

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology used in the research. It discusses Research Design, Research Site and Participants, Research Instruments, Data Collection Procedures, and Data Analysis Procedures. Each of the above items will be discussed below.

3.1. Research Design

This study used classroom action research to determine how virtual field trips improve students' writing skills. As stated by McNiff & Whitehead (2002), action research aims to use new knowledge or ideas to increase understanding to be helpful for the community. This classroom action research is collaborative, involving students as researchers and colleagues as collaborators.

In conducting classroom action research, this study used the Kemmis and Mc Taggart model (as cited in Burns, 2010), in which each cycle consists of four steps:

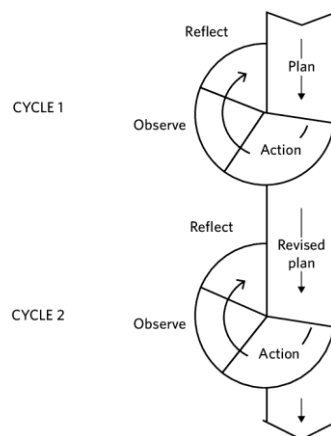


Figure 3.1 Action Research Model

Kemmis and McTaggart model (1988:11-14, cited in Burns 2010)

a) Planning. At this stage, I prepared the things needed to act, such as prepared lesson plans, teaching materials, and activities, as well as evaluation materials, such as tests and field notes, to find out whether students' writing skills improved or not.

b) Acting. After compiling a lesson plan, material, and evaluation, the next step was implementing a virtual field trip teaching student to write. Students are given a post-test at the end of the class to determine how far the virtual field trips affect recount text writing.

c) Observing. At this stage, the collaborator (the English teacher) and I observed the learning process during the research and the effect of the virtual field trips on students' writing by taking notes in the field notes.

d) Reflecting. In the next stage, after making observations, proceed to the reflection stage. At this stage, the collaborator and I reflected on how my teaching process was going. The weaknesses and strengths of using virtual field trips on students' writing skills can be identified to be improved in the next cycle.

3.2. Participants and site

Research has been conducted in one of the junior high schools in Purwakarta. The school was chosen because the teacher never used virtual field trips media during the writing learning process in English class and obtained a research permit which made it easier for me to do research.

The number of participants in this study was eleventh students in grade nine of junior high school. Based on my observations, participants had difficulty making ideas; they spent a lot of time thinking about it, lacked vocabulary, and used grammar mistakes. There are three reasons for selecting participants: Based on the recommendation of the English teacher. The teacher explained that their ability to write recount text was still lacking. And they are willing to be participants.

3.3. Data Collection

Before researching the field, I prepared research instruments to find research answers. This study used two types of instruments to collect data. Instruments are divided into two types, namely, test and non-test. The test consisted of pre-action and two post-action tests, while the non-test consisted of observation sheets and interviews. The following is a description of the instruments used in this study:

1. Test; The writing test given to students at the end of the cycle was intended to determine whether the students' mastery in writing recount texts after using virtual field trips was increasing or not. Brown (2004) stated that the test is a method to measure a person's ability, knowledge, or performance in a particular domain. The writing test on the recount test was used to assess students' writing skills using virtual field trips. Participants' writing test scores were analyzed regarding the holistic assessment rubric to evaluate portfolios. The holistic assessment rubric consists of five dimensions of writing measured in this study: content, organization, vocabulary, language use, and mechanics adapted from Heaton (1991).
2. Field notes; The field notes are prepared to observe student activities during class learning at each meeting. And the observation sheet adopted by Kodatie (2012). In addition to the information found on the checklist observation sheet, I made

some field notes related to actual conditions in the classroom. The following notes are discussed together between the teacher and me for some reflection. The reflection is developed into a form for the next cycle.

3. Interview; In this study used semi-structured interviews with open-ended questions. To collect information about students' experiences learning to write recounts using virtual field trips adopted by the previous study, Krishnapatria., Kurniati, & Saefullah, H. (2019). By interviewing, participants can describe their interpretation of the situation from their point of view (Cohen, Mannion, Morrison, 2000:267). In addition, outlining the answers will add richness, depth of response, completeness, and honesty. The interview was held in a group, and a total of ten questions have been formulated. The interview session was held at the end of the study.

3.4. Research Procedure

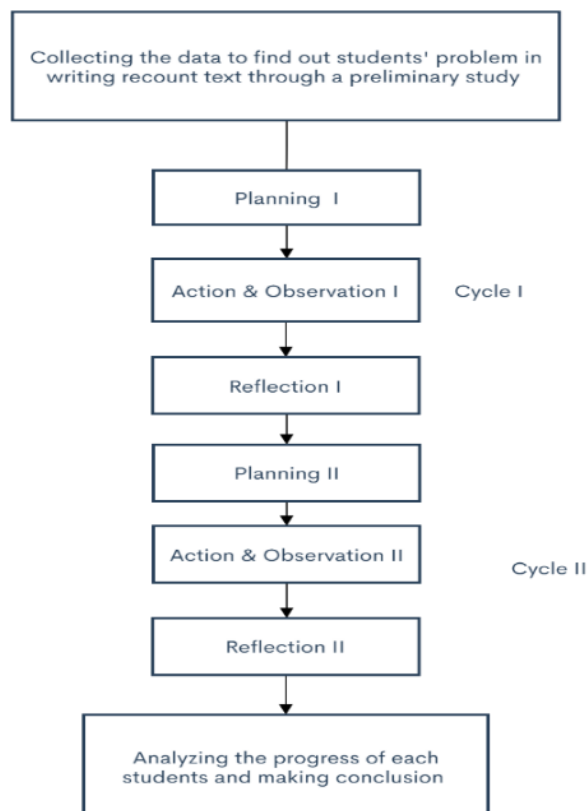


Figure 3.1 Research Procedure

Based on the research procedure shown in Figure 2 above, action research was started as a preliminary study conducted to determine students' problems in a class by conducting a recount text writing test and interviewing. Based on the result, writing

challenges faced by the participants were limited to developing ideas, using vocabulary and grammar. The next step is to act based on the planning and preparations that have been made. In this planning stage, the plans developed in the planning step are implemented. I acted as a teacher, providing information in front of students. The teacher operated as a collaborator, observing the teaching and learning process. Observations were carried out at the same time as the actions were taken. These observations were made by collaborators who acted as observers of the researcher's teaching and learning process by filling out the observation checklist, making notes or comments, and taking pictures to document the implementation of the actions. The following data is used to see how student performance changes over time and is explored further. Based on my observations, I reflected on what happened and evaluated the results of these actions. Then, I decided what needed to be changed or followed up for the next cycle based on the reflections.

3.5. Data Analysis

Two data analyses were used in this research. They were;

1. Quantitative

Quantitative data obtained from the results of tests carried out at the end of each cycle were analyzed using descriptive statistics to determine the improvement of students' recount text writing using virtual field trips. The analysis is as follows:

- a) Scoring and classifying the students' writing skills ability as suggested by Heaton (1991: 135). Here were explained the details of the explanation above with its criteria.

Criteria	Level	Comment	Score
Content	Excellent to very good	Knowledgeable- substantive.	30 – 27
	Good to average	Some knowledge of the subject – adequate range	26 –22
	Fair to poor	Limited knowledge of the subject – little substance	21 –17
	Very poor	Does not show knowledge of subject – non-substantive	16 – 13
Organization (Chronological)	Excellent to very good	Fluent expression – ideas clearly stated	20 -18

events are linked with proper connectives like first, after that, finally)	Good to average	Somewhat choppy – loosely organized, but main ideas stand out	17 - 14
	Fair to poor	Non-fluent – ideas confused or disconnected	13 – 10
Vocabulary	Very poor	Does not communicate – no organization.	9 – 7
	Excellent to very good	Sophisticated range – effective word/idiom choice and usage.	20 -18
	Good to average	Adequate range – occasional errors of word/idiom form, choice, usage but meaning not obscured.	17 - 14
	Fair to poor	Limited range – frequent errors of word/idiom form, choice, usage.	13 - 10
	Very poor	Essentially translation – little knowledge of English vocabulary.	9 – 7
Language use	Excellent to very good	Affective complex construction.	25 – 22
	Good to average	Affective but simple construction.	21 - 19
	Fair to poor	Major problems in simple/complex construction	17 - 11
	Very poor	Virtually no mastery of sentence construction rules	10 – 5
Mechanics (Spelling, Punctuation, Capitalization)	Excellent to very good	Demonstrates mastery of conventions	5
	Good to average	The occasional error of spelling, punctuation.	4
	Fair to poor	Frequent errors of spelling, capitalization.	3
	Very poor	No mastery of conventions – dominated by errors of spelling, punctuation, capitalization.	2

Table 3.1 Scoring Rubric adopted by Heaton (1991: 135)

b) Scoring the students' test by using this formula

Score: $\frac{\text{Students' correct answer}}{\text{Total number of items}} \times 100$

Total number of items

No	Range of score	Category
1.	86-100	Excellent
2.	75-85	Good
3.	56-74	Fair
4.	≤ 50	Poor

Table 3.2 Classifying the Score adopted from Heaton (1991)

Students' writing scores must reach the minimum mastery criteria of English (75,0) or more following the minimum mastery criteria used by the school. It is considered successful if at least 75% of students with individual writing recount text scores get 70.0 or higher.

To find out the mean score of students' achievements and the percentage of student grades, this study used the formula from Gay, 1981: 448.

2. Qualitative

The Qualitative data were obtained from interviews and class observations in the form of field notes. The data analysis technique refers to the Miles and Huberman analysis method. This method consists of three components, namely as follows;

1. Data reduction

The first stage is data reduction. In this stage, the data summarize, choose the main things, focus on the important things, and look for themes and patterns. The data that has been reduced will provide a clearer picture and make it easier for researchers to conduct further data collection and look for it when needed. Data reduction can be assisted with electronic equipment such as mini-computers by providing codes on certain aspects.

2. Data display

The next stage was to display the data once it had been reduced. Quantitative research was presented in the form of tables and graphs. The data has been arranged through the presentation of the data. As a result, it would be easier to comprehend. Data visualization would be simple to understand what happened and plan work based on Miles and Huberman's understanding.

Several types of presentation forms are matrices, graphs, networks, charts, and so on. All of them are designed to combine organized information in a coherent and easy setup for us to reach. Thus, we can see what is going on and determine whether to draw the correct conclusions or continue to carry out the helpful analysis.

3. Withdrawing Conclusion

Drawing conclusions and verification were Miles and Huberman's third stage in qualitative data analysis. Preliminary findings are still tentative and may be modified if

solid evidence supporting them is discovered during the next round of data collecting. When the researcher returned to the field to collect data, the data findings given in the early phases were backed by valid evidence and consistent. As a result, the concluding statement was credible.