CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed about the research design, the subject of the study, setting of the study, research procedure, and research instrument, technique of data collection and data analysis technique.

A. Research Design

Related to the problem this research used collaborative classroom action research (CCAR). Collaborative classroom action research was part of action research in which the researcher collaborate with English teacher at the first grade of SMA GEMA 45 Surabaya to make preparation to be implemented based on the result of the preparation study from planning, implementing, observing, and reflecting. The researcher uses cooperative-TGT (Team Games-Tournament) through picture of public figures for teaching writing at SMA GEMA 45 Surabaya as escape to solve the problem in teaching writing. In this study, the researcher acts as the teacher who teach the students by using cooperative-TGT through picture of public figures in teaching writing, and her collaborative teacher (the English teacher at that school) acts as observer who observes the researcher and the student activities when the teaching and learning take place.

This study would be done for three meetings. In the first cycle, the researcher would applied cooperative-TGT and gave task in the form of writing which was

the students had to do the task with their group. The second cycle, the student would had the tournament that one table tournament consist of student from different group, so competition to get the best score would be happen here. And the third cycle, the student would had same activity as the second cycle it's was hopefully could be used by the student to improve their writing score in the tournament.

The design of collaborative classroom action research used in this study is a cyclical process adapted from Prof. Suharsimi Arikunto which consists of four steps: planning, acting, observing, and reflecting.³⁹

B. Subject of the Study

The subject of the study is the student at the first grade of SMA GEMA 45 Surabaya. The researcher choose at the first grade as the subject because at the first grade has several problem in writing. Actually there were two classes at the first grade, those were X-1 and X-2, each class consist of 25 students, but the researcher only choose one class to conduct this research i.e. X-1 class.

C. Setting of the Study

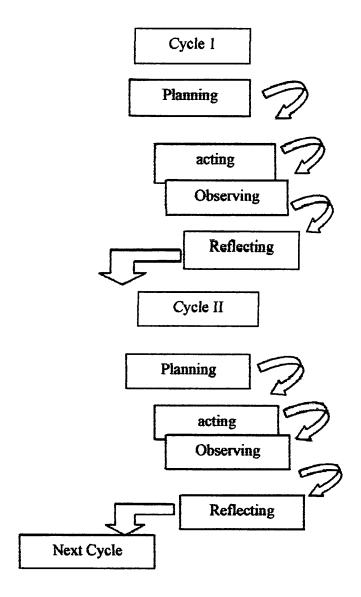
The data of this study would be taken from the first grade of the student at SMA GEMA 45 Surabaya which was located on Jl. Meyjend Sungkono 106,

³⁹ Suharsimi Arikunto, Penelitian Tindakan Kelas, (Jakarta: Bumi Aksara, 2009), p. 16

same location with history building Gedung Juang 45. The researcher chose this school because the location of this school was easy to be found.

D. Research Procedure

The study conducted under the following procedures: planning, implementing, observing and reflecting.



1. Planning

In this stage the researcher collaborative English teacher to make preparation

a. Lesson plan

The researcher and her collaborative English teacher made lesson plan for teaching English especially teaching writing.

b. Instructional material and media

The researcher and her collaborative English teacher prepared the instructional and media which were suitable with the topic for writing class. The material and the media were chosen that can support the teaching and learning process.

c. The criteria of success

The criteria of success are set up to judge whether the implementation of the action is effective or not. The criteria of success would used to see the technique of cooperative-TGT through picture of public figures in improving student's writing ability is success or not.

There are three criteria which was definite by the researcher in the research to measure the success of the action, there are:

- The teacher has good performance in implementing cooperative-TGT through picture of public figures.
- The students are enthusiastic and approximately 75 percent of them participate during the teaching learning process.
- More than or equal to 60 percent of the student's total score of writing competence is greater than or equal to 70.

The following table is for scoring criteria in writing test. 40

Content

30-27 EXELENT TO VERY GOOD: knowledgeable - substantive

26-22 GOOD TO AVERAGE: some knowledge of subject - adequate range

21-17 FAIR TO POOR: limited knowledge of subject - little substance

16-13 VERY POOR: does not show knowledge of subject - non-substantive

Organization

20-18 EXELENT TO VERY GOOD: fluent expression - ideas clearly stated

17-14 GOOD TO AVERAGE: somewhat choppy - loosely organized but main

⁴⁰ J. B. Heaton, Writing English Language Test, (New York: United States of America, 1988), p. 146

ideas stand out

13-10 FAIR TO POOR: non-fluent - ideas

9-7 VERY POOR: does not communicate – no organization

Vocabulary

- 20-18 EXELENT TO VERY GOOD: sophisticated range effective word/idiom choice and usage
- 17-14 GOOD TO AVERAGE: adequate range occasional errors of word/idiom form, choice, usage but meaning not obscured
- 13-10 FAIR TO POOR: limited range frequent errors of word/idiom form, choice, usage
- 9-7 VERY POOR: essentially translation little knowledge of English vocabulary

Language use

25-22 EXELENT TO VERY GOOD: effective complex construction

21-19 GOOD TO AVERAGE: effective but simple construction

17-11 FAIR TO POOR: major problems in simple/complex construction

10-5 VERY POOR: virtually no mastery of sentence construction rules

Mechanics

5 EXELENT TO VERY POOR: demonstrates mastery of conventions

- 4 GOOD TO AVERAGE: occasional errors of spelling, punctuation
- 3 FAIR TO POOR: frequent errors of spelling, punctuation, capitalization
- 2 VERY POOR: no mastery of conventions dominated by errors of spelling, punctuation, capitalization, paragraphing

2. Acting

After making the lesson plan, the researcher and her collaborative English teacher implemented the lesson plan that had been formulated in the planning. The researcher act as teacher and teaches the students based on the lesson plan. And then the English teacher act as the observer, she observes teaching and learning process in writing class. Here the observer teaches the students use cooperative-TGT through picture of public figure in teaching descriptive text as a technique.

3. Observing

Observing is done to identify the classroom activities during teaching and learning process using cooperative-TGT in teaching writing. The researcher uses observation checklist and taking note. The researcher does observation is to know whether the teacher does each step well or not and to know how the students responses of the action during learning process.

4. Reflecting

Reflection is conducted with analysis and feedback. In this case the teacher express her activity whether the teacher does each step well or not to the researcher. The result of the reflecting can be input in next cycle to be better.

E. Research Instrument

In this study, there were four instruments of the study to get the data. Those instruments are observation checklist, field note, student's score, and questionnaire. Observation and field note are used to get the data about the activities of the teacher and the student in teaching and learning process especially activities concerning the use of cooperative-TGT (Team Games-Tournament) in teaching writing. Student's score is use to measure the student's writing ability with using cooperative-TGT. And the last instrument is questionnaire used to collect the data by making some questions. This instrument uses to gather other information to find what the student feels after the implementation of using cooperative-TGT in teaching writing descriptive text.

F. The Data Collection Technique

For conducting the research, the researcher use three ways of collecting the data, there are:

1. Observation

Observation is a technique to collect the data by observing to the object directly, accurately and systematically. In this research the researcher will observe about the teacher and student activities in the classroom during teaching and learning process.

The activity must be followed by giving thick sign $(\sqrt{})$ to the observation checklist and making note to the object which is observed.

2. Student test

Student test is a technique to collect the data by giving student test to get the data about student improvement in writing descriptive text after taught by using cooperative-TGT. From this activity the researcher will know the student improvement score.

3. Questionnaire

Questionnaire is some question for the students about some problems that have purpose to get opinion and feeling of the student.

The student must answer about the questions based on what they got after the teacher implemented cooperative-TGT through picture of public figure in teaching writing. This questionnaire is given to each student at the end of the teaching and learning process.

The students were asked to choose the appropriate answer from the opinion provided based on their opinion. There are some questions in which the questionnaire are build to find out what the student do and responses on the material and task and also the problem faced by teacher and student when use cooperative-TGT through picture of public figure in teaching writing. Here, the researcher uses questionnaire with Indonesia language in order the student can understand better about what researcher means is (see appendix 1).

G. Data Analysis

After obtaining the data from three meetings, the researcher analyzes the data by presenting the result of the data.

There are some kinds of data which must be analyzed. First, by using observation, it will obtain the data about the activities of the teacher and student, and also the data about step of teaching learning process that consist of teaching activities and group activity in TGT learning. By knowing the student's descriptive text from each meeting, then it will be know the student improvement scores.

And others data concerning with the student's response during the teaching and learning process. The researcher collects the data uses questionnaire to know

the student's response toward the process of teaching learning using cooperative-TGT.

And the last data was the data of the result of the tournaments or student's score of the tournaments, which given in the end of every tournaments are in the form of student's descriptive text. It will be analyzed by using ESL composition profile provide descriptive content, organization, vocabulary, language use, and mechanics writing (see appendix 8). From the student's score, the researcher will analyze it by using the scoring in TGT to find the student improvement score.