

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology of this research, which includes the research method, research subjects, procedures of the research, data collection, instruments, and data analysis.

A. Research Method

The method of this research is qualitative, because it is a suitable method for getting culturally detailed information about values, opinions, behaviors, and social contexts of particular populations. At the same time, this research aims to know the effectiveness of and responses to the Think-Talk-Write strategy in learning writing. According to Moleong (2011, p.233, as cited in Subkhan, 2016),

Qualitative research is research that aims to understand the phenomenon of what is experienced by research subjects, for example, behavior, perception, motivation, action, and others, in a holistic manner, and in a manner descriptions in the form of words and language, special natural context and by utilizing a variety of natural methods.

B. Research Design

More specifically the researcher chose a descriptive qualitative design. To conduct this research, as the overall analysis of this research will be describe results that relate to the effectiveness of the Think-Talk-Write strategy in the students' writing ability. According to Freeman and Long (1991, p.11 as cited in Maulidah et al., 2013), "Descriptive qualitative is the study which is

designed to identify and describe the observed phenomena in the form of words rather than in number.”

C. Research Subjects and location

The subjects of this research are the Tenth Grade Students in a Private Vocational High School in Cimahi which consists of six majors, namely Electric Power Installation Engineering (*Teknik Instalasi Tenaga Listrik/ TITL*), Industrial Electronics Engineering (*Teknik Elektronika Industri/ T.EIN*), Refrigeration and Air Conditioning Engineering (*Teknik Pendinginan dan Tata Udara/TPTU*), Motorcycle Engineering (*Teknik Sepeda Motor/ TSM*), Light Vehicle Engineering (*Teknik Kendaraan Ringan/ TKR*), and The Computer and Network Engineering (*Teknik Komputer dan Jaringan/ TKJ*). The researcher chose the motorcycle engineering major, and divided it into two classes, A and B. The researcher used purposive sampling in choosing the sample of this research. According to Fauziyah (2018), “Purposive sampling was a selecting or choosing a sample based on your knowledge about population, elements, and the nature of research aims.” The researcher chosen class B as the sample, which consisted of twenty-two students with no female. However, only eighteen students were involved in this research. Because four students were always absent. That class was chosen after the researcher had conducted a class observation during a school orientation program in that private vocational high school and found that the students had difficulties in writing texts in English. Furthermore, they had talking anxiety in expressing their ideas and spent much of their time watching YouTube.

D. Research Procedures

The procedures of data collection for this research includes:

A. Preparation

In this step, after the proposal and the instruments of this research (the scenario, lesson plan, observation sheet, test, and questionnaire) were approved, the researcher visited the school to get information about the teacher and students as participants by giving the permission letter. Then, the researcher asked for permission from the headmaster of the Private Vocational High School. Afterwards, the researcher met the English teacher and asked for the data of the students and in conducting the research. Subsequently, the writer explained about the test and materials given to the students. Lastly, the researcher prepared all of the research instruments, such as the lesson plan (*RPP*) and scenario, video, observation sheet, test, and questionnaire.

B. Treatment

In this step, the class received a new treatment using the Think-Talk-Write strategy in learning writing recount text using videos from YouTube.

The first implementation was held on the first day of the research. At this time, the researcher as a teacher taught the material about the recount text that was appropriate with the lesson plan slowly, such as the definition, generic structure, social function, and grammatical features, as well as how to write recount text using Videos from YouTube. The researcher always checked the students' understanding before explaining the next activity. When the students learned about social function and generic structure, the

students did not have any difficulty with the material. However, the students found some problems in the grammatical aspect, particularly the simple past tense, as from the students' exercise that the teacher gave. Most of the students were confused when identifying and changing the verb in a sentence into past tense, which is in fact very important since it is commonly used in writing recount text. To handle the situation above, the researcher showed the formula of simple past tense and then gave some examples of the positive, negative, and affirmative forms. After that, the researcher asked the students to make a sentence in simple past tense on the whiteboard. In order to check the students' understanding of simple past tense.

In the *Think* stage, the students were given a video. Before the students watched a video, the researcher asked the students to choose a partner and sit in pairs. After the students found a partner, the researcher played a video about a holiday experience. During the students watching the video, the students should pay close attention to the story because the worksheet is related to the material. After watching the video, the activity was continued to the next stage. In the *Talk* stage, the students shared the ideas and discussed with their partner based on their finding from the video in the exercises that the teacher had given. In the *Write* stage, the researcher was directed to the students who completed their ideas into paragraphs. The students made a note in identifying the recount text material of the text in exercise, based on the video from the students had seen. In this activity, the researcher observed the enthusiastic students. Then, the researcher gave the

conclusion about the lesson and closed the meeting by saying the greeting. So, the first meeting had already finished.

In the 2nd meeting, the researcher used *Think-Talk-Write* again. The procedure of this technique was the same as in the previous meeting. The students were given another video and example of recount text firstly. They had to change the action verb into V2. It was meant to encourage the students in understanding grammar. The researcher also asked the students to conclude the text by their' words. This activity was scored to know the students' ability in grammar and style. Also, the researcher used observation sheet to observe the students and to investigate the TTW implementation and YouTube videos during learning.

C. Evaluation

The process of the lesson was scored to check the students' motivation. Meanwhile, the researcher scored the students' attitude in the learning process using observation sheet. When the students had a good attitude in learning, it means that the students had high motivation to learn. It would give an effect on the result of the study. There were four categories to measure students' attitudes. In observing the students, the researcher was helped by the teacher as the other observer. In the last meeting, the researcher gave the test to measure the improvement of the students' understanding and the effectiveness of Think-Talk-Write in writing recount text. The students to write the story based on the students' experience. The researcher has 30 minutes to do the test. After that, the researcher asks the students to fill the questionnaire related learning process before. Also, the

researcher used survey to measured the students and teachers' responses toward the TTW implementation using YouTube videos during learning.

E. Research Instruments

1. Scenario

To create a successful learning process, the teachers need to create a scenario. Scenario was used to control the teaching and learning process in this research. The researcher used it as a guidance to manage time and activities during teaching and learning process in the classroom.

2. Observation Sheet

The observation sheet was used to help the researcher observe the students' attitudes during learning. The observation sheet and score range of the scale are described in the following table:

Table 3.1
Observation Sheet

No.	The points of observation	Scores			
		1	2	3	4
1.	The students are enthusiastic during the teaching and learning process.				
2.	The students are actively asking, answering, and giving comments about the materials.				
3.	The students are paying attention and taking notes about the materials given seriously and diligently.				
4.	The students are active in the group and class discussion.				
5.	The students have finished the assignment seriously in the given time.				

Table 3.2
Scores Range of Scale

Scales	Scores
Always	4
Occasionally	3
Seldom	2
Never	1

Source: Kusumaningrum, (2015)

3. Test

The test is one of the assessment instruments used to measure the students' abilities. In this research, the researcher gave a test in, essay form. To find out whether the students' abilities improved or not after implementing the strategy. The test was given as follows:

TEST Instructions 1. Write down your name and student number on the top left of the paper. 2. Create a story based on your personal experience in the past. 3. The length of the text is at least 5 sentences. 4. You have 30 minutes to write your story. 5. You may open your dictionary. 6. You can not copy your friend's story!!! GOOD LUCK \^0^/ Title:
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Figure 3.1
The instruments of Test

4. Writing rubric score

To measure the writing test score in assessing the students' test, the researcher needs criteria of the rubric score as reference for assessing the score. The rubric which is used to assess students' writing performances should have criteria of validity. According to Puspasari, (2011) said that "Validity is an important key for the research to make the research is effective because it determines the judgment whether or not the abilities can indeed be measured." In this research, The researcher adapted Jacob's scoring rubric of ESL Composition Profile, there are five categories, in assessing writing; Content, Organization, Vocabulary, Language Use (grammar), and Mechanics. (Table 3.3 Writing rubric score in Appendices).

Table 3.4
The Classification of The Students' Achievement Scores

Range	Category	Interpretation
80-100	A	Excellent
66-79	B	Good
56-65	C	Sufficient
40-55	D	Fairly
<39	E	Poor

Source: Kusumaningrum, (2015)

5. Survey

The types of the questions in the survey for this research were 17 close-ended, *yes-no* questions and one open-ended question. With the survey, the researcher measured the teachers and students' responses toward the implementation of the Think-Talk-Write strategy in learning writing recount text. The questions consist of seventeen questions as follows:

Table 3.5
Questionnaires

No.	Question item	Category	
		Yes	No
1.	Do you like learning English?		
2.	Do you like writing texts?		
3.	Do you like watching videos on YouTube?		
4.	Do you often watch videos on YouTube in a week?		
5.	Do you have channel/subscription for watching videos on YouTube?		
6.	Do you usually watch videos on Youtube using a cellphone?		
7.	Do you think watching videos on Youtube can help you in learning at school?		
8.	Did the learning using Think-Talk-Write that has been implemented make you have a high willingness to follow the lesson?		
9.	Did the learning using Think-Talk-Write that has been implemented can eliminate incorrect concepts in yourself?		
10	Did the learning using Think-Talk-Write that has been implemented gives meaning and make it easier to understand the material?		
11	Did the learning make the material being taught easy to understand?		
12	Is the learning using Think-Talk-Write is interesting, fun, and not boring?		
13	Do you feel the time spent in understanding the concept is getting shorter?		
14	Does the learning using Think-Talk-Write improve your critical thinking?		
15	Do you feel more valued in expressing opinions when learning?		
16	Do you feel braver in delivering your opinion in learning process?		

F. Data Collections

To support the qualitative method of this study, the researcher used three ways to collect accurate data.

1. Observation

An observation sheet was used to observe the students' behavior and condition, and to investigate the implementation of the Think-Talk-Write strategy during the learning and teaching process in the classroom. To make the observation more suitable with the focus of this research, it covered five focuses: the students' enthusiasm, activeness, attention, participation , and responsibility towards the assignment. The observation sheet was calculated with a rating scale comprising four rates: Never, Seldom, Occasionally, and Always. Each scale was given a score ranging from 1 to 4.

2. Test

The test is a way to assess the students' ability after learning the writing of recount text through the Think-Talk-Write strategy using YouTube videos. According to Purwanto (as cited in Azis, 2016), Test is an instrument in collecting the data that gives a response to the questions in the instrument, also the students have to show the ability.” After giving implementation in meeting I and II, the researcher conducted a test in the last meeting. The students were given 30 minutes to write a story about the students' personal experience during holiday.

3. Survey

A survey is one of the tools to collect data by giving questions through a questionnaire. With the survey, the researcher can measure the teachers and the students' responses toward the implementation of the Think-Talk-Write strategy in learning writing recount text.

G. Data Analysis

To conclude, the researcher analyzed the data collected from the result of the observation checklist, questionnaires, lesson plan, and test. In analyzing the data of this research, the researcher used qualitative data analysis with an inductive analysis method. There are three components in the data analysis:

1. Data reduction

This is the process of selecting, focusing simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. It means that the writer reduces the data before, during, and after the data analysis (Yusmil, 2018).

2. Data Display

This is the process of organizing, compressing and assembling information to permit conclusion drawing and action from observations (Yusmil, 2018).

3. Conclusion or verification based on analyzed data.

This is the last process in analyzing qualitative data. After analyzing the data by data reduction and data display, the researcher finally obtain the results of the research that answer the the research questions (Wikandaru, 2017).