

CHAPTER III

RESEARCH METHOD

This chapter presents research design of the study, data collection, and data analysis to solve the problems of the research. The data collection explains the process of how the data were gained, and elaborated. While data analysis is justifying of how the data were analyzed in the frame of the theories accounted in the previous chapter.

3.1 Purposes of the study and research questions

The purposes of this study were first to examine how students perceive journal writing activity as a tool to enhance their writing motivation . Second, to determine students' responses to the journal writing activity . Those purposes were in line with the research question of this study, “How does journal writing enhance students' writing motivation?” and “What are students' responses to the journal writing activity?”.

3.2 Research design

This study employed mixed method. This design is chosen based on some consideration about the best method to answer the research questions. Both qualitative and quantitative approaches were used in this study. The design strategy used in this study was concurrent triangulation. According to Creswell (2003) concurrent triangulation is characterized by two or more methods used to confirm, cross-validate, or verify findings within a study. The purpose of using this strategy is to overcome weaknesses in using one method with the strengths of another.

3.3 Procedure

Students started writing journal for four weeks. Each week students have to write two journal entries in a form of minimum 100 words compositions based on the given topics. Two of them were done after the English class finished. Before they started writing, the students were required to fill in the first questionnaire about students writing motivation. They were also given guidance to make a mind-map and draft for their writing. The topics chosen were discussed with the teacher beforehand. The topics are:

Table 3.1. Journal writing topics

Week	Journal topic
Week 1	My favorite musician
	I always want to see ... concert
Week 2	My holiday dream destination
	If you could have a holiday with famous person, who would it be?
Week 3	If I could change one rule in this school, that would be ...
	My solution(s) to traffic problems in Bandung
Week 4	The best story I've ever read
	My own version of how "Little Red Riding Hood Ends"

After the students finished writing journal, they had to fill in the same questionnaire as the first one which was distributed to find out their motivation in writing after journal writing activity. Follow-up interviews were conducted to six students who represent the high, intermediate, and low motivated groups. Another questionnaire was also distributed to find out students' responses on journal writing activity.

3.4 Data collection

To collect data, two techniques were employed in this study; these were questionnaire and interview. Each technique of data collection will be described below.

3.4.1. Questionnaire

The questionnaire was distributed to 30 eleventh grade students. It is designed as close-ended questionnaire with four optional answers based on Likert-Scale questionnaire which are:

Table 3.2. The Likert-Scale applied in the questionnaires

Strongly Agree	Agree	Disagree	Strongly Disagree
4	3	2	1

The questionnaire was aimed to obtain specific data which were needed to analyze the students' writing motivation. Students' questionnaire on writing motivation had been made based on Self-Determination motivation theory proposed by Ryan and Deci (1985) which is divided into two categories of motivation: intrinsic and extrinsic motivation.

Table 3.3. The aspects for students' writing motivation questionnaire

No	Category	Indicator	Item Number	Total
1	Students' intrinsic motivation on writing	Engagement in writing	1,2,5,10	4
		Strategies in facing writing difficulties	3,4,9	2
2	Students' extrinsic motivation on writing	Prevention of punishment	6	1
		Expectation of rewards	7,8	2

In addition, more another questionnaire was distributed to examine students' responses to the use of journal writing as described below:

Table 3.4. The aspects for students' responses questionnaire

No	Category	Indicator	Item Number	Total
1	Students' responses to journal writing activity	Students' enjoyment in writing journal	1,2,10	2
		Students' perception on journal writing activity	12	1
2	Benefits from journal writing activity	Students' improvements on writing skill	3	1
		Students' improvement on self-expression	5	1
		Students' improvement on critical thinking	6	1
		Students' improvement on self-reflection	7,9	2
		Students' improvement on self-confidence	8	1
		Students' improvement on writing motivation	11	1

3.4.2. Interview

Interview was used as a compliment instrument in this study. Interview was chosen since, "it is not simply a matter of using questions and answer to elicit

information that the researcher goes on to analyze, but a data collection method that offers different ways of exploring people's experience and views" (Richards cited in Croker. 2009:183).

The interview was conducted with 6 students. The students were interviewed after finishing the journal writing activity.

The type of interview used in this study was semi-structured interview. It was aimed to get in-depth information from the participants as much as possible since the writer is permitted to probe far beyond the answers to her prepared and predetermined questions (Breg, 2001:70). The interview questions clarified how the journal writing activity was perceived by the students.

3. 4. 3. Site and participant

This study was conducted in one of Senior High Schools in Bandung. The participants were 30 students of eleventh grade. They were chosen based on the result of data analysis of the questionnaires. The participants represent the high, intermediate, and low motivated groups. According to Kothari (2004: 59) this kind of sample is called as non-probability sampling because they were chosen by the researcher.

3. 5. Data analysis

The data gained from questionnaire and interview. Quantitative data were obtained from the questionnaires and qualitative data were obtained from the interview.

3. 5. 1. Analysis of data from questionnaires

In tabulating and presenting the data gathered from the pre- and post-treatment questionnaire, some stages were employed as follows:

1. Examining the data obtained from the questionnaire.

2. Selecting and classifying the data derived from the questionnaire into categories to simplify their tabulation and interpretation.
3. For students' writing motivation questionnaire, the frequency of students' scores interpreted by descriptive explanation.
4. For students' responses questionnaire, the frequency of students' scores is also interpreted by descriptive explanation.
5. The calculation for the data were measure by using the following formula:

$$P = \frac{F \times 100\%}{N}$$

Where :

P = Number of percentage

F = Frequency of strategies or rocedures

N = Number of whole samples

6. Findings from questionnaires were served together with supporting findings from the interview.

3. 5. 2. Analysis of Data from Interview

Follow-up interviews were recorded, transcribed, categorized, and analyzed to address the research questions. In the analysis process, the interviewees' responses for each question were firstly translated into English and then transcribed. The unrelated information was omitted. After that, the responses were analyzed in terms of themes related to the study objectives.

3. 6. The Clarification of Terms

This section contains some terms that are related to this study to be cleared and defined. Here are some terms to be clarified:

a. Writing

In terms of language skills, writing can be defined as a language skill which contains information in many written form (Knudsen, 2009). Writing is not only a tool of communication, writing in this study refers to learning, thinking and organizing knowledge or ideas (Widodo, 2008). Writing can also be a means of developing ideas, reformulating knowledge and discovering personal experience (Aridah, 2003).

b. Motivation

Motivation in this study explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity (Dornyei, 2001).

c. Journal

Journal in this study refers to a permanent personal record that is placed to record daily happenings, an aid to concentration, a place to generate ideas, and a training ground for the writer (Klug, 2002:1) Journal is also a media to keep of events, thoughts, and ideas associated with an individual (Tatum, 2011).