CHAPTER III

METHOD OF THE RESEARCH

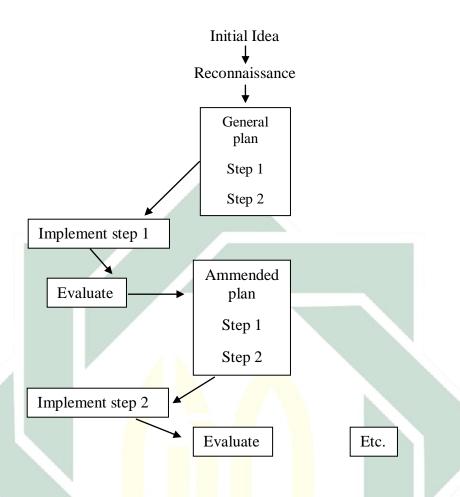
In this chapter, researcher provides the research method involved these few elements: research design, research procedure, data collection technique, research instrument, and also data analysis technique.

A. Research Design

This study deals with The Use of Swell to Improve the Students Writing Ability of Narrative Text at SMA GIKI 2 Surabaya. Accordingly, the researcher needs to conduct a classroom actions research which will use the field work research or naturalistic research. Action research been defined as a form of inquiry aimed at solving a specific and practical school problem. So, this research will be conducted in the classroom. This activity contains several cycles. In each cycle have four elements: planning, acting, observing and reflecting. In order to be clear, the writer will have to present the Lewin's model of action research. It can be depicted as follows:

42

¹ Elliot, J., Action Research For Education Change, (Philedelphia: Open University Press, 1998), P. 70.



Based on the model above, there is a basic cycle of activities. First, the data from observation checklist was analyzed by using descriptive qualitative analysis to describe the implementation of SWELL in EFL class in the process of teaching writing narrative texts. Second, the results of students' writing tests were evaluated by using rubric – ESL composition profile in order to know the students improvement in writing narrative texts from the first meeting until the last meeting.

In more detail, the writing components that were improved were measured and then the mean scores of each writing component of preliminary study and final drafts in each cycle were found out. Next, the overall scores were measured. After that, the means of preliminary study and final drafts' overall scores were found out to know whether the students' ability in writing narrative text improved or not when SWELL technique has been used. There would be an improvement on students' ability in writing narrative text if the last mean score of final drafts was better than in previous ones.

B. Research Procedure

The study was conducted under the following procedures: preliminary study, planning stage, acting stage, and reflecting stage.

1. preliminary study

a preliminary study was used to get the information about the model of teaching and learning english in SMA GIKI 2 Surabaya, especially in writing teaching and learning. Moreover, the researcher could get the information of students' problem in learning english, especially in learning writing.

In this preliminary study, firstly the researcher met with the headmaster of SMA GIKI 2 Surabaya. She told him that she would make a research in this school. He was very welcomed, and then he asked the researcher to meet with the head of curriculum staff. And the next, after

the researcher discussed with the head of curriculum staff, in this observation she accompanied by the english teachers of first the grade. And then the researcher interviewed the teacher informally about the model of teaching and learning english, especially the teaching and learning of writing. From that interview, the researcher found the problem that the first grade students have the problem in understanding writing skill. So, the researcher offered SWELL (Social- interactive writing for english language learners) to improve students' writing skill, and the teacher agreed it.

2. Planning

In this stage, the researcher analyzes content standard and standard competency that will be taught to the students; prepare the lesson plan, teaching learning media, the material, and the instrument of the data. The findings of this research proved that the teacher and researcher should do some activities in teaching narrative texts by using *SWELL*. This research is intended to find out:

- 1. The students' response during learning process.
- 2. The students' improvement of writing by narrative text.
- 3. The writer will conduct maximum three cycles of research to know the improvement of writing by narrative text. To know students' ability in

producing the narrative text, the writer asks to the students to produce narrative text.

3. Acting

In acting stage, the researcher acts as the english teacher who teaches the students in writing class based on the lesson plan had been made. And the collaborative english teacher acts the observer in doing teaching and learning process in class. Here, the students did SWELL (Social- interactive writing for english language learners) technique in teaching writing skill.

4. Observing

Observation is activity to collect records and documents of every indicator or aspect of interaction that occur in classroom teaching and learning process. At this stage, english teacher collaborative acted as an observer. She observes and monitors the implementation of SWELL (Social- interactive writing for english language learners) by checlist observations and observational sheet form. She also observed whether teacher's performance is good or not.

5. Reflecting

Reflection is an evaluation and feedback on the results of observations about application of learning to make revisions in the next cycle. Here, the teacher researcher and the collaborative english teacher

conducted reflection with analysis and feedback. When the collaborative english teacher acts as an observer, she observed the activities of teachers and students in teaching learning process. Teacher and observed interpreted the data to decide whether the action taken was successful or not. If not successful, teacher will decide on a new plan for the next cucle to better result than the previous.

a. The criteria of success

The criteria of success are set up in order to judge whether the implementation of the action is effective or not. Therefore, it will be used to see whether the application of the use of SWELL (Social-interactive writing for english language learners) in improving students' writing skill is success or fail. There are 3 criteria used in the research to measure the success of the action. They are as follows:

- 1. The teacher has good performance in implementing SWELL (Social-interactive writing for english language learners). For example: the teacher had good performance in giving clear explanation toward the material, the teacher's monitoring of the students' activities when they produce narrative text, and the teacher's good power in voice.
- 2. The students are motivated, enthusiastic and approximately 75 percent of them participate during the teaching learning process.

3. More than or equal 75 % of the students' mean score and each student could get minimum passing score 75 after SWELL was implemented.

C. Data Collection Technique

Data collection technique is an important part in this study. The data collection technique is a technique used to collect the data. In this study, the researcher used:

1. Observation

The researchers would use the direct observation. Observation conducts by observing students' activity, checking observation checklist for teacher, students' progress when the SWELL (Social-interactive writing for English language learners), and the material provided by the teacher. All of will be doing during the teaching learning process about anything happened in the class. The researcher will do it in triple observation to find the research problem in the class. The researcher collected the data from 40 students who took XI IPA 3 at second semester in SMA GIKI 2 Surabaya in year 2016 – 2017

2. Documentation

Documentation was used to support everything that happened in the implementation of SWELL (Social- interactive writing for

English language learners) technique like score which has not covered the observation chechlist yet. See appendix

D. Research Instrument

The instrument is important to find out the result of the research. Therefore, the instruments should be prepared well. In this study, the researcher used observation checklist and observational sheet as the instrument of this research.

1. Observation Checklist

In observing class, the researcher use observation check list to helps researcher to identify the teaching and learning writing process that have been done in the class with SWELL (Social- interactive writing for English language learners) technique. Hence, the observation chechlist is always carried out by researchers in each meeting. See appendix

2. Observational Sheet

The observational sheet is used to support the observational chechlist.

The researcher could add some suggestion or comment during the teaching learning process on the observational sheet.

E. Data Analysis Technique

Data analysis in action research is the researcher effort to achieve better understanding of what is happening in real situation. The analysis start from data reduction stage after collecting the data, follow with data score from the school and continue from teacher that cover by lesson plan documentation and the result of teaching and learning process before by teacher. The result of observation will analyze from the teaching and learning process. It can be observed from the class situation in learning process with taking note that the researcher done while the class continues which the researcher used observation checklist and observational sheet.

For students' activity, observation checklist was needed to know whether the implementation was good or not for students' and it was supported by observational sheet. The use of SWELL can be known from the students' performance in teaching learning process.

The last step was analyzing the students' score of writing class during the application of SWELL technique. The researcher measure scoring of writing ability while SWELL technique is implemented with adapted from The Researcher's School District Holistic Scoring Rubric for ELLs, that is:

| Score | Ideas | Style | Organization | Mechanics |
|-------|--|---|--|--|
| 5 | Develops topic with the right details, examples, reasons | Word choice is precise rather than general; superior use of sentence structure and vocabulary | Clear plan of organization with an inviting introduction, thoughtful transitions, and a satisfying conclusion | Superior use of spelling, punctuation and grammar |
| 4 | Develops topic with details, examples, and reasons | Adequate sentence structure and vocabulary; sentences are complete and varied | Groups details into simple plan of organization | Adequate use of spelling, punctuation, and grammar |
| 3 | Develops topic with general rather than specific details, or often confusing | Use simple or Unvaried sentences; vocabulary is unvaried but appropriate | Minimal organization, may only list ideas with little comment; may omit sections of the prompt or digresses from topic | Some misspellings of words; some mistakes in usage of punctuation and grammar |
| 2 | Fails to develop the topic; needs details, description, examples, and reasons | Sentences are brief, Incomplete, or long with little meaning. Word choice is unvaried and Inappropriate | No apparent order that shows beginning, middle, and ending of an event described | Many mistakes in spelling, usage of grammar and punctuation |
| 1 | Write only alphabets or isolated words | Write only alphabets or isolated words | Write only alphabets or isolated words | Write only alphabets or isolated words |

Note: Overall Score = the sum of each category /4 = _____

LevelOverall ScoreBeginning1-1.99Basic2-2.99Intermediate3-3.99Advanced4-4.99

Native like

5 or above

Then these data would be analyzed whether there was improvement or not. After conducting those steps above the researcher will draw the conclusion of the data

