### **CHAPTER III**

#### METHOD OF THE RESEARCH

In this chapter, researcher provides the research method involved these few elements: research design, setting of the study, data collection technique, research instrument, data and source of data, and also data analysis.

## A. Research Design

This study wants to get information about the students' ability to write logical reasoning in their writing. Therefore the researcher used descriptive qualitative research since its purpose was to describe the students' ability in writing logical reasoning as reflected on students' opinion on Schoology's comment. Moleong also stated that qualitative research is a research that used natural setting to interpret a particular phenomenon and done using various method.<sup>37</sup> Natural setting means here that the researcher does not give any treatment but only put the data from the students' writing product.

This research used that method because it was appropriate to the objective of the research which focused on students' logical reasoning in writing opinion on Schoology's comment. The result of the research emphasized more toward the data interpretation found in the field. The results are not written in the form of figures with statistical measures, but it is

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 $<sup>^{\</sup>rm 37}$  Lexy J Moleong, Metodologi Penelitian Kualitatif Edisi Revisi, (Bandung: Losda Karya, 2005), p.5

illustrate in the form of describing words to the results and it is presented in narrative.

# **B.** Setting of The Study

The setting of this study was conducted by the researcher at seventh grade of English Teacher Education Department the Faculty of Education and Teacher Training in CALL 2 course, Islamic University of Sunan Ampel Surabaya which is located at Jl. Jend Achmad Yani 117 Surabaya in year 2015 - 2016.

This study conducted in CALL 2 course because CALL 2 is the only course which uses Schoology in learning process. Schoology is a learning management system (LMS) for higher education institutions that allow users to create, manage, and share content and resources. Schoology is one of popular social network platform for learning which is used by the lecturer of CALL 2 course in English Teacher Education Department at Islamic University of Sunan-Ampel Surabaya. The material and the assignments are uploaded online on Schoology. In this study students have to write opinion or comment by expressing ideas or feeling by using words in other students' posting in particular topics on Schoology. Knowing that technology has important roles in educational world, therefor the researcher chose the CALL

2 course for conducting this research, "how to write a good comment which is uploaded in social media who everyone can read our comment or opinion".

There are two classes in CALL 2 course. The researcher took two classes as the subject of this research and both of the classes have same lecturer, they were: the students in A class and the students in B class. There were 43 students of A class and 20 students of B class, and the total of the students are sixty three (63). The researcher took all of them as the subject of the research. The consideration in choosing this course because in CALL 2 course the students learned and practiced the way how to write and give comment, agree or disagree to someone's point of view, how to give and support the comment with some proofs and evidences to strengthen their opinion, and how to make a conclusion in form of writing.

### C. Data Collection Technique

Data collection technique is an important part in this study. The data collection technique is a technique used to collect the data. In this study, the researcher used document study, which is the students' written comment on Schoology. The researcher collected the students' writing comment on particular topics on Schoology during CALL 2 course at seventh semester in year 2015 – 2016 and the researcher also gave score to students' written comment by using assessment rubric.

The researcher collected the data from 63 students who took CALL 2 Course at seventh semester in English Teacher Education Department in year 2015 – 2016 and the researcher directly asked the students' writing comment that they get in CALL 2 course to the lecturer of the classes. The students in this course have to share their ideas by writing comment or opinion in every topic that already available on Schoology in weekly discussion. Therefore, the researcher is quite curious to get research in this case, what are the students' ability to write logical reasoning as reflected on students' opinion on Schoology's comment.

After the researcher got the data, the data was analyzed by the researcher by using assessment rubric that was prepared before. Then, the researcher made conclusion about the students' ability in writing logical reasoning on Schoology's comment.

## **D.** Research Instrument

The instrument is important to find out the result of the research. Therefore, the instruments should be prepared well. In this study, the researcher used assessment rubric and document as the instrument of this research.

### 1. Assessment Rubric

This study used rubric to measure the students' ability in writing logical reasoning as reflected on students' opinion on Schoology's comment in particular topics in CALL 2 course that was adopted from Bradley H. Dowden Logical Reasoning, Marzano, Robert J. (2000). Transforming Classroom Grading. Alexandria, VA: Association for Supervision and Curriculum Development. Then, the researcher adopted the assessment rubric from Silvia Rosenthal Tolisano-Langwitches-Globally Connected Learning. Learning About Blogs FOR your Students: Quality writing rubric based on Andrew Churches Bloom' Taxonomy Commenting Rubric & Kim Cofino's & University of Wisconsin's Blogging Rubric. The last, the researcher adopted the assessment rubric from Blog Commenting Rubric, Modified from Ministry of Education Performance Standards Devon Stokes-Bennett. Those rubrics have elements that was used in analyzing the students' ability in writing logical reasoning but the researcher only used some elements from that rubric in analyzing the students' ability in writing logical reasoning on students' opinion on Schoology's comment in particular topics in CALL 2 course at State Islamic University of Sunan Ampel Surabaya. The elements are: (1) The ability in writing thesis statement in the introduction, in this case contains well-defined and thorough explanation about the topic, the students address the topic sentence, main idea, and also include all the

critical aspects about the topic. (2) The body, that is the students' ability in showing and supporting opinion with relevant evidence, in this case opinion should be logic and thoughtful, supporting opinion with examples or link concrete and detailed. (3) For meaning ability (ideas & information), the reasoning is easy to follow and understandable by using familiar words, and the comment has to relate to and add insight to the post. (4) The ability in writing conclusion, in this case conclude the opinion, restates the opinion with different words, summarizes key points, and underscore the importance of the opinion, and (5) The respond ability: responds respectfully from others' opinion by giving appreciation using humble & polite words, and using emoticons. See appendix

#### 2. Document

Document is the data in which the researcher got the information about the students' written comment in particular topic on Schoology. The students already wrote the comment during the semester in year 2015-2016 in CALL 2 course. The researcher took the students' written comment in three topics to answer the research question in this study. The first topic is "Netiquette", the second topic is "Technology in Education". And the last topic is about "Webquest Activity".

### E. Data and Source of Data

Data are the most important thing in conducting this research. It contains many necessary information. In conducting research of the students' ability to write logical reasoning as reflected on students' opinion on Schoology's comment, the data and source of the data of this research is the students' writing opinion on Schoology's comment.

### F. Data Analysis

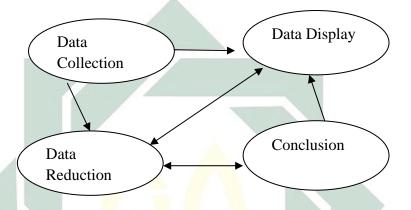
In this study, the researcher collected and analyzed the data based on the data collection technique which is document of students' writing comment focusing on logical reasoning in particular topics on Schoology. After that, the researcher summarized the findings, and then the researcher presented the data descriptively by drawing a conclusion.

This study used descriptive qualitative in analyzing the data. The researcher analyzed the students' ability in writing logical reasoning as reflected on students' opinion on Schoology's comment. The researcher used assessment rubric instrument in analyzing the students' ability in writing comment focusing on logical reasoning. There are some procedures in

analyzing the students' ability in writing comment focusing on logical reasoning that was adapted from the theory of Miles and Huberman:<sup>38</sup>

Chart 3.1

Component of Data Analysis: Interactive Model



# 1. Get to know my data

Before analyzing the data, knowing and understanding the data are important because by knowing and understanding the data, it makes the researcher feels easy in analyzing the data. According to Taylor and Marcus, they state that "good analysis depends on understanding the data. For qualitative analysis, this means you read and re-read the text. Write down any impressions you have as you go through the data, these impressions may be useful later". It means that knowing and understanding the data first can help the researcher in analyzing the data.

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<sup>&</sup>lt;sup>38</sup> Sugoyono. "Metode Penelitian Kuantitatif, Kualitatif, dan R & D" (Bandung, Alvabeta, cv, 2007), p. 247

In this research, the researcher read repeatedly the students' opinion to know and understand the data well in order to be able to analyze the data easily.

## 2. Data reduction (focus)

Data reduction involves the process of selecting, transcribing, and translating the raw data obtained in data collection. <sup>39</sup> In selecting the data, the researcher only took the relevant data. The relevant data were about the students' ability in writing comment focus on logical reasoning on Schoology's comment. The abilities are focus on: (1) The ability in writing thesis statement in the introduction, (2) The ability in showing and supporting opinion with relevant evidence in the body, (3) The ability in meaning (ideas & information), (4) The ability in writing conclusion, and (5) The respond ability. The researcher reduced the irrelevant data such as the grammatical constructions, sentence structure, punctuation, and capitalization. All the data selected were transcribed in form of description or written form.

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<sup>&</sup>lt;sup>39</sup> Alice. "An Analysis of Feedback on Students' Lesson Planning at Microteaching Class of English Education Department UIN Sunan Ampel Surabaya" (Thesis, State Islamic University, 2014), p. 68-69.

## 3. Data display

According to Alice, "data display is referred to the process of organizing and arranging the selected, transcribed, and translated the data in the form.<sup>40</sup> In displaying the data of qualitative research, there are some forms that can be used by the researcher. They are table, graphic, phi chart, pictogram, and brief description.<sup>41</sup> In displaying the data, the researcher discusses and describe the data finding "what are the students' ability to write logical reasoning as reflected on students' opinion on Schoology's comment" in description and table.

# 4. Conclusion drawing

The last process of analyzing the research data is conclusion drawing. In this process, the researcher drew the conclusion based on the finding and the discussion of the findings.

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<sup>&</sup>lt;sup>40</sup> Alice. "An Analysis of Feedback on Students' Lesson Planning at Microteaching Class of English Education Department UIN Sunan Ampel Surabaya" (Thesis, State Islamic University, 2014), p. 68-69.

<sup>&</sup>lt;sup>41</sup> Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif, dan R & D" (Bandung, Alvabeta, cv, 2007), p. 249