research commonly employs qualitative and interpretive approaches for data collection, often carried out by teachers themselves, sometimes in collaboration with academic partners. The primary goal is for teachers to assess and enhance their own teaching methods and practices. In this case, this study serves as a tool to solve the classroom problems through innovative methods and skills. It is in lined with Allwright and Bailey (1991) stated that the focus of this research is centered on the classroom environment, seeking to explore the actual occurrences within the classroom setting. Thus, the classroom action research method was chosen for this study, as this study tried to improve the teaching of writing in ninth-grade students at a junior high school in Tasikmalaya.

In this research, the author took the model from Kemmis and Mc Taggart's action research model as cited in Burns (2010) as shown below:
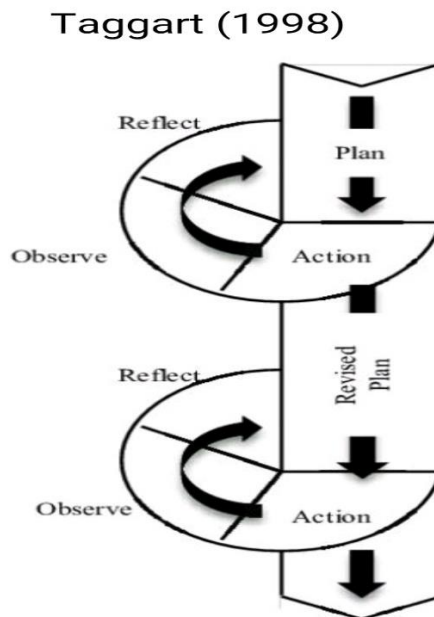
Figure 3. 1 Phases in Classroom Action Research

Cycle 1

1. Planning

    This phase is the stage in identifying a problem and formulating a strategy to encourage improvement in certain aspects of the research context. The phase is concerned with planning about possible avenues of investigation taking into account real world conditions and the limitations of the teaching situation and the improvements that are believed to be achievable.

2. Action

    In this phase, the plan is turned into action, which entails many planned interventions into the instructional environment that will be carried out over the predetermined period of time after careful consideration.

3. Observation

    This phase includes a systematic process of observing actions and carefully noting the context, actions, and points of view of the subject under investigation. This requires an open-minded

approach to effectively gather information about ongoing events and developments.

4. Reflection

This phase is to reflect, evaluate and describe the impact of the action (intervention that has been carried out) to understand what has happened and understand the issues that have been explored more clearly. This phase also involves the decision to carry out further Action Research cycles, to further improve the problems that occur.

3.2 Focus of the Study

This study focuses on explaining the extent to which the STAD technique reduces students' writing anxiety and how the application of the STAD technique can support on reducing the students' anxiety related to writing activities.

3.3 Setting and Participants

The study was conducted in a junior high school in Tasikmalaya and focused on the 9i class for the 2023/2024 academic year, given that anxiety during writing activities has been reported by the students in the 9i class, as indicated by the results of a survey. The class consisted of 31 students, with 16 girls and 15 boys. Those students attributed characteristics such as enjoying chatting, actively participating in discussions with their peers, frequently engaging in peer-feedback sessions to correct their mistakes, and displaying anxiety when instructed to write in English.

3.4 Techniques of Collecting the Data

In this research, a quantitative and qualitative data were utilized. The quantitative data was collected through questionnaire established by Cheng (2004) entitled SLWAI (Second language writing anxiety inventory) to get the data related to students' writing anxiety levels which could answer the question to what extent the STAD technique can reduce students' writing anxiety. The questionnaire was administered three times: during the pre-cycle to assess the initial level of students' writing anxiety, in cycle 1 to

measure the impact of the treatment, and in cycle 2 to gauge the sustained effect of the treatment after its application for the second time. Meanwhile, the qualitative data was collected through observation to get better understanding of how the STAD technique can support students to reduce their writing anxiety. The observation sheet was in form of field note and structured which was follow the theory of STAD from Slavin (2005). The author engaged in self-observation, directly observing activities in the field, recording all events during the lessons, and conducting transcriptions.

3.5 Technique for Analyzing the Data

Since the research deals with quantitative and qualitative data, then the data were analyzed quantitatively and qualitatively. The quantitative data from observation were analyzed using descriptive statistic of measures of central tendency. Central tendency is a measure that represents the whole data set as one measurement (Kaur et al., 2019). More specifically, in this research, the mean of the questionnaire results is measured using the following formula:

$$\textbf{Mean} = \frac{\sum \textbf{x}}{\sum \textbf{n}}$$

In which:

x = Sum of all values

n = Number of students

Meanwhile, the qualitative data from observation sheet were analyzed using qualitative data analysis framework by Miles et al.,(2014) which consists of three steps as follows:

1. Data Condensation

Data condensation is the process of selecting, organizing, simplifying, summarizing, and transforming the information present in recorded field notes or transcripts.

2. Data Display

At this stage, the information resulting from the data reduction process is organized and structured. This might involve creating matrices, charts, or networks. The objective is to convey the data in a clear and consistent manner.

3. Drawing and Verifying Conclusions

This stage entails making sense of the data by drawing conclusions, identifying patterns, and developing interpretations. The ordered data displays assist researchers in uncovering relevant findings. Verification is also required to verify the findings of the research.

3.6 Steps of Research

Table 3.1 Step of Research

Steps	Description
Cycle 1	
1. Plan	In this step, the author identified suitable learning methods for use in writing classes for students in classes who would be taking action, identified the learning objectives that students want to achieve in writing classes and created teaching modules, which include material and teaching activities that would be carried out.
2. Action	In this stage, the author implemented the planned lesson in writing classes using the STAD technique for students and monitored how the learning process took place by observing and recording how students

	interacted and participated during the learning process using the STAD technique.
3. Observe	In this stage, the author observed and collected the data regarding the implementation of STAD technique in the class and students' writing anxiety levels. Further, the author analyzed the data that has been collected to identify the changes in students' writing anxiety levels.
4. Reflect	In this phase, the author evaluated the results of the analysis that has been carried out, and determined the improvement steps in learning that would be carried out in the next cycle.
Cycle 2	
1. Revised plan	At this phase, the author improved the weakness from the previous teaching and learning process and re-created teaching modules, which include material and teaching activities that would be carried out.
2. Action	At this phase, the author implemented the revised lesson plan in writing classes using the STAD technique for students and monitored how the learning process took place by observing and recording how students interacted and participated during the learning process using the STAD technique.
3. Observe	In this phase, the author observed and collected the data regarding the

	implementation of STAD technique in the class and students' writing anxiety levels. Further, the author analyzed the data that has been collected to identify the changes in students' writing anxiety levels.
4. Reflect	In this phase, the author evaluated the results of the analysis that has been carried out.

3.7 Time and Place of the Research

Table 3.2 Time and Place of the Research

No	Description	Sept 2023	Oct 2023	Nov 2023	Dec 2023	Jan 2024	March 2024	April 2024	May 2024
1.	Research proposal writing	■	■						
2	Research proposal examination			■					
3	Data collection	■	■	■					
4	Data analysis				■	■			
5	Telaah Komprehen						■	■	

	sif Examinatio n	███
6	Thesis Examinatio n	███