

## CHAPTER III RESEARCH METHODOLOGY

This chapter presents the procedure and steps in conducting the research. The chapter mainly covers the research methodology which is further organized into four sections: research design, site and participants, data collection and data analysis.

### 3.1 Research Design

This research was conducted by using classroom action research since it was going to find out how flipped classroom helped students' performance and perception in writing class. As McNiff and Whitehead (2002) states that the main purpose of action research is the use of knowledge which leads to improvement of understanding that will be beneficial for society.

In conducting the classroom action research, the researcher used Kemmis and McTaggart (as cited in Burns, 2010) in which each cycle consists of four steps: plan of action, implanting of action, observing and evaluation analysis and reflection.

It also deals with preparing observation sheets, field notes, questionnaires, and interview guide for collecting the data during the assessment process as well as designing the criteria of success used in this study. Research design which is used in this research is shown in Table 3.1 and 3.2

Cycles	Meetings	Topics	Lesson Objectives
Preliminary research & observation	1 <sup>st</sup> (9 <sup>th</sup> April 2019)	Observation	Introducing Flipped Classroom and brainstorming the topic
1	2 <sup>nd</sup> (16 <sup>th</sup> April 2019)	Cause and Effect: Free topic	Students compose a text individually with free topic.
	3 <sup>rd</sup> (23 <sup>rd</sup> April 2019)	Cause and Effect: Free topic	Students compose a text individually with free topic.

2	4 <sup>th</sup> (30 <sup>th</sup> April 2019)	Cause and Effect: Chosen topic	Students compose a text
	5 <sup>th</sup> (14 <sup>th</sup> Mei 2019)	Cause and Effect: Chosen topic	Students collect the text

Table 3.1 Research Schedule

### Cycle I of Flipped Classroom

#### 1<sup>st</sup> Meeting (9<sup>th</sup> April 2019)

##### In - class

- Quiz (Kahoot!)
- Doing a task in small group
- Brainstorming free topic individually
- Explain about Flipped Classroom and Edpuzzle



10<sup>th</sup> April - 15<sup>th</sup> April 2019

##### Out of class: Watch a video in Edpuzzle

- Introduction cause and effect
- The example of cause and effect
- Learn about signal words or conjunctions



17<sup>th</sup> April - 22<sup>th</sup> April 2019

##### Out of class: Watch a video in Edpuzzle

- Reviewing the material and signal words in brief
- Give the feedback and explain the common mistakes of students' draft
- Revising the draft



2<sup>nd</sup> meeting (16<sup>th</sup> April 2019)

##### In - class

- Students bring their draft and get the feedback from the teacher and another students.
- Drafting
- Collecting the draft

## Cycle II of Flipped Classroom

### 3<sup>rd</sup> Meeting (23<sup>rd</sup> April 2019)

#### In - class

- **Collect the final draft of free topics**
- Students are given 5 chosen topics.
- Brainstorming the ideas of the topics.
- Discuss in small groups



24<sup>th</sup> April - 29<sup>th</sup> April 2019

#### Out of class: Watch a video in Edpuzzle

- Reviewing the material of cause and effect in brief.
- Learning how the text is organized and how to connect each paragraph
- Drafting



### 4<sup>th</sup> Meeting (30<sup>th</sup> April 2019)

#### In - class

- Students bring their draft and get the feedback from the teacher and another students. (45 minutes)
- Drafting



1<sup>st</sup> May - 6<sup>th</sup> May 2019

#### Out of class: Watch a video in Edpuzzle

- Give the feedback and explain the common mistakes of students' draft
- Explaining more about how the text is organized and how to connect each paragraph
- Revising the draft



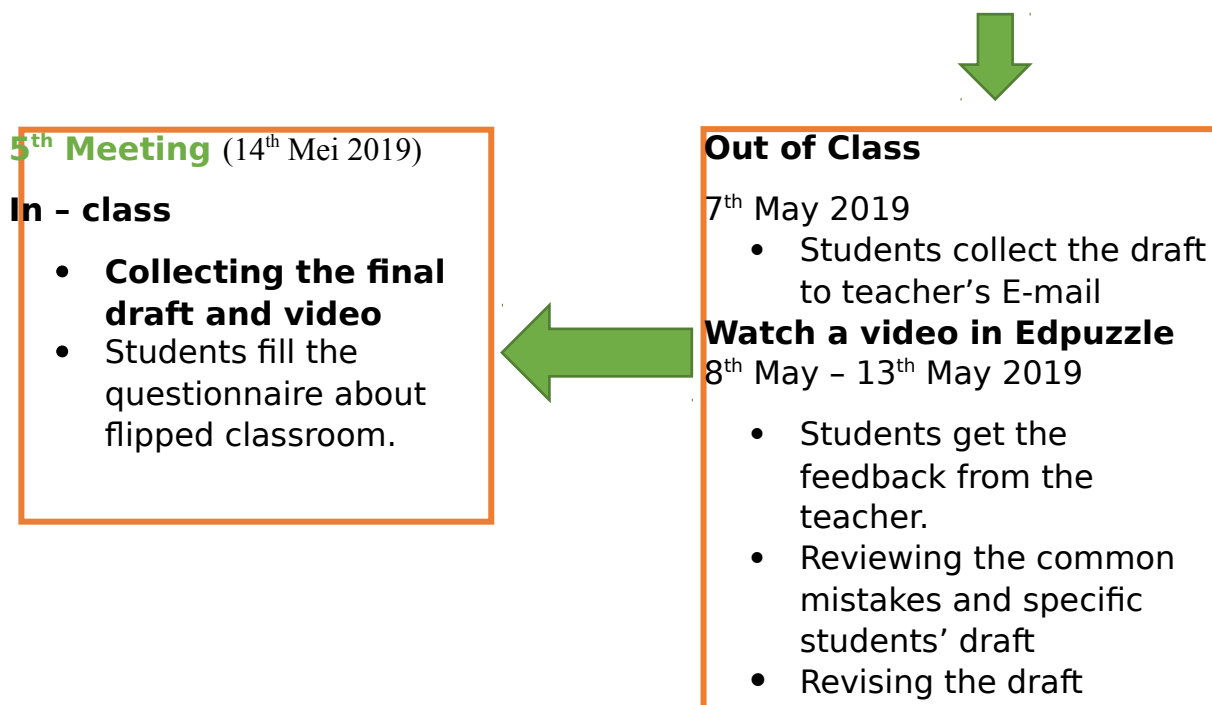


Figure 3.2 Flipped Classroom Schedule

### 3.2 Site and Participants

The research was undertaken at one of senior high school in Bandung. This school was chosen because the accessibility of the researcher to carry out the research. In addition, the school also gave the permission easily to conduct the research since the researcher was a pre-service teacher in that school.

The participants of this study were the students of XI IPA 1. The total of the students was 30 students comprising 12 male students and 18 female students. This class was chosen based on the recommendation from the teacher of the class. The teacher explained that the capability of students in that class was still poor, but they are motivated in learning English.

### 3.3 Data Collection

In this study, the data collection was composed of four instruments, such as classroom observation, questionnaire, interview, and document analysis.

### 3.3.1 Classroom Observation

In this research, classroom observation conducted as one of the instruments to collect needed data. Creswell (2012) stated that during the research, subjects' behaviors, actions, and communication patterns should be observed and written in more detail.

The observation that conducted is categorized in systematic observation because it used some guidelines in conducting the observation. In line with that statement, Creswell (2012) said that systematic observation involves observation guide which consists of list activities that were observed as portray of the real behaviors, actions, and communication pattern of the observation subject.

The instruments of observation which used in this research was observation sheet. The observer was an English teacher from school site who filled an observation sheet in every cycle. The scoring rubric of observation sheet is shown in Appendix A. The observation sheet enriches data analysis since it is designed to understand the context when the situation took place (Cohen et al., 2000).

### 3.3.2 Questionnaire

The questionnaire that used in this research is close-ended questions in Likert scale to collect the data. Close-ended questionnaire is useful and connected with the issue of the research (Creswell, 2012). Furthermore, Wilson & McLean cited in Cohen, Manionm & Morrison (2007) pointed out that questionnaire is a widely used and useful instrument to carry out a survey which provide structured and often numerical data to be analyzed.

Likert scale is suitable device for researcher, as it builds in a degree of sensitivity and differentiation of response while still generating numbers (Cohen, Manion, & Morrison, 2007). The aim of this technique is to find out students' perception on flipped classroom in writing class.

The questionnaire distributed to the students after they get all of the teaching sessions. The questionnaire used Bahasa Indonesia as its language to set the students at ease and comfortable to express their feeling openly and avoid misunderstanding regarding the questionnaire. The aspects covered by questionnaire was students' responses toward flipped classroom. The questionnaire is shown in Appendix A

To discover students' responses, there were four ranges of Likert scale that covers four dissimilar categories. The students allowed to choose one of the range numbers for each statement that is most suitable with their condition and thought. Likert scale is used to measure people opinions, responses, and their attitudes related to social phenomenon (Creswell, 2012).

### 3.3.3 Interview

The open interview was conducted to find out more aspects about the problems of research and add the data from observation and videotaping. Some conditions which cannot be captured by other instruments were observed during the interview (Alwasilah, 2009). The interview is a verbal interaction between two persons which are the interviewer and interviewee with the purpose of gathering relevant information for the research (Cannell and Kahn, 1968, cited in Cohen, Mannion, Morrison, 2000). Besides, the interview facilitates the participants to describe their interpretation about the situation from the participants' point of view (Cohen, Mannion, Morrison, 2000).

As suggested by Stake (2010, as cited in Creswell, 2013), the purposes of the interview for qualitative researcher are: (1) to obtain unique information held by the person interviewed, (2) to collect a numerical unit of information from many persons, and (3) to find out about a thing that the researchers were unable to observe themselves. The interview consisted of some questions related to the learning activities, media, and assessment process conducted by the teacher. Moreover, the interview was intended to reveal students' perception towards flipped classroom. The interview questions is shown in Appendix A.

### 3.3.4 Document Analysis

In the study, students are assigned to write cause and effect text with free topic. In the first meeting, the students are expected to decide their own topic and make a plan how the topic was developed, so it would be their first draft. In the second meeting, students also made another cause effect text with another free topic with references. Supports and motivation from teacher was done hence the students were motivated more on continuing their composition until the last draft. Students' compositions were analyzed to find out whether flipped classroom model with video lectures that students learn at home as well as the learning activities in the classroom could help them to compose writing.

## 3.4 Data Analysis

### 3.4.1 The Analysis of Classroom Observation

Classroom observation was employed to know the students' progress regarding their activities, actions, and communication patterns after implementing flipped classroom. The observation checklist was filled by the observer. The result of the observation displayed how flipped classroom could help students improve their performance in writing

The data collected from the research was analyzed by using descriptive qualitative data analysis. It was chosen because Hong & Masood (2012) stated that in this kind of research descriptive qualitative data analysis will be more appropriate.

### 3.4.2 The Analysis of Questionnaire

The questionnaire was employed to reveal students' responses toward flipped classroom and students' responses toward the activities that is used in flipped classroom. Close-ended questions in form of Likert scale will be chosen in this research. All research participants were given this questionnaire after

they come to the end of flipped classroom implementation. To discover students' responses, there were four ranges of Likert scale which covers four dissimilar categories to help researcher analyze the data.

The result of the questionnaire was presented descriptively in order to strengthen the data that have been collected through classroom observation. The result which shows students' responses was able to improve similar research in the future.

#### 3.4.3 The Analysis of Interview

The interview conducted after the observation. The data taken from individual interviews were recorded using a voice recorder. The interviews were transcribed for more reliable data and the result of it was interpreted in a way that points out the main issues in the research questions. The analysis of interview transcription focused on answering the second research question regarding students' perceptions toward flipped classroom and support the first research question about how flipped classroom could help students to improve their performance in writing skill.

#### 3.4.4. Document Analysis

In order to look at the extent to how flipped classroom could help improving students' performance in writing skill, the researcher attempted to read and comprehend each and every draft of the students. As a limitation of the study, there are two criteria of analyzing this data. First, the researcher attempted to see how are the students' plan in making composition by analyzing their improvement of ideas from the first draft until the last one. Second, the researcher attempted to analyze students' composition with cause and effect rubric essay.