

## CHAPTER III

### RESEARCH METHODOLOGI

This method consists of research design, research objectives, research design, research participants, research instruments, data collection, and data analysis.

This research is classroom action research. Classroom action research aims to improve students' English nouns and improve the learning process in the first-grade students of SMPN Satap Pombuttu, Polman. Classroom Action Research is research conducted to improve self-reflexive, work experience which is carried out systematically, planned, and has a broad perspective.<sup>1</sup> Classroom action research is an examination of learning activities in the form of actions that are deliberately brought up and occur in one class together. Classroom action research (car) is implemented as a problem-solving strategy by utilizing real action and then reflecting on the results of these actions.<sup>2</sup> Action research is suitable for improving the quality of the subjects to be studied. This research was conducted to improve student learning activities in learning English nouns by applying the Outdoor Learning Style. In practice, this research is conducted individually. Researchers act as observers and as teachers.

#### **A. Design Of The Research**

The design of this study used Classroom Action Research conducted by researchers outside the classroom to improve the learning process of English nouns so

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<sup>1</sup>Kemmis dan Mc. Taggart. 2019. Accessed on <https://www.pelajaran.co.id/2019/15/pengertian-ptk-tujuan-karakteristik>.

<sup>2</sup>Suharsimi Arikunto . 2006. Penelitian tindakan kelas. <https://www.seputarpengetahuan.co.id> . Accessed on 2016/04/12.

that students' learning outcomes of English nouns increased. The characteristics of Outdoor Action Research are as follows:

- a. The research begins with teachers' concerns about their performance.
- b. The main method was self-reflection, it was a bit loose but still adheres to research principles.
- c. The research focus was in the form of learning activities.
- d. The goal was to improve learning.

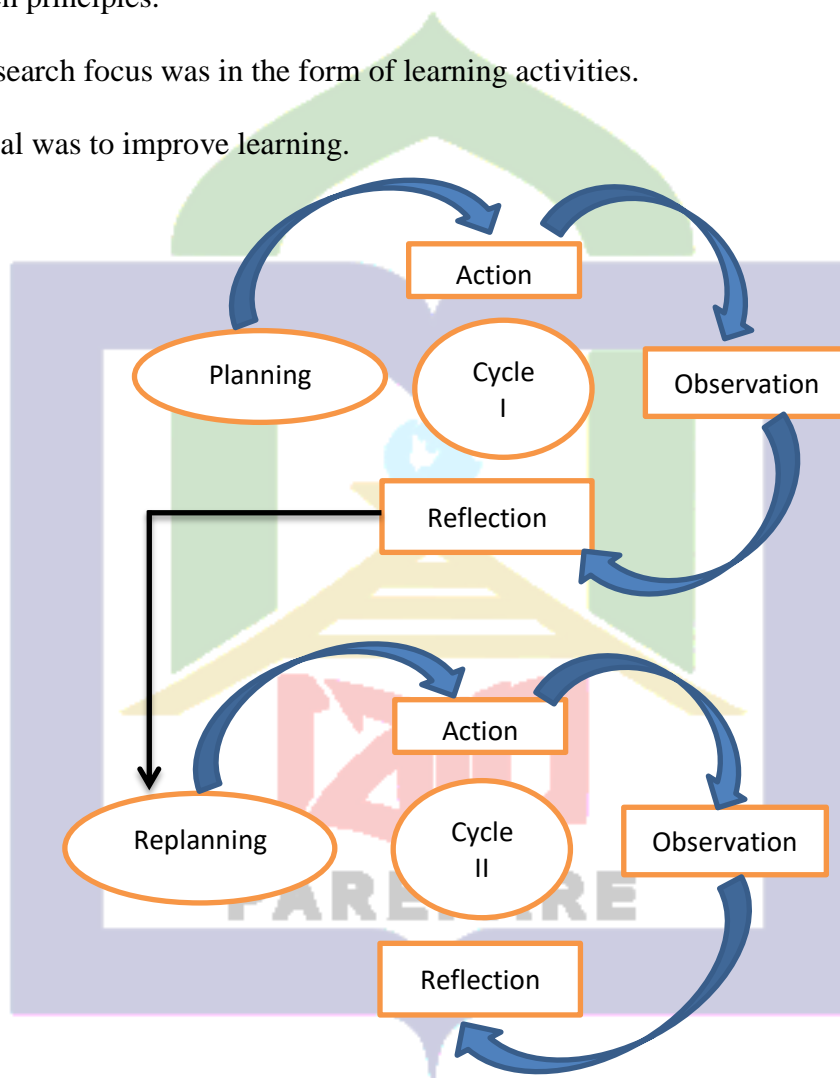


Figure 3.3: Design of Outdoor Action Research

Explanation:

- a. Planning
  1. Understanding the curriculum of the school that is used for the school
  2. Prepare the interesting material for the students

3. Make the lesson plan for meeting about Nouns
4. Make the teaching instrument based on the Outdoor action research
5. Teaching material

b. Action

1. The research invites students to study outdoors.
2. Explain the material to students about English nouns
3. Give assignments to students about English nouns
4. Students practice the assignment the researcher has given.
5. Re-explain the material (review and reflect)
6. Observations At this point, the researcher observed the activities and abilities of students in receiving teaching material about nouns.

c. Reflection

Reflection is used to see the cycle action process. The researcher analyzed and evaluate the teaching-learning process. By the reflection, the researcher knew the weakness of the cycle.

d. Re-Planning

At this point, when the researcher found a weakness in cycle I, cycle II was carried out the course by looking at the process, planning, reflection, after collecting data the writer evaluated the teaching and learning process. Then the writer reflected on himself by looking at the results of observations. After the data was collected, the researchers analyzed the teaching and learning process data and identify the students' noun abilities using the Outdoor Learning Style and how to improve it. In addition, the research reflected on himself by seeing and analyzing the results of observations whether learning nouns using Outdoor Learning Style is good or not. If the cycle was not successful, the writer decided to continue the next cycle to get an accurate result.

## B. Subject Of The Research

The research was conducted at SMP Negeri Satap Pombuttu in the academic year 2020/2021. This school is located in Desun Sumarrang, Campalangi District, Polewali Mandar Regency.

## C. Time of the research

This research was conducted in the first semester of the odd semester of the 2020/2021 school year, namely October - November 2020. This research consisted of two cycles. Cycle I consisted of one pre-test, two actions, and one post-test. Then cycle II consists of two actions and one post-test.

The flow of research on Outdoor Learnin Style can be seen in the image below:

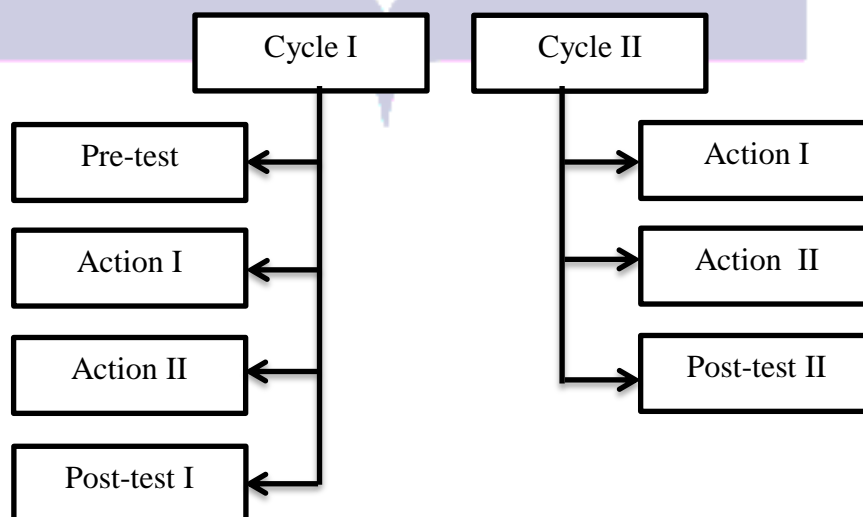


Figure 3.4 : Action research flow

#### **D. Objective of the research**

The research object was the first grade of students of SMP. Negeri Satap Pombuttu, totaling 27 students, consisting of 10 male students and 17 female students. Of the total students, there were no students who have succeeded in achieving the predetermined LIP. So the researcher felt the need to do research by applying the Outdoor Learning Style.

#### **E. Research Instrumen**

This research instrument used the normative test to assess the ability of student nouns, and field notes to determine the increase in student abilities. The researcher gave tests in cycles 1 and 2 to determine the development of abilities obtained by students after receiving the material using the Outdoor Learning Style.

Data collection is a systematic and standard procedure for obtaining the necessary data.<sup>3</sup> The procedures used in data collection are as follows:

##### **a. Test**

A test is a measurement tool in the form of questions, commands, and instructions addressed to the testee to get response according to the instructions. The definition of a test as a data collection tool is a series of exercises used to measure the skills, knowledge, attitudes, intelligence, abilities, or talents possessed by individuals or groups.

The type of test was used as a measuring tool in this study is a written test, which is in the form of a number of questions that are asked in writing about the

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<sup>3</sup>Ahmad Tanzeh. *“Practical Research Methodology”*. (Yogyakarta: Teras Publisher, 2011), P. 83

aspects you want to know from the answers given in writing. This test is used to measure the knowledge, intelligence, and abilities of students about nouns.<sup>4</sup>

The results of the work of students in the test used to see the increase in understanding and achievement of student learning achievement. In this study, there were two kinds of tests:<sup>5</sup>

b. Pre Tes

The pre-test is a test used to measure students' initial level of ability before conducting research.

c. Post Tes

Post-test is a test given at the end of each action to determine the student's improvement in learning English nouns and student learning completeness after learning English nouns through Outdoor Learning Style. The criteria for assessing the results of this test are as follows:<sup>6</sup>

Tabel 3.1: The assessment criteria for the results of the test

| Alphabet | Number<br>0-4 | Numbers<br>0-100 | Numbers<br>0-10 | Predicate |
|----------|---------------|------------------|-----------------|-----------|
| A        | 4             | 85-100           | 8,5-10          | Very good |
| B        | 3             | 70-84            | 7,0-8,4         | Good      |
| C        | 2             | 65-69            | 6,5-6,9         | Enough    |
| D        | 1             | 40-60            | 4,0-6,0         | Less      |
| E        | E             | 0-39             | 0-3,9           | Very less |

<sup>4</sup>Sulistyorini. "Educational Evaluation in Improving the Quality of Education". (Yogyakarta: Teras, 2009), P. 86

<sup>5</sup>E. Mulyasa. "Competency Based Curriculum". (Bandung: Remaja Rosdakarya, 2005), Page. 100

<sup>6</sup>Oemar Hamalik. "Educational Measurement and Evaluation Techniques". (Bandung: Mandar Maju, 1989), hal. 122

In this research, the test used to measure someone's achievement after learning something. The test was given to students of class VII SMP Negeri Satap Pombuttu in order to obtain data on students' abilities about Nouns.

d. Observation

In general, observation can be defined as the collection of information carried out by systematically observing and recording various phenomena that are used as objects of observation. The advantage of observation is that the data obtained is more reliable because it is based on self-observation. While the weakness is that there can be misinterpretations of the events being observed. Observations in this study would be carried out by researchers and colleagues teachers using observation sheets. The observation instruments were attached

This research begins with making preliminary observations at the first meeting of a cycle I until the end of the meeting in cycle II. Researchers made observations by observing students' attitudes in learning, and every action in the teaching process, and the value of students' acquisition after learning nouns, this was done to see, to what extent the actions that researchers have taken to improve the English learning process in improving students' English nouns whether these actions can improve students' English nouns or not.

e. Interview

The interview method is the process of obtaining information aimed at research by means of question and answer face-to-face between the interviewer and the respondent or the person being interviewed, with or without using the interview guide.

In another sense, the interview is a way to find out certain situations in the classroom from the perspective of others.<sup>7</sup>

Interviews conducted at the end of each action cycle, this was intended to explore the difficulties of students in understanding the nouns and to see how far the students had reached the understanding of the material that had been conveyed.

f. Field Notes

Field notes are written notes about what is heard, seen, experienced, and thought to collect data and reflect data in qualitative research. Field notes contain all the activities of researchers and students during the teaching and learning process of English nouns through the Outdoor Learning Style. Field notes are intended to complement data that are not recorded on the observation sheet, so that no important data is missed in this research activity.

The richness of this field note data which describes descriptively the learning process and the improvement of English nouns for the first grade students of SMPN Satap Pombuttu, Polman through Outdoor Learning Style.

**F. Data analysis techniques**

Data analysis is the process of arranging data sequences, organizing them into patterns, categories and basic units of description. Meanwhile, according to Suprayogo in Tanzeh, data analysis is a series of activities of reviewing, grouping, systematizing, interpreting and verifying data so that a phenomenon has social, academic and scientific value.<sup>8</sup>

Data analysis in this study carried out before entering the field, during the field, and after completion in the field. This data analysis carried out after the data obtained

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<sup>7</sup>Rochiati Wiriaatmajda. " *Classroom Action Research Methods* ". (Bandung: PT Remaja Rosdakarya, 2008), P.117

<sup>8</sup>Sugiyono. "*Quantitative and Qualitative Research Methodologies*". (Bandung: Alfabeta, 2008), Page. 246



from the sample through the selected instrument used to answer problems in the study or to test the proposed hypothesis through data presentation. The data to be collected does not have to be entirely presented in research reporting, the presentation of this data is in order to show data to readers about the actual reality that occurs in accordance with the focus and theme of the research, therefore, the data that will be presented in this research is, of course, related data with the research focus and theme. Activities in data analysis, namely, data reduction, data display, and conclusion drawing/verification.

a. Data Reduction

The amount of data obtained from the field is quite large, so it is necessary to record carefully and in detail. Reducing data means summarizing, choosing the main things, focusing on the important things. Thus the reduced data provides a clearer picture and makes it easier for researchers to carry out further data collection.

Data presentation is carried out in order to organize the results of the reduction, compile the collection of information that has been obtained from the results of the reduction, so as to provide the possibility to draw conclusions and take action. This organized data is described so that it is meaningful in the form of narratives, graphs and tables.

In this study, the presentation of the data makes it easier to understand what happened during the study. Presentation of data in this study is presented in the form of narratives, graphs and tables.

b. Conclusion and Verification

Conclusion and verification is to provide conclusions on the results of interpretation and evaluation. This activity also includes searching for the meaning of data and providing explanations. Furthermore, verification activities are carried out,

namely the activity of finding the validity of the conclusions and the suitability of the meanings that arise from the data. To determine the increase in student learning outcomes by applying the Outdoor Learning Style learning model, the data required is in the form of learning outcome data obtained from learning outcomes/test scores.

The learning outcomes analyzed by using the evaluation results analysis technique to determine the completeness of learning by analyzing the test result data with the learning completeness criteria, the percentage of learning outcomes obtained by the student was then compared with the MCC (Minimum Completion Criteria) that has been determined. A student is called complete learning if he has reached a score of 75 percent and above, to calculate learning outcomes by comparing the number of scores obtained by the student with the maximum score then multiplied by 100% or the Percentages Correction formula is used as follows:<sup>9</sup>

$$S \frac{R}{N} \times 100$$

Information:

S : Value sought / expected

R : Total score / questions answered correctly

N : The maximum ideal score of the test.

The data analysis technique used to determine the increase in student learning outcomes in this study, namely by comparing the percentage of learning completeness in the application of Outdoor Learning Style in cycle I and cycle II.

Meanwhile, the percentage of learning completeness calculated by comparing the number of students who have completed learning with the total number of students (maximum students) then multiplied by 100%.

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<sup>9</sup>Ngalim Purwanto. 2006. "Principles and Teaching Evaluation Techniques". (Bandung: Youth Rosdakarya, 2006), p. 11

Percentage of Completeness:  $P \frac{\text{Number of Students Who Have Completed Learning}}{\text{Maximum Number of Students}} \times 100\%$

c. Success Indicators

In this study, the criteria for the success of the action were seen from the student learning outcomes. Assessment of the teaching and learning process to see the extent to which students are active in learning English, and the improvement of nouns first grade students at SMPN Satap Pombuttu. The activeness indicator determined in this study is the activeness of students in the learning process of English nouns reaching 75% (sufficient criteria). The indicators of activeness in this study were obtained from the results of student observations.

d. Learning outcomes

Benchmarking Assessment (BA) is an assessment called learning objectives that must be mastered by students. Thus the student's success rate is compared with the objectives to be achieved, not compared to the group average. Student success criteria are usually determined, ranging from 75-80 percent. That is, students are said to be successful if they master or can achieve about 75-80 percent of the goals or values that must be achieved. Less than this criterion is declared unsuccessful.

The criteria for success in this study were determined, namely 75 percent. The formula is:

$$S \frac{R}{N} \times 100$$

Where:

S: Value sought/expected

R: total score/questions answered correctly

N: the maximum score of the test.

This means that the score declared to pass is by comparing the number of scores obtained by students with the maximum number of scores multiplied by 100. Then students who score above 75 percent are declared to have passed or succeeded individually in participating in nouns learning using the Outdoor Learning Style, and to find the average acquisition value of research students using the following formula;

$$X = \frac{\sum x}{N}$$

Information :

x = average value

N = number of students (assessment aspect)

$\sum x$  = jumlah nilai siswa.

### G. Research procedure

The research model used was a classroom action research method. The research design used is in accordance with the principles of research and action and is adapted to the special conditions of the research subject and the need to measure research parameters.

This classroom action research was carried out as an effort to improve students' English nouns through Outdoor Learning Style so that at the end of the study it is expected that the English nouns of the first-grade students of SMPN Satap Pombuttu increased.

