

CHAPTER 3

RESEARCH PROCEDURES

3.1. Method of the Research

Classroom Action Research is a method that educators use to carefully study and analyze their own teaching practices using research techniques (Khasinah, 2015). In addition, Khasinah (2015) said that practitioners use action research as a kind of study to improve and gain a deeper understanding of their work. These statements suggest that classroom action research is a tool for problem-solving in the classroom. It is also employed as a tool to help educators enhance their analytical skills and acquire new techniques. Based on the definitions provided, the researcher believes that this approach is suitable for this investigation.

According to Astuti et al. (2022), the action research is done through cycle in which for every cycle is done in some activities. That cycle, according to Burns (2010) consists of four basic steps, namely: planning, action, observation, and reflection.

To explain it simply, figure 3. 1 illustrates how classroom action research works.

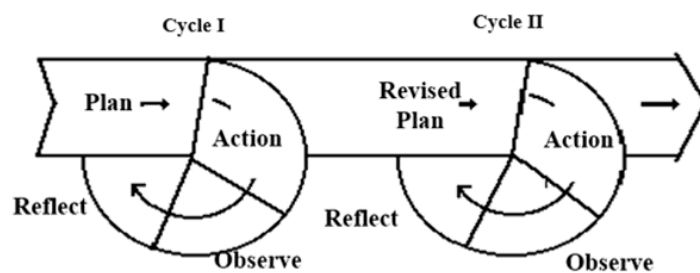


Figure 3.1 Cyclical Classroom Action Research model from Burns (2010)

In detail, the explanation for the procedure of the research as follow:

a. Plan

In this stage, the researcher developed a plan of action after identifying a problem or issue. First, the researchers developed a variety of subjects and lesson plan concepts. Second, the researcher developed the tools for data collecting, including a test sheet and checklists for observations.

In this study, there were four sessions for each cycle of data collection. Then, for 30 minutes per session, the learning activity was conducted twice weekly. The researcher concentrated on enhancing students' knowledge during the first meeting and enhancing students' abilities at the next sessions. The researcher's lesson plan clearly illustrates the difference between the two.

All of the activities in the classroom were monitored. The researcher asked someone else to help her watch the class so she would not let her own opinions affect her observations. There was a checklist of observations used to observe the study topic in various ways. The characteristics that stand out were the students' focus, cooperation, engagement in asking questions of the teacher, participation in giving answers to questions, and participation in finishing assignments assigned by the teacher.

In choosing the topic, a recount text entitled "A trip to the National Zoo and Aquarium" and "Came Late to School" were chosen as topics in teaching and learning activities. These topics were included in the series of lesson plans created by the researcher and it was designed based on the curriculum and the cycle in the process-based approach: pre-writing, drafting, editing, revising, and publishing. In addition, the researcher made a PowerPoint presentation to provide the materials more effectively and engagingly, which was displayed on a whiteboard using a projector.

The researcher used an assessment to evaluate students' writing abilities. Students were allowed to pick from five different topics for their recount text that were chosen by researchers. It consists of unforgettable moments such as holidays, supernatural experiences, happy, embarrassing, and heartbreaking experiences. From these five topics, they could choose any topic they want. Then, a scoring method was chosen by the researcher, namely the Shannora scoring rubric. It was used to examine the written test outcomes.

Technology that generates audio-visual data such as camera digital and handphones were used to capture the complete learning process that has been planned above. Researchers utilized that data as study material, which is discussed in the next chapter. In addition, this data simplifies the reevaluation of how the activities in the classroom proceeded.

b. Action

In this stage, to help the students' writing, the researcher used a process-based approach to treat them. The treatments were held two times a week in each cycle. Moreover, the steps of the process-based approach were implemented in each cycle. The researcher followed the five of these steps; pre-writing, drafting, editing, revising, and publishing.

The first stage was pre-writing. In this stage, the students started selecting the topics they wanted to explore and also creating an outline. First, the students were divided into groups of five or six by the researcher. Then, she carried out brainstorming activities by showing some pictures to the students about the holiday (tourist destination) and asked them questions like *“What do you think about this photo?”*, *“Have you ever visited that place?”*, *“Do you have any memories of that place?”* to find the idea or topic. Then, the researcher asked the students to write down topics they think of when they look at the photos. After that, the written ideas were grouped based on themes, whether the ideas were fun, sad, scary, etc. This task was one of the clustering activities. Then, from those ideas, the teacher asked them to select one to be their main topic of recount text. Following that, she demonstrated how to create an outline. Lastly, she asked them to create their outlines based on the selected subject as the last step of the stage.

The next activity was the drafting stage. In this stage, the researcher directed the students to arrange and refine those ideas that were created in the pre-writing stage into coherent paragraphs (Mustofa & Syafi'i, 2020; Wibowo, 2013). She began by providing a sample of a draft that was based on the outline. By explaining the text's general structure, the instructor guided the class to comprehend it. Then she instructed the class to reference verb 2

in the recount text so that they could learn how to use the simple past tense in the text. The class was also told to underline any conjunctions that helped them understand the structure of the story. After finishing those activities, the students collaborated in small groups to produce an outline, which served as the basis for writing the draft. Then, she looked at each student's writing and gave them comments at the end of the process, but she just evaluated the content and ignored the other components.

The third step was revising. At this stage, the students made changes to their draft in response to the researcher's comments. They could remove some unnecessary parts or even change ideas with new ones (Wibowo, 2013). A revising guideline adapted from Latif (2012) was used in this study. The researcher helped the students refine their drafts by providing them with this revision guideline:

- 1) Does your text contain the events, reorientation, and orientation?
- 2) Does the text include when, where, who, what, how and why in the orientation part?
- 3) Are the events relevant to the topic?
- 4) Are the events in the right order?
- 5) Does reorientation mean referring back to information mentioned earlier in the orientation?

After the teacher reviewed the students' drafts together, she told them to rewrite their drafts based on the revision.

The next step was editing. In editing, the researcher concentrated on the mechanical aspects of writing. The errors in punctuation, capitalization, spelling, word choice, and grammar were all checked by the researcher. She then instructed the class to rewrite their work once again.

The last stage is publishing, each group was asked to read aloud their final text by the researcher. After reading their work, the instructor allowed the other group to respond with comments and suggestions. Besides that, the researcher posted the student's final draft on her blog on the *Blogger* platform.

c. Observe

This part of the procedure included monitoring the students and the classroom as they learned by using an observation checklist. Students' participation, reactions, task performance, writing test performance, and overall learning process were all carefully monitored by the researcher. To provide more unbiased observation of the classroom, the researcher requested the help of a teacher or other observer. While the researcher was giving a lecture, the observer completed the provided observation checklist per the learning process. As a follow-up to the teaching and learning processes based on the process-based approach, at the end of the treatment, the researcher requested the students to create a recount text to assess whether or not their writing abilities had improved.

d. Reflect

The data gathered from the action could be examined during reflection (Burns, 2010). This last stage consisted of reviewing the results and discussing with the observer to determine if the study should go on to the next cycle or not. To evaluate the acts that have been conducted during this cycle, the video data gathered during the teaching and learning activities was examined by the researcher, as well as the observation checklist. To evaluate the process-based approach's effectiveness in teaching writing, the researcher also examined the result of the students' writing test. Then, the results of the observation were also discussed between the researcher and the observer. In conclusion, they changed what was not working and tried another way in the next cycle to improve the students' ability and the quality of the teaching and learning process.

3.2. Focus of the Research

The focus of this research was to investigate how the process-based approach is being implemented, a technique for teaching writing, particularly in recount text. The study's research findings demonstrated how well student's writing skills are improved by this approach.

3.3. Setting and Participant

This research was conducted in the first-grade students of MA Athoriyyah which has 37 students or participants consisting of 5 males and 32 females at their first semester in the academic year of 2023/2024. The privacy of each participant is protected by giving a pseudonym. Each person are replaced by a number such as Student 1 (S-01), student 2 (S-02), and so on.

3.4. Technique of Collecting the Data

To collect data, the researcher used three instruments; observation, tests, and documentation.

1. Observation

Actions during the teaching and learning process were monitored through classroom observation. In order to obtain an unbiased result, the researcher asked her colleague to assist her in observing the classroom. During the lesson, the observer watched what was going on in the classroom. An observation checklist was used to track several aspects of the study subject, including student participation, attitude, and teacher's performance. The purpose of the observation checklist was to ensure that teaching practices were effective and met school standards.

2. Test

There were pre- and post-tests conducted by the researcher in this study. It was conducted before the first cycle as a pre-test. A pre-test was held to measure the students' writing abilities and general knowledge about recount text. Then, a post-test was carried out at the end of the cycle after every process was done to find out whether the treatment improve the students' writing skills. Both in the pre- and post-tests, the researcher asked the students to produce recount texts based on the themes provided.

A post-test was given to see how well students comprehended the subject matter and whether using the process-based approach had improved their writing skills, particularly when it came to recount texts.

3. Documentation

One of the most crucial tools for gathering information for doing classroom action research is documentation. The researcher recorded the activities using a recording technology to monitor the teaching and learning process efficiently. Through the video, the researcher was able to closely observe the teaching and learning processes, as well as the students' responses. The data captured was utilized as supporting evidence for this study. Additionally, photographic evidence was collected. While the process-based approach was being used, the researcher photographed the students in the classroom and participated in learning activities to provide more credible data.

3.5. Technique of Analyzing the Data

In classroom action research, data analysis is the process of selecting, simplifying, organizing, and displaying the materials that are utilized to fulfill the goals of the method. Qualitative and quantitative data were collected in this study. By the result from the observation checklist and a transcript from the video, the qualitative data was gathered. It described what happened during the teaching and learning process. Then, the writing test was held to collect the quantitative data. It was used to calculate and evaluate the students' writing score.

The researcher in this study analyzed the video transcript and qualitative data from the observations using an interactive model developed by Miles & Huberman (1994). Data reduction, data presentation, and conclusion drawing or verification are the three actions that make up this process. What follows is an explanation in further detail:

1. Data Reduction

According to Miles and Huberman (1994), "data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions" (p.10). It is a process that helps researchers remove unimportant information and organize data to come up with final conclusions that could be confirmed.

Data reduction was utilized in this study to choose data that was relevant to the proposed research questions. In this study, following the observation, the researcher collected an audio-visual data. This file was a video that shows all of the activities that happen during the teaching and learning process. This file helped the researcher to give more detailed information when she wrote about the data. Afterwards, the researcher transcribed, chose, and concentrated on the information by looking at the research issues. For example, the researcher did not include some activities that were not related to the research like when a student asked permission to go to the rest room, asked something unrelated to the material at that day, etc. From this process, the data that was relevant included in this procedure, and the irrelevant data removed.

2. Data display

According to Miles and Huberman (1994), a data display is “an organized, compressed assembly of information that permits conclusion drawing and action” (p.11). The purpose of this step is to help the researcher reach a final conclusion by providing a description of what was going on in the natural setting. In this study, a narrative description was used to show the data. The information displayed is relevant to the research question. As an example, after selecting and describing the data obtained from the previous step, the researcher shows the data in chapter 4. Transcriptions of all audio-visual data are shown and the findings from the observation checklist also added in the appendix by the researcher.

3. Conclusion Drawing/ Verification

The study's data analysis ended with a conclusion and verification. An activity called a conclusion provided conclusions based on the findings of interpretation and assessment. In other words, it was an action that provided a description of the findings from the data gathered through test and observation. An effective teaching and learning process had a demonstrable impact, as shown by test results, which was improvement in students' writing abilities after using the process-based approach as a teaching method.

In addition, the researcher used the five components scoring rubric in writing such as content, vocabulary, grammar, spelling and punctuation, and capitalization to evaluate the qualitative data collected from the assessment/test of students' writing abilities. This scoring system was created to make it easier for researchers to give scores by providing specific ranges and criteria for each aspect of writing.

Table 3.1 The Scoring Rubric

| The items to be evaluated | Score |
|----------------------------------|--------------|
| a. Content | |
| • Orientation | 10 |
| • Events | 10 |
| • Reorientation | 10 |
| b. Organization | 20 |
| c. Vocabulary | 20 |
| d. Language use | 25 |
| e. Mechanics | 5 |
| Total Score | 100 |

Adapted from Shanorra et al. (2021)

In conclusion, procedures used in the use of an interactive model for the analysis of qualitative data by Miles and Huberman (1994) were:

1. The researcher chose, transcribed the data from the audio visual and observation checklist to be analyzed by concentrating on the formulation of the research.
2. The researcher displayed the data selected in the previous step in chapter 4 as supporting evidence.
3. Summarized the result of the data gathered during observation and test in the form of a description.

Then, actions performed in the analysis of quantitative data were:

1. The researcher calculated and found the mean of the students' writing ability based on their pretest scores.
2. The researcher then calculated the mean score by analyzing the students' writing skill scores from each cycle's test.
3. In the final step, the researcher examined how much the students' scores had increased in each cycle by comparing their pre-test and cycle results.

With a process-based approach as teaching method, the researcher employed this formula to find the average score of the students' writing test.:

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

X = Mean Score

$\sum X$ = the sum of all score

N = the total number of samples

Adopted from Asriati and Maharida (2013)

To find out if the students are getting better at writing, the researcher measured the improvement using a percentage method like this:

$$P = \frac{X_1 - X_2}{X_1} \times 100$$

P = percentage of the students

X1 = the first mean score

X2 = the second mean score

Adopted from Asriati and Maharida (2013)

3.6. Steps of the Research

The steps in this study, were as follows:

1. Identifying a phenomenon that happens to high school students, especially in learning writing.
2. Searching relevant studies, finding the research gap, and formulating the research questions.
3. Writing the research proposal which consists of the background, literature review and procedures.
4. Conducting research by following all the stages of classroom action research.
5. Analyzing the data that has been obtained and concluding the results of it.
6. Writing everything that happened above into a thesis.

