CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

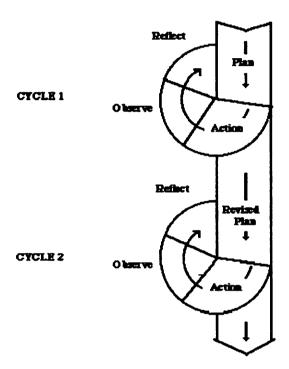
The research design of this research was collaborative action research (CAR). A collaborative action research is used in conducting the research in order to answer the statements of the problems. A collaborative action research is the application of fact finding to practical problem solving with a view to improve the quality of action which involving the collaboration and co-operation of researchers, practitioners and laymen. The researcher used this research methodology because based on the preliminary observation; the researcher found the problem in the classroom that is the students had a difficulty in writing skill.

Based on that problem, the researcher applied SWELL (Social-Interactive Writing for English Language Learners) method to improve the students' writing skill to solve this problem by doing repeated cycle until the problem could be solved. Here the researcher would use Stringer's model of classroom action research to implement the research procedures, which are planning, acting, observing, and reflecting. ² Furthermore, McNiff stated that those cycles continued until the action research approaches have solved the statements of the

¹ Ann, Burns, Collaborative Action Research for English Language Teachers (New York: Cambridge University Press, 1999), 30

² Ernie, Stringer, Action Research in Education (New Jersey: Pearson Education Inc, 2004), 4

problem.³ The cycle is lasting as long as the students can not fill the aims required. In the other word, if the research has not succeeded yet it still needs revising in order to solve the problem.



In this case, the researcher will collaborative with the teacher. As Arikunto states that someone who does the action is teacher, and the researcher as the observer.⁴

³ Jean, McNiff, Action Research Principals and Practice (London: Routledge, 1998), 24

⁴ Arikunto, Suharsimi, *Prosedur Penelitian: Suatu Pendekatan Praktek Edisi Revisi 5*, (Jakarta: Rineka Cipta, 2002), 120

B. Research Procedure

The study was conducted under the following procedures: preliminary study, planning stage, acting stage, observing 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 Hidayatut – Thullab Sampang, 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 Hidayatut – Thullab Sampang. 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 fist 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 sill. 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.

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 an activity to collect records and documents of every indicator or aspect of interaction that occurs in classroom teaching and learning process. At this stage, English teacher collaborative acted as an observer. He observes and monitors the implementation of SWELL (Social-

Interactive Writing for English Language Learners) by checklist 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 the 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 observer 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 cycle 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 three 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 recount text, and the teacher's good power in voice.
- 2) The students are motivated, enthusiastic and approximately 75 percent of their 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. Subject of the Study

The subjects of this study are the students of SMA Hidayatut – Thullab Sampang. The writer specifies this research on the first grade students. Moreover, SWELL (Social-Interactive Writing for English Language Learners) method was never implemented yet before. Hopefully, the result of this study could be used as a choice for teacher to motivate and attract students in learning writing.

D. Research Instrument

The instruments used in this study are observation checklist and questionnaire:

1. Observation Checklist

Observation checklist used to inspect the application of SWELL (Social-Interactive Writing for English Language Learning) techniques, materials and activities in teaching and learning. The observation checklist is meant by giving the sign or checks the report writing process done. Observation list for teachers used to examine the activities of the teachers' as he taught in class. Besides, observation checklist for students used to observe the activities of students during classroom teaching and learning process with SWELL (Social-Interactive Writing for English Language Learners) technique is used. Hence, the observation checklist is always carried out by researchers in each meeting.

2. Questionnaire

The questionnaire used to determine students' response after the implementation of SWELL (Social-Interactive Writing for English Language Learners) technique. The researchers gave questionnaires in each two

meetings or means in the second and the last meeting. And the questionnaire includes 20 questions.

3. Observational Sheet

The observational sheet is used to support the observational checklist. The researcher could add some suggestion or comment during the teaching learning process on the observational sheet.

E. Data Collection Technique

Data collection techniques are a way to obtain research data. In collecting data, researchers used two ways as follows:

1. Observation

In this study, researchers used observation checklists to observe the situation of teaching and learning in the classroom including activities of students and teachers in the classroom, students' progress when the SWELL (Social-Interactive Writing for English Language Learners), and the material provided by the teacher. The observation checklist is meant by putting a mark or tick to statements of process writing was done.

2. Questionnaire

The questionnaire used to get information about the students' responses toward the implementation of SWELL (Social-Interactive Writing for English Language Learners) technique. The writer uses close-end question in the questionnaire, the students were given some question with four alternative answers, which had to be chosen by the students. And the questionnaires were given in the first and last meeting. In purpose, if students' responses are not quit well in two meeting, the researcher could improve it for the next meeting.

3. Observational Sheet

Observational sheet were used to observe everything that happened in the implementation of SWELL (Social-Interactive Writing for English Language Learners) technique which has not covered the observation checklist yet. (See appendix III)

F. Data Analysis

After getting the data, the researcher analyzed the data with descriptive manner. The researcher describe the data to give any information in which SWELL(Social-Interactive Writing for English Language Learners) had been used as means of teaching English, especially for writing skill.

There were three kinds of data gathered in the study. First, data was concerned with the result of teaching and learning process. Second, data was concerned with the students' response during the teaching and learning process. And the last data was concerned the students' score of writing class during applying of SWELL (Social-Interactive Writing for English Language Learners) technique.

In the process of analyzing the result of teaching and learning process, the researcher used observation checklist and observational sheet. For the students' activity, observation checklist was needed to know whether the implementation was good or not and it was supported by observational checklist. It can be known from the students' performance in teaching learning process when using SWELL (Social-Interactive Writing for English Language Learners) technique.

In the process of analyzing the result of students' response and the students' difficulties during the teaching and learning process in the class, the researcher collected the data used questionnaire in teaching learning process. The questionnaire was needed to measure the students' response toward the process of teaching learning using SWELL (Social-Interactive Writing for English Language Learners) technique. Then the results of questionnaire were analyzed by using presentation technique, that is:

$$Q = \sum_{N} x 100 \%$$

Note:

Q: The result percentage of each questionnaire

 $\sum X$: Total of the students' response

N : Total of the students

The last step was analyzing the students' score of writing class during the application of SWELL (Social-Interactive Writing for English Language Learners) technique. The researcher used ESL composition profile adapted from Hughes. The researcher used it to measure the students' writing ability while SWELL (Social-Interactive Writing for English Language Learners) technique is implemented. The researcher can analyze that the students can improve their score in every criteria. Then these data would be analyzed whether there was improvement or not.