

CHAPTER III RESEARCH METHOD

A. Location and Duration of the Research

The research conducted in first grade students of SMKN 1 Pinrang. This research needed time for two months, because this action research would use some cycles that need an affective learning process in the classroom.

B. Subject of the Research

The Subject of this research was the first grade students of SMKN 1 Pinrang academic year 2019/2020. There were three class Multimedia in first grade students of SMKN 1 Pinrang namely X Multimedia 1, 2, and class 3. The subject of this research was taken by using purposive sampling.

The researcher conducted in class X Multimedia 3 of SMKN 1 Pinrang which consist of 22 students, 15 males and 7 females as the subject of this research, because between class X Multimedia 1, 2 and 3, students' interest in learning English at class X Multimedia 3 was the lowest.

C. Technique of Collection Data

Technique of collecting data in this research was both qualitative data and quantitative data. The researcher used qualitative data consist of questionnaire, interview protocol, and observation checklist. While quantitative data consist of students' final writing as a pre-test and post-test. Completely explanation as follows:

1. Questionnaire

Questionnaire is list of questions which must be answered by respondent to get information related to the research.³⁷ This is used to know students' responses or

³⁷Muhammad Yaumi & Muljono Damopolli, *Action Research (Teori, Model, dan Aplikasi)*, (Jakarta: Kencana, Prenadamedia Group, 2014), p. 126.

feedback toward the using cooperative blended learning strategy in increasing students' interest in learning English.

In this research, the researcher used questionnaire to know the students' response toward the teaching learning activity during Classroom Action Research. The researcher provided a questionnaire that consist of 20 items in the form of Liker's scale.

2. Interview

Interview is face to face interaction between two or more people by asking and answering question verbally to acquire information. As Cholid and Abu Achmadi stated that, "Interview is asking and answering process in a research which takes verbally by two or more people, facing one another and listening to information directly".³⁸

This technique was used to know students' responses or feedback the using cooperative blended learning strategy in increasing students' interest in learning English during teaching and learning process.

3. Observation

Observation is the collecting of data through the use of human senses. In some natural conditions, observation is the act of watching the social phenomena in the real world and recording events.³⁹

In this research used observation checklists for checking some aspects to observing the interest and activity of students. This sheets was contain about classroom activities.

³⁸Cholid Narbuko & Muljono Damopolii, *Action Research (Teori, Model, dan Aplikasi)*, (Jakarta: Kencana, Prenadamedia Group, 2014), p. 83.

³⁹Haris Herdiansyah, *Wawancara, Observasi, dan Focus Group: Sebagai Instrumen Penggalian Data Kualitatif*, (Jakarta: Rajawali Press, 2013), p. 129.

4. Test

a. Pre-test

Before giving the action on the first meeting, the researcher gave pre-test to the increase students' interest learning English, the pre-test used to time about 90 minutes. The researcher gave pre-test to the students. The pre-test was descriptive test, write the following words based on the picture to be good paragraph of descriptive text by using their sentence.

b. Post-test

The post-test was giving after the students getting action to know the interest learning English for the students, after applying "cooperative blended learning strategy". The test would be given in the post-test would be same with the test in pre-test namely descriptive text but another picture.

D. Instrument of the Research

1. Questionnaire

Questionnaire was used to know the students' interest in learning English through cooperative blended learning strategy. The questionnaire used in contents with worksheets. The researcher used two kind of statement, namely positive and negative statement. Questionnaire which is used was closed questionnaire.

2. Interview Protocol

This instrument was consist of some questions for students to acquire information about their responses or feedback toward the using cooperative blended learning strategy in increasing students' interest in learning English during teaching and learning process.

3. Observation Checklist

The research, an observation checklist was using to monitor classroom activity in every meeting to obtain data about students' interest in learning English during teaching and learning process related to the research purpose. If the situation happened which researcher would, it would be checklist.

4. Test

Test aims to gain data of to increase students' interest in learning English through cooperative learning strategy before and after acting. The test was used descriptive text.

E. Design Procedure of Collecting Data

1. Design Research

This type of research was Classroom Action Research which involves planning, action, observation and reflection.⁴⁰

2. Procedure of the Research

The Classroom Action Research (CAR) procedure used in this research was Kurf Lewin's design. It consist of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting. Moreover, in this research would conduct this classroom action research into two cycles. As stated by Arikunto that "Classroom action research should be implemented at least two cycles continuously".⁴¹ This means that a classroom action research should be conducted at least in two cycles. If the result were less satisfactory, researchers can perform the cycle once again in order to achieve the criteria that have been determined.

⁴⁰Sukardi, *Metodolgi Penelitian Pendidikan*, (Jakarta: PT. Bumi Aksara, 2007), p.213-214.

⁴¹Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2009), p.23.

In order to be clear, the researcher would like to present a model of Action Research stated by Kurf Lewin's in a figure below:

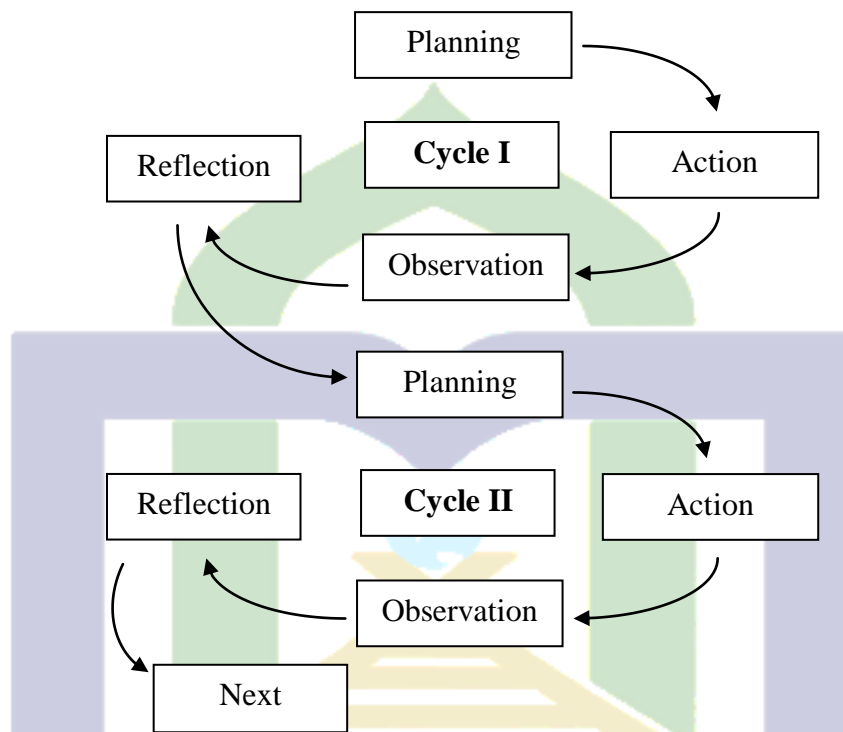


Figure 3.1

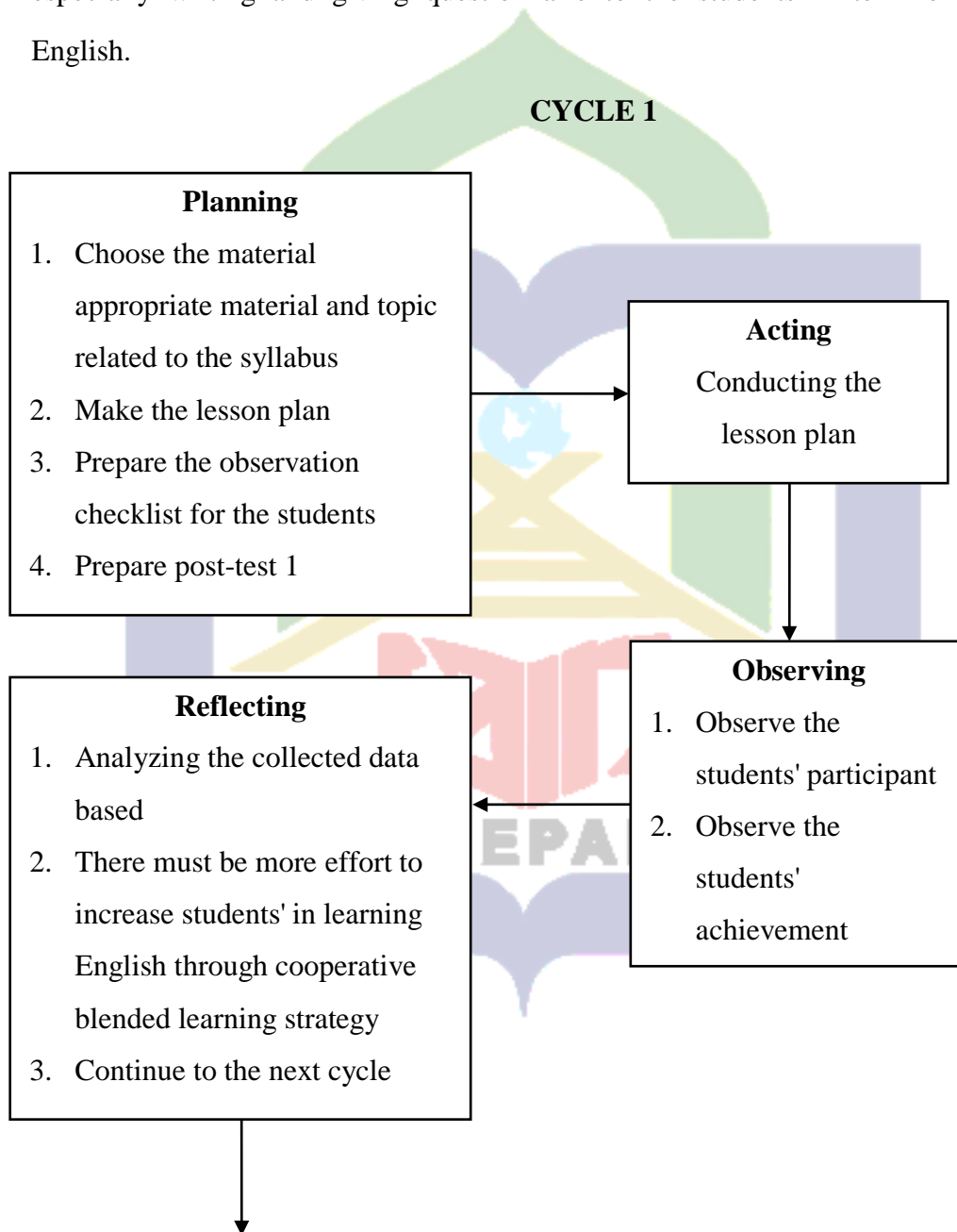
Kurf Lewin's Action Research Design⁴²

The Classroom Action Research using Kurf Lewin's design consist of four phases; planning, acting, observing, and reflecting within one cycle.⁴³ If the first cycle finished but still found any problem, it was necessary to continue to the second cycle with the same concept of the first cycle. Those planning, acting, observing, and reflecting. In addition, before entering the cycle of classroom action research, the

⁴²Wijaya Kusumah dan Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: PT. Indeks, 2009), p.44.

⁴³Wijaya Kusumah dan Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: PT. Indeks, 2009), p.44.

research conducts the pre-test. The researcher observed the class; it was conducted on the students in second year of X Multimedia 3 Class. Beside, the researcher conducted interview to students and activities employed in teaching learning English especially writing and giving questionnaire to the students in term of learning English.



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Continuation.

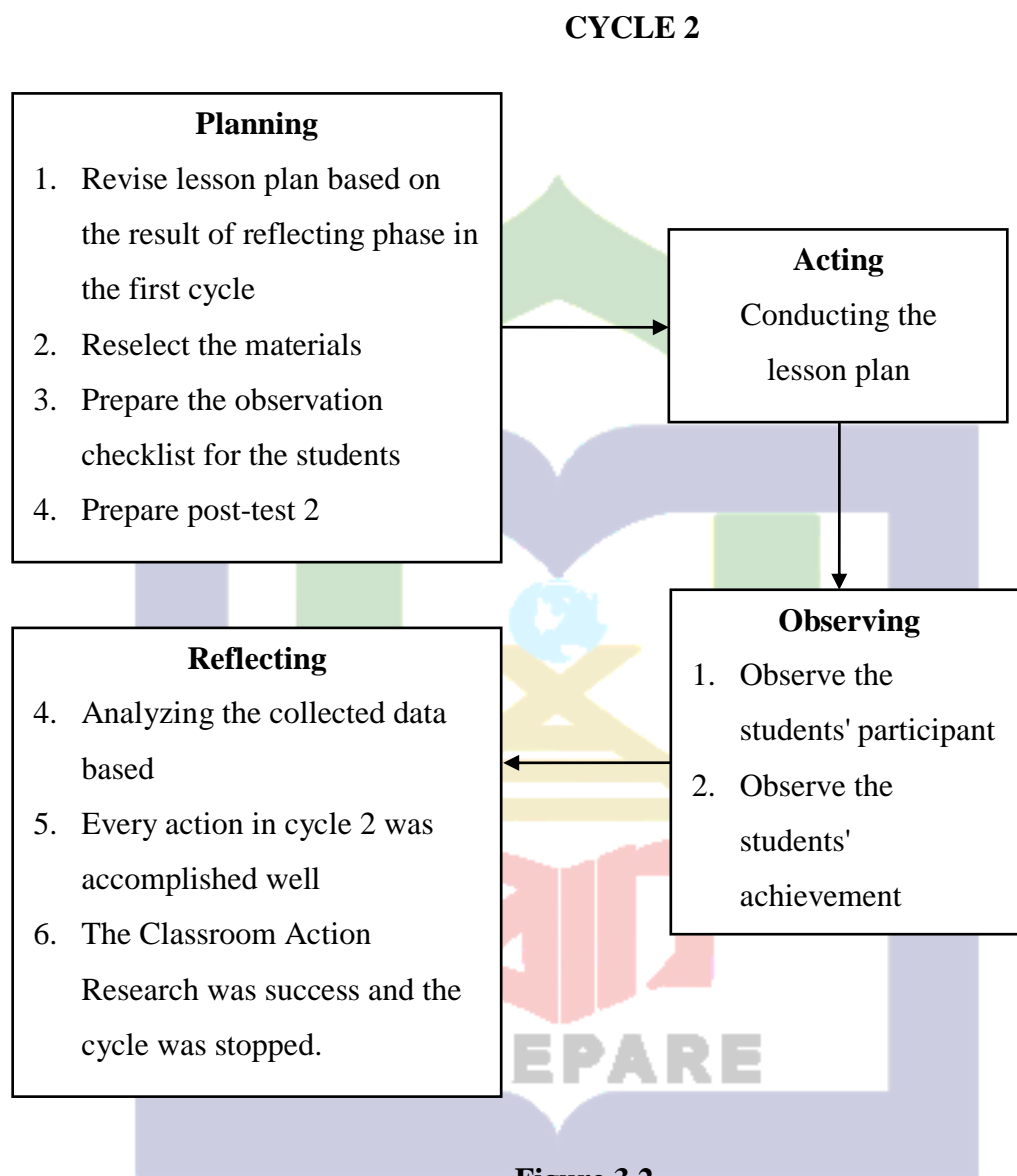


Figure 3.2

Researchers' Design

The Classroom Action Research Procedure Adapted from Kurf Lewin's (2020)

After the pre-test was conducted, the researcher begins the research covering some phases: planning, acting, observing, and reflecting.

1) Planning Phase

Planning usually starts with something like a general idea. For one reason or another it seems desirable to reach certain objective.⁴⁴ This phase was the first step of research procedure. This was the most important step in conducting Action Research as by knowing the problems, the researcher could find a good solution to solve the problem arose.

Furthermore, in this phase the planning was divided into two types. Those are general planning and specific planning. The general planning was aimed at organizing whole aspects referred to Classroom Action Research. On the other side, the specific planning would be formed into lesson planning based on the current used syllabus.⁴⁵ The lesson plan has been prepared to be implemented in X Multimedia 3 Class of SMKN 1 Pinrang.

2) Acting Phase

In this phase, the researcher carries out acting phase based on lesson plan prepared in planning phase. The implementation of the action involved two meetings in each cycle. The table time of the implementation of the action can be seen in the following table:

⁴⁴Martyn Hammersley, *Educational Research: Current Issues*, (London: Paul Chapman Publishing Ltd, 1993), p.178.

⁴⁵Wijaya Kusumah dan Dedi Dwitagama, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: PT. Indeks, 2009), p.39.

Table 3.1 The schedule of the Classroom Action Research

	Meetings	Date
Pre-test		May, 15 th 2020
Cycle 1	1	May, 22 th 2020
	2	May, 29 th 2020
Post-test 1		June, 5 th 2020
Cycle 2	1	June, 12 th 2020
	2	June, 19 th 2020
Post-test 2		June, 26 th 2020

3) Observing Phase

In this phase, the research observed all the activities that happen in group class. The aspect in observation were sources of data, the instrument used in collecting the data, and the technique for data collection. So, this phase discusses about the process of recording and gathering all relevant data occurred during the implementation of the action. The researcher uses observation checklist as a guideline while observing.

4) Reflecting Phase

After collecting the data, the researcher analyses the data of teaching learning process. Then, the researcher reflects herself by seeing the result of the observation, whether the teaching learning process of learning English especially writing using cooperative blended learning strategy was good to imply in teaching and learning process at X Multimedia 3 of SMKN 1 Pinrang or not. If the first plan in unsuccessful, proven by students' achievement, the researcher would made the next plan (re-planning) to solve students' problems and to get better score in order to achieve at least 75% students who passed The Minimum Mastery Criterion- *Kriteia Ketuntasan Minimal* (KKM) 75 (Seventy Five).

F. Technique of Data Analysis

Technique of collecting data in this research using qualitative data and quantitative data. The qualitative data consist of observation. Meanwhile, the quantitative data uses questionnaire, pre-test and post-test.⁴⁶

1. Questionnaire

The results of the questionnaire were processed using descriptive statistics. Results of processed descriptive statistical data were then compared with the following criteria:

Table 3.2 Classification score questionnaire interest in learning English

Score	Interest Level
1.0 – 1.9	Low
2.0 – 2.9	Fair
3.0 – 4.0	High

Source: Wahyu Hidayat (2020)⁴⁷

2. Observation

From the results of observers' assessments for student learning activities were analyzed using the formula:

$$Pi = \frac{\sum Ai}{\sum n} \times 100\%$$

Pi = Percentage of student activities that carry out certain activities every meeting.

$\sum Ai$ = Number of students that carry out certain activities every meeting.

⁴⁶Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: Bumi Aksara, 2009), p. 179-132.

⁴⁷Wawancara dengan Wahyu Hidayat, tanggal 16 juli 2020 di KKI.

Σn = Number of all students present at the meeting.⁴⁸

Interpretation of learning activities was carried out as stated by Arikunto as follows:

Table 3.3 Percentage of Learning Activities

Percentage of Learning Activities	Category
$0\% \leq \text{nilai} \leq 20\%$	Very Poor
$20\% \leq \text{nilai} \leq 40\%$	Poor
$40\% \leq \text{nilai} \leq 60\%$	Fair
$60\% \leq \text{nilai} \leq 80\%$	Good
$80\% \leq \text{nilai} \leq 100\%$	Very Good

3. Test

According to Weigle there are five components presented in the analytical scoring rubric for writing, are: content, organization, vocabulary, language use, and mechanics.⁴⁹ The researcher used analytical scoring rubric to analyze the data related to the students' paragraph writing test of learning English especially writing ability. The analytical scoring rubric using as follow:

⁴⁸Hariswan Latif. *Peningkatan Hasil Belajar Matematika Melalui Model Pembelajaran Pleming iswa X.4 SMA Negeri 1 Parepare*, (Skripsi: FKIP UMPAR).

⁴⁹Sara Cushing Weigle, *Assessing Writing*. (Cambridge: Cambridge University Press, 2002), p.116.

Table 3.4 Analytical scoring rubric adapted from Weidge

Components Of Writing	Score	Indicators
Content	4	Relevant to the topic and easy to understand
	3	Rather relevant to the topic and easy to understand
	2	Relevant to the topic but is not quite easy to understand
	1	Quite relevant to the topic but is not quite easy to understand
Organization	4	Most of the sentence are related to the main idea
	3	Some sentence are related to the main idea
	2	Few sentence are related to the main idea
	1	The sentence are unrelated to each other
Vocabulary & Mechanic	4	A few errors in choice of words, spelling and punctuation
	3	Some errors in choice of words, spelling and punctuation
	2	Occasional errors in choice of words, spelling and punctuation
	1	Frequent errors in choice of words, spelling and punctuation
Grammar	4	A few grammatical inaccuracies
	3	Some grammatical inaccuracies
	2	Numerous grammatical inaccuracies
	1	Frequent grammatical inaccuracies

To get the mean of students' writing score uses the formula:⁵⁰

$$Mx = \left(\frac{\sum x}{Nx} \right)$$

Mx = Mean

x = Individual score

Nx = Number of students

To get the class percentage which passes the MMC, uses the formula:⁵¹

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency

N = Total number of students

$$P = \frac{y - y1}{y} \times 100\%$$

P = Percentage of Students' Improvement

y = Pre-test Result

$y1$ = Post-test 1

$$P = \frac{y2 - y}{y} \times 100\%$$

P = Percentage of Students' Improvement

y = Pre-test Result

$y2$ = Post-test 2

⁵⁰Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: RajaGrafindo Persada, 2008), p.81.

⁵¹Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: RajaGrafindo Persada, 2008), p.43.