

CHAPTER III

METHODOLOGY

This chapter discussed the method of this study. It discusses purpose of the study, research site and participant, research design, data collection techniques, and data analysis.

3.1 Purpose of the Study

The purpose of this study was to find out how TBLT can improve students' writing quality and the students' responses towards the teaching program. Therefore, this study was conducted to answer these two questions, "To what extent the implementation of TBLT improves students' writing quality?", "What are the students' responses towards the use of TBLT in teaching writing?"

3.2 Site and Participants

Classroom Action Research is a study which only monitors the development of actions so that there are no population and sample. The subjects of this study were the eighth grade students at one of junior high schools in Bandung. There were several reasons why they are chosen as the subjects. First, the English teacher in the school wanted to improve her teaching learning process in the classroom. According to the pre-observation, in teaching learning process the teacher used traditional methods such as the teacher explained the materials, the students listened, and the teacher gave them some tasks. Based on those

reasons, the teacher wanted to explore another method to make the students more active. Besides that, since she is the only English teacher in the school, the result of the research can be a model for teaching learning process in the other classes. Second, the curriculum of the school is based on KTSP in which the students have to learn four skills, and writing is one of the skills they have to master. Based on this fact, this study tried to find out the students' quality of writing skills in this school.

The participants involved in this study were an English teacher in the school, a student of tenth-semester from Indonesia University of Education who was doing an action research, and a class (VIII A) consisted of 19 students, 11 male and 9 female students.

3.3 Research Design

Classroom Action Research (CAR) is the research which is done in order to solve the problems and make improvement of the teaching learning process in classroom. The main focus of CAR is the teaching learning process in the classroom, while the main purpose of CAR is to investigate the major problems in classroom and how to solve those problems. The teachers and others involved in the schools make by their own decisions about what to do in order to improve their teaching learning process (Fraenkel and Wallen: 2007).

CAR tends to a qualitative research such observing and recording events and behavior (Nunan, 1992; Mckernan, 1996: cited in Burns, 1999). It draws the data which relate to what happened in teaching learning process and the students'

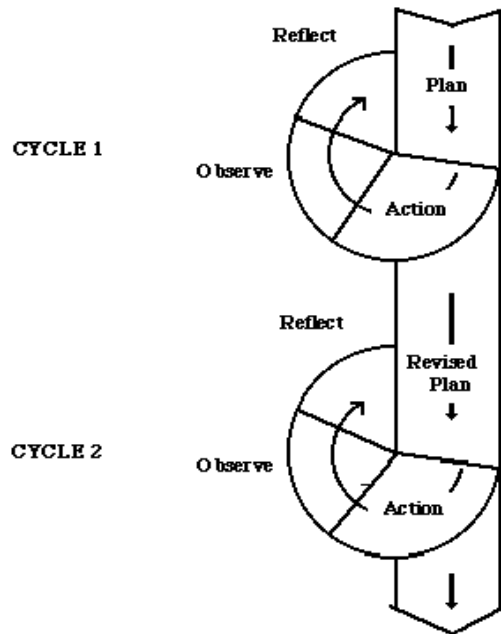
behaviors. Besides that, the behavior of the teacher also can be observed in order to make the improvement of the way of teaching.

Thus, participatory action research or collaborative action is chosen in this study. Participatory action research was done in the collaborative and cooperative ways between researchers and participants (Burns, 1994, cited in Burns, 1999: Fraenkel and Wallen, 2007).

In this study, the researcher got involved in the teaching learning process as the teacher who presented materials to the students. Therefore, the teacher and the student from Indonesia University of Education became the observers who observed the activity in the classroom. The observers took notes to describe what was seen and heard. They also shared about the strength and weaknesses during the teaching process. Besides, the observers gave advice to the researcher in order to improve teaching and learning process in the next cycle.

Action research involves four steps which to be done in every cycle such as planning, acting, observing, and reflecting (Kemmis and McTaggart, 1988: cited in Wiriaatmadja, 2008:66). However, this study used three cycles. Each cycle consisted of two to three meetings. The cycles can be described as follows:

Figure 3.1 Steps of Classroom Action Research



Adapted from Kemmis and Taggart (1988), Reflective Spiral (cited in Wiriaatmadja, 2008:66)

These are the explanation of the steps above:

1. Planning

Planning stage is the first step of action research. It is done after collecting the data which consists of the problems which have found by the researchers and observers. Therefore, they arrange the plan of action to improve the teaching learning process (Burns, 1999:37-38). Before conducting the research, pre-observation is conducted in order to get the data relating to teacher and students'

difficulties in teaching English. Besides, teacher's instructional activities are also observed to explore the teaching method used by the teacher.

After finding out the students' problems in learning English, the strategy of teaching method is determined to solve the problems. Therefore, the topic and time of study are discussed to decide how many cycles and meetings conducted in the research. In addition, lesson plan, students' observation sheet and scoring technique are decided.

2. Acting

This stage consists of a series of action which are done by the practitioners in order to make the improvement of certain situation in classroom. The implementation of planning is done in this stage. In teaching learning process, the strategy of teaching, topic, and lesson plan which have been planned in the first stage are presented in the classroom.

3. Observing

It is the activity of collecting data or information which relates to the changes of practices. The observers sit in the back of the class to observe during the teaching learning process. All the activities happened in the classroom are recorded by the observers. The strength and weaknesses are gained to be discussed in the reflection stage.

4. Reflecting

The researcher and observers make some reflections relate to the process of teaching learning process. They analyze, interpret, explain, and conclude the information based on the observation such as teaching strategies, activities, and

students' behavior. It is conducted to evaluate the teaching learning process in action stage. The reflection is used to improve the teaching learning process in the next cycle.

This study investigates the implementation of Task Based Language Teaching (TBLT) in teaching writing. There were three cycles conducted in the classroom. Every cycle consisted of two meetings and every meeting was about 80 minutes. The material in the first cycle was about describing animals, while describing people and place were the topic for the second and the third cycles. In this study, the cycle is stopped when 70% of students in VIIIA and their mean scores get the score above KKM (60).

3.4 Data Collection

The data were collected through four instruments such as observation, students' writing tests, questionnaires, and interview. Those instruments were aimed to gain the data accurately. Therefore, triangulation was used since all the data collection methods contribute to answer the research questions to gain trustworthiness to collect data. In addition, triangulation can serve the complete data and increase its validity (Fraenkel and Miller, 2007:594).

The research was conducted along the regular schedule in the school. The data were collected in seven weeks, from 18th October 2010 to 3rd December 2010. However, the teaching learning process was conducted every Wednesday and Friday from 27th October 2010 to 26th November 2010. During the research, the researcher acted as the teacher. Table 3.1 shows the schedule of the research.

Table 3.1 the Schedule of the Research

No	Activities	Time (week)						
		1	2	3	4	5	6	7
1.	Early Observation	X						
2.	Cycle 1		X					
			X					
3.	Cycle 2			X				
				X				
					X			
4.	Cycle 3					X		
							X	
							X	
5.	Questionnaires						X	
6.	Interview							X

Each instrument is described below:

3.4.1 Observation

Observation is conducted to get the information or data about the teachers' and students' interaction in classroom. It is the most important thing in action research which enables researchers to make reflection (Burns, 1999:80). Data from observation was gained from teachers' observation sheet during teaching learning process. Teacher's field notes can be seen in Appendix C.

Teaching learning program was conducted from 26th October 2010 until 26th November 2010 (four weeks). The observation was conducted at eight meetings. Therefore, participant observation was used as the type of observation in this study. In this case, the researcher participates fully in the activities of the group being researched (Goetz and LeCompte, 1984, cited in Wiraatmadja, 2008: Fraenkel and Miller, 2007). Since the researcher acted as the teacher who implemented TBLT, all the activities done by teacher and students in the classroom were recorded in teacher's field notes during the teaching learning process using TBLT. In this study, two observers helped the researcher to take notes all activities in the teaching learning process.

3.4.2 Students' writing tests

Students' writing tests are given to see whether TBLT could help the students' writing quality and students' mean scores achieve above KKM (60). In the end of the cycle, the teacher asked the students to write texts. The tests consisted of descriptive texts in different topics; describing animal, people, and room.

3.4.3 Questionnaires

The questionnaires were given to the students in order to know students' responses toward the use of Task-Based Language Teaching (TBLT) in teaching writing in the classroom. Therefore the questionnaires also explored the strength and challenges of using TBLT in teaching writing. Closed questionnaire type and Likert-scale were used in this study. The respondent marked SS (Sangat Setuju) as strongly agrees, ST (Setuju) as agrees, TS (Tidak Setuju) as does not agree, and

STS (Sangat Tidak Setuju) as does not truly agree. The questionnaire also used two open questions to reveal students' responses towards the challenges of using TBLT and their expectations of the future teaching writing. The questionnaires were administered based on the implementation of Task Based Language Teaching (TBLT). They are consisted of twelve close questions and two open questions. The questionnaires can be seen in Appendix C.

3.4.4 Interview

The Interview was administered to the students to obtain additional information related to the students' responses about the use of TBLT in teaching writing. Therefore, the interview was given in an informal way in order to make the students feel comfortable to answer the questions (Elliot: 1991, cited in Wiraatmadja, 2008). The interview was recorded and transcribed. The questions were structured so that the students can answer the same questions. The researcher asked six questions to 10 students randomly. The interview can be seen in Appendix C.

3.5 Data Analysis

The data from observation, students' composition test, questionnaires, and interview which have been gathered, the researcher analyzed the data. The data were analyzed qualitatively supported with quantitative data to answer the research questions. The quantitative data gathered from students' composition tests and questionnaires were analyzed. However, the data gathered from interview and observation combined with students' composition tests and

questionnaires which were analyzed and interpreted qualitatively. Since action research allows the use of several instruments such as observation, students' writing tests, questionnaires, and interview, the triangulation is used to analyze the data.

3.5.1 Analysis Data from Observation

The data gathered from observation was recorded into field notes and analyzed in order to explore the implementation of TBLT in teaching and learning writing. The students' improvement and the quality of learning were investigated through their behavior towards teaching learning process. The data from observation was analyzed to several stages as follows:

1. Trying to record complete events happened in the classroom into notes which recorded teacher's preparation, the presentation of materials, the method in giving tasks, teacher's role, and students' interaction during teaching learning process.
2. Analyzing and interpreting the information about teacher and students' activities such as students' behaviors in doing tasks and the teacher's roles during the teaching learning process.

3.5.2 Analysis Data from Interview

The data from interview was gained from MP3 player. In analyzing the data, the researcher used these steps:

1. Transcribing the data from interview into written text.

2. Analyzing the data from interview into the students' progress in writing during the implementation of TBLT and students' responses towards the teaching learning process.
3. Interpreting the data to address the research questions

3.5.3 Analysis Data from Questionnaires

The questionnaires are analyzed by using percentage formula. The data is interpreted based on the students' answers. The formula of percentage for calculating the questionnaires is:

$$P = \frac{f_o}{n} \times 100 \%$$

(Riduwan: 2009, cited in Rakhmawati:2010)

where : P = percentage
fo = frequency observed
n = number of sample

3.5.4 Analysis Data from Students' Writing tests

3.5.4.1 Trying out writing tests

The assessment of writing tests is very important to be tested whether the tests were valid and reliable or not. Before the teaching learning process, the assessments were tried out to investigate the validity (Fraenkel and Miller: 2007).

Validity is crucial to make meaningful and fair writing assessment. Validity is a judgment to make the assessment becomes appropriate and useful

(Fraenkel and Wallen: 1990). The assessment can be called valid as long as writing tests assess what it claims to assess and what has been taught (Richards, 2003:216).

This study used Face and content validity can be used to analyze the validity of the writing assessment. Face validity means that the assessment should be based on actual writing sample and relevant to students' out-of-class writing needs (Richards: 2003). In addition, content validity addresses the task which is appropriate with students' level of proficiency; it is assessed by an objective comparison in the test with content-based in curriculum (Richard, 2003: Fraenkel and Wallen: 1990: Borg & Gall, 1983).

3.5.4.2 Scoring technique

There are some criteria in assessing students' composition works; content, organization, vocabulary, grammar, and mechanics. The Analytic Scoring (taken from Cohen: 1994) is used for comparing students' score in every cycle. This technique is described quantitatively. This scoring system is used to give very specific range and criteria in each aspect of writing so that it makes the teacher easier to give the scores. The table of analytic scores can be seen in the previous chapter.

In this study, there were two raters to help the researcher assess the students writing composition. It helps the teacher in achieving the objectivity of the assessment. The written tests scores were assessed based on the mean from the total scores of two raters. Both of the raters were chosen because they have

experiences in teaching English (see Appendix E). Besides, in this study, the raters are considered have the ability to assess the students' writing scores.

3.6 Summary

This chapter discussed the research method of data collection in this study. This study found out how TBLT can improve students' quality of writing and students' responses toward the implementation of TBLT in teaching writing. Classroom Action Research was used as the design in this study. This study was conducted to 19 students in one of junior high schools in Bandung. Therefore, observation, students' writing tests, questionnaires, and interview were used as the data collections. The data analyzed qualitatively supported with quantitative data. Thus, the findings will be discussed in the chapter IV.