

## **CHAPTER III**

### **METHODOLOGY**

This part presents the research design, research site and participants as well as the data collection techniques. In addition to these, the analysis of data is also presented including the marking scheme of writing used in analyzing the students' writing,

#### **3.1 Research Design**

This study is addressed to investigate the ways Four Square Writing Method (FWSM) helps students write analytical exposition text. Thus qualitative research particularly case study method is considered appropriate to be applied. According to Alwasilah (2000: 111), qualitative paradigm is used to understand the social phenomena from the perspective or perception of the participants through involving into the participants' life. Here, the participants' perspective or perception on a certain method will be investigated after being involved in their learning process (see also Creswell, 2010; Hyland, 2002, p.157).

Case study is employed since this study tries to explore, to understand, and to investigate a single or small case of a group of participants (Merriam, 1998:29& 34) in this case the use of FSWM used in process approach to teaching writing as well as the attitude of a group of students in a school. Furthermore, this study deals with making sense of a process, in this case writing process, through which events and actions proceed (see Maxwell, 1996:34).

#### **3.2 Research site and participants**

The present study was conducted in one senior high school in Bandung. This school is chosen since it can be easily accessed and there has been familiarity with the teacher and the situation in the school itself. These are done since the feasibility in a study is also important and relatively required (Mackey & Gass, 2005:19).

In addition, regarding the participants, the present study involved one class of the eleventh grade students. They were chosen purposively to meet the specific purpose from the researcher, i.e. to find out the ways FSWM help students write analytical exposition text as well as their attitude towards the use of this method in teaching them writing. The selection of the participant purposively is done to enhance the quality of the data gotten from the participants which in turn can strengthen the quality of the discovery (Alwasilah, 2000: 62).

### **3.3 Data Collection Techniques**

The present research employs triangulation method through involving four main techniques of collecting the data. They are documentation of students' texts, classroom observation, questionnaires, and interview. The employment of the triangulation method is to strengthen the validity and the reliability of the data gotten and to diminish bias (Alwasilah, 2000: 130; Alwasilah, 2011: 136; Johnson, 1992: 146; Mackey and Gass, 2005: 181). Each technique will be elaborated in the following sections.

#### **3.3.1. Documentation of Students' Texts**

Documentation of students' analytical exposition text is the technique which aims to see the characteristics of the students' texts which may give description on the ways the FSWM helps them write the analytical exposition text. The documentation technique was done by selecting six analytical exposition texts. The texts chosen represented three levels of achievement –two texts from low achievers, two texts from middle achievers, two texts from high achievers. Afterwards, the students' analytical exposition texts were analyzed using the SFG analysis.

#### **3.3.2. Classroom Observation**

The classroom observation is done to get information directly from the students concerning the ways FSWM helps students write analytical exposition text during the

teaching of writing and is used to answer the two research questions. The observation in the present research was done by using video-tapping. It was useful to find out more about the students' behaviors and interaction in the course of implementing the teaching program in this case the implementation of FSWM in the teaching of writing. In addition, the researcher was also equipped with the brief notes and comments regarding the behaviors of the students while the class was in progress or after the teaching program had been accomplished when the memory was still fresh (see Van Lier, 1988).

### **3.3.3. Questionnaire**

Questionnaire is used to answer the second research questions namely to collect information with regard to the students' attitude on the use of FSWM in the teaching of writing. The questionnaire is adapted based on the theory of attitude from Oskamp and Schultz (2000). It consists of 20 close-ended items using Likert-scale which are classified into three main theme subscales namely affective, behaviour, and cognitive component. The statements were provided in *Bahasa Indonesia* in order to assist the students to choose the options more easily. There are five options provided namely SS (*Sangat Setuju*) if they strongly agree, S (*Setuju*) if they agree, N (*Netral*) if they are netral, TS (*Tidak Setuju*) if they disagree, and STS (*Sangat Tidak Setuju*) if they strongly disagree.

### **3.3.4. Interviews**

The interview is done to enrich the data gotten from the questionnaire and is used to answer the second research question namely to find out the students' attitude on the use of FSWM in the teaching of writing. It is specifically done to spotlight specific and direct answer from the participants (see Bogdan and Biklen, 1991; Richards, 1992). The interview used is the semi-structured interviews which allow the researcher to extend the question if possible and if considered necessary (Merriam, 1988). This interview was done at the end of the teaching program or in the last

meeting of the research activity. This was employed by using *Bahasa Indonesia* to help the students answer the questions easily. The students being interviewed were six persons representing the three levels of achievement – two from high achievers, two from average achievers, and two from low achievers.

### **3.4 Data analysis**

The data analysis gained from the instruments is done throughout the study as has been stated by Hatch (2002) that the analysis of data in qualitative paradigm happens along the study and guides the ongoing process during the data collection (see also Lodico, et al, 2004). In this research, data analysis is done during and after data collection. To gain valid data, all data collections techniques comprising documentation of students' texts, classroom observation, questionnaire, and interviews are triangulated.

#### **3.4.1. Documentation of Students' Texts**

The data from students' analytical exposition text were analyzed using the SFG analysis. In this model, students' texts are analyzed in terms of social function and generic structure as well as the language features. In so doing, the three metafunctions including interpersonal, textual, and experiential metafunction were employed in analyzing the students' writing. The result of analysis of students' texts using this model was aimed to answer the first research question namely to find out the ways FSWM improve students' writing ability. In this regard, students were given a topic in the first meeting to see their initial ability. Then, at the end of the research, they were asked again to write in the same topic to see the improvement of their writing after being taught using FSWM.

#### **3.4.2. Classroom Observation**

Classroom observation is carried out to obtain deeper information and clearer picture to answer the first research question. In so doing, the observation was guided by the

observation guideline which was equipped with the notes during observation. Then, all the notes denoting the teaching and learning activities during the research were categorized based on the research questions. These categorized notes were interpreted to answer the first research question namely to find out the ways FSWM helps students write analytical exposition text.

### **3.4.3. Questionnaire**

The questionnaire is written in 20 close-ended items which are used to answer the second research question namely to find out students' attitude on the use of FSWM in process approach. The questionnaire is classified into three main components of attitude namely affection, behaviour, and cognitive component. This questionnaire provides 5-level Likert Scale consisting of 'Strongly Agree', 'Agree', 'Neutral', 'Disagree', and 'Strongly Disagree'. For the analysis of these items, mean scores, frequency and percentages was employed to describe students' attitude on the use of FSWM as a means for teaching and improving writing.

### **3.4.4. Interviews**

The data from interview are analyzed by transcribing the data from the recording first and then classifying the data based on the pre-determined research questions regarding the students' attitude on the use of FSWM in process approach. These data were triangulated with the data from observation and questionnaire items. Once all the related data were gathered, the data were reduced to focus more on the students' attitude. Finally all data were synthesized and interpreted to find out the final conclusion and findings of the present research.