

CHAPTER III

RESEARCH METHOD

In this chapter the researcher present of research design, setting and subject of study, the procedure of the study, observation (reconnaissance), planning, implementing, observing, and reflecting.

A. Research Design

The researcher used classroom action research to conduct this research. Classroom action research designed to solve practical problems in the process of teaching and learning, especially in teaching writing. Burns (2009:5) Elliott states “the study of social situation with the view to improving the quality of the action in it”. The strategy offered was used as one of the alternative strategy to improve the students writing ability.

B. Subject and Setting of the Study

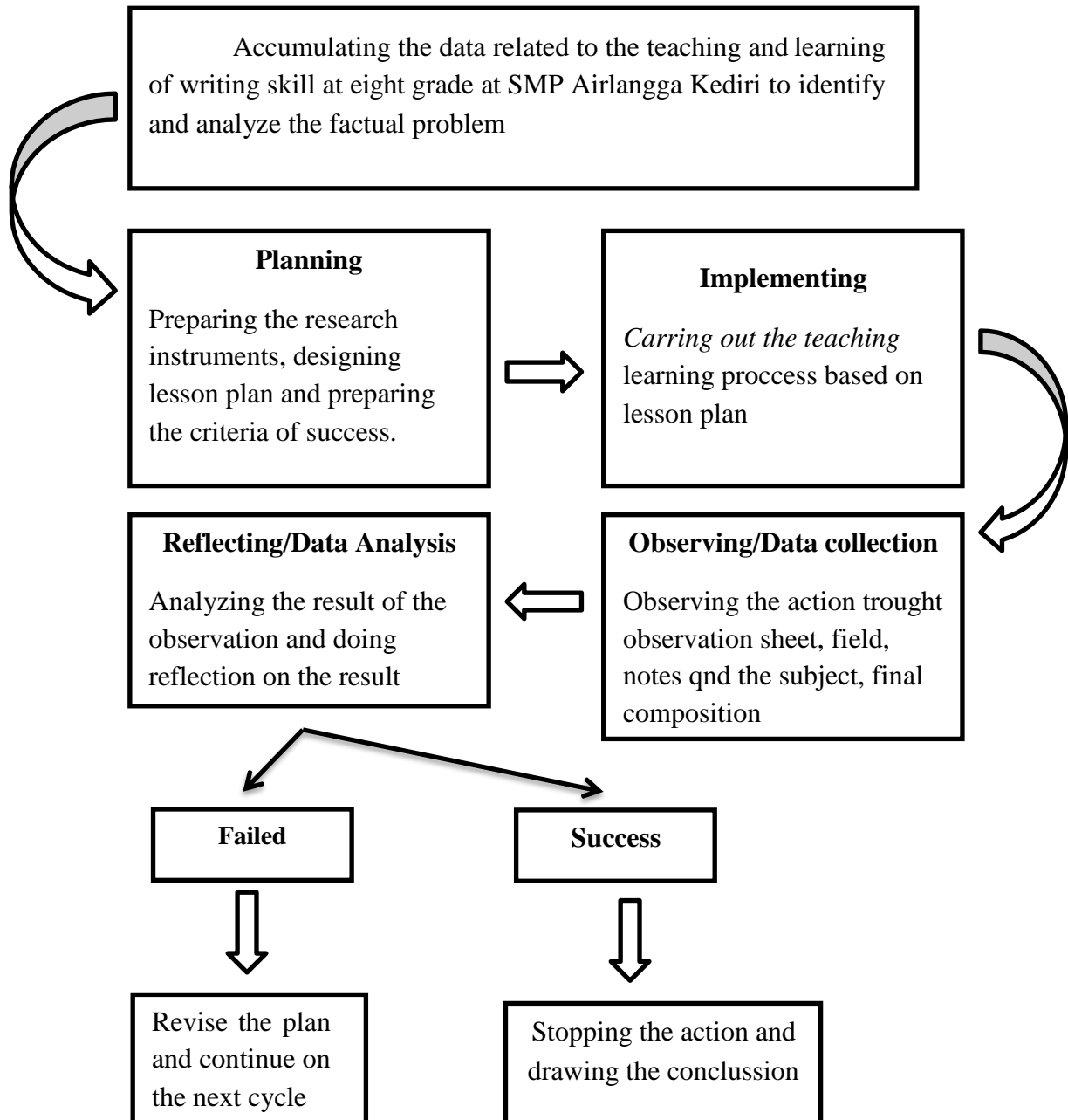
The study was conducted at SMP Airlangga Kediri. This school had of class for study all students.

The researcher put subjects of this study were the eight grade of Class in academic years 2019/2020. This school was chosen as the setting of the study for the following considerations: first, as it is stated above that the students had problems in their English writing. Second, this school needed to repair and improve the students’ quality.

C. The procedure of the study

This research used Classroom Action Research (CAR) with model that purpose by Kemmis and Mc Teggart (1990) cited by Koshy.

Figure 1. The research procedure



1. Preliminary Observation (Reconnaissance)

Here the researcher choose SMP Airlangga Kediri. This stage was done to get information about the real condition of the class including the teacher technique used in process of teaching and learning, the students' problems and their preformances in learning and also activities in writing. The researcher analised to get suitable teaching for students.

The students got difficult on make a descriptive text. Because the students never make a descriptive text in English, usually the students make a descriptive text in Indonesian language. it was conclude that the most important problem that needs to be solved first is the students' must feel confident and enjoy in English class so they can learn and study more focus and in under good mood felling someone or students are easier to make a descriptive text not in under pressure.

The material of teaching was from LKS and a partly from the relevant books. The next step the researcher did planning and prepare for the research.

2. Planning

In the planning stage, the researcher has to do some planning activities to solve the problem in the classroom for this, he did some preparations, including designing the lesson plan for English class especially for descriptive text and preparing the criteria of success as well as research instrument.

1. Providing Suitable Strategy

After preliminary observation and got the basic problems, the researcher tries to apply the new method that is using Think Talk Write. By stimulus from the researcher, provide the students more active to write descriptive text. To achieve the instructional objectives in writing class, the study focused on the implementation of TTW method.

Writing Activity	Teacher Activity
Pre – activity	<ul style="list-style-type: none"> - Teacher greets the students and checks the students' attendance. - Teacher explains the objective of the course.
Pre – Writing	<ul style="list-style-type: none"> - Teacher explains about the objective of using TTW method. - Teacher gives instruction on how to apply the TTW method.
Writing activity	<ul style="list-style-type: none"> - Teacher give a theme for written. - The teacher asks the student for thinking about the theme. - The teacher asks students to make a group from 4-5 students

	<p>and discussion with their group.</p> <p>After discussion The Teacher ask to students to write 1 the result of the discussion.</p> <ul style="list-style-type: none"> - The teacher drilling students to read a text one by one in the classroom. - The teacher gives a test about question. - Teacher gives evaluation.
Post writing	<ul style="list-style-type: none"> - Teacher gives feedback and conclusion. - Teacher closes the classroom activity with greeting.

Table 3.1 The scenarios of using TTW method.

2. Designing Lesson Plan

The researcher designing lesson plan with discussed with the English teacher. The lesson plan was arranged and develops based on the syllabus in the second semester of first year student of junior high school. The lesson plan was made for two meetings. The lesson plan consists of course identity, instructional objectives, indicators, teaching scenario, material, and instructional material.

3. Instrument

The instruments is a tool for measuring, observing, or documenting data, it contains specific questions and response possibilities that you establish and develop in advance of the study. The research instrument that used in this research is writing test, the researcher made two instruments, they are pre-test and post-test. The instrument of pre-test and post-test were used to composed a announcement text with the time allocation 40 minutes. The researcher given some topic that must be chosen by the students.

4. Preparing the Criteria of Success

The criteria of success for teaching and for the students indicated in the form the writing post-test given. Accordingly, the criteria of success is :

1. If 80% the student get minimum score 75 in the evaluation test
2. If the average score is at least 75.

3. Implementing

The *Think Talk Write* (TTW) was implemented for the eight grade students of SMP Airlangga Kediri. In implementing this research, the researcher and the collaborative teacher was work in collaboration to create a good materials and good condition of the class. The researcher implemented the scenario of Think, Talk, Write strategy based on the time schedule in four

stages; Pre-Teaching activity, Pre-Writing activity, Writing activity, and Post-Writing activity. The details scenario in implementing Think, Talk, Write strategy as seen in the previous point.

4. Observing

Observations play an important part in any kind data. Gathering and most action research project use this as an instrument. Koshy (2005:93) states “observations is a natural process, we observe people and incident all the time and based on the observation, we make judgment”.

Observing was the activity of recording and collecting the data about any aspect or event. That was happening in the teaching and learning activity in conducting an accurate observation the observing focused on the activity done by researcher and the students during the teaching and learning process.

Observation was done after the planning, and the action phase. The objectives of this phase were to know result of the implementation of the research and to find out the improvement of the weakness were used the collect data

5. Reflecting

On the basis of the result of data analysis, the researches evaluate the model of paper work assessment procedure, the student's paper work which consists of sample of the work and students response to this implementation of student paper work. In this sense, the researcher tried to critics the strength and weakness of these procedure in implementing method. This activity was done at the end of each cycle to evaluate whether or not effect of the action met the criteria of success. So, the data taken from the result of the students post test is analyzed past to know whether the criteria of success has been achieved or not hence, the formula used in findings. The criteria as follow :

1. If 80% the student get minimum score 75 in the evaluation test
2. If the average score is at least 75.

If the result of analyzing based on the criteria of success are failed, the reseacher will do the second cycle. The reseacher analysis why the Improving Think, Talk, Write technique is failed. Then the reseacher makes the second lesson plan to do the second cycle. It means that think, talk, write technique can improve students writing skill at SMP Airlangga Kediri.