**CHAPTER III**

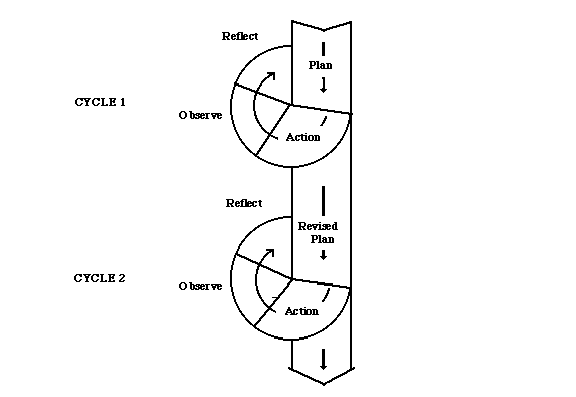
**RESEARCH METHOD**

In this chapter, the researcher discusses about research design, population, data collecting method, technique of collecting data, and data analysis.

1. **Research Design**

The design of this study is collaborative classroom action research (CAR). It was done in some cycles with the topic descriptive writing skill used. The writer used Collaborative classroom action research (CAR) by Kemmis and Taggart theory (1988:5). In this research, the researcher collaborated with the collaborator teacher. In this case, the researcher used the modified collaborator teacher strategy, the researcher as the teacher and the teacher as the observer. This matter is meant that the strategy of study which selected goes or run well and as according to expectation.

In this classroom action research (CAR) the researcher used the spiral model as suggested by Kemmis and Taggart (1988:7) which consist of cycles. This model consist of four steps, they are : step 1 is planning, step 2 is acting, step 3 is observing and step 4 is reflecting.

Figure. 3.1 Classroom Action Research Model (Adapted from Kemmis & Taggart,1988)

1. **Subjects and Setting of the Study**

The study was conducted at MTs Darussalam Aryojeding Rejotangan Tulungagung. The subjects of this study is VII grade A class in academic year 2011/2012. This school was chosen as the setting of the study for the following considerations: first, as it is stated above that some of students had problems in their English writing. Next, the English teacher had not applied the TPS technique in teaching writing.

1. **The Procedures of the Study**

The study was conducted through the following stage: preliminary observation, planning, implementing, observing, and reflecting.

1. **Preliminary Observation**

Before the action research have done, the researcher holds preliminary study to gain acculturate proponent data as the basis of doing the research. The preliminary observation was conducted on Tuesday, May 1st 2012.

By observing the teachers’ teaching and students’ behavior, the researcher found problems in the students’ behavior toward the learning of English, especially in writing. It was known by the researcher when she came into this class and monitored the teaching and learning process. Then, the researcher asked the students to write a simple Descriptive text about their school. As the result, some of them cannot write to express their idea as well because they lack of vocabularies, grammar, and spelling. Besides, the situation in class was very crowded, because the writing activity was boring and their teacher is monotonous in teaching. And student mean score was only 56,8.

1. **Planning**

After the preliminary study is done, the researcher proposed solution for solving the problem faced. The researcher discussed about the use TPS method for solving the problem faced. The researcher discussed about the use TPS method to improve the students’ idea in writing with the collaborator teacher.

* 1. **Socializing The Strategy**

The researcher needed to socialize TPS method to the students before implemention, it really helped when the researcher implemented the TPS method because student would not confused and they could do the instruction correctly during teaching learning activity. And the researcher share with English teacher about schedule and designing the lesson plan.

* 1. **Providing A Suitable Strategy**

Since the problem which occurred in the class was related to the students’ achievement in writing the students’ participation in the teaching and learning activities, the solution proposed by the researcher was implanting the writing descriptive text by using TPS method to improve the students’ idea in writing and stimulate the students’ active participation in English classes.

The stages of the TPS are, (1) Think, the teacher asked the students’ thinking with a question or prompt or observation. The students should take a few moments probably not minutes just to think about the question or topics. (2) Pair, using designated partners nearby neighbours or a desk mate, student’s pair up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique. (3) Share, after students talk in pair for a few moments (again, usually not minutes), the teacher calls for pairs or individually to present their thinking with the rest of the class.

**2.3 Designing A Lesson Plan**

In designing in lesson plan some consideration was made such as course identity, learning objectives, procedures of teaching and learning employing the developed strategy ( the scenario of teaching ), instructional material, and a standard score to evaluate the students’ worksheet of the applied method in class.

The researcher used TPS method to improve the students’ writing ability in descriptive text can be seen as follows :

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| --- | --- | --- |
| 1. **Opening activity** | * Greeting and praying. * Checking the students’ attendance list. * The teacher give motivation. Then explains the goal and method which will be used in teaching and learning process. | 10 minutes |
| 1. **Core activity** | * The teacher gives the students topic * The teacher divides the students into several groups (4 children) * The students consider the teacher’s explanations of the vocabulary and grammar related to the writing of descriptive text. * The students discuss the topic / theme of the material being studied by each group. * The students presented the results of the discussion of the material. * The teacher provide insight and inference. | 60 minutes |
| 1. **Closing activity** | * The teacher asks the student difficulties which they find during learning and teaching activity and give a chance to ask some question. * The teacher ask student to submit their assignment to her. * The teacher closes teaching and learning activity in the class by greeting. | 10 minutes |

* 1. **Preparing the Criteria of Success**

The criteria of success of this research included the criteria of success for the process of the teaching learning activities using TPS method to improve student writing and the criteria of the success for the students’ improvement in writing indicated in the form of the students’ mean score and percentage of the students who get score 70 obtained from the writing post test given. Accordingly, the criteria of success used in the study:

* 1. the students’ mean score of writing in post test at least 70 and 80% of the students score in writing at least 70

1. **Implementing**

In this stage, the researcher as the teacher and the English teacher as the observer. The teacher and the researcher did simulation to learn about how to implement TPS to improve the writing ability of the students. The researcher as the English teacher manages the class based on the lesson plan. In the implementation of the research, thye teacher explained about the TPS method to improve the student’s writing. This study was conducted in two meeting. The meeting was focused the introducing the method used in teaching writing descriptive text. In this step, some considerations were made such as the intructional objective to be achieved, the prosedure of teaching writing descriptive text using TPS method to be followed by both the collabolator teacher and the students during the teaching and learning process.

1. **Observing**

In this stage the observer observed the teaching learning and assessment the students activities done by teacher and the students. Their activities during the implementation of the technique were evaluated using the instrument that had been developed previously. The researcher gave writing test to know whether the students’ writing achievement had improved through the use of this method or not, the teacher ask the students to make writing from the theme provided. The students answer sheets of the test were collected and scored by collaborator teacher as observer and the researcher as an teacher. Thus, the data of this research were obtained from the result of the observation.

1. **Reflecting**

Through the implementation of writing descriptive by using TPS strategy, the researcher got the data. She tried criticizing the strength and weakness of her procedure in implementing the research plan. After analyzing the data, she made reflection of the action in the cycle one to decide and plan in the next cycle’s step.

If the result of the analysis had matched the criteria of success, the action was finished. However, if it was not, there would be another action in another cycle with revising the plan.

In this phase, the collected data (qualitative and quantitative) from every cycle were analyzed as the reflection of the conducted cycle. The reflection of each cycle was intended to evaluate and know whether or not the conducted cycle was successful.

1. **Data Collection method and Instruments**

In collecting the required data in this research, the researcher used the some instruments to help her. An Instrument is tool use in the field to do research. There are five instruments uses in this study, they are lesson plans, the teacher and student’s observation sheet, pre-test and post-test.

In the lesson plans, contains of some guidance points which are used by researcher in order to manage the classroom situation. Beside that, it can be used by the researcher as an important key to check whether she has done all the teaching steps or not.

Observation is used to record the data about certain aspects or events during the teaching and learning process. In this research, the researcher uses observation sheets. These observation sheets concerns with two kind sheets, the teacher observation sheet and the students’ observation sheet, which are used by collaborator during the observation of teaching and learning process in the classroom. The collaborator used observation sheet to evaluate the process of the used thing pair share (TPS) to improve the writing ability in descriptive text from this study. the teacher and the students observations sheet are recorded in every meeting during the use TPS method in writing learning. It covers the observations of the teaching and learning process through the students and teacher actions, behaviors and also the classroom interaction. The teacher observation sheet consists of some observes points of the teacher, such as the teacher clarity in giving the instructions and model to the students, the teacher participation to help the students when they need help. The students observations sheet consisted some observes points of the students, such as the student activeness in the students writing descriptive text the using TPS method.

The researcher does a pre-test for the students of VII-A at MTs Aryojeding Rejotangan Tulungagung to measure the students’ ability in writing. The researcher compares the result of the post-test with the pre-test and sees whether the use of TPS method can improve the students writing ability descriptive text or not. The students are considered to be successful their mastery is 80% get score ≥ 70. The score of the student’s work in writing to knowing their ability especially in descriptive text and increasing the comprehended by using TPS method. The guiding of scoring consist of some points, such as, content, sentences, structure, vocabulary and spelling. At all the purpose to guideline of students’ work in writing test by using scores (see appendix 3,4,6,7).