

CHAPTER III

RESEARCH METHOD

This chapter discussed the research design, subject of the research, time of the research, research instrument, research procedures, technique of data collecting, and techniques of data analysis.

A. Research Design

The research design in this Research is Classroom Action Research (CAR). CAR is suitable for educational and teaching research, it is a way of systematically examining teaching to gain new insights, and it can enhance one's knowledge of the teaching profession (Mettetal, 2015). In order for teachers to make decisions about how to improve their practices, classroom action research (CAR) typically entails the use of qualitative interpretive modes of inquiry and data collection by teachers (often with assistance from academic partners) (Kemmis et al., 2014). It means the purpose of classroom action research is to find out and solve the problem in the teaching-learning process in the classroom. Action research is carried out in the classroom by the course's teacher, mainly to solve a problem or improve the teaching or learning process. In this research, classroom action research was aimed at applying the Google Jamboard media to teaching writing.

This classroom action research used the design by Kemmis et al. (2014). It uses a repeating cycle. The result of one cycle is used to determine the need for the next cycle until the strategy resolves the issue. Each cycle has four stages: planning, acting, observing, and reflecting. The model of the cycle is illustrated below.

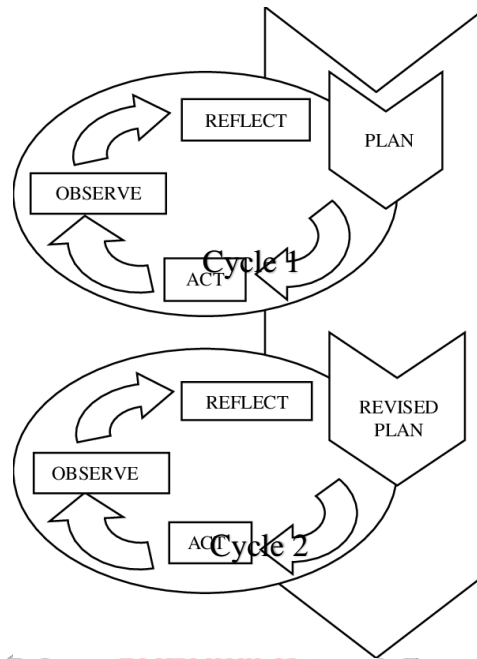


Figure 3.1 Kemmis an Mc Taggart Model of Classroom Action Research

The first step was planning. In planning, the researcher provided the lesson plans and tools needed for the first cycle. The next step was action, and the researcher began implementing the plan about the lesson plan created. The third step was an observation, performed concurrently as a collaborator to the researcher's actions. Then the researcher made a reflection on what happened and evaluated the outcome of the action step.

Finally, the researcher determined whether adjustments were necessary for the following cycle. The research would have been ended if the first cycle had been successful. If the first cycle didn't work, the researcher adjusted the strategic plan and moved to the second cycle.

D. Research Procedures of CAR

This classroom action research used the design by Kemmis et al. (2014). Action research activities in the classroom concerned a repeating cycle. Each cycle consisted of four steps: planning, acting, observation, and reflection. The first cycle could be continued to the next until the result reached the indicator of success. The cyclical classroom action research was provided as follows:

1. The Procedure of Cycle I

There are four activities in cycle I: planning, acting, observing, and reflecting.

a. Planning

In the first step of this cycle, planning, the researcher made a plan in order to focus on achieving the research objectives. Here are the steps involved in planning:

- 1) The researcher prepared a lesson plan.
- 2) The researcher prepared an observation sheet.
- 3) The researcher prepared a questionnaire.
- 4) The researcher prepared the instruments for the writing test.

b. Acting

In this step, the researcher conducted some activities in the classroom as follows:

- 1) Pre-Activities
 - a) The researcher prayed and greeted the students.
 - b) The researcher checked the attendance list.
 - c) The researcher prepared the classroom.

2) Main activities

- a) The researcher applied the lesson plan to the teaching-learning process.
- b) The researcher explained the use of Google Jamboard for writing to the students.
- c) The researcher gave a picture of Klayar Beach.
- d) The researcher asked one of the students to describe that picture.
- e) The researcher gave feedback on their answer.

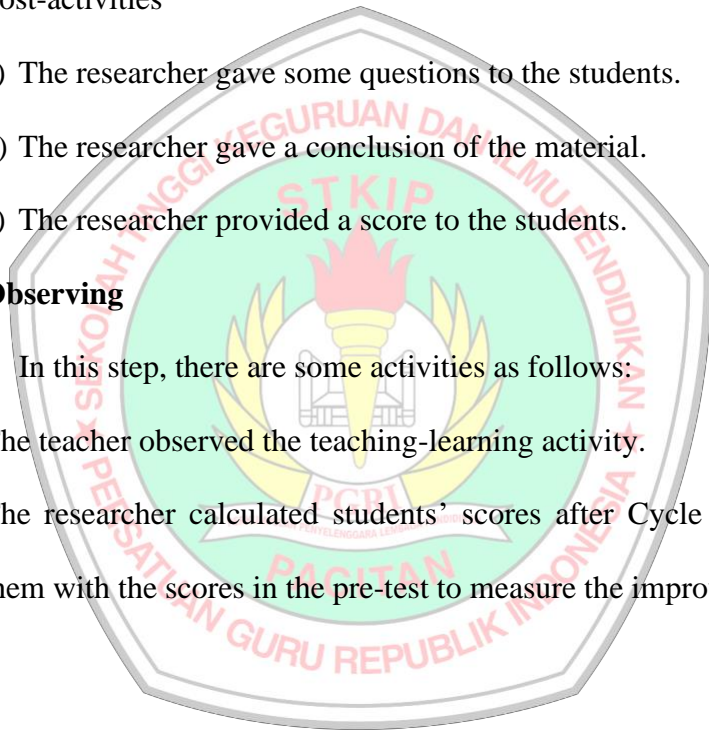
3) Post-activities

- a) The researcher gave some questions to the students.
- b) The researcher gave a conclusion of the material.
- c) The researcher provided a score to the students.

c. Observing

In this step, there are some activities as follows:

- 1) The teacher observed the teaching-learning activity.
- 2) The researcher calculated students' scores after Cycle I and compared them with the scores in the pre-test to measure the improvement.



d. Reflecting

The last step in that cycle was reflecting. The researcher analyzed the results of both the observation and the test. There had some activities as follows:

- 1) The researcher analyzed the problem in Cycle I and found the solution.
- 2) The researcher prepared the instrument for the next cycle to improve the process in Cycle II.

2. The Procedure of Cycle II

The researcher revised the treatment in cycle I and continued to cycle II because the result in cycle I did not pass the standards of completeness. As same as cycle I, there are four steps as follows:

a. Planning

The first step in this cycle was planning. The researcher made plans in order to focus on achieving the research objectives. Here are the steps involved in planning:

- 1) The researcher prepared a lesson plan.
- 2) The researcher prepared an observation sheet.
- 3) The researcher prepared a questionnaire.
- 4) The researcher prepared the instruments for the writing test.

b. Acting

In this step, the researcher conducted several activities in the classroom as follows:

1) Pre-Activities

- a) The researcher prayed and greeted the students.
- b) The researcher checked the attendance list.
- c) The researcher prepared the classroom.

2) Main activities

- a) The researcher applied the lesson plan to the teaching-learning process.
- b) The researcher explained the procedures of descriptive text to the students.
- c) The researcher asked each group to create a descriptive text in the Google Jamboard application on their phones.
- d) The researcher provided corrections to the students' worksheets in Google Jamboard.

3) Post-activities

- a) The researcher gave some questions to the students.
- b) The researcher gave a conclusion of the material.
- c) The researcher provided scores to the students.

c. Observing

In this step, the researcher observed the teaching-learning process during the treatment in cycle II. There are some steps as follows:

- 1) The teacher observed the teaching-learning activity and wrote it down on the observation sheet.
- 2) The researcher gave a post-test to the students.
- 3) The researcher gave questionnaires to the students.

- 4) The researcher calculated the students' scores after Cycle II and compared them with the scores after Cycle I to measure the improvement.

d. Reflecting

In this last step, the researcher corrected and analyzed the results of the actions. The activities are:

- 1) The researcher and the teacher discussed the result of applying the Google Jamboard media for teaching writing.
- 2) The researcher analyzed the result of the questionnaire.
- 3) The researcher decided to stop the action or continue.

E. Research Instrument

There are several kinds of research instruments. Research instruments are tools used in this research to collect the data. The researcher used tests and observation to measure students' achievement and performance during the activities.

1. Pre-test and Post-test Worksheets

According to Donald Ary (2010), tests are valuable measuring instruments for educational research. A test is a set of stimuli supplied to an individual to obtain responses primarily based on which a numerical rating can be assigned. This rating, based totally on a representative sample of the individual's conduct, is an indicator of the quantity to which the concern has the function being measured test is a requirement that the researcher in educational research needs to carry out. In this research, there have been pre-test and post-test. The pre-test is the test given before applying Google Jamboard for teaching writing. The following is the post-test, the test was given after the researcher implemented the Google Jamboard for teaching

writing, and the post-test measured the students` writing skills. Pre-test and post-test have been used to recognize the differences in students` skills before and after the method was given to the students.

2. Observation Sheets

The researcher conducted observations during the teaching-learning process. The purpose of the observation was to assess how effectively the use of Google Jamboard as a teaching media contributed to achieving the desired outcomes and meeting the success criteria for writing activities. The researcher used observation sheets to document the students` performance throughout the teaching-learning process. These observation sheets were necessary for capturing and recording relevant information about the students` engagement and progress in the classroom.

3. Questionnaires Sheets

After completing the treatment, the researcher administered a questionnaire to the students. The purpose of the questionnaire was to gather feedback and understand the students` responses to the use of Google Jamboard as a teaching media for writing. The questionnaire consisted of five questions and was administered using Google Forms as the platform for data collection.

F. Technique of Data Collection

Data collecting is a process whereby researchers systematically search and arrange their data to increase their understanding of the data and enable them to present what they learned to others (Donald Ary, 2010). In this research, the data was collected using qualitative and quantitative methods.

1. Test (Pre-test and post-test)

The quantitative data were collected by using a writing test. The test included a pre-test and a post-test. The pre-test was given to know the students' basic knowledge before the treatment. In contrast, the post-test was given to compare and measure the differences in students' abilities before and after the activities. Therefore, the pre-test was presented at the beginning of the treatment, and the post-test was given at the end of each cycle. Then, the test results were used to measure the improvement of students' writing ability.

2. Observation

The qualitative data were collected by using the observation technique in the teaching-learning process. The researcher took observations during the treatment to see the students' responses during the activity. The observations were taken to gain insights into the students' behaviors, engagement, and overall responses to the teaching interventions. By actively observing and documenting the students' reactions, interactions, and progress, the researcher obtained qualitative data that provided a deeper understanding of the teaching-learning process and its impact on the students' learning experiences.

3. Questionnaires

The researcher gave a questionnaire to the students at the end of the treatment. It aimed to know the students' responses toward Google Jamboard media for teaching writing.

G. Techniques of Data Analysis

Techniques of data analysis are a process of arranging and explaining the data. The researcher organized the data collected into explanations. In this research, the data will be analyzed both quantitatively and qualitatively. The quantitative data will be gathered from students' tests, while qualitative data will be gathered from observation and questionnaires.

1. Data Analysis of Quantitative Data

The quantitative data in this research was the data from the test. The researcher identified the scores of students' tests by comparing the results of the pre-test and post-test to measure whether the teaching-learning was successful or not. Both the results of the test were analyzed using the mean score to obtain the students' average score. The students were considered successful if they reached the standards of completeness ($75 \geq$). The students' scores were calculated using the formula by Nurgiyantoro (in Abdurrahman dan Elya Ratna, 2003).

$$N = \frac{sm}{si} \times Smax$$

Detail:

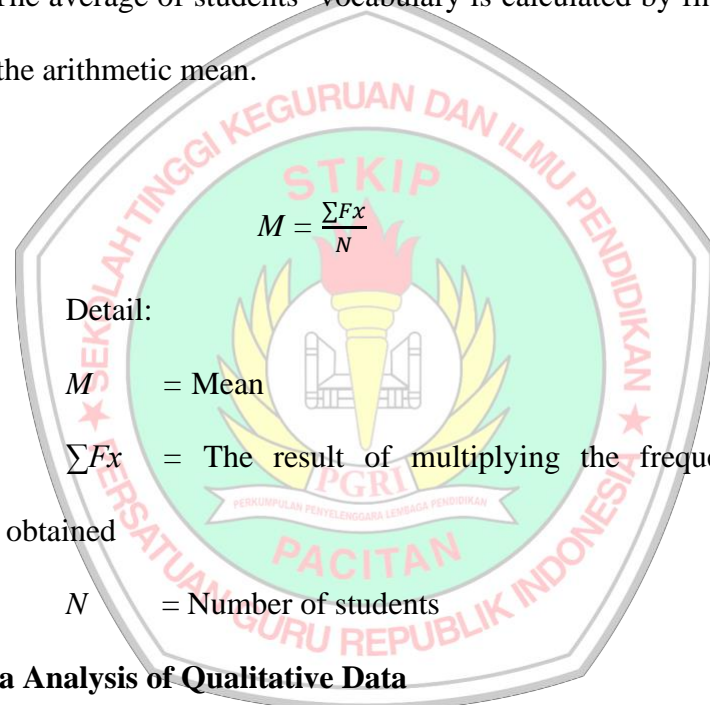
N = Mastery level

Sm = Score obtained by students

Si = Score to be achieved in a test

$Smax$ = Scale used

The average of students' vocabulary is calculated by finding the average with the arithmetic mean.



$$M = \frac{\sum Fx}{N}$$

Detail:

M = Mean

$\sum Fx$ = The result of multiplying the frequency with score obtained

N = Number of students

2. Data Analysis of Qualitative Data

The qualitative data in this research was the data from observation and questionnaires. The researcher collected the data during the observation of the teaching-learning process. Additionally, a questionnaire was given to the students to understand their responses after the treatment was completed. According to Donald Ary (2010), the analysis of qualitative data involves three stages:

a) Organizing and Familiarizing

During this stage, the researcher undertook the task of familiarization and organization. This involved thoroughly reviewing all the collected data and categorizing them into a unified format, ensuring that the data was prepared for analysis.

b) Coding and Reducing

At that stage, the researcher initially traced all the data and identified each unit (word, paragraph, sentence, etc.) with the appropriate code. Then, the researcher categorized the data.

c) Interpreting and Representing.

The interpretation was about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations. Representation involved how the data were presented.

