

CHAPTER III

RESEARCH METHODOLOGY

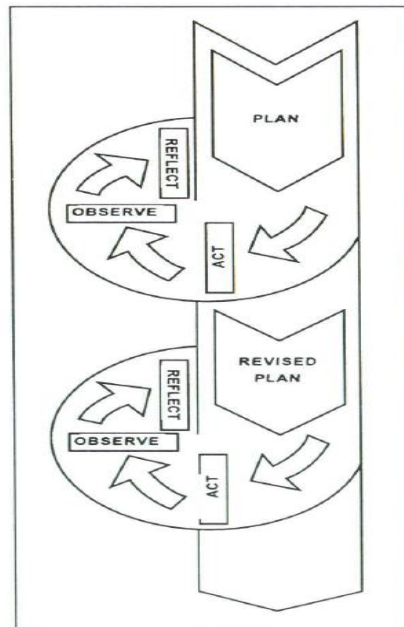
3.1 Research Design

In this study, the researcher uses a classroom action research. Action research itself, means type of applied research that contributes to the generation of principles and theories and sometime action – oriented (Arhar, Holly and Kasten, 2001:30). Classroom action research itself consists of four steps, they are planning, action, observation, and reflection.

This study is an action research in which the main procedures follows the cycle. So, applying Think Pair Share technique to improve students' writing skill is going to be repeated several times until reseracher find a significance result that show the students' improvement in the writing skill especially on writing descriptive text.

In this case, the researcher will find out whether Think Pair Share tehniique is able to improve the students' writing skill. It means that the researcher is going to follow the students' evaluation in the writing skill when the researcher research in the classroom. Besides, the researcher also observes the students interest in writing class.

The researcher will shows the Model of Spiral in action research from Kemmis and Taggart (1988).



From the diagram above, the researcher will make a lesson plan before the teacher teaches in the classroom. Then, the teacher teaches and observes everything that happened in the classroom action research. The last is reflective all of the data from her research. If the students' score is still low, the teacher must revise her lesson plan and she will teach in the classroom again until she gets a minimum score for the students. It means that she gets successfully in teaching learning process.

3.2 Problem identification

Starting the action, the researcher identified the problem that happened in the certain class. The focus of the problem is to solve the problems in the class. The researcher (teacher) identified the problems that must be answered. The focus is about the low score of writing skill especially on descriptive text that happened

in the first grade of Junior High School. The students are still confuse about what they wrote, how to arrange paragraph to be a good sentence and improve the paragraph, how to write correctly with grammatical structure.

3.3 The Steps of Action Research

3.3.1. Planning

There are three steps in this stage . The first is identifying the problems, the second is formulates the problem and finding the cause of the problem, the last is developing action or solution for the problem. Firstly, the researcher identified the problem in the classroom. The problem came in the first grade at Junior High School, especially in class A. After the researcher identified the problem, the researcher formulates the problem in the problem statement then the researchers try to find the solution related to the problem. The researcchr uses Think Pair Share Technique to solve the problem in this problem.

Here the researcher as the teacher in the cassroom. The researcher make a plan before the teacher teach in the classroom. Here the steps of plan:

3.3.1.1 Designing the lesson plan

The purpose of the lesson plan in this action research is improving students' writing skill especially on writing descriptive text. The activity in the lesson plan is stressed on how they learn the lesson and interest in writing class through Think Pair Share technique.

3.3.1.2 Preparing Material

In here, the researcher prepares all of the materials. All of the materials includes in the lesson plan. The material is about Think Pair Share technique, teaching vocabulary need in writing, grammatical structure into paragraph in descriptive text and developing writing skills. It consists of some exercises related to the topic by applying Think Pair Share technique and material. It is hoped the students will improve their skill especially in writing skill.

3.3.1.3 Preparing criteria of success

This study is improving students' in writing skill by using Think pair Share as a teaching technique. Based on the theory and the condition of the students, there are two criteria of success in this research. The first is the students average score of writing skill is 70 because of standard minimum at the school. The second is to motivates the students to join in activities on the technique of Think Pair Share.

3.3.2 Action

In this stage, the researcher implements Think Pair Share Technique as a technique to teach writing especially on writing descriptive text. The researcher uses lesson plans to implement Think Pair Share in teaching learning process in writing skills. The researcher will change lesson plans based on the situation in the classroom. The researcher will conduct four meetings to implement Think Pair Share technique in action research. The steps to introduce Think Pair Share will be done in one meeting.

The researcher will conduct five meetings because in the first meeting, the researcher will give the students pre test. In the second meeting, the teacher introduce Think Pair Share technique for the students. As we know that the technique is still new for the students because the technique is never used in the classroom when teaching learning process in writing skill. In the third meeting, the researcher will teach the vocabulary words about the topic that the students need to make a good text. After the students study about the vocabulary the researcher will review the vocabulary words again. The fourth meeting is teaching descriptive text into a good sentence through generic structure of descriptive text. It is one meeting, so the students can focus in making their descriptive text. The last is developing students idea in writing using Think Pair Share technique through descriptive text to be a good sentence and into paragraph.

To avoid weakness in this stage, the researcher will prepare everything to the teaching learning process. Another teachers also observe this research in the teaching learning process for improvement in the next meeting.

3.3.3 Observing

Observation is an activity to get the data. While performing this research in the class, the researcher also observes the students and the situation of the classroom. To get a valid data the researcher cannot observe the classroom by herself. So in this case, the researcher's partner will accompany her in the teaching learning process. In this research, the teacher observes together with a teacher partner. The teacher partner helps the researcher to observe and record

everything that happened in the teaching learning process. The researchers prepare the observation with the teacher partner.

3.3.4 Reflective

The fourth step is reflecting. This step is the activity of analyzing and explaining the information obtained from implementation activity. It is the stage where the researcher analyzes the data from the observation and made reflection from the result of analysis. The technique of this analysis is using Triangulation. Here, the researchers analyze the data from the test, observation, and questionnaire to check trustworthiness of data analysis.

The first, the researcher analyzes the students from the test. The passing grade for English in SMP MIFTAHURROHMAN is 70. So, we can conclude that the student's minimum score is 70. When the students get score is under 70, so the researcher will revise the lesson plan.

The second, the researcher analyzes the data observation in determining students' performance in the class. When the student's participation during learning process is still low. The researcher will revise some of part lesson plan.

Finally, the researcher will compare all of the data. They are the result of the students score and observation in the classroom. The researcher analyzes and reflects all of the information related to the Think Pair Share technique.

3.4 Subject of the study

Finally, the researcher chooses the first grade of SMP MIFTAHURROHMAN Benjeng Gresik as the subject in this research. The researcher has some reasons why she chooses the first grade students as her subject in this research.

The problem of the class is the students get low score, the researcher knows when the researcher gives some daily exercises especially in writing class, and the students do not get the standard minimum score. Some of the students still do not know well about what they will do during their writing and how to make a good sentence with grammatically structure. So it makes the students difficult to arrange their words into a good text. There are some causes in students' SMP MIFTAHURROHMAN has the weakness in writing skill.

The students get some difficulties when they write. So, the teacher should find and choose the correct methodology or technique to stimulate the students' interest in writing skill. Teaching and learning process will not succes without hard work between the teacher and the students. Actually, there are many techniques can be used in teahing writing skill. One of them is Think Pair Share technique. It is interesting technique for the students because some of the students in the first grade have habit to writing their experience into a good story in Indonesia. From the reason above, it will give opportunity for the teacher to use this technique. The problem may be from their habit because it will be more difficult of making English written text rather then Indonesia. Finally, from those

reasons, the researcher chooses the first grade students as the subject of the research in this study. To make it clear, then the researcher limited the subject of the research to the Seventh grade (VII-A) and the students consist of 28 students in the class.

3.5 Data of the study

The data of the research is some information about Think Pair Share technique which is used in teaching learning process, especially in writing skill. It means the data come from how the teacher uses Think Pair Share technique to improve students' writing skill.

The data is comes from the result of the observation, field note, and students' writing using Think Pair Share technique. The result of observation and field notes are used to describe the use of Think Pair Share technique to improve students' writing using Think Pair Share technique. The teacher teaching writing using Think Pair Share technique to investigate the improvement of the students' writing.

3.6 Research Instrument

Instruments is used to facilitate and get the data, we need to arrange valid and reliable instruments. A valid instruments means the instruments which can measure what should be measured, while reliable instrument means that the instruments must be accurate and consistent. In this study, the researcher uses instruments as follows :

a. Test

A test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria (Brown, 2001:401). This instrument is used for the researcher to find out the use of Think Pair Share technique to improve students' writing skill. The data is in the form of scores. The type of test is subjective one in making writing composition. Here, the researcher has two kinds of scores. The first is the scores taken from the students' score of pre test. The second is the scores taken from the students' post test. In conclusion, this study uses two kinds of the test instruments, they are the students' scores from pre test and post test.

b. Observation

There are two instruments in the observation. They are observation checklist and field notes. The first is observation checklist. The teacher partner will answer during observing implementation of Think Pair Share technique in the classroom. The second is field notes. The researcher will make a simple notes during observation in the classroom. In the field notes, the teacher and the teacher partner write everything deals with the teaching learning process from beginning to the ending. It includes the situation and the students' response. As an English teacher, the researcher plays two roles, the observer and the teacher. When the researchers teach in the classroom, the researcher observe the students in the classroom and write everything which is related to the teaching learning process in diary journal. To get a valid data, the researcher is

accompanied by the teacher partner. She helps the researcher to observe the situation in the classroom by using observation checklist and field notes.

3.7 Data Collection

Collecting data is one step uses in action research while the data is absolutely needed to answer the research problem. In this study, the research will observe and record all of the things that happened in the classroom. There are four steps of collecting data as follows :

The researcher gives the student pre test to the students in the form of writing. After the students do the test, the researcher and the teacher partner will correctives the answer from the test to get the students' score by using Jacob et alls assesment criteria.

The researcher apply Think Pair Share technique to improve students' writing. The researcher conducts Five meetings in each cycle. In doing this, the researcher observes and records all of things in teahing learning process by using observation checklist and field notes. The reseacher will accompany by a teacher partner in apply the technique in the classroom. She will help the researcher to records everything dealing activity in the classroom. In the last meeting, the researcher will give the students post test to the students then the researcher and teacher partner will corrective the students' work by using Jacob et alls assessment criteria.

After conducting an action research, the researcher will observe all of the result.

3.8 Data Analysis

After the researcher collect the data by test and observing class, the researcher need to analyze some findings that will be helpful for teaching and learning to improve students' writing.

The first is the researcher needs to analyze the students' writing in score pre test and post test by using Jacob et alls assesment criteria. The passing grade (SKM) for English is 70. It means that the studens' minimum score is 70.

The second is the researcher and the teacher partner describe the information what is going on in the classroom during the implementation of Think Pair Share technique to improve students' writing by using observation checklist. Related to the criteria of succes about the students' motivation, the researcher determines the criteria of succes for a good category. If the students' score is under good category, the researcher will revise some parts of the lesson plan procedures

Finally, the researcher analyzes and reflects all of the information concerning with the study. Then, the students discuss all of the information concerning the study to get research findings. After the researcher get the result, the researcher chooses whether continue to the second cycle or not. The researcher use Triangulation to avoid diverge and the researcher's opinions. The Triangulation in this study are cross-checking with others teacher or the teacher partner and cross-checking with the advisors. The researcher also analyzes the result of observaion and students' score with criteria of success. The criteria of

success in this research is the students' average score of writing test is 70 (the passing grade for English lesson in this school). The students are motivated to join activities on the technique that the teacher used.

After the researcher completes all of the procedure in this study, the researcher concludes this research findings as the answer to the research question.