

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methodology used in conducting the paper which consists of the research method, research design, respondent of the research, instrument of the research, and data analysis.

A. Research Method

This research used a qualitative research method. This method was used because it investigated the data based on reality, which was then analyzed in words rather than numbers. As Berg in Tewksbury (2009) states that qualitative research refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things. In a qualitative research is conducted in natural settings and uses data in the form of words rather than numbers (Kaplan & Maxwell, 2005).

B. Research Design

This research used a descriptive research design. Sukmadinata in Linarwati, Fathoni, & Minarsih (2016) explains that descriptive research is a form of studies aimed to describe phenomena that exist, whether a natural phenomenon or man-made phenomenon. It means that the phenomenon can be activity, characteristics, changes, relationships, similarities, and differences between the phenomena with each other phenomena.

C. The subject of the Research

The subject of this research were an English teacher and 23 seventh grade students in one of Junior High School in Cikadu. The reason for choosing this school because the English teacher of the seventh grade never applied a two-stay two-stray technique in teaching writing, especially in teaching descriptive text. Besides, based on preliminary study, the students in this class had low writing skills. Therefore, it is expected that the use of two-stray-to-stay can give a positive impact on their writing skill.

D. Instruments of the Research

To get the data, the researcher used some instruments such as observation, interview, questionnaire, test.

1. Observation

Observation is a way to collect the data by observing variables (Sipayung, 2016). In this research, the researcher did direct observation with the purpose to record all of the information about the students' interaction and students' participation in the implementation of teaching writing descriptive text using problem-based learning through a two-stay two-stray technique. In doing the observation, this research used an observation sheet that was adapted from Satriani (2016).

2. Interview

The interview was conducted to find out the students' and teacher's response to the use of two-stay two-stray technique in learning writing descriptive text. It was also used to find out students' difficulties in writing descriptive text. It was also used to find out students' difficulties in writing descriptive text. The interview was semi-structured interview in which the question was developed from the response indicators proposed by Muhlisin (2018). They are: attention, relevance, confidence, and satisfaction.

3. Questionnaire

The purpose of the questionnaire in this research is to find out the students' responses and difficulties in learning English after the researcher implemented teaching writing descriptive text using problem-based learning through a two-stay two-stray technique. This research used a Likert Scale questionnaire, which consisted of fifteen statements that were developed from five indicators of response that were previously mentioned.

There were four stages in counting the result of questionnaire. Firstly counting the value of likert scale option.

Formula : $T \times P_n$

T : All respondents who choose the option

P_n : Likert score options

Secondly, counting the total of each statement by adding the value of likert scale option. Thirdly, counting the percentage of each response indicator by using the following formula :

$$\text{Formula \%} = \text{Total Score} : Y \times 100$$

Y: Highest likert score x all respondents

Fourthly, the result was then matched in the following criteria, in order to know the students' response of each indicator.

The criteria for interpreting the scores based on the interval, they are:
 Number 0% - 19.99% = Strong (Disagree / Bad / Very poor)
 Number 20% - 39.99% = Disagree / Not good
 Number 40% - 59.99% = Enough / Neutral
 Number 60% - 79.99% = (Agree / Good / Like)
 Number 80% - 100% = Very (Agree / Good / Like)

4. Test

The test was an instrument given by the researcher which aimed to identify the students' scores. The test was conducted to get information about the understanding of the material that has been studied and to help the researcher to get information about students' difficulties in writing descriptive text after the technique of two-stay two-stray applied. In this research, the researcher asked the students to write a descriptive text that was then assessed by using writing scoring rubric proposed by Tribble in Kurniawati (2018). This rubric consisted of five writing elements: content, organization, vocabulary, language use, and mechanic.

E. Data Analysis

1. Observation

To observe the classroom activity, the researcher used observation sheets and fieldnotes. The observation was carried out during the teaching and learning activities starting from pre-activity to post-activity for three meetings. After the data was collected, the researcher analyzed, interpreted, and concluded the data.

2. Interview

Interviews were conducted to find out the students' responses and students' difficulties in learning English after the implementation of teaching descriptive text writing using problem-based learning through two-stay two-stray techniques. Interview activities were carried out after the questionnaire was distributed. There were only nine students were being interviewed. After the data was collected, the researcher analyzed the data by grouping it based on the response indicators proposed by Muslihin (2018). The data was then interpreted to make it easier to conclude.

3. Questionnaire

The questionnaire was conducted to determine students' responses and difficulties in learning using two-stay two-stray techniques in teaching writing descriptive text. Questionnaire activities were carried out after learning ends at the third meeting. After the data were collected, it was grouping based on the

response indicators delivered by Muslih (2018). It was then calculated in a percentage and interpreted in words.

4. Test

Students' writing tasks were assessed by writing scoring rubric in Chapter two. This writing scoring rubric has five writing elements in which each element has four proficiency categories. After the students' writing proficiency level in each element was known, it was then calculated to find out the percentage. After that, the data were interpreted in words.