

## **CHAPTER III**

### **METHOD OF THE RESEARCH**

This chapter discusses the research method. It describes place and time of the research, subject of the research, research methodology, procedures of action research, and techniques of collecting data.

#### **3.1 Place and Time**

This research entitled “Implementation of Discovery Learning to teach writing descriptive text for the seventh grade student of SMP Bina Taruna Surabaya” is conducted for three meeting on May 2017 in Junior High School (SMP) Bina Taruna, Surabaya, East Java. It is located at Jalan Gadung No. 17-19, Jagir, Wonokromo, Surabaya East Java. The location is strategic enough because it is near public places, such as hospital, and also near other schools.

This school consists of three grades namely the seventh grade, the eighth grade, and the ninth grade. The buildings are in good order and arrangement. There are 18 classrooms, teacher office, administration room, labs, multimedia room, mosque, canteens, basketball yard, and also parking area. In each classroom, there are whiteboard, 20 tables and 40 chairs for students, a teacher’s desk and chair, a clock, and good air circulation and lighting. Besides, the learning process runs well by using student-centered approach. The learning activities focus on the students’ needs. The students are mostly involved in the teaching learning process.

#### **3.2 The Subject of the Research**

This research involves the seventh grade students of SMP Bina Taruna, Surabaya, while the subject of the research is the students of VII consisting of 20 girls and 18 boys. They are diligent but having low motivation toward English lesson and low writing skill. Most of them come from families with low or middle level social economical background. The classroom condition of VII is clean and conducive enough so that it can support this research. There are whiteboard, 20

tables and 40 chairs, a teacher's desk and chair, a clock, calendar, and good air circulation and lighting.

### **3.3 The Research Methodology**

Before deciding the method used in this research, it will be better to know first what method is. According to Kartono (1983: 15), method is the ways of thinking that have been well prepared to conduct research and to get the research aim. Meanwhile, Ary in Furchan (1982: 50) defines method as the common strategy which is used in collecting and analyzing the data needed to overcome problems appearing. This is the solving plan for the problem being studied. From those definitions above, method can be defined as the strategy which can be used to investigate the research object to get accurate data in order that the goal of the research can be reached.

The method used in this research is classroom action research since its nature is for improving the quality of action within it. Classroom action research is used in this research because this research is directly related with teacher's profession. Action research is done by the teacher/researcher because of some reasons, such as the teaching learning process which is not satisfying, the quality of teaching and learning which should be improved, etc. Action research is a systematic process in which the teacher is a volunteer to do reflection, documentation, and action to know more about the essence of the teaching. Action research focuses on the teaching learning process in the classroom. The general goal of this research is improvement and change. It should be any improvement and better change after action research is held. Action research is better when done collaboratively with other teacher or researcher.

There are several definitions of action research stated by some experts. The first definition is stated by Mills (2000: 6) says that Action research is the way how student to learn and learn how they learn and any systematic inquiry conducted by teachers, learners, principles, school counselors, or other stakeholders in the teaching / learning environment.

The information is gathered with the goal of gaining insight, developing reflective practice, effecting positive changes in the school environment, and improving student outcomes and the lives of those involved.

There are several common features which can be considered to characterize action research as stated by Burns (1999: 30): (1) Action research is contextual, small-scale and localized. It identifies and investigates problem within a specific situation; (2) It is evaluative and reflective as it aims to bring about change and improvement in practice; (3) It is participatory as it provides for collaborative investigation by terms of colleagues, practitioners, and researchers. (4) Changes in practice are based on the collection of information or data which provides the impetus of change.

In this study, action research is conducted as an attempt to improve students' skill in writing descriptive text. This research is carried out by the writer in collaboration with the teacher. The action that will be done is the implementation of using picture series in teaching English especially writing. The observation is done while the technique of using discovery learning as teaching media is presented. The observation and reflection will give result whether or not discovery learning can improve students' skill in writing descriptive text.

### **3.4 Procedures of Action Research**

This action research uses the model developed by Kemmis and McTaggart in Burns (1999: 32). There are four steps in action research: plan, action, observation, and reflection.

#### **1. Plan**

The first step in the process is the formulation of a general plan. A preliminary checklist of questions. These can be answered by doing exploring (general idea) and identifying (fact finding process). Before going to the next steps, it is necessary for the researcher to gather data and information that will tell more than the researcher usually knows, for example making systematic records where usually the researcher is content with spontaneous impressions, making permanent records instead of relying upon memory, and collating detailed statements from people whose general opinion who are usually taken for granted.

Data collection method could include observation, using questionnaires, and using test.

## 2. Action

Action is a part of collecting data. It might not be data gathering events, but this period begins the process of going more deeply into the issue being researched. The teacher, in this stage, implements the technique that will be used for improvement.

## 3. Observation

Observation is done to know what has been done by the teacher, how are the students, what data has been gathered from the actions. In doing these, the researcher may be helped by other teacher or researcher.

## 4. Reflection

It is the stage where the researcher analyzes data from the Plan, Action, observation and makes reflection from the result of analysis. The data are analyzed using a systematic process of analysis and interpretation according to agreed criteria. After getting result from those series of actions and evaluations, the researcher then makes a decision whether the technique she has implemented reach the goal of improvement. If there is still no significant improvement or there are still many aspects that still need any correcting or improvement, then the next cycle will start from here.

### **3.5 Techniques of Collecting Data**

This action research which concerns on using discovery learning in teaching writing needs some data to be analyzed. The data are collected through observation, interviews, field notes, the students' answer of questionnaire sheets, and also the result of the tests.

#### 1. Qualitative Techniques:

##### a. Observation

The researcher conducts general observation by observing the teaching and learning process in class VII to know the students' attitude toward English lesson before, while, and after implementing the action.

#### b. Questionnaires

It is to be a quick and simple way of obtaining broad and rich information from the students. There are two questionnaires given to students. The first one is given in the beginning of the project, before introducing the strategies and the second questionnaire is given in the end of the project. The first questionnaire is used to know the students' ability and problems in learning English. The writer gives the students questionnaire sheet which deals with the students' ability and problems in writing. Students are given fifteen to twenty minutes to complete the questionnaires and to clarify questions if necessary.

The second questionnaire is given after implementing the techniques of using discovery learning in teaching writing. It examines how the students feel about the technique of using discovery learning, and how it helps them in improving writing skill. Students have the opportunity to give the reason why they like/dislike the technique used.

#### c. Interview

The researcher also interviews the teacher and students to know the problems that they face in learning English and the students' opinion about the implementation of discovery learning in writing descriptive text. The interview takes place after each questionnaire has been completed. Informal notes are taken during the interview. Each student will be asked the same questions with an opportunity for them to include any other information.

### **3.6 Technique of Analysis Data**

The qualitative data were obtained through interviews and observation. It was used to meet the process validity. The collaborator and the researcher recorded all of the information in the process of teaching and learning during the actions by using interview guidelines and observation checklists. Everything related to the students' behaviour, progress and problems related to the teaching and learning process were noted. The researcher interviewed the students and the English teacher to get the data related to their perspectives in writing before, during and after implementing the actions.

Tests were used to attain the quantitative data. The researcher used pre-test before implementing the actions and post-test after implementing the actions. The scores from pre-test and post-test would be compared to acquire the data. After getting the data, she continued to the next step to analyze the data. Based on Miles & Huberman (1994:26), there are three steps to analyze the data: reducing data, displaying data, drawing and verifying conclusions.

In reducing the data, she selected the data, determined the focus of the data, simplified the data, shortened it, and took a note from field notes. After that, the data were ready to display. In this step, she displayed the data in the form of tables and charts in order to help her to draw the conclusion. After reducing and displaying the data, she made a conclusion from the result of analyzing the data. In addition to that, to analyze the quantitative data which were in the form of students' writing performance task scores, the researcher used a writing rubric adapted from Jacobs et al. in Weigle (2002:116). The rubric provides four aspects of writing namely content, organization, vocabulary, language use and mechanics in which each of them is scaled from 1 to 4. Hence, the maximum score is 20, while the minimum score is 5.

The result of the ideal standard deviation is used to make a conversion table to give score to the students' writing skills. There are six categorizations namely excellent, very good, good, fair, poor, and very poor.