CHAPTER III

METHODOLOGY

In this chapter the researcher describes the method that is used to conduct the study. The researcher describes the research design, the subjects of the study, data collection instrument, data collection procedure, and data analysis.

3.1.   Research Design

Research design is very important to conduct the research. It helps the writer to search the problem and show how the study would be answer. Based on Ary et al (2002) the research design is the researcher's plan of how to natural setting. This study have purpose to find out the information about how is the implementation of think talk write strategy in teaching writing descriptive text and how are the students responses toward the use of think talk write strategy in learning writing descriptive text.

In this study, the writer used descriptive qualitative research design. According Arikunto (2002) explain that descriptive qualitative is a research in which the researcher has to describe and interpret the events happened in detail. It means that descriptive qualitative describes what exist in reality, which involves the description, recording, and analysis. The researcher uses descriptive qualitative research design are use to describes the situation in the classroom during teaching and learning writing descriptive text by using think talk write strategy and also describes the students' responses toward it.

3.2. Subject of the Study

There are two subjects of this study. They are the students in seventh grade and English teacher of seventh grade at MTs Muhammadiyah 1 Dukun and MTs YKUI Maskumambang which has been selected by researcher based on the characteristics. The characteristics of good teacher are the teacher has been graduated from SI English department of the faculty of teacher training minimal 5 years and the teacher implements think talk write strategy in teaching writing descriptive text at least 3 years.

Then the second subject of this study is the students in seventh grade. Based on the data from the teacher about the students learning outcomes then the researcher conduct at VII-A class of MTs Muhammadiyah 1 Dukun because this class is the only one class which use think talk write strategy in learning writing descriptive text. There are 25 students consist of 15 female and 10 male and VII-B of MTs YKUI Maskumambang because the students' proficiency this class is higher than VII-A class. There are 20 students dominant male. The researcher chooses the students and the teachers as the subject because the researcher wants to know the procedure of think talk write in teaching writing descriptive text and the student's responses toward the use of think talk write strategy in learning writing descriptive text.

3.3. Data Collection Instrument

Instrument takes an important role to collect the data of this study. In this research, the researcher becomes the main instrument because no one can replace her to collect information or data. While the most common instruments to collect data which use by the researcher in this research are observation and interview.

3.3.1. Observation

The researcher used observation as the first tool to collect the data. Cohen (2005:305) states that observation is a tool to get information from situation and human interaction that occurred in a field from beginning up to the end. In this research, the researcher uses observation to gain some information about what happen in the classroom during teaching writing descriptive text by using think talk write strategy. Researcher observes the teaching learning activity by using record observation. It had functions to record the activity in the class when the teacher applies think talk write strategy.

3.3.2. Interview

The second instrument to collect the data the researcher uses interview. According to Bruce L. (2001) interview is conversation which has a purpose, the purpose is to get information. The information is to ask the situation that unclear during the teacher used media as an instructional tool for teaching speaking. Interview is a set of questions to be answered by the subject of the study. Interview provides information that cannot be obtained

through observation, or they can be used to verify the observation. The researcher interviewed the students after teaching and learning process is complete to know the students' responses toward the use of think talk write strategy. First, the researcher composed semi structured interview that related to the use of think talk write strategy in learning writing descriptive text. The researcher chose this type because the researcher will feel free to make question and improve questions. After interviewed the students then the researcher recorded the process of interview and took some notes based on the answers of the students to make the data more detail.

The researcher uses purposive technique to choose one or some of students who interviewed. Before conducting the interview, the researcher asked the teacher who were active students in the writing class. Then, the researcher uses snowball technique which the researcher chooses one subject who was interviewed and asked several questions, then the researcher asked who the next recommended friends that were interviewed. From the recommendation of second students, the researcher continued to interview third students with the same technique and so on. Interview stopped if the data had completed.

3.4.   Data Analysis

In this study, the researcher analyzes the data from observations that has been done when the teacher implements think talk write strategy in teaching and learning descriptive text and interview which done by researcher to teacher and students after teaching and learning process.

According to Miles and Huberman (1994:10) said that there are three activities in qualitative analysis that are data reduction, data display, and drawing conclusion.

3.4.1.   Data Reduction

The data reduction is the data from record observation which get by observing the teacher activities in implementing think talk write strategy in teaching writing descriptive text. It is about giving individual assignment and guide how the task do, divide the students into some groups, guiding the students in discussing the task, guiding the students in making descriptive text and also correcting the students' assignment. And the second data reduction is from interview with the students, it is aim to know the students' responses toward the use of think talk write strategy in learning writing descriptive text which are conduct to cross check the data from observation.

3.4.2.   Data Display

The first data display is from observation. The researcher describes the teaching learning activity in implementing think talk write strategy. By this data, the researcher can display the teacher's activities in applying think talk write strategy which are giving assignment, dividing the students into some

groups, guiding the students in discussing the task, guiding the students in making descriptive text and also correcting the students' assignment. The second data is from interview with the students by using transcript. It has purpose to understand clearly by the reader. This type of data display is used to display the data from students about their responses toward the use of think talk write strategy.

3.4.3. Drawing Conclusion

The researcher does the first analysis from observation data. The conclusion is aimed to give clear description about the implementation of think talk write strategy in teaching writing descriptive text. The second analysis is from interview tool. The conclusion from the student's interview result give clear understanding about the students' responses toward the use of think talk write strategy in learning descriptive text.