

CHAPTER III

RESEARCH METHODOLOGY

A. Research design

The type of this research is Classroom Action Research (CAR) conducted collaboratively so the researchers did not conduct its own research, however, collaborate or cooperate with the accounting teacher and participatory, the researchers directly involved in the implementation of research step by step.

The research was conducted in the classroom in order to improve or increase learning motivation of the students in accounting subjects. Zainal, et al (2009).

Classroom action research (CAR). According to Arikunto (2008), Action research is one of the types of investigation that is characteristic reflective participative, collaborative and spiral which has the purpose to repair and increase the system, method, process, competence and situation of teaching learning.

The aim is to identify situations or problems that are considered problematic by students or participants to be investigated in order to bring about changes that are critically informed in practice. The research design in this study is part of CAR, namely collaborative classroom action research. This means that researchers worked with eighth grade teachers in SMAN 08 metro metro. In conducting research, the role of the researcher is as a teacher who teaches writing through the whatsapp group application, while the actual role of the English teacher is as an observer during the writing learning process, the native English teacher is not only

an observer but also a collaborator who helps researchers design lesson plans.

B. The Procedures In Classroom Action Research

According to Suyadi (2010), Action research is applied to pass sequences of planning, acting, observing and reflecting, by cycle which intrinsically explains critical idea and reflective to effectiveness of action. For this characteristic, there are four components that usually done in classroom action research. They are:

1. Planning

After doing the observation and interview, then the researcher make lesson plan to choose the action that are feasible to be implemented in the class. critically inform an action plan to improve what has happened. It means in planning stage, researcher has to identify the problems that faced, find the cause, and then try to find the solution.

At the planning phase, preparation of learning is use the whatsapp to boosty writing skill. The steps taken are discussion or coordination with classroom teacher about the research plan to be conducted, compile learning plan, prepare test instrument that will be tested to test student writing for group, prepare instrument in the form of observation sheet, and result of interview.

2. Action

Act to implement the plan. At this stage the action is done as it has been arranged in lesson plans. Actions to be performed in research on a the outline is to carry out the learning of writing skill with using whatsapp group. The Action in cycle I is carried out in one meeting and

the meeting was done in several phase, namely the introduction, core activities, and closing.

3. Observation

At this stage, activities are focused on the process and learning outcomes along with everything that surrounds it. Furthermore, the test data in the form of test scores students and data in the form of observation data, interviews, obtained in the first cycle used as a reference in the improvement for cycle II, and serve as a reflection material.

In the process of this observation, the data obtained through several ways, namely (1) the test, which is used to determine the ability of writing skill by using whatsapp group, seen improvement after done for two cycles, (2) observation, which is done to know all portrait of behavior or activity of student during process of learning activity take place. The observed aspect is the enthusiasm of the students before and after to follow the learning, the response or the attitude of the students when exemplified the use of whatsapp group in writing skill, the students' response in receiving the material (problem) that will be taught, the spirit and the students response in following the learning ability of writing skill with use of whatsapp group, the activity of students in following the learning of writing skill using by whatsapp group. (3) the interview, which is done to filter the data through student opinions that are done outside teaching and learning activities take place. This interview was conducted to find out student response to learning writing using whatsapp group.

4. Reflecting

Reflection means analyzing the results based on data that has been collected to determine the next action in the next cycle. This research can be said to be successful if 75% of students have good participation during the learning process, such as they follow the lesson well, develop their ideas in writing and give a good response to the teacher. In addition, this study was successful if students could improve their writing scores especially in making sentences in the whatsapp group. Success criteria determined by researchers if 75% of students scored 56.5-60.4 or C as a minimum completeness criteria. If less than 75% of students can achieve a score of 56.5-60.4 or C, it means that the researcher must proceed to the next cycle until the student's grade can increase. In this phase, researchers can observe activities that produce any process, progress that occurs, and also about the positive and negative sides.

C. Research Subject

This research will be conducted at students in SMPN08 Metro, especially in eighth grade in Academic Year 2019/2020. There are 32 students in that class. As subjects in this study students of class eighth grade SMPN 08 metro in the 2019-2020 school year with a total of 32 students. The selection of this class is done with the consideration that the ability to read fluently in this class is still needed improved in accordance with observations made by researchers. The reason researchers chose junior high school 08 metro is because according to the observations of researchers, that the level of progressivity in developing productivity (performance) is very apparent that this school is indeed very good. This school is a school that is developing.

D. Research Instruments

The researcher played a role as an observer to collect the data and also the one who would implement the actions. While the researcher implemented the actions in the classroom, the teacher as the collaborator acted out as the observer. An instrument could be in form of interview , observation, test, etc. in this study the researcher used interview, observation and test.

1. Interview

Sugiyono (2012), Defines the interview as follows: "a meeting of two persons to exchange information and ideas through questions and responses, resulting in communication and joint construction of meaning about a particular topic". The interview is a meeting of two people to exchange information and ideas through question and answer, so that they can apply the whatsapp group in the classroom.

2. Observation

Researchers use an observation sheet to get information about activities that students do during the learning process take place. Researchers make observations during the learning process take place and record it in the observation sheets that have been made. In observation sheets there are things that must be considered in doing observation of students, namely interest, the spirit of learning, liveliness, seriousness, cooperation, and others Arikunto (2013)

1. Test

Writing pre – test and post – test was also instruments used to get information about students' writing skills. Writing pre – test was a test which was conducted in the beginning of the treatment. To measure

the improvement of students' writing skills, researchers used achievement tests in this study. Researchers use written tests. There are several writing elements that are used to assess students' writing abilities, namely: vocabulary, grammar, and comprehension. With this form, researchers can give scores more quickly and easily.

Table 1. Scoring rubrics of writing.

Aspects	Level	Score	Criteria
Content	Excellent to very good	4	Knowledgeable, substantive, through development of thesis, relevant to assigned topic
	Good to average	3	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	Fair to poor	2	Limited knowledge of the subject, little substance, inadequate development of topic
	Very poor	1	Does not show knowledge of subject, non- substantive, not enough to evaluate
Organization	Excellent to very good	4	Fluent expression, ideas clearly stated/ supported, well organized, logical sequencing, cohesive
	Good to average	3	Loosely organized, limited support, logical but incomplete sequencing
	Fair to poor	2	Non- fluent, ideas confused or disconnected, lacks logical development and sequencing
	Very poor	1	Does not communicate, no organization, not enough to evaluate
Vocabulary	Excellent to very good	4	Sophisticated range, effective word usage, word from mastery
	Good to average	3	Adequate range, occasional errors of word usage but meaning not obscured
	Fair to poor	2	Limited range, frequent errors of word usage,

Aspects	Level	Score	Criteria
			meaning confused
	Very poor	1	Essentially translation, little knowledge of English
Language use	Excellent to very good	4	Effective constructions, few errors of agreement, tense, number, word order, article, pronouns, preposition
	Good to average	3	Effective but simple constructions, several errors of agreement, tense, number, word order, article, pronouns, preposition
	Fair to poor	2	Major problem in simple construction, frequent errors of negation, tense, number, word order, article, pronouns, preposition
	Very poor	1	No control of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate
Mechanics	Excellent to very good	4	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	Good to average	3	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	Fair to poor	2	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	Very poor	1	No control of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

The rubric provides five aspects of writing namely content, organization, vocabulary, language use, and mechanic in which each of them is scaled from 1 to 4. Hence the maximum score is 20, while the minimum score is 5. By knowing the highest score and the lowest score

above, the formulation of the ideal mean and the ideal standard deviation can be calculated as follows.

$$\begin{aligned}\text{Maximum score} &= C + O + V + L + M \\ &= (4 + 4 + 4 + 4 + 4) \times 5 = 100\end{aligned}$$

$$\begin{aligned}\text{Minimum score} &= C + O + V + L + M \\ &= (1 + 1 + 1 + 1 + 1) \times 5 = 25\end{aligned}$$

Ideal Mean = excellent, very good, good, fair, poor, very poor.

Table 2. The Conversion Table, The table is presented as follows.

Class Interval	Interpretation
87.5 – 100	Excellent
75 – 87.4	Very good
62.5 – 74.9	Good
50 – 62.4	Fair
37.5 – 49.9	Poor
25 – 37.4	Very poor

E. Data Collection Technique

1. Interview

The interview can be done in several ways. The first method is recording the interview. The second way is to take notes. In this method the interviewer manages to take notes and then write down the important points during the interview process. The final method is to write down every detail of the interview immediately after the interview. The writer interviewed the English teacher before and after the class action research. The data is used to determine the development of student writing skills. It is used to determine the progress of students' writing skills by making sentences in the whatsapp group.

2. Observation

Observation is data collection method by observing directly to the object that examined. In this observation, the reseacher made some notes and check-list to recheck the data. It means to know the activity and the progress the students in the classroom.

3. Test

This technique provides two types of tests namely pre-test and post-test. Pre-tests are carried out before the implementation of the actions and post-tests will be carried out after the implementation of the actions. Pre-test and post-test in the form of performance tests. Students usually measure students' writing skills on the topic being taught. Then researchers and assessors assess students' writing performance using whatsapp groups to improve their writing skills. Pre-test and post-test data were collected in the form of student scores. Post-test results were calculated and compared with pre-test results.

F. Technique of Data Analysis

1. Quantitave Data

The research uses Qualitative Research Techniques to analyze the data collected from field note in form of description, researcher uses Qualitative Research Technique developed by Miles. Huberman. (Sugiyono,2009).

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Data from observations are grouped based on student behavior and student responses which can be taken as clues or indicators for student

activity when techniques are introduced. This research can be said to be successful if 75% of students have good participation throughout the learning process, as they follow the lesson well, developing their ideas in writing with whatsapp groups. and give a good response to the teacher. In addition, this study was successful if students could improve their writing scores especially in making. Success criteria determined by researchers if 75% of students scored 56.5-60.4 or C as a minimum completeness criteria. The observations were analyzed as below:

$$\text{Score} = \frac{\text{TotalScore}}{\text{maximalscorex}} \times 100\%$$

Total score

The researcher also uses mean formula in this research to know the average of students' score and to check students' improvement in writing.

The formula is as follow:

$$M \frac{\sum x}{N}$$

Explanation:

M : The average of students' score

$\sum x$: Total score

N : The number of students

The researcher gets score from the one cycle conducted in the research. Mean of score from pre-test will be compared with mean of cycle one and the next cycle. It is to know how far the progress of students in teaching and learning process.

The researcher also used formula to find the final score based on the criteria value 56,5-60,4 or C of minimum completeness criteria.