

## Chapter 3

### RESEARCH METHOD

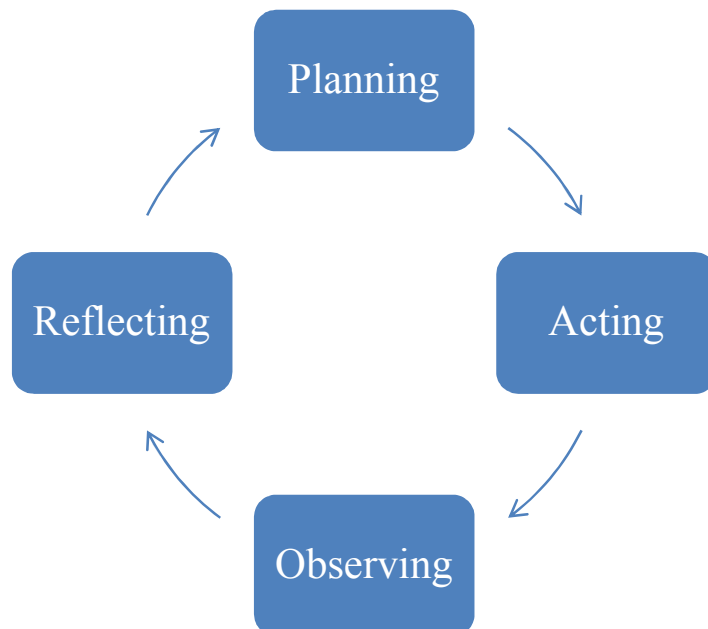
#### 3.1 Subject of the Research

The reseach was conducted at MA MiftahulUlum, Pendem, Jepara. It was located at Pendem, Kembang,Jepara. The subject of this research was the students of class XI with 29 students consisting of 9 boys and 20 girls.

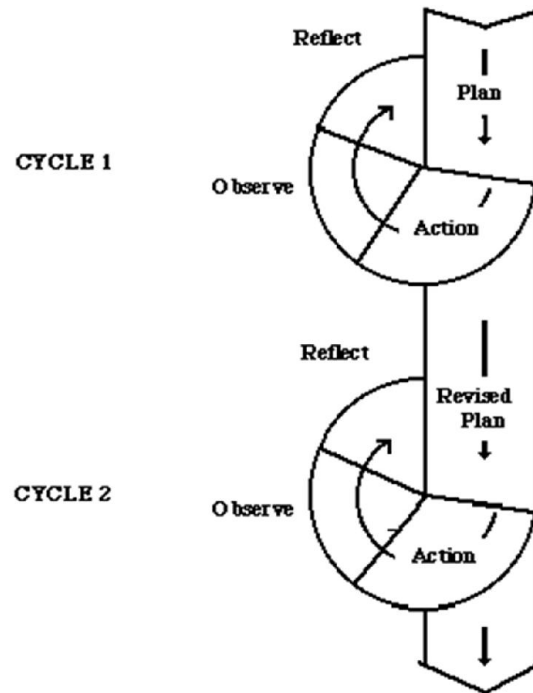
#### 3.2 Research Design

The writer use Classroom Action Research (CAR) in this research. CAR is a research which is done in order to solve the problems and make improvement in the teaching and learning process in the classroom (Husni mubarok, 2015: 62).That is done by collecting data or information systematically through four steps: Planning, Acting, Observing, and Reflecting.

The Classroom Action Research procedure used in this research is Kurt Lewin's design. It consist of two cycles in which each cycle contains four phases: Planning, Acting, Observing Reflecting.



Based on the Kurt Lewin's action research design above the writer would like describe further concerning the implementation of Classroom Action Research (CAR) in cycle one and cycle two by Kurt Lewin who is then further developed by Kemmis& Taggart (Anne Burns, 2010: 9) as following:



### 3.3 The Classroom Action Research Procedure

The Classroom Action Research using Kurt Lewin's design consist of four phases within one cycle. Those are planning, Acting, Observing, and Reflecting. After accomplishing the first cycle, it will be probably found a new problem or the previous unfinished problems yet. Therefore, it is necessary to continue to the second cycle in line with the same concept of the first cycle.

To make clear what happens in every phase. Here are the explanations:

#### a. Planning

In this phase, the writer design lesson plan from the syllabus which is consulted with English teacher, creating the topics that are

appropriate with the matter, preparing materials that will be used at the cycle. The writer also makes the evaluation form to know about students' achievements at the end of this cycle.

b. Acting

In this phase, the writer and observer collaborates to carry out the planned action. The writer give explanation how plays a role and give an example from it. The writer also gives some related vocabulary items needed when students are do a role play activity. Then, the writer gives a role card that tells the students who He/She is, something of his background, what his opinions about a given subject are, and possibly suggests a course of action that he should try and carry out, and asks the students to practice in pairs or in a group.

c. Observing

In this phase. The observer (the real teacher MA MU Pendem) observes the students responses, participations, and achievement which are found during the teaching and learning process. Sometime, the observer ask students' opinion about the process teaching and learning using Outdoor activity. The observer also takes the observation notes to write the real situation when the action is occurred.

d. Reflecting

In this phase, the writer and observer identifies the problems that are found by seeing the result of the observations which should be solved. Then those are used to make plan for further cycle and correct it weaknesses.

### 3.4 Method of Data Collection

The type of this research is quantitative research. The technique of collecting data of this research as follow:

a. Observation

There are two kind of observation, namely: participant observation and non-participant observation. In the participant

observation the researcher is involved in the object of research action. While non-participant observation, the researcher is only an observer.

In this study, the researcher use participant observation. Therefore, the researcher observes the activity during the teaching and learning process in detail. The researcher observes the activity during the teaching directly to describe the real situation during English class and note all the phenomena. The researcher does observation to look for information about teaching and learning writing English in the class and the activity implementing outdoor activity. And because this observation is non- participant observation, So the researcher only an observer. The researcher just do observation without interacting and participating in the process of teaching and learning, researcher present and observe all activities happened it in concerning how the teacher deliver outdoor activities in teaching writing descriptive text. All the teaching process is done by the English teacher. To lead the researcher in doing the observation, the researcher make the observation checklist. The researcher will observe the phenomena in learning process such as: the topic, the technique and teaching learning process.

b. Interviews

Interview is one of the method to collect data by using conversation between instructor and respondent. To know the students difficulties in writing descriptive text, their opinions and feeling about this method. The researcher use interview for obtaining data. Interview is one most widely used method for obtaining qualitative data. Interviews are used to gather data on subject opinion, believe and feeling about situation in their own word.

c. Questionnaires

The structured questionnaire was given to the eleventh grade students of MA Miftahul Ulum Pendem, in order to know their respond toward the process of teaching and learning descriptive text writing using outdoor activity and also about their motivations and

problems in learning writing before and after they taught using outdoor activity.

d. Tests

The writer use tests to get data result about process of learning writing skill. The test are pre-test and post-test. The pre-test is completed before implementing guided questions. It is to evaluate students writing skill score at first. On the other hand, the post-test is implemented after using guided questions. The test is held on the action of each cycle. It is to get learning outcomes data. It was taken by giving test to the student after teaching. This data is the achievement of the students.

According to Arikunto (2013: 266) test is a series questions to measure the basic skills, among is test measuring intelligent, interest tests, aptitude test, special and so on. From the target or object to evacuated. Then divided the several kind of test and other measuring instrument, such as personality test and achievement test.

### 3.5 Method of Data Analysis

The collected data found in this research are analyzed qualitatively and quantitatively. It means that all the data gathered from the observations during teaching learning process, questionnaire, and interview before and after classroom action research are analyzed qualitatively. While the data obtained from tests (pre-test and post-test) are analyzed descriptive quantitatively (percentage).

In completing the numerical data, the writer tries to get the average of students the writing's score within before the implementation and every cycle in order to know how well the outdoor activities in the classroom.

It is the formula:

a. Mean Calculation

$$\mathbf{MX} = \sum \frac{fX}{N}$$

Explanation:

M = Mean of the Students Score

$\Sigma X$  = The Sum of the students Score

N = The total number of the students

b. Standard Deviation Calculation

$$\mathbf{SD} = \frac{\sqrt{\Sigma D^2}}{N} - \frac{\langle \Sigma D \rangle}{N}$$

Explanation:

SD = Deviation Standard for one sample T-Test

D = Different between Pre-Test and Post-Test

N = Number of observation in sample

c. The Calculation of the T-Test

$$\mathbf{t_o} = \frac{\left(\frac{\Sigma D}{N}\right)}{\left(\frac{SD}{\sqrt{n-1}}\right)}$$

It the mean score result increases, the student's writing skill is considered impose and vice versa. Finally, by analyzing data from observation, interview, and test the writer is able to draw conclusion whether outdoor activities can improve the student writing skill or not.