

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the general elaboration related to the method of this study. These include the descriptions related to Research Design, Research Site and Participants, Data Collection Techniques and Data Analysis.

3.1 Research Design

In order to cope with the purposes of this research, this study applied a qualitative research design for some considerations. First of all, this research has the characteristics of qualitative research as stated by Nunan (1992); Kvale (1996); Holliday (2005); Setiyadi (2006); Dornyei (2007); Frankel (2007); and Alwasilah (2009). As they mention that qualitative research is characterized by the nature of the data which may be originated from various source, among others are document and data processing which elaborate the findings into textual form. In addition, this research is also characterized by the nature of qualitative research which tries to describe social phenomena as they occur naturally.

Besides, qualitative research concerns subjective interpretation of the data into the findings. In this case, the research analyzed the data collected and attempted to describe certain phenomena appear from the research findings. It is considered appropriate as this study dealt with analyzing and describing the pattern of grammar found in the text produced by the teachers.

Furthermore, this research was also characterized as a case study as it met the following reasons. First, the research was carried out in a limited or small scale single case and not to be generalized as indicated by Patton

(1987); Merriam (1988) as cited in Nunan (1992); Creswell (1994); Setiyadi (2006); Frankel (2007); and Alwasilah (2009). In this study, the research only dealt with analyzing particular written document from six teachers in a region, in this case in Bandar Lampung. Then the results were not to be generalized as general conditions of the whole teachers in Bandar Lampung.

The second feature that constitutes this study as a case study is that the study was to examine a case mainly to provide insight into an issue (Stake: 1995 and Dornyei: 2007). In this case the study focused on examining the writing performance from the case of the participants only. In addition, Yin (1989) as cited in Creswell (1994) mentioned that case study works with the search for “patterns” by comparing results with patterns predicted from theory or literature. In this case, the patterns of writing problems were in search and compared to the pattern proposed by the experts in the field. The third characteristic is that this study used text analysis which is another method of qualitative study as mentioned by Patton (1987); Yin (1989) cited in Creswell (1994); Nunan (1992); and Setiyadi (2006).

3.2 Research Site and Participants

The choice of the place of the participant was determined as considering of the accessibility of the researcher to carry out the research. Alwasilah (2009) mentioned that convenience factor should be taken into consideration to support the researcher to carry out the research. As the researcher is originated from Bandar Lampung, then he into certain extent understands the field of research condition and accessibility. For this reason, the study took place in Bandar Lampung region of Lampung province.

As expected, it enabled the researcher to collect the data needed. The researcher is also familiar with the participants intended to be contacted for this research since he has access and personal as well as professional relationship with the participants, which also helped the researcher to carry out the data collecting process.

The participants were six English teachers in the region who were chosen considering that they are potential to take advantage of the study and thus give rise to any implication for evaluating their teaching processes. Another reason to work with those teachers was related to the genre focus, the argumentative genre, which can be considered difficult one (Emilia, 2005). It was assumed that the teachers were expected to deal with certain level of mastery of the genre. Considering this reasons, it is expected that the participants would be appropriate to fulfill the need of the research as indicated by Supriyoko (2008) and Marisi (2008).

However, to anticipate the possible constraints concerning with their availability of time to cooperate, the participants then were recruited by asking them voluntarily to be involved the research. So, after listing the possible participants to work with, the researcher contacted the teachers until the number needed for this research fulfilled. Moreover, voluntary-based participation was expected to have more motivated participants to cooperate in carrying out this research in a natural sense which in turn will affect the reliability of the findings (Emilia, 2005).

3.3 Data Collection Techniques

The study collected data through documentation in this case the writing texts written by the teacher participants and interviews. The data

gained from this study were be analyzed at the end of the research. The data were categorized, analyzed and interpreted to answer the research questions.

3.3.1 Documentation of Participants' Written Text

The main method of data collection in this research was the documentation of the participants' written texts. The texts were considered important in that in most cases actual achievements can be gauged through the productions of such kinds of documents (Freebody as cited in Emilia, 2005).

In this case each of the participants was to write a 500 word argumentative essay. For this purpose, the researcher met the expected teachers either individually or in group as they joined the English teachers forum namely *Musyawarah Guru Mata Pelajaran (MGMP)*, and asked for their willingness to cooperate for the study. Every teacher who was willingly able to cooperate was given a task to write a text in accordance with the topic given i.e National Education. This task was carried out individually at their respective place – at home or school. The task was expected to be carried out through recursive writing processes.

3.3.2 The Use of Interviews

The research also made use of interviews in order to verify the data gained through written text of argumentative essay documents. As an alternative data collecting technique (Patton, 1987; Nunan, 1992; Kvale, 1996 and Dornyei, 2007) interview is defined as “any written documents that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting among existing answers” (Brown, 2001 as cited in Dornyei, 2007: 102).The interviews in this

research applied factual questions type which was used to find out certain facts about the respondents (Dornyei, 2007).

For this study, the interviews were arranged in form of open-ended interviews (Kvale, 1996; Setiyadi, 2006; and Dornyei, 2007). This type of interview was employed to gain the needed information – such as the participants' background experience and knowledge related to the genre writing, problems encountered during the process of writing and possible solutions suggested in attempt to answer the research questions of this research.

The data collection was carried out within two steps. In this case the writing work were administered first and then followed by the interviews. Through this way, hopefully, the writing process which was intended to provide the major data source was not disturbed by any condition which might be resulted from the interviews.

3.4 Data Analysis

Data analyses in this study were conducted over the course of the study. Ongoing data analyses and interpretation were based on the data from document analysis which were teachers' argumentative essays and interviews.

3.4.1 The Teachers' Argumentative Texts

In this research, then the documented respondents' texts were analyzed to examine the quality of teachers' writing. The argumentative essays written by the teachers were classified and presented in accordance with the types of the texts namely Analytical and Hortatory Expositions. They are then analyzed using Systemic Functional Linguistic (SFL) to do with

textual, ideational and interpersonal metafunctions as suggested by systemic functional linguists (see among others Halliday, 1985; Gerot and Wignell, 1994; Lock, 1996; Martin and Rose, 2007; and Eggins, 1994). This analysis allows the researcher to get the teachers' strengths and weaknesses in composing an argumentative essay.

In analyzing the documents, the data were coded in order to categorize the pattern of the writing problems appear in the documents. These categories then were interpreted to formulate certain pattern of findings related to the aims of the research in accordance with existing theories related to the research.

3.4.2 The Interviews

The research also analyzed the interviews distributed in order to gain more information related to the teachers writing performance. The interviews were more about the schemata of the writers related to their writing command. It was expectedly useful to understand their educational background, teaching experiences, as well as their familiarity with the topic of the text to write. That information was later incorporated to determine the quality of the text they produced; as such information also determined the maturity of the text resulted.