# CHAPTER III
RESEARCH METHODOLOGY

3.1   Research Design

The design of this study was an experimental design that consist of control class and experimental class. The design of this research is an experimental research approach in form of pre-test and post-test design. It means an experimental research is the traditional approach to conducting quantitative research. In this research, there are two kinds of the test, which they are pre-test and post-test. The pre-test was conducted before the students get treatment using Google classroom media. The post-test was conducted after the students are taught by using Google classroom.

There are two variables of this research, which is consist of independent variable and dependent variable. Independent variable is google classroom and dependent variable is the students' writing ability. The design of this research drawn as follows:

Table 3.1 Research Design

X Using Google Classroom	Z →	Y Students' Writing Ability
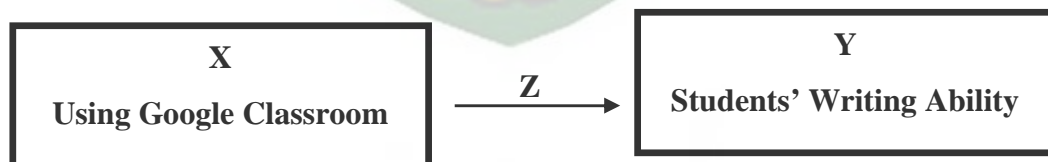
Where:

X : Independent Variable

Y : Dependent Variable

Z : The Process of Applying Google Classroom

3.2 The Location of the Research

This research was conducted at SMP N 35 Pekanbaru which is the respondents of the research are students' learning English on writing ability. The time of this research was conducted on 02 up to 22 August 2017.

3.3 The Population and Sample

3.3.1 Population

The population of this research was the second grade students of SMP N 35 Pekanbaru in academic year 2016/2017 it consists of 6 classess, VIII.1, VIII.2, VIII.3, VIII.4, VIII.5, VIII.6. The numbers of the students were 220 students.

Table 3.2

Population of the Second Grade Students at SMP N 35 Pekanbaru

No	Class	The Number of Students
1.	VIII.1	37
2.	VIII.2	38
3.	VIII.3	36
4.	VIII.4	37
5	VIII.5	36
6	VIII.6	36
	Total	**220**

3.3.2 Sample

The sample of the research was all of the total number of populations of the second year students of SMPN 35 Pekanbaru as an experimental class and control class.

Table 3.3

Sample

No	Class	Sample	Group
1.	VIII.5	36	Experimental class
2.	VIII.6	36	Control class
	Total	**72**	

3.4   The Instrumental of the Research

The instrument of this research used written test, they were pre-test and post-test which is the documentation of this research used the screenshoot of the students' descriptive text on their own task. Every student must write a descriptive text. In addition, the students also pay attention to indicators descriptive text, such as content, organization, grammar or structure, vocabulary and mechanic in order to produce a good English writing outcome, which is experimental class must write a descriptive text.

1.4.1   Variable X

There were two variables of this research, which is consisting of independent variable and dependent variable. Independent variable (X) was Google classroom.

1.4.2   Variable Y

In this research, dependent variable (Y) was students' writing ability.

3.5 Data Collection Technique

To collect the data, writing test used as an instrument. The test was divided into two tests, pre-test and post-test.. Either in pre-test or in post-test, students have to write at least two paragraphs about someone or thing. In this research, the researcher was seen whether the treatment make a difference or not. As the final, the result of pre-test and post-test were collected and compared. Some techniques used in collecting data in research are:

1.5.1 Pre-test

The pre-test gave to the students before the treatment and the post-test after the treatment. The researcher gave the students pre-test for both experimental class and control class. The researcher taught descriptive text in the experimental class and control class.

1.5.2 Treatment

The researcher gave both classes the same materials but with different media in doing some assignments. The experimental class" students used Google classroom as a media in writing descriptive text which is the students have to write, upload, their descriptive text. Meanwhile, the control class" students only write and researcher gave feedback or comments on their descriptive task, and students interact with the researcher only in the classroom.

1.5.3   Post-test

The next step, the researcher gave the post-test to both classes after the lesson finish. In the post test,the students have to choose one of two topics to write in 60 minutes. The results of pre-test and post-test were collected and compare to know the effect of using Google classroom in teaching writing of descriptive text.

3.6   Teaching Procedure

The researcher was implemented teaching procedures on teaching English writing in form of descriptive text. The teaching procedures of experimental class are as follows:

The first meeting, Before class begin, researcher asked students to brought computers, tablets, or other electronic devices by which th students could access the internet. The researcher gave pre-test to the students, the researcher asked the students to write a descriptive text about "My Mother" to know the students ability before they got some treatments. After that, the researcher asked the students to make their own descriptive text and the researcher gave example of how to make a descriptive text by using google classroom. Next, the researcher submitted the document of the students and gave comment, suggestions, and recommendations based on the elements of writing.

The second meeting, the researcher gave the first treatment to the students. The researcher gave the first treatment to the students. In this meeting, the researcher asked the students to make descriptive text about "My School". The researcher gave the students 60 minutes to write descriptive text by using their

own google classroom. Next, the researcher gave comment, suggestions, and recommendations based on the elements of writing.

The third meeting, the researcher checked the students descriptive text and gave the comments and suggestions and recommendations based on the indicators of writing, such as content, organization, mechanic, grammar, vocabulary. The researcher' responding about the students descriptive text during 10 minutes. Then, the researcher asked the students to editing and revised their descriptive text about "My School" based on the comments, suggestions and recommendations that they received from the researcher based on their own mistakes. The last is the researcher asked the students to publish their descriptive text using google classroom.

The fourth meeting, the researcher gave the second treatment to the students. In this meeting, the researcher asked the students to make descriptive text about "My Favorite Animal". The researcher gave the students 60 minutes to write descriptive text by using their own google classroom. Next, the researcher gave comment, suggestions, and recommendations based on the elements of writing.

The fifth meeting, the researcher checked the students descriptive text and give the comments and suggestions and recommendations based on the indicators of writing, such as content, organization, mechanic, grammar, vocabulary. The researcher' responding about the students descriptive text during 10 minutes.

Then, the researcher ask the students to editing and revise their descriptive text about "My Favorite Animal" based on the comments, suggestions and

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recommendations that they received from the researcher based on their own mistakes. During the students revised their descriptive text, the researcher reminds the students about generic structures of descriptive text, and also the indicators of writing, such as content, organization, mechanic, grammar, vocabulary. The last was the researcher asked the students to publish their descriptive text using google classroom.

The six meeting, in this meeting the researcher gave post test to the students. In post-test, the students choose one of topics that provided by the researcher and write the topic on their own google classroom. Next, the reseracher asked the students to publish their post-test. The students has 80 minutes to do the post-test. The topics are "My House (Place), My Best Friend (Person), My Favorite Shoes (Thing)". Then, the researcher gave comment, suggestions, and recommendations based on the elements of writing.

3.7 Technique Data Analysis

In this research, the data was analyzed by using SPSS version 23. The researcher assessed the students' writing ability in the term of the fifth components; content, organization, grammar, vocabulary, and mechanics. The researcher used a scoring system of writing descriptive text adapted from Brown (2007) in order to find out the students writing ability as the sample of this research. In this research, the researcher need to collaboration in giving scores. Therefore, the researcher choosen two raters were same grade (S1 program). In this research, there are 2 raters, the first rater is Rohma Ayu Sriani, S.Pd and the second rater is Murni Yenti, S.Pd.

Table 3.4

Scoring Rubric For Assessing Writing Descriptive Text

Aspect	Score	Performance Description	Weighting
Content (C) **30 %** - **Topic** - **Details**	4	The topic is complete and clear and the details are relating to the topic.	3x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is not complete and clear and the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization (O) **20%** - **Identification** - **Description**	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse proper connectives	
	1	Identification is not complete and descriptions are arranged with few misuse proper connectives	
Grammar (G) **20%** - **Use present tense** - **Agreement**	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical of agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	

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Vocabulary (V) **15%**	**4** Effective choice of words and words form	
	3 Few misuse of vocabularies, word forms, but not change the meaning	1.5x
	2 Limited range confusing words and word form	
	1 Very poor knowledge of words, word forms, and not understandable	
Mechanics (M) **15%** - **Spelling** - **Punctuation** - **Capitalization**	**4** It uses correct spelling, punctuation, and capitalization	
	3 It has occasional errors of spelling, punctuation, and capitalization	1.5x
	2 It has frequent errors of spelling, punctuation, and capitalization	
	1 It has dominated by errors of spelling, punctuation, and capitalization	

Adapted from Brown (2007)

$$\text{Score} = \frac{3C + 2O + 2G + 1.5V + 1.5M}{40} \times 10$$

Table 3.5 Grading of Students Achievements

Score	Level
81-100	Excellent
62-80	Good
43-61	Adequate
24-42	Fair
5-23	Unacceptable

In order to analyze the significant effect of Google Classroom towards writing ability of the second grade students as SMPN N 35 Pekanbaru, the researcher used these following procedures:

1) Scoring the pre-test and post-test both classes.

2) Find out the homogeneity of both classes to know the data is homogeneous or not, in which if Sig: $p < 0.05$, it means that the data is not homogen. If Sig: $p > 0.05$ it means that the data is homogen. (Febliza, Asyti dan Zul Afdal:2015).

3) Tabulating the result of the test and calculating the mean of pre-test and post test of both classes by using independent sample t-test, beacuse the data of this research is come from two different classes.

4) Drawing a conclusion from the tabulated results of the pre-test and post-test of both classes, then analyzing by using SPSS (Statistical Program for Social Sciences) version 23 to know the significant effect of Google

classroom media towards writing ability of the second grade students at SMP N 35 Pekanbaru.

After having computed the t_{obs}, it is necessary to find the degree of freedom that will be used to determine whether that *t-score* is significant or not. If the value t_{obs} is smaller than *t-table*, it means that there is significant or null hypothesis is rejected. Conversely, if the value t_{obs} is bigger than value of *t-table*, it means there is no significant or alternative hypothesis is accepted.

Based on the value of degree freedom, the researcher would find the value of t-table with significant 5% and 1%.

a. If $t_{table} < t_{obs}$, it means that Ho is accepted and Ha is rejected

b. If $t_{table} > t_{obs}$, it means that Ho is rejected and Ha is accepted

(Febliza, Asyti dan Zul Afdal:2015)