

CHAPTER III

RESEARCH METHODOLOGY

This chapter consist of research methodology includes research method, research design, procedure of the research, setting and subject, data collecting techniques, instruments, and data analysis.

A. RESEARCH METHOD

This research was conducted with a qualitative method. Qualitative method is a research method used when researching natural objects where the researcher is a key instrument in retrieving data sources. The data analysis is inductive or qualitative because it emphasizes more meaning (Sugiyono, 2012). From the above opinion, it can be concluded that the Qualitative method examines natural objects that are objects that develop as they are and are not manipulated. The researcher must also have broad insights so that they can ask questions and analyze the situation understudy to be clear.

B. RESEARCH DESIGN

This research was used a descriptive qualitative as a design. The reason for using a descriptive qualitative design because this research raises facts that occur in the field. According to Bungin (2007) as cited in Pradita (2014) descriptive qualitative research is research that aims to describe various phenomena that become objects of research.

C. PROCEDURE OF THE RESEARCH

1. Preparation Procedure

In this stage, the researcher prepared a proposal and conducted a seminar proposal. After the proposal was approved, the researcher began designing the teaching scenario, preparing the learning model, learning material, and media to be used during the research. After all is ready, the researcher immediately takes care of a research permit.

2. Implementation Procedure

In this stage, the researcher began to conduct research. The researcher took a schedule of three meetings to conduct the research. The learning schedule has been adjusted to the three stages of the Treffinger Model.

3. Report Procedure

In the final stage, the researcher analyzed and processes the data obtained from the study. Then conclude the research conducted.

D. SETTING AND SUBJECT OF THE RESEARCH

The subjects in this research the Tenth Grade Students at one of Vocational High School in Cimahi. The researcher choose the majors AKL (*Akuntansi Keuangan Lembaga*) The majors divided into three classes, namely AKL 1, AKL2, and AKL 3. The researcher took AKL 1 class consisting of 34 female students and 2 male students as subjects in the study. The students had the following characteristics: (1) The students had difficulties in expressing their

opinions, (2) The students lacked of confidence, and (3) The students had some difficulties in writing English.

E. DATA COLLECTING TECHNIQUE

Instruments are any tools used to collect data. The instruments in this research are:

1. Document Analysis

Accoring to Arikunto (2010) as cited in Visia (2017) Document analysis is as method of collecting the data by talking the data from the existing data as document. The document was a learning scenario, syllabus, material, and students' post-test answers. The researcher also collected several other data such as school profiles, a list of tenth-grade students, student grades, and some photographs during the research. Before creating a learning scenario, the researcher must meet with the English teacher to request data such as syllabus and lesson plans. After obtaining the required documents, then the writer makes a learning scenario in accordance with the RPP.

2. Observation

Observation is the activity of observing an object carefully and planned to obtain information (Arikunto, 2006). Observations were done to observe the research subjects. Observation was needed to monitor the activeness of students during the teaching and learning activities carried out from the beginning of learning until the end of learning. The researcher was

required to observe responses, attitudes, responses, students' understanding, and even how the teacher provided learning material. At this stage the researcher conducted a general exploration as a whole, and described everything that is seen, heard, and felt. All data recorded for conclusion.

3. Questionnaires

Questionnaires are written questions used to obtain information from research subjects (Arikunto, 2006). Questionnaires were used to measure student responses regarding learning. Such as measuring were the material provided whether it is quite clear or fun. The questionnaire used in this research was a questionnaire adapted from previous research. Researchers were looking for several questionnaires that are in accordance with this research. After finding the appropriate questionnaire, the researcher gave this questionnaire to students to fill in.

4. Test

Test is a tool used to measure the ability, skills, knowledge, talents, and achievements of research subjects both individually and in groups (Arikunto, 2006). In this study, the researcher provided a post-test to students. This test was used by teachers to obtain information about knowledge, abilities, talents, and personality. The researcher used post-test to serves or measure students' knowledge of writing Narrative text. Before giving a posttest to students, the researcher must make a posttest that is in

accordance with the learning material, after all the material is delivered, then this posttest is given to students.

F. INSTRUMENTS

Research instruments are tools that the researcher uses in collecting data to make it easier to process (Arikunto, 2006). The instruments used in this research were as follows:

1. Scoring Rubric in Writing a Narrative Text

Based on the above data collection methods, it can be seen that the researcher needs an assessment rubric in the narrative text. This rubric is needed to know the level of students' ability to write narrative text. Following is the rubric of research used in the study which was adapted from Jacobs et al., (1981) as cited in Suwitaningrum, 2018.

Table 3.1
Scoring Rubric in Writing a Narrative Text

Score	Level	Criteria
Content	30-27	EXCELLENT TO VERY GOOD: knowledgeable, substantive, through development of thesis, relevant to assigned topic
	26-22	GOOD TO AVERAGE: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detailed
	21-17	FAIR TO POOR: Limited knowledge of subject, little substance, inadequate development of topic
	16-13	VERY POOR: does not show knowledge of subject, non-substantive, nor pertinent, or not enough to evaluate
Organization	20-18	EXCELLENT TO VERY GOOD: fluent expression, ideas clearly stated/support, succinct, well organization, logical sequencing, cohesive.
	17-14	GOOD TO AVERAGE: somewhat choppy, loosely organization but main ideas stand out, limited support, logical bur incompetence sequencing
	13-10	FAIR TO POOR: non-fluent, ideas confused or disconnected, lack logical sequencing and development
	9-7	VERY TO POOR: does not communicate, no organization, or not enough to evaluate

Vocabulary	20-18	EXCELLENT TO VERY GOOD: sophisticated range, effective word/idiom choice, and usage, word from mastery, appropriate register
	17-14	GOOD TO AVERAGE: adequate range, occasional errors of word/idiom from, choice, usage but meaning not obscured
	13-10	FAIR TO POOR: limited range, frequent errors of word/idiom from, choice, usage meaning confused or obscured
	9-7	VERY POOR: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
Language Use	25-22	EXCELLENT TO VERY GOOD: effective complex construction, few errors of agreement, tense, number, word order, function, articles, pronouns, preposition
	21-18	GOOD TO AVERAGE: effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order, function, articles, pronouns, preposition but meaning seldom obscured.
	17-11	FAIR TO POOR: major problems in simple/ complex construction, frequent errors of negation, agreement, tense, number, word order, function, articles, pronouns, preposition and/or fragments, run-ons, deletions, meaning confuse or obscured.
	10-5	VERY POOR: virtually no mastery of sentence construction rules, dominated by errors, does not, communicate, or not enough to evaluate.
Mechanics	5	EXCELLENT TO VERY GOOD: demonstrates mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	2	VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

2. Observation Sheet

The observation sheet in this research is in the form of a Checklist in the column that matches the observations. Previously this Observation Sheet has been validated beforehand by the validator. This observation sheet was adapted from Batubara, (2013).

Table 3.2
Observation Sheet

Day/Date:

Note : Give (√) in each column, where 4 (Very good), 3 (Good), 2 (Enough), and 1 (Bad).

No	Point of Observed	Score			
		1	2	3	4
1.	The students is active in joining the learning process				
2.	Students' respond to the explanation of teacher				
3.	The students ask question to the teacher if there is something unclear				
4.	Students enthusiast in teaching process				
5.	Students' bravery in giving their opinion				
6.	Students interaction in the class				
7.	Students activities in group				
8.	The students can follow the rule of gallery walk				

Table 3.3
Scoring Criteria for Observation Sheet

No	Description	Score	Criteria
1.	The students is active in joining the learning process	1	With the encouragement of the teacher
		2	When with friends
		3	Brave but not quite right
		4	Be brave and be right
2.	Students' respond to the explanation of teacher	1	Indifferent or self-talking
		2	Pay attention to the teacher's explanation after being reprovred
		3	Pay attention to the teacher's explanation but occasionally still talk with friends
		4	Pay attention to the teacher and not talk with friends
3.	The students ask question to the teacher id there is something unclear	1	Do not ask
		2	Ask after being encouraged by the teacher
		3	Asking with help from a friend
		4	Asking without help from a friend
4.	Students enthusiast of in teaching process	1	Not enthusiastic during learning
		2	Enthusiastic but if not related to learning
		3	Quite enthusiastic during learning
		4	Very enthusiastic during learning
5.	Students' bravery in giving their opinion	1	Don't dare to give an opinion
		2	Dare to express opinions with encouragement from the teacher
		3	Dare to express your own opinion but it is not clear
		4	Dare to express your own opinion clearly
6.		1	Not interacting

	Students interaction in the class	2	Less interacting and not in accordance with learning
		3	Quite often interact in accordance with learning but sometimes not in accordance with learning
		4	Frequently interacts according to learning
7.	Students activities in group	1	Do not want to cooperate in group discussions
		2	Want to work together but passively
		3	Willing to cooperate but managing others
		4	Want to cooperate and respect the opinions of friends
8.	The students can follow the rule of gallery walk	1	Not following the rules
		2	Follow the rules after being rebuked
		3	Follow the rules but sometimes break the rules
		4	Follow the rules

Scoring guide:

The final score uses a scale of 1 until 4

Final score calculation using the formula:

$$\frac{\text{Score}}{\text{Highest Scores}} \times 4 = \text{Final Score}$$

Observation obtained results:

Excellent : If you get a Score of 3.20 - 4.00 (80-100)

Good : If you get a Score of 2.80 - 3.19 (70-79)

Fair : If you get a Score of 2.40 - 2.79 (60-69)

Poor : If you get a score of 2.40 (Less than 60)

3. Questionnaires Sheet

The questionnaire sheet used in this research is in the form of Yes or No question. Before the questionnaire sheet is used, it has been validated by a validator. This questionnaire sheet was adapted from Muhlisin, (2018).

Table 3.4**Teacher Questionnaire sheet**

Please put the Checklist mark (✓) in the answer column that is considered appropriate with your answer

No	Item	Category	
		Yes	No
1.	Did the learning writing narrative text that has been implemented make the students have a high willingness to follow the lesson?		
2.	Is the learning writing narrative text that has been implemented can eliminate the wrong concepts in students?		
3.	As the learning writing narrative text that has been implemented gives meaning and makes students easier to understand the material?		
4.	Does learning writing narrative text make the students easy to understand the material being taught?		
5.	Is the learning writing narrative text interesting, fun, and not boring?		
6.	Do you feel that the time students spend on understanding learning concepts is shorter or shorter?		
7.	Are the students motivated to get good achievement in writing lesson?		
8.	Does the learning writing narrative text can improve students' critical thinking?		
9.	Do you feel that students are valued in expressing opinions during learning?		
10.	Do you feel that students are braver in expressing opinions during the learning process?		

Table 3.5**Students Questionnaire sheet**

Please put the Checklist mark (✓) in the answer column that is considered appropriate with your answer

No	Item	Category	
		Yes	No
1.	Did the learning writing narrative text that has been implemented made you have a high willingness to follow the lesson?		
2.	Is the learning writing narrative text that has been implemented can eliminate the concept of mistakes in yourself?		
3.	As the learning writing narrative text that has been implemented gives meaning and makes it easier to understand the material?		
4.	Does learning writing narrative text make you easy to understand the material being taught?		
5.	Is the learning writing narrative text interesting, fun, and not boring?		
6.	Do you feel the time spent in understanding the concept is getting shorter?		
7.	Are you motivated to get good achievement in writing lesson?		
8.	Does the learning writing narrative text can improve your individual critical thinking?		
9.	Do you feel more valued in expressing opinions when learning?		
10.	Do you feel braver in delivering your opinion in learning process?		

G. ANALYSIS OF THE RESEARCH

Data analysis is an effort of the researcher to find meaning or results of research. Data analysis is the process of finding and compiling data obtained from interviews, field notes, and documentation, by choosing which ones are important and which will be studied and made conclusions so that they can be informed and understood by themselves or others (Sugiyono, 2012).

According to Sugiyono (2012), data analysis can be done in the following three stages:

1. Data Reduction

Data obtained from the field are usually complex, meaningless and even incomprehensible. At this stage the researcher summarizes, selects main data, and focused on important things such as making categorization based on certain things. That way the data that has been reduced will provide a clear description and make it easier for the researcher to collect further data and search for it if needed.

2. Data Display

At this stage, data presentation is carried out in the form of a brief description, chart, or flowchart. By presenting the data, the data is organized, arranged so that it is easy to understand. Most researcher present data with narrative text. After displaying the data, it will be easier for the researcher to understand the data and plan further work based on what has been understood.

3. Data Verification

The third step in qualitative data analysis is drawing conclusions and verification. At this stage the researcher concluded the research results supported by valid and consistent evidence which are expected to be new findings to answer the research question. Findings can be in the form descriptions of objects that were previously still dark so that after being examined they become clear.