

CHAPTER III

RESEARCH METHODOLOGY

Research methodology is important element in the research, in this chapter there are some elements that are used to carry out the study. They include research design, subject of the study, research procedures, research instrument, data collection technique and data analysis. All the elements are discussed as follows.

3.1 Research Design

Design that used in this research is a descriptive qualitative research. Descriptive research is a research which describes a situation or natural phenomenon which happened in the process of teaching and learning process. There are no statistic data to analyze the research. This design focuses on understanding and meaning through verbal narratives and observations rather than through numbers.¹

Qualitative research is defined as a research which is based on philosophy positivism, which is used to do the research in natural object condition where the researcher is the key of instrument, which the technique of data collection is done by triangulation method, which the data analysis is qualitative, which

¹ Nickerson, Marie Louis,& Fergenson, Loraine. *Basic Writing Text Workbook and Reader*. (New Jersey : Prentice hall Inc, 1992), 9

the result of qualitative research dominates the meaning more than generalization.²

In this study, the writer would take part in a class as a researcher. The researcher would observe the teacher while the teacher was teaching writing texts by using SWELL in class. The purpose of using descriptive qualitative of this study was to know the teacher used SWELL to teach writing text.

3.2 Subject of the Study

The subjects of this study are the students of MA Al-Ishlah Lamongan. The writer specifies this research on the first grade students of X-1 Class. 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.

3.3 Research Procedure

The researcher does the research teaching learning writing in the class that is done by the teacher and students.

- For the first the researcher met with the headmaster of MA Al-Ishlah Lamongan. She told him that she would make a research in this school, 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

² Arikunto, Suharsimi. *Prosedur Penelitian: Suatu Pendekatan Praktek* (Jakarta:Rineka Cipta,2006),90

staff, in this observation she accompanied by the English teacher 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. The researcher offered SWELL to improve students' writing skill and the teacher agreed it.

- The second the researcher prepared things to support the research, such as the field-notes for observation checklist and questionnaire to know students' responses.
- The third, the researcher observes and monitors the implementation of SWELL by field-notes, observational checklist, and observational sheet form. In the first day and second day, the researcher has done the observation between the teacher and students then the researcher write it in the field-notes for observation checklist. In the last day the researcher gives questionnaire to the students to know students' responses after teaching learning writing by using SWELL.

3.4 Research Instrument

The instruments used in this study are field notes, observation checklist, observation sheet, questionnaire and interview.

1) Field Notes

Field notes is a brief note which is made by the teacher. The researcher will use a field notes as an instrument to conduct the research. Field notes contain everything that the researcher will be seen and heard during the teaching and learning process. And information in the field notes can be added from other sources, such as documents and interviews or may comprise the main research data. Field notes have two component, there are: 1) the descriptive part, which includes a complete description of the setting, the people and their reactions and interpersonal relationships, and accounts of events (who, when, and what was done), 2) the reflective part, which includes the observer's personal feelings or impressions about the events, comments on the research method, decisions and problems, records of ethical issue and speculations about data analysis.³

2) 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)

³ Ary, et al. *Introduction to Research in Education Eight Edition*. (Canada :wadsworth, 2010),435

technique is used. Hence, the observation checklist is always carried out by researchers in each meeting.

3) Observational Sheet

Observational sheet used to support the observation checklist presence. It means that the researcher could write down the disadvantages of the teaching learning process in the observational sheet.

4) 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 one meeting or means in the last meeting. And the questionnaire includes 20 questions.

5) Interview

Interviews used for interviewing teachers on the application of SWELL in teaching learning in the class that they teach.

3.5 Data Collection Technique

To produce the data, this study used observation as the main data collection technique. During the observation, the researcher did not take any part in the teaching and learning, activities in classroom interaction of teacher with students and with their peers. The observation was conducted directly in

the classroom where the activities were taking place thus the subjects were aware that being observed. Field-notes also was used to record detailed everything happened in the class which considered as data which would support the research. Questionnaire was used to collect findings that provide that reflection useful to the description that will be presented. In multiple choices form close ended question questionnaire was chosen due to its advantages in providing more authentic responses from the subject concerning what they experience and what they think or feel from those experiences. The close ended questionnaire was handed out personally to the subject to be completed at the moment so that it may capture the subject fresh thoughts and reflection.

3.6 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 two 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 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 field notes, observation checklist and observational sheet form.

Field notes were used when something happened out from checklist or it used to give more explanation for some steps component. For the students' activity, observation checklist was needed to know whether the implementation was good or not and it is supported by observational sheet. 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 will collect the data using 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:

$$Q = \frac{\sum X}{N} \times 100 \%$$

N

Note:

Q : The result percentage of each questionnaire

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

N : Total of the students