

## CHAPTER III

### RESEARCH METHOD

#### **A. Type of Research**

This research is qualitative research in nature, in the form of action research. According to Carr and Kemmis's, cited in Koshy (2005: 25), definition of action research reflects a form of enquiry undertaken by participants in social situations in order to improve rationality and justice their own social or educational practices, as well as their own understanding of these practices and situations in which these practices are carried out. Furthermore, Nunan (as cited in McKay, 2006) said that action research typically has three major characteristics. Action research is carried out by practitioners, it is collaborative, and it is aimed at changing things.

This research was supported by qualitative and quantitative data. The qualitative data were gained

through observation and interviews, while the quantitative data were gained through a test. This research aimed to implement an action in improving students' narrative writing ability in Grade VIII A of SMPN 1 Padang Batung, in the academic year of 2019/2020 by using Comic Strips.

## **B. Setting of the Research**

### **1. The Location of the Research**

The location of the research was in SMPN 1 Padang Batung. It is located on Kabupaten Hulu Sungai Selatan, Kecamatan Padang batung, JalanGerilya, Karang Jawa Muka. It is one of senior high school in Kandangn (HSS). The research was conducted in Class VIII A of SMPN 1 Padang Batung.

### **2. The Time of the Research**

The research was conducted in the second semester of the academic year 2019/2020. The

research was conducted from February until March 2020.

#### **C. Subject of the Research**

The subject of the research was the eighth grade students of SMPN 1 Padang Batung, specifically in class VIII A. There were 23 students, 12 are male and 11 are female.

#### **D. Instrument of the Research**

The instruments that were used in collecting data are an interview guideline, handy cam, and teacher/students journal.

#### **E. Technique of Collecting Data**

The data collected were qualitative and quantitative.

The qualitative data were obtained by using interview, observation, and teacher/students journal, while the quantitative data were obtained from tests.

There were two tests which were used by the researcher namely pre-test and post-test.

#### **F. Data Analysis**

The data were analyzed based on the data that the researcher gets from the interview, and observation. At first, the researcher looks the data as genuine data. Then the researcher analyzed the opinions, performance, and the result of the research. The result of the observation and the transcription of the interview were written in order to show the result of the observation and the interview. The fact and the actions in the class were written in the form of fieldnotes to show what that actually happen when the researcher conducted the research. To avoid subjectivity, the researcher asked the opinion about the implementation of the action research. The qualitative data was obtained by applying writing practice to the students.

#### G. Validity and Reliability of the Data

To fulfill the validity of the research, the researcher employed five criteria as proposed by Burns namely

democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

1. Democratic validity

Democratic validity is aimed to make an alignment with the collaborators. It involved the English teacher, the principal of the School, and the researcher herself. The democratic validity is used to get contribution from other parties since many sources that show the same data will support the validity of the data.

2. Outcome validity

Outcome validity is related to the results of the actions which were conducted in the classroom. In this research, the process is focused on the actions or efforts that were taken to improve students' writing ability on narrative texts. The actions were successful which fulfill the outcome validity of the research.

3. Process validity

Process validity is made in order to make the data of the research believable. The researcher asked the collaborator to check and monitor the classroom situation during the teaching and learning process, the collaborator was asked to take notes of the situation in the classroom. This research consists of two cycles.

#### 4. Dialogic validity

Dialogic validity is aimed to make the stakeholders who are involved in this research take part in the process of the research. There were two collaborators in this research. The collaborator observed and monitored the class during the process of the research. The dialogic validity was achieved from the dialogues with the collaborators.

#### 5. Catalytic Validity

Catalytic validity was gained when the

participants of the research moved to action based on their changed understanding that came from the participation in the study. There was a change in the students' understanding when the students participated in this research.

## H. Procedure of the Research

The procedure used in this research was based on Kemmis and McTaggart namely the spiral model. The research was conducted based on the following steps:

### 1. Determining the Thematic Concern-Reconnaissance

To determine the thematic concern-reconnaissance, the researcher did observation and interviews. The observation was held by the researcher on Friday, February 28<sup>th</sup>, 2020. The observation was conducted during the teaching learning process in the class. Besides, the researcher also conducted interviews to get as much as information that she gained. The

interviewees were the English teacher and the students of Class VIII A of SMPN 1 Padang Batung.

## 2. Planning

The researcher made some plans to be implemented in the action research. After the researcher got the result of the observation and the interviews, she made some plans to select the problem that she wanted to solve and determined the way to solve it. The collaborator was asked to help the researcher in making the plan.

## 3. Action and Observation

The actions plan was implemented in two cycles. Each cycle was done in two meetings. The materials were adapted from the English course book for Grade VIII of Junior High School and from any relevant sources.

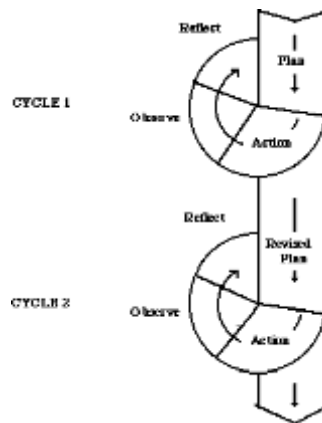
## 4. Reflection

The reflection was made by all involved members



of the research. The successful actions then were continued in the teaching and learning process. Actually, unsuccessful actions were modified into the better ones.

The illustration of the spiral model proposed by



Kemmis and McTaggart, cited in Koshy (2005: 4) are presented in figure 2 below:

Figure 2. Cycle of Action Research