III. RESEARCH METHODS

3.1. Research Design

In this research, the researcher used descriptive method. Descriptive research is concerned with providing descriptions of phenomena that occur naturally, without the intervention of an experiment or an artificially contrived treatment (Seliger and Shohamy, 1989:116) the method is intended to describe a phenomenon or problem in learning English.

In addition, Leedy (1974:79) implies descriptive method is a method of research that simply looks with intense accuracy at the phenomena of the moment and describes exactly what this research has observed. In this way, the data, which had been gathered from students, were analyzed in order to come to a conclusion. The description in this research discussed about student's think aloud during the writing process in order to analyze students' writing strategy.

Seliger and Shohamy (1989:117) add that descriptive research enables the researcher to focus on one aspect of language learning. The investigation did not go to the general material because the researcher limited the study by providing a

specific aim, which is to find the EFL composing strategy used during the writing process.

To achieve the research goal, the researcher used one instrument, it is the researcher himself. The researcher combined both Think Aloud Protocol (TAP) and interview to reach a complete picture of subjects writing strategy, in which the result of TAP and interview were analyzed. In addition, the researcher acted as a participant observer who can observe and train the subject.

3.2. Subject of the Research

As Trulock (2005) suggests about participant number, the minimum number of participants are 4 subjects. In this research, six subjects were chosen by the researcher to find the answer of a research problem and get more comprehensive data.

The research subjects were the students of eighth grade of SMP IT Daarul 'Ilmi Bandar Lampung which consists of 21 students who had studied about descriptive writing. The researcher took six students as the subjects through lottery.

First of all, the twenty one students were trained how to practice Think Aloud Protocol (TAP) during their writing process. The 21 students were asked to pick a piece of paper one by one. The pieces of papers were divided into two groups; the six numbered pieces and 15 unnumbered pieces. Whoever took the numbered pieces became the subjects of the research.

3.3. Research Procedure

1. Administrating Think Aloud Protocol

By thinking aloud while attempting to complete the task, the subjects can explain their method to complete the task, and illuminate any difficulties they encounter in the process. The researcher asked the subject to think aloud during doing the descriptive writing. Both writing and thinking aloud protocol were administrated for fifteen minutes.

To create the secure situation for the subjects, the research subjects were asked to verbalize their thought during the writing activity in the place they chose. The students' verbalizations were recorded. The activity that must be done by the student was writing the descriptive model. The students were asked to verbalize their thought either in their L1, Bahasa Indonesia or second language/ English (L2), even the combination of both, as Bowles (2010:98) suggests.

2. Interview

After thinking aloud process, the researcher organized an interview. During the interview, the conversations were recorded. The researcher used some questions which were adjusted after transcription analysis. It was done to find the deeper analysis of their mind and clarify their composing strategies. Setiyadi (2006:243) states that the interview enables the researcher to go into more depth and better understanding of the individuals thinking process.

3. Transcribing the record

The students' recorded verbalizations were transcribed. The entire students' utterances were transferred into written material. Both L1 and L2 transcription were written.

4. Coding the transcription

The verbalization transcription was coded. To know the writing strategy during writing process, the transcription was coded based on two classes, they are number of written product (word, phrase or sentence) and type of strategy. The coding was arranged into underlined numbered and parenthesis. The written product on the paper were signed by number, for example *good girl*[2] , it means the subject was writing the second phrase on their paper. Strategies which were verbalized by the subjects were signed by underline, such as <u>Dora dora dora</u>. At last, type of strategies which was used was identified by the parenthesis e.g. <u>Dora dora dora (RP).</u> The following table of specification gives the complete description of the coding system.

Table 3.1. Table of Specification of Data Analysis

No	Strategy and Code	Description	Sample
1	Planning overall content and ideas (PLid)	Retrieving ideas, relating new information to old information, making connections among existing ideas and setting general content goals either in the form of notes or verbalizations.	<u>And....they. . . .</u>
2.	Planning procedures (PLpr)	Planning subsequent actions (procedures or strategies to be adopted) or planning delayed actions (postponing an action deliberately).	<u>Saya akan mendeskripsikan gambar yg diberi mr rudy</u>
3.	Planning organization (PL or)	Grouping ideas; deciding on the overall organization of the text (organizing according to rhetorical plan); deciding how to sequence ideas and how to structure the text as a whole or parts of it.	<u>Selanjutnya . . . saya akan . .</u>
4.	Planning linguistic text	Rehearsing or verbalizing several versions of the text to be produced.	<u>dia memegang memegang membawa</u>

	(PLtx)		
5.	Task Monitoring (TM)	Assessing how the task is progressing; how successfully the intended meaning is conveyed; tracking the use of how well a strategy is working or whether there is a need for adopting new ones.	Dah selesai
6.	Self-Monitoring (SM)	Expressing one's feelings towards the task, becoming aware that one is having problems	ga make h lagi aduh.
7.	Evaluating (EV)	Questioning or evaluating the written text or planned thoughts	Em... apa lagi ya?
8.	Reviewing (REW)	Considering goals previously set, reading the text, either the entire, the previous sentence, or paragraph	One day dora while play in many plant flower and tree. Dora is use t-shirt pink and orange short. Dora have ransel and peta. Boot while bring a key color is blue
9.	Revising (REV)	Making changes to the text in order to clarify meaning (that changes may involve problems with ideas, word choice, cohesion, coherence and organization)	in beside oooo salah in front of
10.	Editing (ED)	Making changes to the text to correct the grammar, vocabulary (when the purpose is not clarifying meaning), spelling, and punctuation.	traveling eh salah ding. Dora still adventure[5] adventure
11.	Resourcing (RES)	Using available external reference sources of information about the target language, such as consulting the dictionary to look up or confirm doubts (grammatical, semantic or spelling doubts), or to look for alternatives (synonyms)	.. . .bahasa inggrisnya sedang "still"
12.	Repeating (*RP*)	Repeating chunks of language in the course of composing, either when reviewing the text or when transcribing new ideas.	Name..namanya.. name
13.	Reduction (*RD*)	To do away with a problem, either by removing it from the text, giving up any attempts to solve it, or paraphrasing with the aim of avoiding a problem	Celana itu short kali. Ga tau (deleting)
14.	*Use of L1* (L1)	Using the mother tongue with different purposes: to generate ideas, to evaluate and make sense of the ideas written in the L2 or to transcribe the right idea/word in the L1	Boot sedang membawa

In order to get complete data, the researcher combined coded transcription with their writing results. As explained previously, the researcher used some codes for both. The sample can be seen as follows: *Dora is*[2]*..... Dora dora dora (RP)* . the combination could give whole picture of students' composing strategy. From the

sample we can know that to write *Dora is*, the subject used one Repeating Strategy (*RP*).

3.4. Data of the Research

The data in this research were the subjects' verbalizations or utterances. Their verbalizations were recorded by using mobile recorder. Each subject's verbalization happened because the subject practiced Think-Aloud Protocol (TAP). Researcher transcribed and coded the verbalization to identify the strategies.

3.5. Data Collection Strategy

In collecting the data, guided writing task (one topic writing) was given to the students. The students were asked to create descriptive writing. They were asked to describe a picture on their writing task. The writing process and verbalization took 15 minutes. During the writing process the students' voices were recorded. They were asked to think aloud during their writing. The researcher collected the students work and processed it to achieve the aim.

In order to get deeper analysis, the interview was held after transcribing. The questions helped the students to tell everything which happened in their mind while they were writing. Besides that, interview enabled the students to tell everything which was left in the verbalization process.

3.6. Instruments

The instrument in this research was the researcher. The researcher gave information to the subjects about TAP and trained them to use it. After determining the six subjects, the researcher took the data.

The subjects were given a task to make them think aloud. The task was descriptive writing task. The students were provided a picture which should be described into descriptive model. They also were given a clear instruction to make them understand what they should do in the test.

The researcher used percentage in distributing the data. He counted the percentage of composing strategy types to consider which one was prominent and which one was less than others. The percentage can be drawn after coding.

To gain complete data, an interview was carried out. Students could tell the data which were left in the verbalization. The interview data were combined to students' Thinking Aloud Protocol to get comprehensive analysis.

3.7. Data Analysis

Bowles (2010:123) states that there are three important aspects in analyzing the Think Aloud Protocol data, they are: transcription, representativeness and coding. Therefore the researcher took account on those aspects in order to get accurate

analysis. The researcher added one other important aspect that is strategy categories. Here are the further explanations on analyzing the data:

1. Transcription

Transcription which was used by the researcher is the common transcription that is used in the socio-cultural theory and cognitivist approaches to SLA, which do not tend to use detail transcription. The transcription captured their spoken arguments while writing. The students who were studied were allowed to use their L1 (Bahasa Indonesia), L2 or combination of them, during the think aloud recording process.

Each student's verbalization was regarded. They could say anything came to their mind about the object. All words that appeared from their mouths were recorded and transcribed. Each word they made was important because the research question was intended to analyze their thinking aloud to find their writing strategies.

Here is the sample of transcription which shows the participants are studying the L2 (Spanish) text.

> Um, Ok. Uh, preventative medicine. How to live a healthy life. First, you have to eat well. Um, *cada dia toma fruta y verduras.* [each day eat fruit and vegetables] each day eat fruit and vegetables, meat, and uh*, pescado* [fish], I think that's, um, poultry. Uh, two or three eggs per week, milk or cheese, uh, for diary food. Um, let's see. *Haga y ponga,* [do and put] hmm.

In this research the transcription was done on the English Foreign Learners (EFL) in SMP IT Daarul Ilmi at VIII Grade who verbalize their thinking during making

their descriptive writing/ EFL writing. They wrote the task based on the picture they saw.

2. Representativeness

Ensuring the representativeness was started from writing instruction. All participants may not verbalize according to the initial instructions they received. They should verbalize after getting the complete instruction.

Here is the instruction sample:

> *In this experiment, I am interested in what you think about when you complete the task. In order to find out I am going to ask you to THINK ALOUD as you work through the task.*

3. Coding

Coding, in this research, was done to ease the process of analyzing data. Coding enabled the researcher to quantify the verbalization. He coded each think aloud into some categories based on Wenden's (1991) Coding Scheme which was modified by Victori (1997). If the participant uttered sentences which show their Planning Strategies, it was coded as (*PL*). Next, Planning Strategies were divided into some categories, they are: Planning overall content and ideas (*PLid*), Planning procedure (*PLpr*), Planning organization (*Plor*), and Planning linguistic text (*PLtx*)

When subjects' Think Aloud Protocol were found using Monitoring Strategies, which is devided into two types, they were coded as (*TM*) and (*SM*). *TM* refers to Task-Monitoring strategy and *SM* refers to Self-Monitoring Strategy.

The third part of the protocol analysis code is Evaluating Strategies. In this part, there are four categories of coding scheme. The first one is Evaluating strategy which is coded as (*EV*). The second is Reviewing strategy (*REW*). The third category is Revising strategy (*REV*) and the last is Editing strategy (*ED*).

The last four-aspects of coding are Repeating, Resourcing, Reduction and Use of L1. Each of them has their own code, they are (*RP*) for Repeating, (*RES*) for Resourcing, (*RD*) as Reduction and (*L1*) for Use of L1.

4. Strategy Categories

After coding, the researcher put the strategies into the table to enable him categorize the strategies. The strategy category was based on the occurrences. The occurrence was got from the tally. One strategy occurred in one sentence was counted as one tally. For example: <u>saya mau nulisin tentang dora dan boot</u>.(*PLpr*) Dora[1] <u>dora</u>(*RP*) (*PLid*) is adventurer girl[2]. <u>Adventurer girl adventurer girl ad-ven-turer</u> (*RP*) <u>gimana tulisannya?</u> (*EV*) <u>Adven-turer girl</u> (*RP*). From the sample we can create a table of occurrence as follow:

Table 3.2 Strategy's Occurrence

Strategy	Occurrence
PLpr	1
RP	3
PLid	1
EV	1

From the table 3.2 we can get the data that, PLpr only occurred once which is same like two other strategies, PLid and EV. On the other hand, RP has higher frequency for its occurrence. It occurs three times.

As the last step of the analysis, the researcher created a rank. The rank is based on the occurrence. The rank can be seen as follow:

Table 3.3 Rank Category

Rank	Frequency
Frequently Used	5
Sometimes Used	3 - 4
Rarely Used	2

The table 3.3 shows that if a strategy occurred five times or more, it would be categorized as *frequently used* by the subjects. The second category is *sometimes used*, it means that the RP strategy which is shown by table 3.2 is included in the second rank. And the last rank is *rarely used*. It happened if the strategy occurred twice or less than twice. The strategies in table 3.2; *PLpr*, *PLid* and *EV*, are put in the third rank.

3.8. Procedure of Thinking-Aloud Data Collection

Sanz et al (2009:53) suggest that the procedures to ask the subject to think aloud are:

1. A description of what is meant by "thinking aloud"

2. The language(s) participants are allowed to use to verbalize their thoughts

3. The level of detail and reflection required in the think aloud.

Based on the above criteria, the researcher arranged Thinking-Aloud Training for the subjects. So that they were able to produce verbalization easily during the study. The first step before giving Think-Aloud Training, the researcher was started from arranging good instrument (writing task). In this part, researcher started by making clear writing instruction. Here is the sample of good instruction:

> *Instruction: I ask you to talk aloud as you go through the writing task. What I mean by "talk aloud" is that I want you to say out loud everything that you would say to yourself silently when you are seeing the picture. Just act as if you were alone in the room, speaking to yourself. The time limitation is only 15 minutes. Speak as clear as possible.*

As recognition of Thinking Aloud Protocol that it is rarely used in the class, especially in writing, the researcher guided the student in order to familiarize with the procedure. The activity were done on two days. The first day was the training day and the second day as the data citation time.

In this study, two days were used as the research day. The researcher assigned different activity for each day. The information about data collection activity can be seen in the following research schedule.

Table 3. 4. Research Schedule

No	Date	Activity	Time
1	July 26, 2011	Think-Aloud training	09.00 – 10.30
2	July 29, 2011	Data Collection day	09.00 – 10.30

The more elaboration about data collection can be seen in the next explanation.

1. Day One

On the first day, the researcher introduced the using of Thinking Aloud Protocol among the students. This activity is important since the Thinking Aloud Protocol is not a common way in EFL writing for them. The students rarely verbalize their thoughts in the writing process.

In the Thinking Aloud Protocol introduction, the students were guided by giving the sample. The researcher pretended he would be writing a descriptive text based on the prepared material (picture). The students were asked to notice every activity conducted by the researcher. Then, the students were asked to write the descriptive text based on the picture.

Brain storming was used to train Thinking Aloud Protocol (TAP). Firstly, the researcher projected the picture on the white board by using LCD projector. He asked the students by using WH questions (What, Where, When, Who, Why and How). *"What is it?" "Do you know this picture?" "Who are the people in the picture?" "Where are they" "What are they doing?" "Why do they do that?"* and *"How do you know that?"*

The students were guided to verbalize their thinking naturally without realizing the type of verbalization. The questions "How, Who, When, Where, What and Why" led them to verbalize their thoughts. Also, the use of *WH questions* made the students see the picture as a complete situation. The students were guided to think aloud when they saw the picture. After the students got thinking aloud practice they were required to do the exercise.

By giving training about Thinking Aloud practice in the class, the students were familiar and ready to do Thinking Aloud effectively when the investigation was really conducted. Hopefully, the students did thinking aloud easily while the writing process for the study was carried out.

2. Day Two

The second day was the data collection. The students were asked to create their descriptive text based on the picture given. The students' verbalization were recorded. The recording and writing process were done in the class for 15 minutes.

The researcher recorded six students in the class while the other students also were verbalizing their thoughts. This situation could make the students feel comfortable because their friends were still in the class to accompany them. Hopefully, by using this, the subjects of research will think aloud naturally.

As suggested by Ericsson and Simon (1996:256), the researcher should guard the subjects to make them think aloud. He should walk around the class to make sure they verbalized their thought. This situation could make the students' awareness that they were being noticed; therefore they vocalized their thought.

After finishing their Thinking Aloud Transcription, the students were guided to have an interview session. The researcher asked the students some questions. The interview process was recorded to save the whole data.

As Sanz et al (2009:53) suggest, the researcher used the clear writing and

thinking aloud protocol instruction as follow:

> *You are requested to write descriptive text dealing with the picture you see. You can write the descriptive text during fifteen minutes. There are some aspects that you should notice during the writing process, they are:*
>
> 1. *Write your text neatly!*
> 2. *You can use your dictionary or ask your friend and teacher if you get difficulties during the writing.*
> 3. *You should verbalize everything that you think along the writing process.*
> 4. *You speak to yourself by using English or Bahasa Indonesia to say everything you think. It is allowed also to use both languages (mixturing).*
> 5. *Just speak to your recorder as if you were alone in this room.*
>
> *Leave your work if you think everything you want to write has been covered in your writing and verbalization.*