

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methodology that is applied in this research. It consists of research design, setting description, subject of the research, research instrument, data collection technique, and data analysis.

3.1 Research Design

The research applied descriptive qualitative research method that attempted to describe the implementation of *WhatsApp* group for teaching writing. This research wanted to know students' responses after the teacher taught writing by using *WhatsApp* group. According to Merriam (2009:14), qualitative research is done by taking the data to know the experience of someone or things that happen around the researchers. So, this research was aimed to know the experiences of the students in SMA Muhammadiyah 9 after creating a story in *WhatsApp* group based on the instruction of the teacher.

Furthermore, qualitative research is the data is reported by using description explanation which is only words or images, it does not need quantifiable explanation such as quantitative research. Meanwhile Patton (1985: 1) explains as cited in Merriam (2009: 14) that qualitative research is an attempt to understand a situation and interaction based on its context. Similar opinion that is stated by Creswell (2012: 205), qualitative data collection is a study that uses a form as the data of research, to create questions that elicit participant to give response during research, to collect words or picture as the data of the research and also to gather information from various studies. So, it can explain the development of the research participant based on the current issues directly on the experienced context.

3.2 Setting Description

This research was carried out at Senior High School of Muhammadiyah Surabaya. It is located on Jalan Dukuh Gogor Kali No. 11-12, Jajar Tunggal, Wiyung, Kota Surabaya, Jawa Timur, 60229. The phone number is (031) 7663009.

3.3 Subject of The Research

This study was emphasized on Senior High School of Muhammadiyah 9 Surabaya students in academic year 2017/2018. The participant of the research was more specified on 10th grade students, that specified on students in science program. The total number of the students in science program consists of 27 students.

3.4 Research Instrument

Research instrument is an aspect of qualitative research whereas words are the most important thing in providing research reports. According to Patton (2002: 04) as cited in Merriam (2009: 86) that data from qualitative research taken from observation, interviews, and extracted document.

The researcher uses four instruments ie;

- (a) Observation sheet: used as a tool that can be able to explaining the real situation during the research process,
- (b) Interview: take from the students and teachers to know the students comprehension in applying writing by using *WhatsApp* as the media,
- (c) Questionnaire: used to find out student response after learning activity,
- (d) and Documents.

3.4.1 Observation Sheet

According to Hammersley & Atkinson (1995) as cited in Creswell (2012: 213-214), observation is an keep track on activites that are performed by person to another person and a place relating to their research to retrieve relevant information from the study. Observation that is made by the researcher is doing observation activity to the subject of the research exactly students in tenth grade of Muhammadiyah 9 High School of Surabaya.

The observation sheet that was used by the resercher is a semi-structured observation that contains indicator items, answer options, observation date, and field notes that can explain clearly about the learning process in detail. This observation sheet intends to observe; teacher activities in opening the lessons, teacher's activities in informal process assessment, teacher's activities in implementing core activities

and closing learning process, preparation and teacher's activities in opening lessons, and students' activities during learning process, it is taken from Susanto (2010: 48-55) that was modified.

3.4.2 Interview

Interview is an instrument that was given by selected questions that relate to the research to the individual as a respondent. Furthermore, by using interview, the researcher could understand directly something weakness and strength of the research subject and add some information more detailed. According to Creswell (2012: 217), qualitative interviews are activities in the form of giving questions conducted by researchers to research participants to retrieve data information about studying of participants to transcribe the form of data analysis as a reference in the research process.

In this research, the interview process was taken from the teacher and several students to get some information about this research. The questions that were asked during interview process aim to answer the research purpose in this thesis which consists of:

- (a) The implementation of *WhatsApp* group for teaching writing narrative for 10th grade students of muhammadiyah 9 high school of Surabaya,
- (b) The students' response in the implementation of *WhatsApp* group for teaching writing narrative for 10th grade students of muhammadiyah 9 high school of Surabaya.

3.4.3 Questionnaire

Questionnaire is a question sheet that was provided by the researcher as the instrument that can measure the students' responses that were needed by the researcher to get information about the responses from her subject of the research deeply during learning process. It contains of 15 questions to ask about the students' responses during the implementation of *WhatsApp* group for teaching writing narrative for 10th grade students of muhammadiyah 9 high school of Surabaya.

The questionnaire types that were applied in this research are closed-ended questionnaires. According to Creswell (2012: 220), on closed-ended questionnaire researchers can obtain information focus and conceptualized in accordance with the data required. This questionnaire could help the researcher to get information deeply from the subject of research because it was focused on the konsep literature needs.

In this research was used likert's scale to measure the questionnaire. Likert's scale is a psycometric scale that is oftenly used in a survey research. It is appropriate to this reserch because the researcher wanted to know about the students' responses by surveying them about the implementation of teaching-learning by using *WhatsApp* group as the media in teaching writing skill. The scores were determined by finding the sum value, average, and also the percentage. According to Kothari (2004: 84) Likert scale is used to ask the response of the respondent by using statement in several degrees, ie: (a) Strongly agree, (b) Agree, (c) Undecided, (d) Disagree, (d) Strongly disagree. The statement of questionnaire that is used in this research, ie: (a) Strongly agree, (b) Agree, (c) Doubtful, (d) Disagree, and (e) Strongly disagree.

3.4.4 Documentation

Through documentation, the researcher would like to get the data that relates to teaching-learning process. According to Creswell (2012: 223) Documents are the part of qualitative research that can be collected from the participants in a study, it can include newspapers, meetings duration, personal journals, and letters. The researcher used the documentation to make her project in this research easily. She got some documents to support the data from the teacher, such as, lesson plan, the list name of the students, etc. She also took some pictures when did the observation, teaching-learning process, and also distributed questionnaires sheet. So from the explanation before several documents that were used by the researcher, consist of; lesson plan and

photograph of the the implementation of *WhatsApp* group for teaching writing narrative for 10th grade students of muhammadiyah 9 high school of Surabaya.

3.5 Data Collection Tehnique

This research was done by using observation, interview, questionairre distribution, and also documentation. The observation was conducted in teaching-learning process through observation checklist and made some field-notes during observation. On the other hand the interview was taken from the students after implementing the learning and before implementing the learning for the teacher to know some information that could be applied during learning process that was needed by the students. The last is questionnaire that was distributed to the students after applying the learning process to know the students' responses about teaching writing by using *WhatsApp* as the media. The documentation was taken from the opening of the research till the end.

3.6 Research Schedule

The research was conducted on Muhammadiyah 9 High School of Surabaya. In this research, the teacher became a practitioner who implemented teaching-learning process and it observed by the researcher from the beginning until the end of the research. The schedule of the research can be seen in the table 3.1.

Activities	Date	Purpose
Asking for permission	April, 29 th 2018	Asking for permission to the headmaster of Muhammadiyah 9 High School of Surabaya that the researcher would like to make the observation in his school.
Interview the teacher	April, 29 th 2018	Identifying teachers ways that implemented in teaching writing.
Observing	May, 09 th and 11 th 2018	Identyfiing the implementation during teaching-learning process.
Interview the students	May, 11 th 2018	Knowing the students respon during teaching-learning process.
Distributed the questionnaire	May, 11 th 2018	Knowing the students respon during teaching-learning process.

Table 3.1: The Schedule of The Research.

3.7 Data Analysis

The analysis qualitative data is used to measured the data from observation during the research. The description of this research was got from

observation sheet and field-note while teaching and learning process, the interview process and the explanation from the interviewees, the response of the students' from questionnaire sheet, and documents. It is all presented in descriptive way.

The researcher took the observation of this research and wrote down some important thing in the field-note in two days, ie: on Wednesday, 09th May 2018 and Friday 11th May 2018. There are several things that were observed by the researcher that were taken from Susanto (2010: 48-55) that was modified by her to know the way that is used by the teacher starting from the opening, the activity in implementing core activities till closing learning process, the way that is used by the teacher to assess the students in informal process assessment , and the preparation of the materials and tools that provided by the teacher.

The interview process is got from the teacher before the research was implemented to know the students' comprehension in writing skill and the researcher also compares with the students statement after learning process by using sampling several students that are chosen by the researcher.

This activity was followed by distributing the questionnaire sheet to all of the students' to know their responses after teaching-learning of writing narrative in *WhatsApp* group was implemented. To analyze questionnaire is based on the description of the scores, ie: firstly, the researcher divides the students score that fill in each answer on questionnaire sheet by the students. Secondly, she percentage the scores. The last, she counts the interval in every scores to classify the part of the answer. In analyzing questionnaire, the researcher uses steps that are stated by Kothari (2004: 85-86) that was modified by the researcher. The first step is classifying the numbers of the answer, the high number for the favourableness till the low number for unfavourableness. The scores consist of; (a) Strongly agree: 5, (b) Agree: 4, (c) Doubtful : 3, (d) Disagree : 2, (e) Strongly disagree : 1. After that, total of students' scores are obtained by adding the scores that are received for separate statements, and then represents the data into a percentage from the top till the bottom, so you can find the length between the scores.

This research also analyzed the data from the document that was provided by the teacher such as lesson plan, students' list name and by taking a picture during teaching-learning process. The researcher described it in descriptive way about the pictures of activities in the class that were taken by her.

All the data such as the research instrument and the research technique could help researcher to describe the research well about the process of the research from beginning till the research was done. It also could support her to answer the research purposes.

