

### **Chapter Three**

#### **Research Methodology**

This chapter describes the methodology that was used in this research.

This chapter encompasses six parts such as; research design, setting of the study, subject of the study, data collection method, instruments, and data analysis.

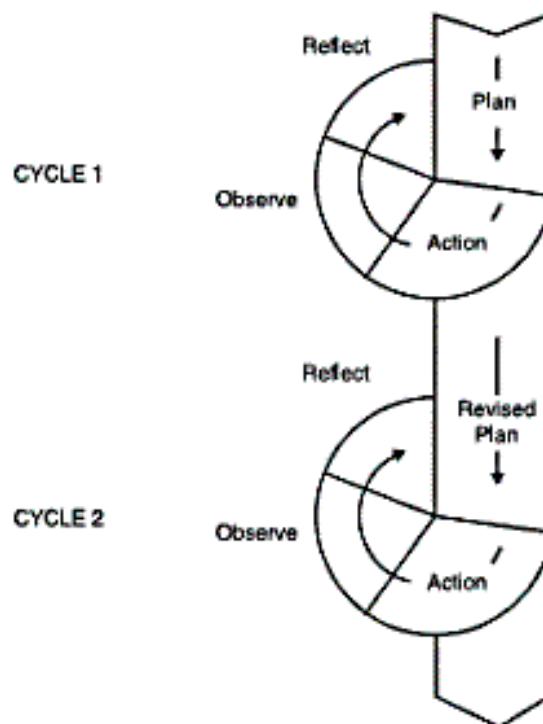
#### **Design of the Study**

The nature of action research can be quantitative and qualitative research. It depends on how the researcher collects the data. This research focused to use qualitative design only. To find out the implementation of picture-cued tasks in writing class, I used action research. According to Farrel (2007), action research is a research method that is used to develop one's own practice in teaching through systematic processes that covers entering a cycle of planning, acting, observing, and reflecting. Besides, Burns (2010) defined action research as a research that is related to the self-reflective on the teachers' own practice using systematic approach. Thus, action research is a research that is related to reflecting one's own teaching practice and focus on solving a problem in one place.

I used action research because of two reasons. First, the focus of this research is solving the students' problem in writing. It is because the nature of action research is to find a problem and solve it. Thus, it is suitable with my research. The second, this research can be a reflection for me to develop the practice in teaching. In this research, I used the model of action research from Kemmis and Mc Taggart (1988) in Burns (2010). According to the model, action

research consists of four steps; planning, acting, observing, and reflecting. The cycle was continuing until I got the satisfactory outcome. The model can be illustrated as follow:

**Figure 3.1 Action research model by Kemmis and McTaggart (1998)**



The figure above represents the procedure of the research. The cycle started from the preliminary observation that I have done. From the observation, I found several problems that were faced by the students in SMA Muhammadiyah 4 Yogyakarta in their writing, such as lack of practice, lack of vocabulary, difficulty in generating an idea, problem in lexical aspect, and problem in teaching-learning process. Then, from those problems, I proposed a solution by using picture-cued tasks to overcome the problems and then I followed each step to know the implementation of picture-cued tasks. This research consisted of three cycles. Each cycle consisted of four steps; plan, action, observation, and reflection.

### **Setting of the Study**

This study took place at SMA Muhammadiyah 4 Yogyakarta which is located at Jl. Mondorakan 51, Kota Gede, Yogyakarta. I chose that place because I have conducted an observation at that place and I have a better access with the English teacher. The school has 20 classes that consist of grade 10, 11, 12. In grade 10, it has 8 classes. In grade 11, there are 3 classes of IPA major and 3 classes of IPS major. It is also the same in grade 12 which consists of 3 classes of IPA major and 3 classes of IPS major. This research focused on the 11<sup>th</sup> grade students. I chose 11<sup>th</sup> grade students because the observation that I have done previously was in 11<sup>th</sup> grade. Hence, it was suitable for doing the research in that grade.

### **Subject of the Study**

This study was conducted to the 11<sup>th</sup> grades students. I took 11 IPS 3 to be the research's participants because it was based on the teacher's recommendation. The class the same as the class that I have observed. The numbers of students were 29 students. All of the students had the same background which were using English as a foreign language. Therefore, the participants of this research were students of 11 IPS 3 at SMA Muhammadiyah 4 Yogyakarta.

### **Procedure of the Study**

In doing this research, I followed some steps such as; planning, acting, observing, and reflecting. Those steps were done in three cycles. The first cycle focused on pre-writing. The second and third cycle focused on writing and

revising. Before I did the research, I had done preliminary observation in the research place. The description of each steps are explained as follow.

**Preliminary Observation.** This step was done before starting the first cycle. I had done an observation twice in the research place. The observation is aimed at finding out the students' problem in writing. The first observation was done during the internship program in 2015 in grade 11 IPS 2 to know the general problem faced by the students' in their writing. The result showed that the three biggest problems in students' writing were hard to express an idea, lack of grammar knowledge, and teaching-learning problem. Problem in teaching-learning here meant that the teaching method that the teacher used was not appropriate enough. It was because some of the teacher did not give the students opportunities to practice their skill. Basically, the problems encountered during the first and second observation were almost the same.

In the second observation, I did it in grade 11 IPS 3 which was the class that I did a research. I found that the students' problems in writing were related to lacking of grammar knowledge, lacking of vocabulary mastery, and hard to generate an idea. Because of the second observation was in the class that I did the research, so the students' problems in writing that I want to solve in this research were related to problems in using correct grammar, problems in vocabulary mastery, and problems in generating idea. Therefore, I determined to use picture-cued tasks to solve the students' problem in writing narrative text. I chose picture-cued tasks because picture could make the students enthusiastic in the teaching-

learning activities because picture provide real-life situation. In addition, picture could also emerge the students' ideas easily.

**Planning.** In this step, I started to plan what was the best solution of the problem. To design a plan, I saw from the preliminary observation so that I could determine the best way to overcome the problem. The plans must be appropriate to the subject and related to the theories. In this stage, I also prepared for the lesson plan.

**Acting.** After planning the solution, I started to implement the solution that had been formulated. To make it easier, I implemented the solution by seeing the lesson plan that had been made. The action was conducted in four meetings.

**Observing.** In this stage, I monitored every single thing that occurred in the classroom activity. The monitoring was done during the activity and after the activity. I got the data by using observation and interview. The observation covered all activities that happened in the classroom. I recorded all the activity using field note and video recorder. Besides, the interview covered the students' responses after being taught using picture-cued tasks.

**Reflecting.** This was the last stage in the action research cycle. Here I analyzed everything about the implementation of the idea. I analyzed from the planning, process, until the result. I must be careful in this stage because it affected the revised plan for the next cycle.

Those steps were repeated in the next cycle. The next cycle was started from revising a plan by seeing from the previous action. Then, it followed by the same steps. The action plan of my research was described in the table below.

**Table 3.1 Action research plan**

<b>Preliminary observation</b>			
	<b>Cycle 1</b>	<b>Cycle 2</b>	<b>Cycle 3</b>
<b>Plan</b>	<ul style="list-style-type: none"> <li>- Determining the best solution for the problem faced.</li> <li>- Making a lesson plan</li> </ul>	Revised plan based on the reflection in the previous cycle	Revised plan based on the reflection in the previous cycle
<b>Action</b>	Implementing the solution based on the lesson plan.	Implementing the solution based on the revised lesson plan.	Implementing the solution based on the revised lesson plan.
<b>Observation</b>	Do an observation during and after the action.	Do an observation during and after the action.	Do an observation during and after the action.
<b>Reflection</b>	Reflecting the action by seeing the observation notes and video that has been recorded.	Reflecting the action by seeing the observation notes and video that has been recorded.	Reflecting the action by seeing the observation notes and video that has been recorded.

### **Data Collection Method**

This research aims to examine the use of picture-cued tasks in writing class. To collect the data, I used in-action observation and interview. In-action observation was used for seeing the process of acting in the classroom. It was important for reflecting what should be improved in the next cycle. On the other hand, to know the students' feeling toward the use of picture-cued tasks in writing class, I used interview to collect the data. I interviewed three students about their responses on the use of picture-cued tasks in writing class.

**In-Action Observation.** This observation is aimed at recording every process when picture-cued tasks were implemented in the classroom. Observation included two parts such as classroom events and classroom interaction. Classroom events mean an activity that occurred in the classroom while classroom interaction is related to the students' behavior. This observation combined with field notes and video recorder. I took a video for all the activities that happened in the classroom and observed the teaching and learning process using field notes.

**Interview.** The interview was done to get the information from the students. I asked the students about their responses on the use of picture-cued tasks in writing class. The interview covered the students' opinion about the using of picture-cued tasks including their feeling when picture-cued tasks were implemented and the obstacles during the teaching-learning process. There were three students that were interviewed. To get those three students, I called them randomly from the attendance list. Those three students consisted of one male and two females. They were George, Selena, and Olivia.

## **Instruments of the Study**

To collect the data, I need an instrument. In this research, there were several instruments that were used to gather the data. The instruments here can be a tool or material. The instruments that were used in this research are described as a follow.

**Video recorder.** This tool was used for recording all the processes in the classroom. This could be a material for evaluating the teaching process. I used one video recorder. All the activities that happen in the classroom were recorded by video recorder.

**Voice recorder.** This tool was used for recording the interview. The recording's result helped me to analyze the data by transcribing the interview result. I used my cellphone to record the interview process.

**Lesson Plan.** Lesson plan was used to make the action easily. All the planning that were done during the action was written in the lesson plan. I followed every step in the lesson plan during the action going on.

**Picture-cued Tasks.** Picture-cued tasks were used as a medium in the teaching-learning process in order to solve the students' problem in writing. I used the picture-cued story sequence of Malin Kundang. I chose the story of Malin Kundang because it was familiar with the students. Therefore, the students were more easily to construct the idea. It was also based on the teacher's recommendation. I used the same picture in four meetings. It was because I followed the writing process which was including pre-writing, writing, and revising. Thus, it was easier when I used the same picture.



**Field notes.** Field notes were used to see the implementation of picture-cued tasks in the classroom activity. I used the notes model from Hollingsworth in Nugent, Malik, and Hollingsworth (2012). The note is namely two-column notes. The example of two-column notes according to Hollingsworth is presented below.

**Table 3.2 Two-column notes according to Hollingsworth in Nugent, Malik, and Hollingsworth (2012)**

Time	What I saw: Observation	What I thought: Analysis
10.30 – 10.45	Students are really engaged in the lesson.	The strategies to use picture seems to work well.
10.45 – 11.15	One group of students is making noise. They could not complete their work.	There are students in this group who easily unfocused. I will make a change in this group to include two students who usually stay on tasks.

**Interview protocol.** The interview protocol here was used for finding out the students' responses toward the use of picture-cued tasks. The Interview protocol consisted of some questions that was related to the students' feeling on the use of picture-cued tasks in writing class. I designed the interview protocol in Indonesian language. It was because the students were more easily to express their opinion.

## **Data Analysis**

To analyze the data, I used two ways. First, to know the application of picture-cued tasks, I used field notes to analyze the data. I wrote all the things that happened in the classroom especially the problems that occurred during the action. After the class was over, I tried to observe what things should be improved by seeing and analyzing the field notes.

Second, to analyze the result of the interview, I used coding. The interview was aimed at knowing the students' responses toward the using of picture-cued tasks in writing class. To analyze the result of the interview, there were three steps; transcribing the data, coding the data, and categorizing the data. In transcribing the data, all the words and sentences that the interviewee's said were completely transcribe. Then, I coded the data. Coding was done to make the data more specific. Afterwards, I categorized the data. Categorizing the data was aimed at highlighting the data by taking the important information that was answering the research question.