

CHAPTER III

RESEARCH METHOD

In this chapter the researcher present of research design, setting and subject of study, the procedure of the study, observation (reconnaissance), planning, implementing, observing, and reflecting.

A. Research Design

The researcher used classroom action research to conduct this research. Classroom action research designed to solve practical problems in the process of teaching and learning, especially in teaching writing. Burns (2009:5) Elliott states “the study of social situation with the view to improving the quality of the action in it”.

The strategy offered was used as one of the alternative strategy to improve the students writing ability .In research design classroom action research (CAR).

In classroom action research there are 3 words must be explain that: Research is activity to observe an object with certain methodology to get data or information which useful into develop quality about something which think interesting by the researcher. Action is activity which intentional to conduct with certain provide. Class is a group of students receive lesson and teach by

teacher in same time and place. And classroom action research is a observation toward activity which intentional to rise and happen in a classroom.

Burns (2009:7) Kemmis and Taggart states “who are major authors in this field, classroom action research typically four broad phase in a cycle if research.

Based on the model of classroom action research in this study, Preliminary study is first steps Planning, to know the teaching and learning problems in writing and solve the problems and preparing the action.

The next step is action, doing the action research based on the planning and the preparation. In the implementation the researcher acts as the practitioner and the observer is the teacher English. The main of the collaborative teacher was observing the activities done by researcher and the student participation in the teaching activity.

The next phase is observing, the researcher used observation sheets, test and the field note. And the last steps is Reflection, reflect, evaluate and describe the effect of the action in order to make sense of what happened and to understand the issue. The above description is shown in figure 3.1.

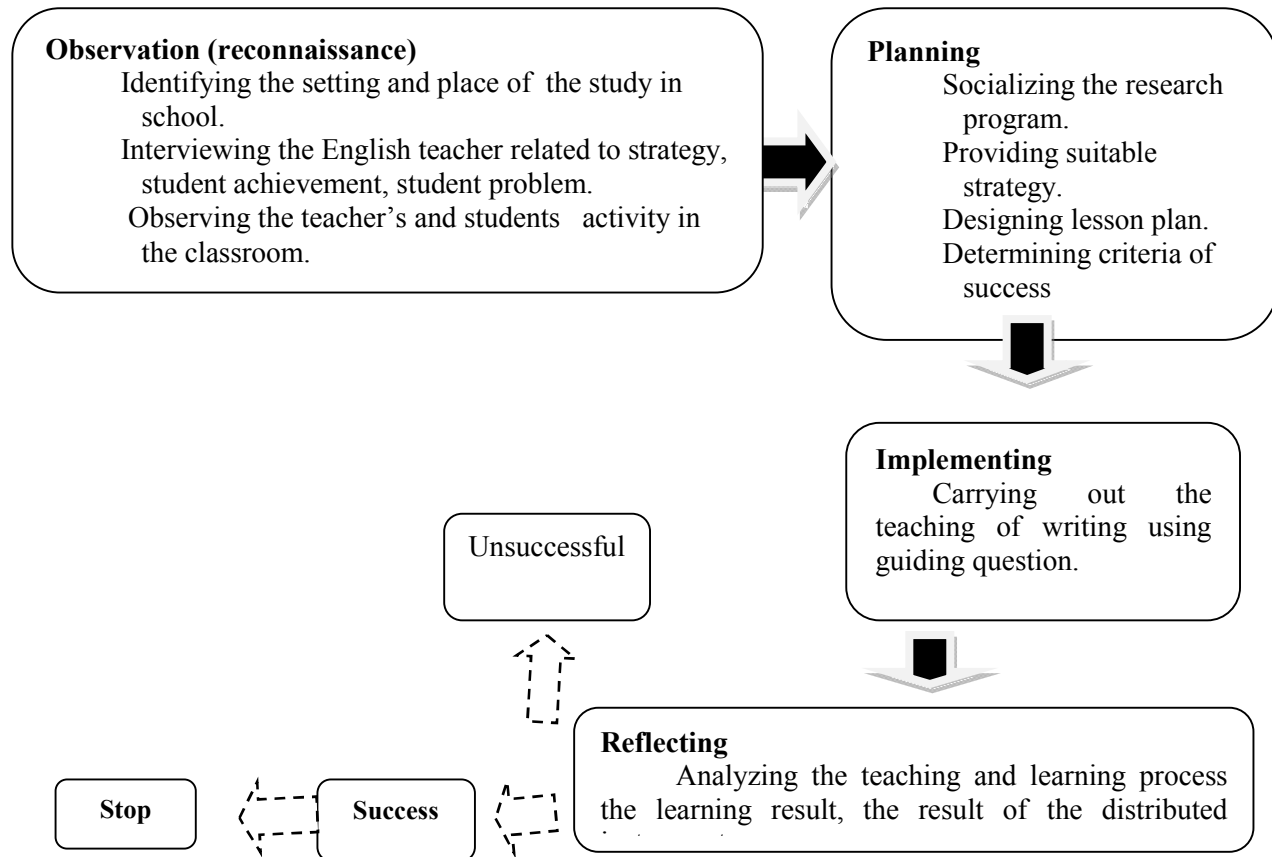


Figure 3.1. CAR model (adapted from Kemmis and Taggart, 1988)

B. Subject and Setting of the Study

The study was conducted at MTsN Tunggangri. This school had 28 of class for study all students. This school had 68 teachers and 1057 students from all grade. MtsN Tunggangri so had some laboratory conducted laboratory for language.

The researcher put subjects of this study were the seventh grade of (i) Class and consist of 40 students in academic years 2013/2014. This school was chosen as the setting of the study for the following considerations: first, as it is stated above that the students had problems in their English writing. Second, this school needed to repair and improve the students' quality.

C. The procedure of the study

Based of Kemmis and Taggart, model of Classroom Action Research which arranged of planning, implementing (acting, observing), and reflecting phases. A preliminary was done to identify the problem in the class.

a. Preliminary Observation (Reconnaissance)

The substantively researcher did preliminary observations when the researcher did the teacher training (*PPL*) in MTsN Tunggangri. And at 5 May 2014 researcher meets the Head Master of MTsN Tunggangri for ask permission to continue the research. After meeting the headmaster, the researcher meet to met Mrs. Eko she as representative of curriculum. The researcher meting Mrs. Eko for discussed about what the class will apply my research. After the researcher meet Mrs eko, the researcher request for VII (i) Class. Because this class is one of nine classes that has the problems at made an descriptive text.

After meet Mrs Eko, the researcher meet to Mrs Bariyah. She is as English teacher in VII (i). The researcher ask permission that will made a

research in his class (VII (i)). She permitted the researcher to conduct a research in this class. And the researcher met Mrs Bariyah to share about the target of teaching and learning process and determined the allocating time that needed to do the research. a changed in this class especially. She answer not was changed, all are settled. This stage was done to get information about the real condition of the class including the teacher technique used in process of teaching and learning, the students' problems and their performances in learning and also activities in writing. The researcher analised to get suitable teaching for students.

The students got difficult on make a descriptive text. Because the students never make a descriptive text in English, usually the students make a descriptive text in Indonesian language. it was conclude that the most important problem that needs to be solved first is the students' must feel confident and enjoy in English class so they can learn and study more focus and in under good mood felling someone or students are easier to make a descriptive text not in under pressure.

The material of teaching was from LKS and a partly from the relevant books. Day and time to start the research are Monday at sixth (07.30 am) and Wednesday at seconds (10.10 am). The researcher was finished a research in a month.

The next step the researcher did planning and prepare for the research.

b. Planning

In the planning stage, the researcher has to do some planning activities to solve the problem in the classroom for this, he did some preparations, including designing the lesson plan for English class especially for descriptive text and preparing the criteria of success as well as research instrument.

1. Socializing Research Program

After preliminary study is done, on 7 May 2014, the researcher visited to the school for second time. In this meeting, the researcher given the later of a research and asked permission to do a research in him school in administration.

2. Providing Suitable Strategy

After preliminary observation and got the basic problems, the researcher tries to apply the new method that is using Think Talk Write. By stimulus from the researcher, provide the students more active to write descriptive text. To achieve the instructional objectives in writing class, the study focused on the implementation of TTW method.

Writing Activity	Teacher Activity
Pre – activity	<ul style="list-style-type: none"> - Teacher greets the students and checks the students' attendance. - Teacher explains the objective of the course.
Pre – Writing	<ul style="list-style-type: none"> - Teacher explains about the objective of using TTW method. - Teacher gives instruction on how to apply the TTW method.
Writing activity	<ul style="list-style-type: none"> - Teacher give a theme for written. - The teacher asks the student for thinking about the theme. - The teacher asks students to make a group from 4-5 students and discussion with their group. After discussion The Teacher ask to students to write 1 the result of the discussion. - The teacher drilling students to read a text one by one in the classroom. - The teacher gives a test about question. - Teacher gives evaluation.
Post writing	<ul style="list-style-type: none"> - Teacher gives feedback and conclusion. - Teacher closes the classroom activity with greeting.

Table 3.1 The scenarios of using TTW method.

3. Designing Lesson Plan

The researcher designing lesson plan with discussed with the English teacher. The lesson plan was arranged and develops based on the syllabus in the second semester of first year student of junior high school. The lesson plan was conducted as long as second meeting. The lesson plan consists of course identity, instructional objectives, indicators, teaching scenario, material, and instructional material. The details description of lesson plan can see in appendices.

4. Preparing the Criteria of Success

The criteria of success for teaching and for the students indicated in the form of the writing post-test given. Accordingly, the criteria of success used in this study are 3 aspects:

1. Students can comprehend all of the criteria for good writing.
2. 70% of the students' score of writing test was at least upper 75 SKM.
3. The students were active during the teaching learning process.

5. Training the Collaborator Teacher

Samsudin and Damaianti (2011:226) Classroom action research is a research done by collaborative and participative. It means the researcher did not make this research alone. But the researcher did the research with collaboration or participations with someone.

According to that statement, the researcher made a collaboration with the English teacher of class VII (i). The purpose of collaboration between teacher and researcher is to create good materials and good conditions in the class.

Whereas for lesson plan, handling the class, and giving an evaluation were done by the researcher.

c. Implementing

The Think Talk Write (TTW) was implemented for the seventh grade students of I class of MTsN Tunggangri Kalidawir. In implementing this research, the researcher and the collaborative teacher worked in collaboration

to create a good materials and good condition of the class. The researcher implemented the scenario of Think, Talk, Write strategy based on the time schedule in four stages; Pre-Teaching activity, Pre-Writing activity, Writing activity, and Post-Writing activity. The details scenario in implementing Think, Talk, Write strategy as seen in the previous point.

1. Cycle 1

This cycle cover planning, implementing, observing and reflecting. In this phase, the researcher use two meeting. That are conducted on 13 and 14 May 2014.

a. Planning

In this phase, the researcher prepared lesson plan and instructional material, teaching media, research instrument. The preparation of those conducted the implementation of the Think, Talk, Write. The researcher conducted planning in every meeting in every cycle.

1) Preparation of the lesson plan

The researcher determine standard competence, basic competence, indicator, aim of teaching and learning process and assessment. The criteria of standard competence is: express of meaning texts short functional for interaction with environment in roll. The criteria basic competence is: express the step of retorica on text short functional very simple with apply of kinds write language by accurate, fluent and accepted for interactions with environment in roll.

2) Teaching Media

The researcher used media to help delivered the materials. The media was a card by animal picture. It used for help the students for described. Every group does not have the same pictures in the card.

3) Research Instrument

The researcher prepared observation sheet and questionnaires sheet. All the instrument such as observation sheet and questionnaires sheet were used to record the data during the implementation if Think Talk Write strategy.

The observation sheet consist of several items taken from the activity which done by students in implementation of Think, Talk, Write strategy.

The questionnaires sheet is consist of five items. The items are developed in order to know students interest in the implementation of Think, Talk, write strategy. This was distributed to the students in the first meeting of cycle one. The data were used and analyzed to be reflection of the implementation of the strategy.

b. Implementing

The implementing was done on 13 and 14 May 2014. The implementation cycle 1 covers two meeting.

1) Meeting 1

The first meeting was held on 13 May 2014. Because the researcher ever practice teaching in this class, the researcher has known that this students low at writing skill, to know how far ability students in make a descriptive text by using Pre-Test.

By giving the Pre-Test, the researcher found that 70% from 40 students had scores under 75. The researcher explain Think, Talk, Write strategy that will be used in their writing class and started apply this strategy.

2) Meeting 2

At the second meeting, 14 May 2014, the researcher explained about technique make a good sentence in make descriptive text with easy explanation in order that the students can understand.

And the last time (20 minute before finished), researcher bring a Post-Test I, researcher divided the student become some groups. Every groups arranged by four until five students. And every groups given a picture card, that every card different on their picture.

c) Observing

The observing was done in same time with the implementing. The researcher did observation in every meeting at the implementation of Think Talk Write strategy. Based on the implementation of the strategy still got difficulties for understand. So the students writing scores were still

under of criteria success. Even are 5 groups not made descriptive text. But write by make a list (write in column).

d) Reflecting

The researcher was conduct reflecting in the last meeting in every cycle. So, there were two reflections in this Classroom Action Research. Based on observation sheet from the analysis of the teaching and learning process I writing by using Think, Talk write in cycle 1. It was found that most of the students still had low in writing particular on descriptive text. Although some of the students could get improved in their score. But the criteria of success had not achieved yet. The conclusion, that implementation of the strategy in cycle 1 is still need revised.

2. Cycle 2

This cycle covers revised planning, implementing, observing, and reflecting. There are two meeting in this phase. That is are conducted on 20 and 21 May 2014.

a) Revised planning

The implementation in cycle 1 had not given significant change to the writing skill of the students at MTsN Tunggangri. The result of test in cycle 1 not satisfying yet, some revision was made. The planning of implement on cycle 2 was similar with cycle 1. The differences were the research not used group work (5 students) but the researcher use pair work (2 students).

1) Preparations of the lesson plan

The researcher determined standard competence, basic competence, indicator, aim of teaching and learning process, and assessment.

2) Teaching media

The media is same with cycle one, is a card by animal picture. It used for help the students for described. Every group is not same the pictures in the card.

3) Research instrument

The researcher prepared a observation sheet. The instrument was used to record the data during the implementation of Think, Talk, write strategy. The data were used and to be analyzed to be reflection of the implementation the strategy.

b) Implementing

The implementation was done at 20 and 21 May 2014. The implementation in cycle 2 is two meetings:

1) Meeting 1

The first meeting, the implementation is on 20 May 2014. The researcher divided pairs work. And bring every pairs work a card with the animal picture. Researcher orders to all students to finished the assignment.

After finished researcher ask to all students about the difficulty in this assignment. Researcher explained again to all students about the difficulty.

2) Meeting 2

At the second meeting implement on 21 May 2014. The researcher explain a bit again about materials. And researcher bring a Post-Test II. With pair work, but researcher bring score for individual.

c) Observing

The observation was focused on the activities done by the students during teaching and learning process. In this phase, most of the students were not afraid of making mistakes in writing descriptive.

d) Reflecting

Based on the observation sheet from the analysis of teaching and learning process in writing descriptive text by using Think, Talk, Write strategy in cycle 2, it was found that most of the students got improvement in writing descriptive text. There were three pairs work who could not achieve the criteria of success. It means , six students could not achieve SKM (standard of minimum score). So, 36 students were success and the criteria of success could be achieved.

d. Observing

Observations play an important part in any kind data. Gathering and most action research project use this as an instrument. Koshy (2005:93) states

“observations is a natural process, we observe people and incident all the time and based on the observation, we make judgment”.

Observing was the activity of recording and collecting the data about any aspect or event. That was happening in the teaching and learning activity in conducting an accurate observation the observing focused on the activity done by researcher and the students during the teaching and learning process.

Observation was done after the planning, and the action phase. The objectives of this phase were to know result of the implementation of the research and to find out the improvement of the weakness were used the collect data. All the data were collected by the researcher through interview, questionnaire, observation, field note and test.

To collect the required data, some various instruments used were as follows:

1. Interview Guideline

To get a real data, the researcher used an interview guideline. Conversations between researcher to teacher and students. Interview is very important, because by this way we know any information as regards about the research. This interview guideline was given to teacher before researcher entered into the class. And for students was given together with given pre-test.

2. Questionnaire

Ary (1985:341) states that “the questionnaires obtain information through the respondents written response to a list of questions”. Questionnaire is

needed to know how the problems in class happen and it's distributed to the student at the beginning of research. Questionnaire concerned to the students and was given on cycle 1. Questionnaires given to know were the base of weakness by students.

3. Observations Sheets

The instruments were used to get information about the real activities proceeded in the classroom. Relating the method carryout, the observations sheets were used to observe the researcher during the teaching and learning process in each cycle. Observation sheets concerned to the researcher as the subject in implementing the method. Observation sheet give to know of students performance at every meeting.

4. Field notes

The field notes were used to collect the data activity students during the teaching and learning process in every cycle, included in the observation sheets. In the study, the activity of taking note and teaching was done by the researcher. The field note made to determine how far the students' understanding / improving.

5. Test

The test is had two kinds, the first is Pre-Test that was give at the cycle 1, The Pre-Test give for see the ability of students. The Pre-Test is in the form

of an animal picture that should be described by the students by detail. And the second test is post-Test that was give at the last cycle 1 and cycle 2, Post-Test is needed to know how improve students writing ability score in method Think Talk Write (TTW). The Post-Test is same. But the differences is on the picture is not same with Pre-Test (another animal). The test was give by researcher in the research.

e. Reflecting

On the basis of the result of data analysis, the researches evaluate the model of paper work assessment procedure, the student's paper work which consists of sample of the work and students response to this implementation of student paper work. In this sense, the researcher tried to critics the strength and weakness of these procedure in implementing method. This activity was done at the end of each cycle to evaluate whether or not effect of the action met the criteria of success. So, the data taken from the result of the students post test is analyzed past to know whether the criteria of success has been achieved or not hence, the formula used in findings.

So, to get score each student the researcher uses analytic scoring proposed by Hughes (1989:97) the aspect in the scoring are listed in table 3.4

No	Analytic Scoring	Score
1	Content	
2	Organization	
3	Vocabulary	
4	Grammar	
5	mechanical	

3.2. Table About Formulas to Get Score of Students

In every aspect has been the basic criteria of scoring, the following criteria, that are:

Content

Score	information	Explanation
5	Excellent :	Main ideas stated clearly and accurately, change of opinion very clear
4	Good :	Main ideas stated fairly clearly and accurately, change of opinion relatively clear
3	Average :	Main ideas somewhat unclear and inaccurate, change opinion somewhat weak
2	Poor :	Main ideas not clear or accurate , change of opinion weak
1	Very Poor :	Main ideas not at all clear or accurate, change of opinion very weak

3.3. Aspect of Content

Organization

Score	information	Explanation
5	Excellent :	Well organized and perfectly coherent
4	Good :	Fairly well organized and generally coherent
3	Average :	Loosely organized but main ideas clear, logical but incomplete sequencing
2	Poor :	Ideas disconnected, lacks logical sequencing
1	Very Poor :	No organized, no coherent

3.4. Aspect of Organization

 Vocabulary

Score	information	Explanation
5	Excellent :	Very effective choice of words and use of idiom and worm form
4	Good :	Affective choice of words and use of idiom and word form
3	Average :	Adequate choice of words but some misuse of vocabulary, idiom and forms
2	Poor :	Limited range, confused use of words, idiom and word forms
1	Very Poor :	Very limited range, very poor knowledge of words, idiom, and word forms

3.5. Aspect of Vocabulary

Grammar

Score	information	Explanation
5	Excellent :	No error, full control of complex structure
4	Good :	Almost no error, good control of structure
3	Average :	Some error, fairy control of structure
2	Poor :	Many error, poor control of structure
1	Very Poor :	Dominated by errors, no control of structure

3.6. Aspect of Grammar

Mechanics

Score	Information	Explanation
5	Excellent :	Mastery of spelling and punctuation
4	Good :	Few error in spelling and punctuation
3	Average :	Fair number of spelling and punctuation error
2	Poor :	Frequent error in spelling and punctuation
1	Very Poor :	No control over spelling and punctuation

3.7. Aspect of Mechanics

For the students' achievement, then the researcher calculated the percentage of each level used the formula as follows:

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

N

P = Percentages of Skill

L = The sum of each letter grade

N = Number of the students

The percentage of Skill	Grade	Level of achievement
85% - 100%	A= Excellent	Outstanding
70% - 84%	B = Good	Above average
55 % - 69%	C = Fair	Satisfactory
50 % - 54 %	D = Poor	Bellow average
Bellow 49 %	E = Very Poor	Insufficient

3.8. Criteria of Students Mastery