CHAPTER III
METHODOLOGY

This chapter delineates the methodology used in the study that covers the purpose of the study, research questions, research design and research method, research settings and participants, data collection and data analysis. The chapter is ended with the summary of the topics under discussion.

3.1 Aims of the Study

As outlined in chapter I, the study was carried out in order to attain the following aims.

1. To identify whether text-based syllabus design can enhance the learner's performance in writing research paper.
2. To find out whether there are gaps between the text-based syllabus design and its use in the classroom.
3. To explore the teacher's strategies when anticipating the gaps if occurred.

3.2 Research Questions

In line with the aims above, the study was conducted in order to answer the research questions formulated below.

1. Can text-based syllabus design enhance the learner's performance in writing research paper?
2. Are there any gaps between the design of text-based syllabus and its use in the classroom?
3. If there are any gaps, how does the teacher anticipate the gaps?

3.3 Research Design and Research Method

The study used a qualitative design because most features of this study embraced qualitative characteristics. Firstly, relevant to the purpose and the research questions aforementioned, this study investigated the process of text-based syllabus design and its use in the classroom, the gaps (if any) between the design

and its application as well as the strategies used by the teacher to anticipate the gaps. This is in line with the characteristics of qualitative study focusing on process and product (Frankel, et.al., 2012; Hancock, 1998).

Secondly, the results from the study were elaborated in words and it matches qualitative design in its nature as it concerns words than numbers in its description (Berg, 2007; Stake, 2010; Miles and Huberman, 1990; Liamputtong, 2009; Connole, et.al. 1990; Frankel, et.al., 2012; Hancock, 1998). Secondly, this study did not attempt to make generalizations of the focus under investigation and this is also similar to the feature of qualitative study highlighting that it learns on particulars and the interpretation resulted is in need of contextualization (Connole, et al, 1990; Travers, 2001). Finally, the results of the study were highly depended on the interpretation of the researcher that tended to be subjective and therefore it matches qualitative study characteristics.

In line with it, the study employed a case study as the method. This was used because the present study was focused on a single entity, low-scale case, yet, provided a deep analysis on the topic under investigation and all of these characteristics embrace the features of a case-study method as mentioned by Hancock (2002), Holliday (2005: p. 17), McMillan and Schumacher (2011: p. 415), and Johnson (1995: p.75). See also Creswell (1998: p. 56, 2012 p. 22), Yin, (2011: p. 17), Cohen, et.al. (2007:p.173), Connole, (1990), Liamputtong, (2009: p. 190), Merriam, (1988: p.16), and Emilia, (2000).

3.4 Research Setting and Participant

This study took place in the Japanese department in one public university in Bandung, West Java, Indonesia. This was chosen because of three reasons. First, the participant involved in the study is coming from non English department and has been teaching in the Japanese department for 8 years and therefore she preferred to study (the topic under investigation) in her room. This gave her comfort and familiarity to the situations, hoping that by having this situation, unnatural behavior of the student could be avoided.

Second, by having a place that is comfortable with the participant, an easy access could be gained so that the feasibility of the study could also be attained. Finally, it was expected that the participant gained more understanding on the topic if she learnt in the place she felt comfortable with.

Further, the participant involved in the study was a female Japanese language lecturer who has been teaching in a public university in Bandung, West Java, Indonesia for 8 years. The participant is 35 years old, is a Moslem, and is originally from the *Sundanese* ethnic group Indonesia. She speaks *Sundanese* language as her mother tongue, Indonesian as her second language and Japanese and English as her foreign languages. The participant has an excellent academic achievement and was granted a scholarship to Japan for her master study and is now granted a scholarship by Japan government for doctorate degree (in the first rank of the 50 applicants in the world applied to the same university in Japan). She also received several awards relevant with her academic achievement such as the first rank in the speech contest.

Furthermore, the nature of participant involvement in the study was voluntary based. It gives advantages for researcher in terms of costs and accessibility (Elder, 2009). However, it also provides disadvantages in terms of representativeness and generalization (Elder, 2009). Nevertheless, the disadvantages given were not the issues in the study as the nature of the study was qualitative and did not pursue for generalization.

3.5 Data Collection

In order to collect the data, this study involved multiple techniques of data collections embracing three types of instruments namely observation (explained together with the teaching program), interview and document analysis. Three types of instruments above are fundamental and significant in collecting qualitative data (Nunan and Bailey, 2009, in Emilia, 2011; Johnson, 1992; Hancock, 1998; Maxwell, 1996; Alwasilah, 2001; Frankel, et.al., 2012; Meriam, 1988; Stake, 2010; Creswell, 2012; McMillan and Schumacher, 2001; Wallace,

2001; Yin, 2011; Alwasilah, 2002; Silverman, 2006; Travers, 2001; Marshal and Rossman, 2006; Snape and Spencer, 2003). Each instrument is elaborated below.

3.5.1 Teaching Program

The teaching was conducted within 10 meetings that covered six meetings of teaching, one meeting of review and three times of tests. The learning took place for one half to two hours per meeting, focusing only on abstract because of three reasons. Firstly, 10 meetings were considered enough to describe the process and to find out the progress of learner's writing performance on the aspect researched.

Secondly, relevant to the first reason, the objectives formulated were alike for each topic, reflecting similar achievement and therefore in this aspect, what have been achieved by the learner in the topic in this study could probably be used to mirror similar achievement in the rest of the topics. However, it was still open to doubt and therefore it reflected the shortcoming of the study. Similarly, the distinction that lay in each feature of the topics would also reflect the problem unique to each topic. This is again the limitation of the study.

Finally, the reason for the number of meetings was because of the thesis limited time and space. The choice of abstract sequenced in the first topic was based on the learner and the researcher agreement, considering that abstract was easier compared to other elements of research paper (see Appendix 1); assumingly it can give shorter time of meetings. It also defined the sequence of the lesson which started from the simplest to the most difficult (Richards, 2001; Feez and Joyce, 1998; Brandl, 2008).

Further, before the teaching phase was conducted, a preliminary interview was done and diagnostic test was conducted based on the learner's first attempt in writing. The results of the analysis of both preliminary interview and diagnostic test determined where to start and how to start. The teaching was then carried out based on the lesson plan arranged daily before the teaching (Brandl, 2008; Richards, 2001) so that the gap can be anticipated. The lesson plan arranged

specifically was then put into cycles based on the process of teaching learning and also the negotiation that occurred along the way.

In the present study, the cycle of teaching adopted three main stages including modeling stage, joint construction stage and independent construction stage as suggested by Joyce and Feez (2012), Callaghan and Rothery (1988), and Emilia (2010, 2011) as can be seen in the following figure.
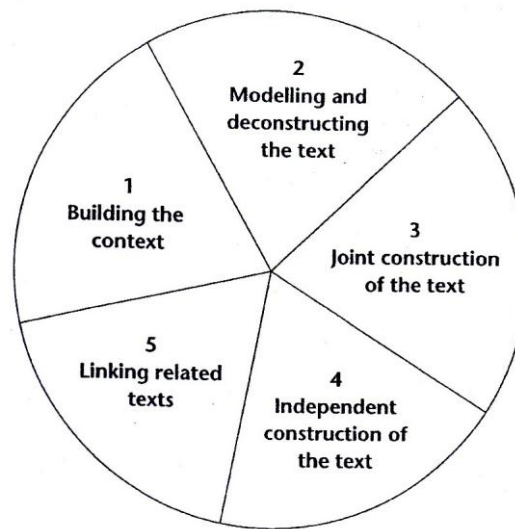

Fig. 3.1 Stages of Teaching in Text-based Syllabus

In those five stages viewed in the figure above, only three main stages were used as mentioned in the previous paragraph. Further, as cyclical in its nature, the cycle can be started from any stages along with the needs, paces and progress of the students as well as the objectives set (ibid) and can go back to any cycle if necessary (Feez, 2002).

The materials in the teaching are relevant to the needs of the learner, viewed from the results of the student's analyses (Brown, 1995; Feez and Joyce, 1998; Joyce and Feez, 2012; Richards, 2001; Brown, 200; Gagne, Briggs and Wager, 1992; Dubin and Olhstain, 1986; Nunan, 1988; Finney, 2002; Nation and Macalister, 2010). It highly focused on language education and linguistics, particularly in pragmatics area.

In the case of teaching cycle in the study, the first six meeting was allocated to the abstract teaching. The teaching was started with independent construction and was also ended with independent construction. These cycles were resulted from the negotiation during the teaching and learning process as well as feedback from the previous teaching. In line with it, in the teaching program, the researcher acted as the teacher, conducting teaching cycle elaborated in the syllabus. This implied that the role of the researcher in the observation was participant observer in which she involved herself in all activities (Marshall and Rossman, 2006; Faisal, 1990 in Sugiyono, 2008; Creswell, 1998). Moreover, the language used when teaching the participant for most of the time was Indonesian as agreed by both the researcher and the participant.

During the teaching program, observation was also employed in order to explore the use of the syllabus in the classroom. In this case, the observation involved the use of recording, allowing information in the activities can be recorded minute-to minute and further enabling the researcher to track down what is said and done by the teacher and the learner in the classroom (Emilia, 2012; Hancock, 2000; Johnson, 1992; Maxwell, 1996).

The researcher also took notes after each session of teaching, while the memory is still fresh to recall what had just happened (Van Lier, 1988 in Emilia 2005). This was intended to confirm the recording. Similar to the recording, the notes revealed what is said and done by the teacher in the teaching cycle (Emilia, 2011). Further, to confirm the result of observation, a colleague of the researcher, Ms. Helen (pseudonym) was invited. Her observation was used to check the researcher's observation and to maintain the reliability of the study (Berg, 2007; Emilia, 2005: p. 92; Liamputtong, 2009).

3.5.2 Interview

Other than observation, another method of data collection was interview. In contrast with the observation which was done in an ongoing way, the interview was conducted in three stages covering before the study was conducted

(preliminary interview), in an ongoing way and at the end of the study. The reason behind these two last stages was because of the single number of the participant so that the reliability of study could be maintained.

Further, the types of all stages of interview was semi-structured and tape-recorded, "suggesting for what to say in the beginning and end of interview regarding the purpose of the interview as well as providing questions to use for probing for additional information" (Johnson, 1992; Kvale, 1996). This type of interview also gives an opportunity for both interviewer and interviewee to discuss some more topics in details (Emilia, 2011; Hancock, 1998). Related to the tape- recorded interview, it was done so that the researcher does not have to go over the notes and fill in gaps the same day of interview considering the memory weakness that may begin to fade and important information is lost (Johnson, 1992). Additionally, the interview was conducted in mixed languages; *Sundanese* and Indonesian. This was done because both the researcher and participant come from the same ethnic group and because of the participant's convenience, hoping that more information could be explored since the participant felt comfortable with the language she spoke.

The first stage of interview, preliminary interview, was conducted in order to dig out some information as guidelines what to teach and learn in the study as well as the part of the needs analysis (Feez and Joyce, 1998; Brown, 1995; Richards, 2001; Thai, 2009). The questions were related to the problems of the participant in writing a research paper, including the reasons for learning writing a research paper, experience in writing a research paper in English and in other languages, assumptions on difficulties the participant may find when writing an English research paper, efforts to 'get to know' relevant to English research paper writing, and the participant's expectation after learning writing a research paper. This interview was transcribed afterwards and analyzed simultaneously as mentioned by Connole, et al, (1990) that "data collection and data analysis in qualitative study are conducted simultaneously". This analysis results were used

as a guideline to build the program by using text-based syllabus design (the details of the analysis results are elaborated in chapter 4).

Further, the second stage of interview was in an ongoing basis, in which the tape-recorded interview was delivered to the participant questioning her thoughts and feelings related to the teaching learning cycle, materials, and technique and method used by the teacher in the classroom as well as her difficulties and interests found during the learning process. The ongoing interview was conducted after each session of teaching and learning process and therefore the questions raised were specifically related to each topic of learning. The interview provided every end of each session would be expected to promote some strengths and weaknesses of the teaching learning process leading to the effectiveness of the text-based syllabus design, the gaps existence, as well as the enhancement of the participant's research paper writing performance.

Finally, at the end of the study, the last stage of interview was carried out. It was more related to the whole program that was delivered to the participant, what she had learnt, how she progressed, and what challenges she found during the learning program. This also had to do with the participant's impression on the program, hoping to gain more information on the effectiveness of the text-based syllabus design, the existing gaps and more importantly, the participant's improvement in writing research paper.

Apart from that, the interview was also conducted after each assessment, asking information about her impression on and procedures of the assessments and her process of doing the writing in the assessment. It was done so that types of assessment can be evaluated, whether these types of assessments contributed effectively to the teaching program.

3.5.3 Document Analysis

The last source of data collection was document analysis that was implemented to three types of documents consisting of syllabus, materials and the learner's written text. These three types of documents were highly utilized as those defined

the results of the study. This was in line with Patton (1987) in Emilia (2011), asserting that when using the document to be analyzed, some aspects should be taken into considerations, among others are the purpose, the relevance in terms of meaning of data and the sufficiency. The documents were analyzed in order to see whether the syllabus designed, the lesson plan, the materials developed and the teaching cycle conducted are in line one another by using the criteria suggested by Joyce & Feez (2012) which are also in line with Brown (1989a) in Brown (1995). The results were expected to reveal the effectiveness of the text-based syllabus design. In addition, it was conducted in order to see the gaps between the design and its use in the classroom.

The syllabus, lesson plan, learning materials and the teaching cycle were analyzed after each teaching session so that the gaps could be viewed and its anticipation for the gaps could be applied. Those were done by seeing the internal elements whether they are in line one another or not and whether what stated in the syllabus was realized in the lesson plan, the learning materials and the teaching cycles. Afterwards, the participant's written texts were also analyzed, taken from both the writings she did in the joint and independent constructions and those from the tests. It was done to illustrate whether the objectives/ purposes stated in the syllabus and the expectation were achieved, hoping that this could provide evidence that promoted the participant's performance in writing the research paper abstracts.

3.6 Data Analysis

In this study, the data was analyzed during and after the study was conducted. During the study, the analyses were focused on the documents and the ongoing interview. The former data involved syllabus and materials and the field notes, viewing the consistencies among the syllabus, the materials and the teaching cycle. The field notes were also used to support and confirm the results. The results of analysis from the former data reflected the gaps and further viewed the strategies used by the teacher to anticipate the gaps. Apart from that, this was

important to conduct as it gave opportunity for teacher to review the syllabus, evaluate and modify the materials and improve the teaching cycle.

Relevant to the later analysis, constituting the ongoing interview, the data was transcribed after each interview was conducted in order to avoid technical problems such as loss data because of computer virus and so on. Afterwards, the data was analyzed by using thematic organization (Kvale, 1996, Emilia, 2009), involving the process of categorization and interpretation in order to answer research questions. In this case, the name of the participant was coded as Mrs. Aiko. This was conducted so that the confidentiality of the participant is protected as well as respected (Liamputtong, 2009; see also Merriam, 1991; Maxwell, 1996; Alwasilah, 2001; Frankel, et.al., 2012; Hancock, 2000; Emilia, 2009; Marshall and Rossman, 2006; and Miles and Huberman, 1994). Further, the transcription was then showed back to the participant in order to ensure its originality in terms of meaning as well as to confirm the answer (Kvale, 1996: 189-190). Likewise, the interview after the study, covering the impression of participant on the whole program and the materials, was also transcribed and then confirmed to the participant. It was also analyzed by using thematic analysis (Kvale, 1996; Emilia, 2009) by categorizing and interpreting so as to answer research questions.

Meanwhile, the document analyzed after the study was the learner's research paper abstract writings she wrote in the independent and joint constructions and the writing tests. It was done to see the participant's progress in writing elements of research paper and to view the enhancement of the learner's writing performance, especially research paper. The analyses of the learner's written texts (both practices and tests) were based on the criteria applied to the diagnostic assessment as mentioned in chapter 2 (see table 2.6).

Since the collection of data involved multiple techniques of collections, the triangulation was employed to confirm the validity of the study (Stake, 2010; Liamputtong, 2009; Berg, 2007; Emilia, 2009; and Yin, 2011). This involved the checking on each data source including interviews, field notes and documents or

what is called as methodological or data triangulation (Berg, 2007) and another observer notes or observer/ researcher triangulation (ibid).

3.7 Summary of the Methodology

This chapter has presented research methodology used in the study by briefly illustrating aims of the study, research questions, research design and method, research setting and participant, data collection and data analysis. This chapter is ended by the summary of methodology. Chapter IV discusses the design of text-based syllabus and materials as well as its use in the classroom.