

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the methodology of the research is elaborated. It consist of description of research design, research method, instrument, population and sample, data collection and data analysis.

A. Method and Design Research

1. Method of the research

This study uses qualitative methods, namely research that is descriptive and tends to use analysis. Qualitaive research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem (Creswell in Mu, 2019). Analyze data by describing data collected in accordance with its contents without intending to make separate conclusions (Sugiyono 2013: 147 in GlS et al., n.d.). The data is done purposively and snowbaally, the technique of collecting with triangulation, the analysis of data is inductive/ qualitative, and the results of qualitative research emphasize the meaning rather than generalization. The writer builds a complex, holistic picture, analizes words, report detailed views of information, and conducts the study in a natural setting. The theoretical foundation is used as a guide to focus the research in accordance with the facts in the field. The foundation of this theory is also useful to provide a general description of the research background and as a material discussion

of research results. In qualitative research the researcher departs from the data utilizing existing theories as explanatory material and ends with a "theory".

2. Research Design

This type of research conducted by researchers is a descriptive method. In this study, researchers used a descriptive qualitative research design to illustrate Teaching Descriptive Text using the Think Talk Write method for Junior High School students. Qualitative research methods are research methods that are based on the philosophy of post positivism, used to examine natural conditions of objects, (as opposed to experiments) where researchers are as key instruments, sampling data sources using purposive and snowball methods, collection techniques with tri-estimation (combined), data analysis is inductive or qualitative, and qualitative research results emphasize the meaning rather than generalization (Sugiyono in Farida, 2019). Given the above statement, descriptive qualitative research uses words rather than numbers data.

The purpose of the research conducting research using Descriptive qualitative method is to describe as detailed as possible all the data, the situation in the class while using the Think Talk Write method, and student learning outcomes after learning using the Think Talk Write method.

B. Subject of the research

This research is an eighth grade student studying in one of the public schools in Padalarang. The total number of students is 180 students consisting of six classes. That is class VIII A, B, C, D, E, F. Each class consists of 20 students. This study used one class for research, used in class VIII which consists of 20 students using the Cooperative learning method with think-talk-write techniques in Digital Storytelling media.

C. Instrument of the research

1. Observation sheet

Observation in qualitative research is used to see and directly observe the object of research, researchers are able to record and collect data needed to uncover the research conducted. Observation activities are direct activities based on facts in the field (Adler & Adler in Hasanah, 2017). Observation is a way to collecting research data with has a naturalistic nature takes place in a natural context, the participate naturally in interactions (Supriyati in Guru & Kependidikan, 2019). Observation was made to know the situation of students' activity and learning process and some of the problems associated with its student writing skill. In this research it is used observation sheet given to the teacher to investigate how the researcher implement. The teaching learning process in class the observation sheet given to the teacher is written in Indonesian. The following is the table of observation sheet written in English.

Table 3.1 Observation sheet for teacher

No.	Statement	Selection	
		Yes	No
1.	The researcher opens the class by greeting and checking the attendance list of students		
2.	The researcher introduces the topic to students		
3.	Researchers pay attention to the material and examine them seriously		
4.	The researcher identifies the student's main understanding of the recount text		
5.	The researcher introduces the recount text model to students		
6.	The researcher explains the generic structure and recount text language features to students		
7.	The researcher asked students about the recount text		
8.	Students answer questions from researchers		
9.	Researchers provide examples of recount text		
10.	Students provide examples of recount text		
11.	Students give a good response to researchers		
12.	Students take notes to write important information		
13.	Students take lessons seriously		
14.	Researchers apply think-talk-write techniques in the teaching and learning process		
15.	The researcher divides students into groups		
16.	Students discuss with their friends		

17.	The researcher provides time for students to work together, create groups and discuss
18.	Researcher give assignments
19.	The researcher gives time for students to submit their questions related to the recount text
20.	The researcher closed the meeting with greetings

Table 3.2 Observation sheet for researcher

	Activity	Yes	No	Note
PRE – ACTIVITY	The students are involved in activities			
	The students actively participate in this activity			
	The students understand the target language easily			
	The students can write			

Whilst-activity	The students understand the written instruction task assignment
	The students face several difficulties in completing assignments

The students solve problems in writing

The students are able to work in pairs or groups

POST- ACTIVITY

The students share their understanding with friends with enthusiasm

The students understand the material

The students can transfer material

The students summarize or reflect on the lesson

Source: Muhlisin (2018).

2. Questionnaire

The questionnaire was done by give questions to students after the method applied. The questionnaire was data collection techniques carried out in a waygive a set of questions or written statements to respondents for answers (Sugiyono in Widiyanti, 2018). Got what the challenge and benefit from the methods that have been applied. About the differences in methods that have been provided at the time of the study and to see the effect of using the media on improving learning to write recount texts. This questionnaire was adapted from (Muhlisin, 2018). Students' responses to the questionnaire grid which included four indicators namely first is attention consisting of four variables enjoy learning, there is no wrong concept, improve retention, easy to understand material of the course. The second indicator is relevance which consists of two variables, i.e not boring and reduce the time needed to master the concept of learning. The third indicator is confidence which consists of two variables, i.e motivated to learn and improving individual critical thinking. The fourth indicator is satisfaction which consist of two variables, i.e rewarded in expressing opinions and dare to express opinions. In this study used a questionnaire given to students to obtain data by asking written questions to be answered in writing also by respondents. The teaching learning process in class the questionnaire given to the teacher is written in Indonesian. The following is the table of questionnaire written in English.

Table 3.3 Questionnaire close-ended and open-ended

No	Statement	Yes	No
1	Does learning to write with think-talk-write techniques that have been applied make you have a high willingness to follow the lessons?		
2	Whether learning to write with think-talk-write techniques that have been applied can reduce errors in learning to write?		
3	Does the learning that has been done make it easier for you to understand the learning material?		
4	Whether learning to write with the applied think-talk-write technique makes it easy for you to understand the material being taught?		

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- 5 Whether learning to write with think-talk-write techniques that have been applied is more interesting, fun and not boring?
 - 6 Do you feel the time given by the teacher to understand the material goes quickly?
 - 7 By using think-talk-write techniques that have been applied, do you become motivated to get better grades?
 - 8 Whether learning to write with the think-talk-write technique that has been applied can improve your critical thinking skills individually?
 - 9 Do you feel more valued when expressing opinions while studying in class?
 - 10 Do you become more courageous in expressing opinions in the learning process in class?
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1. What are difficulties in this learning process? Do you feel happy when you are learning English using this technique think talk write? Explain!
2. Among learning to write in English what is the most difficult to learn?
 - a) Organization/ paragraphing
 - b) Logical development of idea/content
 - c) Grammar/ syntax
 - d) Punctuation, spelling and mechanics
 - e) Vocabulary(Sort according to the level of difficulty in your opinion).

3. Assignment (Test)

The writer used written test to evaluate the students' comprehension in understanding material. The test is a method or procedure which was taken in the framework of measurement and assessment in education, which in the form of assignments or a series of tasks (Sudijono in Negara, 2016). Test was given questions or drills that used to measure the knowledge, intelligence, and the ability from individual or group work. Students are given a test in which the student must write a recount text about a personal experience of travelling. The writer used rubric by Jacob (1981) below to assess their writing.

Table 3.4 Assessing of writing

Aspect of writing	Range	Criteria
Content	27 - 30	Excellent to very good: knowledgeable, substantive, thorough, development of thesis, relevant to assigned topic.
		Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	22 - 26	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.

	17 - 21	Very poor: does not show knowledge of subject, no substantive, not pertinent.
	13 - 16	
Organization on	18 - 20	Excellent to very good: fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive.
	14 - 17	Good to average: somewhat choppy, loosely organized but main ideas stand out; limited support; logical but incomplete sequencing.
	10 - 13	Fair to poor: non-fluent; ideas confused or disconnected; lacks logical sequencing and development
	7 - 9	Very poor: does not communicate; no organization.

Vocabulary	18 - 20	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register.
	14 – 17	Good to average: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured
	10 - 13	Fair to poor: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured.
	7 - 9	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form.
Language use/grammar	22 - 25	Excellent to very good: effective complex construction; few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions.
	18 - 21	Good to average: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.

		Fair to poor: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition and fragments, runons, deletions, meaning
	11 - 17	
Mechanics	5	Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average: occasional errors of spelling,punctuation,capitalization, paragraphing, but meaning not obscured.
	3	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused
	2	Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, etc. paragraphing, handwriting illegible.

Elements of writing	Score
Content	30
Organization	20
Vocabulary	20
Language use	25

Mechanic	5
Total Score	100

By Jacob et al.'s (1981) Cited in Reyhan (2012) Scoring profile

Table 3.5 Elements of writing

For more detail, the table below provide the scoring standards from Jacobs, et al (1981) in (Weigle, Assessing Writing, 2009)

Based on table 3.4 and table 3.5 assessed from the text above, the writer entered Jacobs et al. scale, scripts are judged based on five aspects of writing: content, organization, vocabulary, use of language, and mechanics. The five different aspects are weighted to emphasize the first content (30 points) and the subsequent use of language (25 points), with the same weighted organization and vocabulary (20 points) and the mechanics get very little emphasis (5 points). This scale has been adopted by various college level writing programs, and is accompanied by training material and sample composition. Thus, users can quickly apply scale.

4. Lesson Plan

The purpose of the lesson plan is to: facilitate, facilitate and improve the results of the teaching and learning process (Kunandar in Amaral et al., 2013). By preparing lesson plans in a professional, systematic and empowered manner order, the teacher will be able to see, observe, analyze, and predict learning programs as logical and planned framework. The scenario in this lesson plan make it easier to carry out classroom learning. The scenario here contains more detailed steps and sentences said by the teacher when teaching.

D. Procedure of data collection

In this research, the writer used qualitative research namely research that is descriptive and tends to use analysis. The technique used to collect data related to teaching writing uses a cooperative learning approach with think-talk-write techniques based on digital storytelling media. To collect data, researchers apply the following steps:

1. Observation sheet.

The observation sheet was given to the teacher during the three study meetings. The researcher implements writing learning according to the scenario made before. The researcher delivered the material correctly so as to reduce errors received by students, and students can understand the material easily then students apply writing as explained. Researchers use think-talk-write techniques in learning recount text and make students feel enthusiastic, happy, not boring, and students can think critically. The observer teachers

fills in the questions provided in the observation sheet, as applied by the research teacher. To find out more detail, researchers used camera to capture images through video so that students could see in detail the movements of students.

2. Questionnaire

This questionnaire consists of ten closed ended questions and two open ended questions. The questionnaire is given to students when after completing research for three meetings. The teacher distributes the questionnaire paper one by one to students, then students fill out this sheet thoroughly, the teacher guides one by one the questions contained on the questionnaire sheet so that students more easily understand the purpose of the question. Students are allowed to ask when there are questions that are difficult for students to understand. After students complete the questionnaire sheets, students collect them and are allowed to leave the classroom.

3. Test

Tests are given to students at the end of the meeting when the writer has explained about the recount text material in the first meeting until the third meeting. During the test, the writer prepared infocus, laptop, flasks that already contained test material, because they used digital storytelling media. After the media device is ready, the writer distributes the test questions to students, the test consists of one question that contains the command to make the text recount personal experiences on vacation. Students have forty minutes to

work on test questions. During the test, the research teacher went around to keep the test going well.

4. Lesson Plan

The writer made lesson plans in three meetings. Lesson plan is used when learning in class according to the meeting. When in class the writer adjusts the material, explains the recount text, according to the lesson plan. In the lesson plan here there is already a learning scenario, when the writer suddenly feel confused in the scenario it has been explained what should be said from beginning to end. In the classroom when doing learning, all students are enthusiastic and follow according to the rules so that it makes it easier for the writer to apply the material according to the lesson plan or scenario that has been made.

E. Procedure of data analysis

As stated above, the instruments of the research are observation and questionnaire. Therefore, the writer applies the following steps:

1. Observation

- a). The task of writing a recount text of a traveling experience is given to all respondents, then make groups of five to six people and think of writing down important words in a notebook, then discussing the results of thoughts, and pouring them into written recount text. Observation is taken based on pre-activity, whilst-activity, post-activity in Muhlisin (2018).

b). The result of above instruction is then put into the table of observation sheet for researcher.

2. Questionnaire

The questionnaire consisted of ten closed ended questions and two open ended questions. Distributed among correspondents to answer. The aim is to find out how many respondents understand or know the learning of think-talk-write techniques in the recount text.

3. Test

Assessment of the results of writing a recount text is assessed from the assessment of writing by Jacob (1981) which has aspects of writing, namely content, organization on, vocabulary, language use/ grammar, mechanics. Each aspects of writing assessment has excellent to very good criteria, good to average, fair to poor, and very poor.

Table 3.7

Research date activities		
No	Date	Activity
1	November 10, 2019	Seminar proposal
2	December 11, 2019	Proposal guidance and Instrument
3	December 18, 2019	Guidance of learning devices
4	January 22, 2020	The first meeting in the writing class Give the first assessment
5	January 29, 2020	The second meeting in the writing class
6	February 5, 2020	The third meeting in the writing class Give the second assessment Give the questionnaires
7	March-Mei 2020	Guidance for chapter 1-5
8	July 18, 2020	Review all ACC

