

Chapter Three

Methodology

This chapter discusses the methodology of this research. It consists of six sub-topics : research design, research participants and setting, research instruments, research procedures, data collection methods, and data analyses.

Research Design

The design of this research was action research. Action research is a type of research aiming to make progress on a certain educational setting based on contemplation of its previous teaching learning process (Mills in Creswell, 2011). It includes investigating an unsatisfying condition during the teaching learning process and develop a new solution which can make the condition better (Burns, 2010). I chose action research because the objective of this research was in line with the nature of this research design which was seeking a way to solve writing problems faced by students in a Private Senior High School in Yogyakarta.

There are four steps in one cycle of an action research based on Kemmis and Mc Taggart cyclical action research model (as cited in Burns, 2010). The steps are planning, action, observation, reflection. Those steps may recur in order to reach better result but the planning may be revised as the cycle continues.

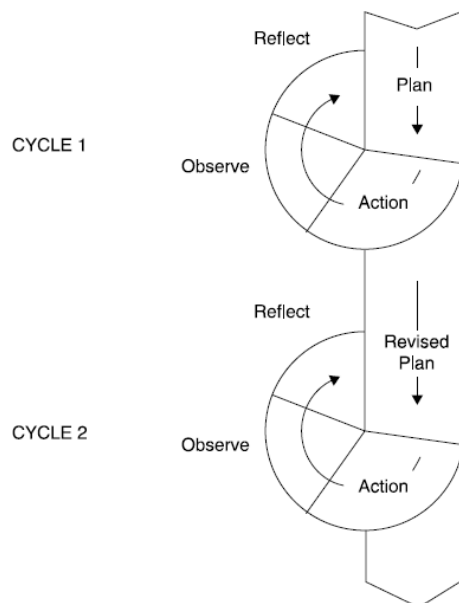


Figure.3. Cyclical AR Model based on Kemmis and McTaggart (as cited in Burns, 2010).

The cycle was repeated two times as researcher designed two cycles in this research. The aim of this action research was solving two students' writing problems at a Private Senior High School in Yogyakarta which were sentences formation and paragraphs development. I focused to solve one problem during one cycle. Each cycle consisted of three meetings, but then there was one additional meeting too, so the total meetings of the writing classes were seven meetings.

Research Participant and Setting

This research was arranged in a Private Senior High School in Yogyakarta. I chose this school due to some reasons. Firstly, I had conducted a preliminary research in this school and found some problems faced by both students and

teachers. As I examined the problems carefully, I thought this school was a potential place for conducting an action research because there were some problems related to writing skills that should be solved. Secondly, I had a good access to the school's committee because Muhammadiyah University of Yogyakarta, especially English Language Education Department had built a strong cooperation with this school. The school was one of high schools where English Language Education Department conducted a teaching internship for their students and I had my teaching internship in this school as well.

Students in 11th grade of science major became the participants of this research. There were some reasons why these students were the most suitable participants for this research. Firstly, during this research, students had to write a lot and based on the syllabus, these students had learnt basic of writing skills, such as vocabularies, tenses, making sentences and even paragraphs in the previous grade. Secondly, these students had less burden of learning compared to the 12th grade students who had an obligation to pass the national examination, so they were expected to have more free time and freedom to study better than other grades.

Research Procedures

Preliminary Research. Initially, I conducted a preliminary examination about the teaching learning process in a Private Senior High School in Yogyakarta. I had some interviews with English teachers and students due to the need of identifying the problems that occur in teaching and learning writing skills. Based on the result of the interviews, I listed all problems mentioned by both

teachers and students. Only some problems were selected to be the main issues of this research out of all problems which had been identified before. By considering the urgency and importance of the issues, I asked the English teacher's suggestion about the selection for the problems.

Planning. In this stage, I arranged a plan to solve the selected problems found in the school. A translated Indonesian novel was chosen as a teaching and learning media for solving the writing problems. The title of the novel was Cemara's Family and it was written by Arswendo Atmowiloto.

This research consisted of two cycles and the first cycle focused on solving the basic problem which was sentence formation. Students learnt how to write sentences using past tense in positive, negative, interrogative forms because later on they had to write a personal narrative text. In the second cycle, students learnt how to develop their ideas into paragraphs. Students experienced the whole writing process started by planning and followed by drafting, editing, revising their own writings. In the end, each student produced one personal narrative text. As a guideline in teaching the students, I created lesson plans for each meeting as well. The lesson plans were arranged by considering the goals of this research and also based on the syllabus used by the English teacher in the school.

Action and Observation. I taught for seven meetings and followed the plans written in the lesson plans. The meetings were recorded by a video recorder in order to collect observation data. During this research, the students' writings were examined carefully to obtain data about their writing progress as well. There were three types of writing tasks that had designed for the students, namely

controlled writing, display writing and academic writing. Out of the meetings, I investigated their opinions and thoughts about the use of translated version of Indonesian literature in writing class through interviews.

Reflecting. I reviewed and analyzed the data from observation, documents, and interviews in order to make a reflection about the teaching learning process. Through reflection, I was able to see whether the plan worked well or not and it was also used for revising the next plan, if necessary.

The following table provides an overall scheme about the procedure of this action research.

Preliminary Research	Identifying problems	Doing interview with teachers and students
	Listing all problems dealing with writing skills and narrowing it down	Listing all problems mentioned by teacher and students, grouping them into specific categories
	Choosing particular problems to be solved	Choosing some problems based on their urgency and importance by asking the teacher's suggestion
Cycle 1 (Meeting 1, 2, 3)	Planning	Preparing lesson plans based on the research's goal, curriculum and syllabus used in the school
	Action and observation	Implementing the lesson plans in the classroom while collecting

		data by recording the meetings, collecting documents and doing interviews (out of the formal meeting)
	Reflecting	Making reflection by reviewing the previous step and completing the observation sheets
Cycle 2 (Meeting 4, 5, 6)	Revising plans	Revising lesson plans based on the reflection from cycle 1
	Action and observation	Implementing the lesson plans in the classroom while collecting data by recording the meetings, collecting documents and doing interviews (out of the formal meeting)
	Reflecting	Making reflection by reviewing the previous step and completing the observation sheets

Table. 1. Action research procedure

Data Collection Method

I collected the data for this research through observation, documents and interviews.

Observation. I recorded the teaching learning process during the meetings and use the recordings to do self observation. The result of observation were reviewed, analyzed, and compared with other data later on.

Interviews. I used semi-structured interviews to investigate students responses about the integration of translated version of Indonesian literature in their writing activities. “In a qualitative study of thirty highly able girls of similar socio-economic background following an A-level Biology course, a sample of five or six may suffice the researcher who is prepared to obtain additional corroborative data by way of validation” (Cohen, Manion, & Morrison, 2011, p.95). Five students were interviewed by considering some points, their attendance at the class, their diligence in reading the novel and submitting the writing tasks, also their active participation during the classes. They were chosen using purposive sampling which was one of non-probability sampling commonly used in small scale research such as action research (Cohen, Manion, & Morrison, 2011).

Research Instrument

Video recorder. I used a video recorder to record each meetings of the writing class. I used the recording to do self observation and help me describing the events which happen during the teaching learning process.

Voice recorder. I had to gather information from the interviewees during the interviews. To record what they say and to avoid data loss, I used my smartphone as the voice recorder.

Interview protocol. The interview covered seven issues. They were students' feelings and thoughts about the integration of translated Indonesian novel in their English classes, the benefits and difficulties they got from the writing classes, activities that they liked and disliked the most, their opinions about the novel itself and how its integration in the classes helped them learning writing skills. To avoid misunderstanding, every question in the interviews were delivered in Bahasa Indonesia.

Translated Indonesian novel. An Indonesian novel which had been translated into English was used as writing material during this action research. The title was Cemara's Family and it was written by Arswendo Atmowiloto. I only used the first three chapters of this novel due to the limited time given to do the research and to avoid giving burdensome tasks to students. The novel was chosen due to some reasons. First, the length of the novel was suitable for a short term research since the time for conducting this research was limited. Unlike the regular novel, this novel was composed by several serial stories and even using only one serial story would not cut off the flow of the story. Second, the theme of the story was universal, about family and the overall plot line was not complicated. Hopefully, it was easier for students to comprehend the story. Third, presumably students had sufficient background knowledge about the content and context of the stories in this novel since it was written by Indonesian writer, telling about Indonesian people, and also taking place in Indonesia. Fourth, the story had its audiovisual version and it fitted perfectly with the need to provide a novel along with its movie adaptation. Actually, the TV serials version of this

novel had been aired during 1990s or 2000s and by using the TV serials version, it was possible for doing the activity of novel and its movie adaptation comparison, as planned in the lesson plan.

Observation sheets. I wrote the important events happened in observation sheets during two cycles of this action research such as the opening activity, main activity which varied from pre-reading or pre-writing activity, while-reading or while-writing activity, to post-reading or post-writing activity and closing activity. By doing this, I was able to reflect on my own teaching practice and easily made revision of the plans in each cycles, if necessary.

Documents. Written works of students were collected to see whether the plan worked out well or not. It was also a way to gain specific information about students' writing progress.

Lesson plans. The initial stage of action research was planning. Therefore, I designed six lesson plans in total which consisted of the objective, steps, and material of the teaching. However, I decided to have one additional meeting and there were some changes in the plans which I made. They were providing more explanation about past tense and personal narrative story, giving more time for the task of making plot diagram for student's personal narrative story, deleting two tasks: making summary of a chapter in the novel and bringing picture or song lyrics which represented student's stories, and skipping the activity to watch video about peer editing.

Data Analysis

There are five steps in analysing data for the action research according to Burns in Burns (2010). First is assembling data. I gathered all the data collected from observation (observation sheets), interviews, and documents. After that, I saw the data in general and try to find information which likely contain the answer for the research questions as much as possible. Second is coding data. The data in general are examined carefully to find the main themes. I listed all the main themes and include data with similar themes into categories. In each category, the data are examined again to make more spesific sub-categories. Third is comparing data. I made comparison of data from observation, interviews, and documents. The aim is to see any similarities or differences among the data. Fourth is building meanings and interpretations. In this step, I had to go beyond the description of the coding. There should be an interpretation about the result. Then, the result are also correlated with the questions of the research and it should be explained well. Last is reporting outcomes. In this step, I showed the report of the research and made sure that the findings were proven by the examples from the data.