

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes the procedure of the research in order to find out the answer of the two questions previously stated in chapter one. It covers the statement of problems, research design, site and respondent, data collection, and data analysis.

3.1 Statement of Problems

This paper seeks to address the following questions:

1. How does GBA implementation affect the students' ability in writing descriptive text?
2. What are the students' responses toward the teaching and learning process using GBA?

3.2 Research Design

The general method that was used in this research was qualitative method. Moreover, single case study approach was chosen since this study attempted to explore the use of GBA in teaching writing descriptive text, which has an objective to investigate to what extent GBA helps the students' ability in writing descriptive text. The case study is a qualitative method strategy in which the researcher explores a program in-depth, an event, an activity, a process, or one or more individuals in-depth by collecting detailed information using a variety of data collection procedures over a sustained period of time (Creswell, 2003). Furthermore, this study is usually used to comprehend social phenomena from participant point of view (Alwasilah, 2009). Additionally, this study only focuses on describing in detail all of what goes on in a particular activity or situation rather than on comparing the effects of a particular treatment (Fraenkle, et.al, 2012). Moreover, Fraenkle, et.al, (2012) states that the researcher's goal in this research is to understand the case in all its parts, including its inner working.

The process of the research was started by implementing GBA during one month to teach writing descriptive text, in this case the researcher acted both as the teacher and the observer. After that, in the last meeting, the students were asked to make a descriptive text that could show the final result of students' writing ability. Then, chose and analyzed six students' texts to be sample of this study from high and low achiever students based on the teacher recommendation.

3.3 Site and Respondents

This study was conducted at one of the junior high schools in Bandung. This school was chosen because the school authorities allowed conducting this study. Beside that, the implementation of GBA is considered as a new thing in this school. Thus, the researcher wanted to introduce GBA in this school. The population of this study was the 7th grade students. The participants of this study were thirty-six 7th grader of one junior high school in Bandung. They were purposefully chosen because the teacher recommendation. Additionally, all of the students were learning descriptive text when the researcher did this research.

In this research the researcher was an active participant or it is usually called an observer participant, where the researcher involved as the teacher of the class (Merriam, 1988). The students were divided into two different level; low and high achiever students. The specification of low and high achiever students was based on the data from the teacher in that school. However, Barkhuizen & Ellis (2005) state that sampling in qualitative research tends to be purposive rather than random; participants are chosen because they match the criteria indentified by the researcher that are characteristic of the group under investigation, it refers not only to selecting people, but also to documents and field notes from observation.

3.4 Data Collection

This section would elaborate instrumentations and research procedures that are used in this study. Detail description would be elaborated as follow.

3.4.1 Instrumentations

In collecting the data, there were three types of instrumentations in this study, namely classroom observation, students' written text, and questionnaire. Classroom observation and students' written text were used to know the effect of GBA implementation in teaching writing descriptive text to students' writing ability. While questionnaire was used to know the students' responses related to the implementation of GBA.

3.4.1.1 Classroom Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places as a research site (Creswell, 2012, p.236).The classroom observation were conducted eight times. Each meeting spent 90 minutes. The types of the observation in this study is participant observer (Meriam, 1991) since the researcher took apart as a teacher in implementing GBA in teaching writing descriptive text. A participant observer is an observational role adopted by researcher when they take part in activities in the setting they observe (Creswell, 2012, p. 237). It was conducted to complete the answer of the first research question about the effect of GBA implementation in teaching writing descriptive text. Field note was made by the researcher in order to gain more data about GBA implementation. Furthermore, observation was also achieved by using students' activities checklist in observing GBA implementation (see appendix B).

3.4.1.2 Written Document

Written document was used to gather the data in answering the first research question. In this case, the written document was in form of 1) students' written text, 2) Teacher's field note and students' activities checklist. The students' written texts were analyzed to see the students' ability development in writing descriptive text after the implementation of GBA in teaching and learning process. Six written texts were collected from two different levels of achiever which are low and high achiever students. Each level of achievement consists of three students. The texts were analyzed in the term of social purpose, schematic

structure, and linguistic features of descriptive text as proposed by Knapp & Watkins (2005). Moreover, teacher's field note and students' checklist activities were also used to evaluate the teacher and the students' performance in the implementation of GBA in teaching writing descriptive text.

3.4.1.3 Questionnaire

In this study, questionnaire with close-ended questions was aimed to collect information about the students' responses toward the implementation of GBA in their English class. Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers (Brown, 2001, p. 6). Moreover, a close-ended question is one in which the respondent is offered a choice of alternative replies (Openheim, 1966, p. 40). This type of questionnaire was chosen because it was simpler than the open-ended questions. The questionnaire was expected to help the researcher in exploring more information related to this research. This questionnaire form consists of 20 questions (see appendix D). In this case the questionnaire items were made by the researcher using Indonesian language to reveal the students' responses toward the activities during the implementation of GBA. Specifically, the questionnaire items aimed to reveal the students' responses about learning writing in general, the students' responses toward the implementation of GBA, and the students' responses toward GBA stages. The researcher used Likert Scale in scoring the questionnaire. Actually, there are five scales, however to avoid students confusion and to make it easier, the answer uncertain (U) was eliminated from the answer given. Thus, the answer consist of 4 choices, there are strongly disagree (SA), agree (A), disagree (D), and strongly disagree (SD).

3.4.2 Research Procedure

The research procedure included teacher's preparation before the program, conducting the lesson program, analyzing written document and conducting questionnaire.

3.4.2.1 Teacher's preparation before the program

Before starting the program, firstly the researcher asked permission from the school to do the research. After get the permission, lesson plan was prepared by following several points proposed by Emilia (2011). Additionally, the lesson plans were based on *Kurikulum Tingkat Satuan Pendidikan (KTSP)*; standard competence and basic competence (*SK-KD*). In analyzing the lesson plans, the lesson activities were read by the researcher to see the sequences between each activity and implemented the GBA in the lesson plan to support the classroom activities.

3.4.2.2 Conducting the lesson program

The implementation of GBA was held in four weeks, started on April 27, 2015 to May 22, 2015. It was done in eight meetings, for 90 minutes in each meeting. On the first and second meeting, the researcher observed the stage of building knowledge of the field. On the third and fourth meeting, the researcher observed the stage of modeling. On the fifth meeting, the researcher observed the stage of joint construction. On the sixth to eight meetings, the writer observed the stage of independent construction. The activities in every stage covered the four skills of language. The observation data were collected by using field note from the teacher and students' checklist activities from the observer, in this case the teacher in that school. The observation was a direct observation of events and behaviors as well as participant observation where the researcher is an active participant in the events being studied (Stake, 1995 and Yin, 2003). In the process of implementation, the researchers acted both as a teacher and researcher.

3.4.2.3 Analyzing Written Documents

After the implementation of GBA in teaching writing descriptive text had done, the written documents were analyzed. The students' written texts were taken from the independent construction stage. Six students' written texts were analyzed to see the students' ability development in writing descriptive text. Before they made a final draft in independent construction stage, they followed the previous stages; there were building knowledge of the field, modeling, and joint construction. Additionally, the result also supported by the data from students' checklist activities and teacher's field note to see the implementation of GBA. As a document source, this provides valuable information in helping researcher understand central phenomena in qualitative study (Creswell, 2012, p.246).

3.4.2.4 Conducting Questionnaire

The questionnaire was administered after the implementation of GBA was done. The students have to answer some questions which related to the students' response about learning descriptive text in general. Moreover, the researcher also discover about the students' response related to the implementation of GBA in learning descriptive text and the activities that was chosen by the teacher for every stage of GBA. As suggests by Dornyei (2009) there are several steps that were followed to make a good questionnaire. First, deciding on the general features of the questionnaire, such as the length, the format, and the main parts. Second, writing effective items/questions and drawing up an item pool. Third, selecting and sequencing the items. Fourth, writing appropriate instructions and examples, in this case the questionnaire was written in Indonesia language. Fifth, piloting the questionnaire and conducting item analysis. The last, administering the questionnaire to 36 seventh-grader on the junior high school.

After the questionnaires were distributed, the results from the questionnaire were calculated and elaborate by the researcher. It is to see the

students' responses toward the implementation of GBA in teaching writing descriptive text for seventh-grader.

3.5 Data Analysis

In accordance with the method that is used in this research, the researcher can obtain the data from various sources (e.g., observations and documents) to get a coherent description of what the researcher has observed (Fraenkle, et.al: 2012). In this case, the data were obtained from classroom observation, students' text analysis, and questionnaire analysis. The questionnaire would be analyzed based on Likert Scale procedure. Detail description would be elaborated as follows.

3.5.1 Classroom Observation

The data from classroom observation was analyzed from field-note that was made by the teacher to refresh in mind the students' attitude during the implementation of GBA in teaching writing descriptive text. There were four stages that were implemented by the teacher; building knowledge of the field, modeling, joint construction, and independent construction.

Moreover, to evaluate the teacher and students' performance in implementing the lesson plan activities, there was students' checklist activity for the observer. In this case the observer was the teacher in that school. From this observation sheet, the researcher could evaluate their performance in every meeting, whether or not the activities that are planned in the lesson plan before entering the class can run well. So, it could help the researcher to support the data from classroom observation notes that were made by the researcher herself. The result of analysis will be explained comprehensively.

3.5.2 Written Text Analysis

The written text analysis was chosen from the six students' texts of low and high achiever students. The students' texts were analyzed from three aspects; social purpose from Knapp and Watkins (2005), schematic structure from Gerot and

Wignell (1994), and linguistic feature of descriptive text as suggested by Knapp and Watkins (2005), Gerot and Wignell (1994), Derewianka (1990), and Emilia (2010) that presented in the previous chapter. Additionally, the guidance for analyzing the text adapted from Brown (2007), also used in this study to see the students' ability in writing descriptive text.

3.5.3 Questionnaire Analysis

The questionnaire design was close-ended questions. The data from close-ended questions were calculated to get the total of how many students who strongly agreed, agreed, disagreed, and strongly disagreed to the statements in the questionnaire. After all the data of the questionnaires were collected, to get the accurate findings the data were checked once again (see appendix D).

The results of data analysis derived from classroom observation, written documents, and questionnaire were cross-checked by using Triangulation. It strengthens the reliability and the internal validity in multiple methods of data collection and analysis (Merriam, 1998). The same phenomenon is examined through different view of literature and from the perspective of researchers in different fields, data collection techniques and results can be triangulated (e.g., observation, questionnaire, document analysis) (Duff, 2008). Those data were contrasted and were matched in order to gain the relationship of GBA implementation and students' responses in the teaching learning. Therefore, the events or facts of case study are supported by more than single source of evidence by triangulating the data (Yin, 2003).

3.6 Concluding Remark

This chapter has presented the research methodology. It provides information about research design, site and participant, data collection and data analysis. Next, chapter 4 presents findings and discussions of the study.