CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with some important procedures of this study in order to investigate the effectiveness of learning journals technique to improve students' ability in writing recounts text and to reveal the students' perception of writing journals in their learning. This chapter is related to the methodology of the study covering the research design, the population and sample, the data collection, the research procedure, and the data analysis.

3.1 Research Methods

In investigating this study, two groups are selected not randomly; experimental group and control group. Experimental group is a group which a learning journal technique is applied as a treatment and control group is a group given non treatments.

3.1.1 Research Design

This study investigates the issue of the use of journals in learning recount texts. in investigating his study employs a quasi-experimental design to obtain the data. Therefore, this quasi-experimental is applied when it is not feasible to use random selection and random assignment. There are two reasons for using the quasi-experimental design. Firstly, study was not feasible to obtain the data

randomly because of limited of time which was allowed me to conduct the investigation in a month. Secondly, a school regulation allowed the English teacher at that school who settled the classes for this study.

In order to measure the students' progress, I administrated a pretest and a post-test to distinguish between the students' score before and after the treatments. Those tests were administrated to the two groups in this study. The details are described in the following table:

3.1.2 Variables

The variables in this study were categorized into two variables, namely independent and dependent variable.

Firstly, in the independent variable was the method of using journals was applied. Learning journals were the treatment or manipulated variable. The aim was to investigate the effect of a learning journal on the dependent variable (Fraenkel, and Wignel 1990 p.39).

Secondly, the dependent variable was students' scores of writing in recount texts. The dependent variable was a variable that was observed and measured to determine the effect of the independent variable (Brown 2001).

3.1.3 Hypothesis

This study used a quasi-experimental design which attempted to investigate the effect of a learning journal on improving students' writing ability.

This study was a quantitative study where a hypothesis was applied in the form of a null hypothesis (Ho).

The null and the alternative hypotheses of the research are stated as follows:

Ho   : there is no difference in students' writing ability of recount texts between the experimental and the control groups for students who received the learning journal technique and those who did not. They belong to the same population.

H1   : there is a difference in students' writing ability of recount texts between the experimental and the control groups for students who received the learning journal technique and those who did not. They belong to different population.

However, this study works on the null hypothesis meaning testing two tailed hypothesis.

3.1.4 Clarification of Terms

1. *Use* related to the application of program or instructions, and how something is to be applied. In this study, it is related to the use of learning journals in teaching writing recount texts.

2. *Learning journal* is such as a document that explains the experiences, feelings, on understanding on the learning process which is written by the students (Moon 1999:4). In this study, it refers to the chosen tool in stimulating the learners to write recount texts. They explain the

experiences, feelings, and understanding on learning process and daily experiences. unfolding

3. *Recount text* is a text which tells an event or an experience that have already happened (Martin 2006:1982; Derewianka 1990:14).

4. *Writing* can be defines as a language skill which contains information in many written forms (Knudsen, 2009). In this study, it refers to a task that requires the students to write recount texts.

3.2 Population and Sample

The population of this research was the whole students of the second grade in a junior high school in Bandung. They are in the 2011/2012 academic year which is consisted of 9 classes (the second grade) or 389 students. The sample of this study was the students from two selected classes or 88 students. The first class was the experimental group or 44 students and the second class was the control group or 44 students. The sample was used in this study is a purposive sample because it was selected without choosing them randomly. However, to anticipate the absence of the students, I only took 35 students from each class as a sample.

3.2.1   Time Allocation

The research experiment was conducted for 8 sessions. Each session was carried out 2 x 40 minutes. The study started from November 8th 2011 to December 2nd 2011 on Tuesday, Wednesday, and Thursday.

Table 3.1 the schedule of the study

No.	Meeting	Experimental group	Control group
1.	1st	Pre test	Pre test
2.	2nd	1st treatment Topic: building of the field	Building of the field Text: nice trip to Bali
3.	3rd	2nd treatment: learning recount texts through journals Topic: I went to Pangandaran	Topic: Holiday in Kupang
4.	4st	3rd treatment: Let's Write a Journal.	Topic: I went to Denpasar
5.	5th	4th treatment: My Vacation today	Topic: A special day
6.	6th	5th treatment: I did It Yesterday	Topic: I did it yesterday
7.	7th	6th treatment: My Holiday	Topic: My Most Memorable Holiday
8.	8th	7th treatment: My Special Things o This Week	Topic: I Went to Bromo
9.	9th	Post test + questionnaire	Post test

3.3 Data Collection

An instrument in a study is used as the significance tool to gather the data. Since this study as a quasi-experimental study, it applied two instruments of collecting data (Fraenkel & Wallen, 1993:383). The instruments are instruments for treatments such as lesson plans and instruments for scoring which consist of a questionnaire and students' text.

3.3.1 Instruments for treatments

The instruments used in this research were 7 lesson plans applied for 7 sessions. Since the lesson plans were developed by the curriculum, some materials and activities were related to the curriculum, competency standard and basic competence of the curriculum (it can be seen in appendix A).

3.3.2 Instruments for scoring

Instruments for scoring were used to obtain the data in a scored perception. The instruments were used to measure students' pretest and posttest. The first instrument was a questionnaire to gain the students' perception. The other one was students' text to found the students' achievement in writing recount texts.

3.3.3 Questionnaire

Questionnaires were administrated to obtain the data about the students' perception of the use of learning journals technique in learning writing recount texts. The questionnaires were distributed only to the experimental group after

giving the post-test. The questionnaires consisted of twenty statements which were a closed questionnaire.

The questionnaire was presented in the form of a rating scale. It allowed the participants to choose the answers of twenty statements with four alternative answers as follows: strongly agreed, agreed, disagreed, and strongly disagreed. In giving the score, this study used a likert scale which consisted of values from 1 to 4.

The questionnaire was related to students' perception (their feeling, beliefs, attitudes, opinions, behavior, and knowledge) of teaching and learning process of using journals (Harnad 1987).

Table 3.2

The Scoring system of the questionnaire

Statements	Strongly agree	Agree	Disagree	Strongly disagree
Positive	4	3	2	1

The statements in the questionnaire were developed and adapted from Harnad ideas (1982). Before constructing the statements, the framework had been created based on the framework of students' perception.

Table 3.3

The Framework of Students' Questionnaire

No.	Categories	Indicator	Item Number	Total

1.	Students' personal feelings, attitude, drive and goals	Students' personal feeling toward writing, recount text and the use of learning journal	1, 2, 10, 18, 19, 20	13
		Students' attitude feeling toward the use of learning journal	5,8,17	
		Students' learning goals toward the material	4, 9, 13, 14	
2.	The sensory nature of the stimulus	The implementation of learning journal in improving students' English competence	3, 7	2
3.	The background or setting of the stimulus	Students' learning process	16	2
		Teacher's role in the learning and teaching process	15	
3	Students' learning experience	The advantages of using learning journal in learning process	6, 11, 12	3
Total				20

Distributing the questionnaires to the participants was conducted on December 2nd, 2011 and returned back to me on the same day. The form of the questionnaire instrument can be seen in the appendix B.

3.3.4 Student's texts

Students' texts were used as sources of data. They contained the outcome of the pretest and the posttest from the experimental group and the control group. The test contained a task where students asked to write a recount text story based on their experiences on vacation as long as a hundred words in forty minutes. This

data were acquired to measure the ability of students' writing recount text. This task was applied at the beginning as the pre-test and in the last session as the post-test.

3.4 Research Procedure

In collecting data, there were several steps taken in this study. The steps were conducted to obtain the valid data based on a good preparation and some procedures.

3.4.1 Preparing the Lesson Plan

The lesson plan was designed to be implemented during the treatment time. The researcher designed lesson plans for seven sessions and no lesson plan for eighth session as the last session. The first seven meetings were allocated to implement the treatments. The conventional method was implemented in the control group. The teaching activity in conventional method is the students' task to answer the available questions based on the texts.

Meanwhile, the use of learning journal treatment was implemented in the experimental group. The first meeting was conducted a pre-test. The last session focused on conducting the post-test and administering questionnaires to the experimental group.

3.4.2 Preparing the Material

The materials were recount texts, some of them are taken from Emilia (2010), Emilia (2011), and the others are taken from Priyana (2008), and Widiati

(2008) which is as English book of the school. The types of the texts can be found on lesson plans in appendix the A.

3.4.3 Administering Pilot test

The pilot test was administered to measure the test scores whether or not those are valid. The pilot test was administered to six students out of the groups undertaken in this study. The pilot test was conducted on 1st November, 2011. The students were asked to compose a recount text based on their past experience. They were asked to compose a hundred words in forty minutes.

3.4.4 Selecting Groups

In this stage, a pretest was used to measure the initial scores of students' writing. The pre-test was conducted on November 6th, 2011 which was administered for both of the experimental and the control groups before the treatments were administered to the experimental group. Then, the pre-test's scores are analyzed by some computation using SPSS 19.00 for windows. If the result of the analysis shows that the two groups are equal or have the same score means, then the groups are able to be used in this study as sample.

3.4.5 Treatments

There were two techniques of teaching writing recount text used in this study, namely teaching writing recount text through learning journal and the conventional one.

Based on learning journal technique, several treatments were implemented in this study. The topic used in this study was similar to both of the control group and the experimental group which was about vacation. Time allocated for applying the treatments was eighty minutes of each session. Furthermore, the followings are the procedures of giving the treatments:

In the experimental group, the students were introduced to the meaning of and how to use learning journals. The first session was about building knowledge of the field (Emilia, 2011). It introduced students to several words and expression considering to the topic through a text. In the second session, the writer applied the modeling of the text's step. The end of the meeting, the students were asked to compose about what they thought in the day.

The third session, students were given another text and activities. Then, the students were asked to write a learning journal (independent construction of the text) about what they learned on that day. In addition, they were asked to compose a journal about their daily activities for homework. On the following day, the students were given another text and activities. In detail, the texts and the topics for the experimental group can be checked in lesson plans in the appendix A.

Whereas the experimental group was treated with writing recount texts through a learning journal, the control group used a conventional method. The conventional method was one that was used by the real teacher. The materials were taken from a junior high school book from the school. This method encouraged the students to answer the available questions based on a text and to

fill in the blanks of a text. The students were given a text with questions for each meeting.

3.4.6 Posttest

The study used a posttest to investigate whether there is any significant difference between the control group and the experimental group about the students' ability in writing recount texts. It means that the scores were used to measure whether or not the implemented method influenced the experimental group. The post-test is calculated using statistical computation IBM SPSS 19.0 for Windows.

3.4.7 Questionnaire

After the treatments were completed, questionnaires were distributed to the students. The questionnaires were distributed after the post-test was conducted in the experimental group. The questionnaires were used to reveal the students' perception to the use of learning journal in the learning process.

3.4.8 Analyzing and Interpreting Data

After obtaining the data through a post-test and a questionnaire, the analysis and interpretation are accomplished. Then, the next step is to draw the conclusions based on the findings and to propose some suggestions.

3.5 Data analysis

The data of this study were analyzed through a quantitative analysis. There were some types of analysis in this study. This study involved data analysis from pilot test, pretest, posttest, and questionnaire.

3.5.1 Data Analysis in Pilot Test

The pilot data were analyzed to measure the validity and reliability of the instruments. It was conducted before accomplishing the pre-test. If the respondents were able to write the given instruction and to achieve the minimum score (11), it was concluded that instrument can be used as pre-test and post test. In evaluating the students' writing result, this data were analyzed using numeric and rubric scoring guide (Coffin, *et.al* 2003 in Emilia, 2011; Hyland, 2004:174), see appendix B.

Table 3.5

Scores' Interpretation

Scores	Interpretation
31- 40	achieve the standard of excellent
21 – 30	achieve the standard score
11-20 (this range of scores is minimum score that should be acquired by the students, the instruments is valid to be used)	approach the standard score
1-10	below the standard score

It indicates that if one of the students acquired the score, as a result the instrument is not able to be used as instrument to measure the data of this study.

According to the result (see the appendix D), it shows that students got score in range 11 – 22. It means that their scores belong to a score group of who approaches the standard scores and who achieved the standard scores. In other words, the students could write and understand regarding the teacher's instruction. Besides, the instructions developed on pilot-test were clear for students, therefore this instrument could be used to gather data for this study.

3.5.2 Data Analysis on Pre-test

The pre-test aims to discover the equivalence of the experimental and the control groups. Similarly with pilot-test, students' writing task on pre-test was analyzed using recount text score and rubric guide by Coffin, *et.al* (2003 in Emilia, 2011; Hyland, 2004:174). The scoring guide has three categories that should be examined, namely structure organization and the language.

Furthermore, the first aspect that should be examined was the content. It evaluated the students' ability to compose the event, evaluation and personal opinion in their writing. The second aspect was structure organization. It measured the students' ability in writing the orientation, chronological events, re-orientation, and connecting between them. The last aspect is language which measured in terms of convention (punctuation, capitalization, spelling, and clarify), sentences structure, diction, vocabulary, and grammar.

After analyzing the students' texts, then the scores of pre-test are calculated using SPSS 19.0. It involves normality test, homogeneity variance, and independent t-test.

The normal distribution of pre-test score was measured by employing Kolmogorov-Smirnov's test. The result this test proves the probability (Asymp. Sig) of the experimental group is 0.556 and the control group is 0.511. It illustrates that the probability scores are higher than the level of significance (0.05). In other word, the scores between the experimental and the control groups are normally distributed (see the appendix D).

In measuring the homogeneity of variance, Levene test in IBM SPSS Statistic 19.0 for windows was used. It shows that the probability (Asymp. Sig) is 0.130. The result means that the homogeneity of variance shows that the significance value of the pretest is higher than the level of significance $(0.130 > 0.05)$. It indicates that the null hypothesis of the pre-test score is accepted. Therefore, the variances of pre-test scores in both groups are equal. The result is concluded that the two groups are homogenous.

In addition, the independent t-test was conducted to see whether or not there is a significant difference between the experimental and the control group's scores on the post-test. The null hypothesis was stated that there is no significant difference between the mean of students' score. The computation of independent t-test proves that t_{obt} is 1.869 and the degree freedom (df) of pre-test is 68. In contrast, the t_{crit} is 2.000 at the level of 0.05 (based on the critical value of t at level 0.05 level to line df = 68). It shows that the t_{obt} is lower than t_{crit} (1.869 <

2.000). This result indicates that there is no significant difference between the data of the groups. In other words, it implies the experimental group and the control group were similar in their initial ability in writing. Thus, the result ensures that the null hypothesis is not rejected.

Regarding to the result of normality, homogeneity, and independent t-test on post-test scores above, as a result, the two groups can be used in this study as sample.

3.6 Concluding Remarks

This chapter has focused on a brief discussion of methodology of the study, including purpose of this study, the research design, the research setting and participant, the data collection, the research procedure, and the data analysis. This study aims to investigate whether writing journals contributes students' ability in writing recount text, and to discover their perception about writing journals in their learning. A quasi-experimental study was used in this study. To gather the data, I used questionnaires and students' texts. Furthermore, the subsequent chapter will provide the details of analyses and interpretations.