

## CHAPTER III

### RESEARCH METHODOLOGY

In this chapter, research methodology used in the study will be discussed. *First*, it will come up with the research design chosen. *Second*, site and participant of the study (and why they are selected) will be discussed. *Third*, this study will talk about how the data are collected and *fourth*, it highlights how those collected data are analyzed.

#### 3.1 Research Design

First of all, this study is considered qualitative since the study investigates the quality of relationships, activities, situations, or materials, emphasize on holistic description, attempt to both describe in detail all of what goes on in a particular activity or situation rather than on comparing the effects of particular treatment and the attitudes or behaviors of people, and also involve interpretive and naturalistic approaches, multiple sources of evidence, interpreted meanings, in which all the processes of data collection, data analysis, and reviewing theories usually go simultaneously. Those ideas are in line with the ideas of Alwasilah (2011), Berg, (2007:3), Creswell (1998:14), Creswell (2012:16), Frankel & Wallen (2012:426), Holliday (2005:19–21), Maxwell (1996:2-3), McMillan (2001:395), Snape & Spencer (2003:3), Sugiyono (2008:7–8), Wallace (2001:38), and Yin, (2011).

Therefore, as Nunan (1993) says, the data involved in qualitative research studies are likely to be in forms of words, pictures, charts, diagram, and so on instead of numerical ones. This does not mean that qualitative research cannot contain numerical data at all. Sometimes numerical data can be in qualitative research such as frequency and percentage (Emilia, 2000).

Considering those definitions and reasons above, this study discusses the issues of GBA's implementation in teaching speaking as well as students' speaking development through GBA not in any statistical data. It uses mostly words instead. Surely the existence of numbers sometimes cannot be avoided.

However, those numbers do not indicate any major effects; they will be in forms of percentage, frequency, and so on.

In terms of research design, this qualitative study employs a case study since the characteristics of this study fits those of a case study. First of all, this study studies a single case in a bounded system in a small scale (Creswell, 1998: 61). The single case of the current study is a teacher using GBA in teaching speaking. Second of all, it studies a phenomenon in its real context (Liamputtong, 2005; Yin, 2011: 17). In this study, the phenomenon is one teacher teaching speaking through GBA whose students think that this class really motivates them and increases their speaking ability.

In this study, the case investigated is a classroom in which the teacher implements GBA to teach speaking. The data that will be gained are mainly in the form of words. Therefore, this study qualifies the definition and characteristics of qualitative case study.

### **3.2 Site and Participants**

Involved in this study serving as respondents are a class consisting of 35 eighth graders (20 female students and 15 male students) and an English teacher. The respondents are purposively selected, in which Carpenter & Suto (2008, cited in Liamputtong, 2009: 11) define as a sampling technique that refers to the deliberate selection of special individuals, events, or setting because of their crucial information they can provide that cannot be obtained so well through other channels, since it is said that the teacher uses GBA to teach speaking. The eighth graders are chosen since the teacher teaches in the class and eighth grade is considered as the most available grade to investigate regarding that seventh grade is too early to investigate and ninth grade is busy dealing with the national examination.

In addition to the availability of the data, accessibility becomes the second reason of the site and participant selection. Van Lier (1988, cited in Duff, 2008) very well states that one of the advantages of selecting the familiar participants is

that they seem to act naturally. By the intimacy between the participants and researchers, the participants do not need to adapt many things in the research.

### 3.3 Data Collection

To collect data, three instruments are administered namely observation, interview, and questionnaire. *First*, observation, particularly non-participant observation since the researcher does not teach, is used to capture what happens during the sessions. Travers (2001: 2) proposes that it might be necessary to observe many hearings over a few weeks or months to obtain, enough examples for the kind of analysis conducted in these studies. *Second*, semi-structure interview is administered to both teacher and students. This type of interview is selected since it enables open-ended questions to appear and Travers (2001: 3) argues that if you ask open-ended questions, follow up particular topics in a second interview, and give the interviewee the opportunity to comment on your interpretation of the answer, you are likely to obtain some rich, original data. Three students (each of them will be pseudonym) from different level of achievement are then chosen to be the interviewees. Also, the interview is used since it is mainly aimed to find out the interviewee's interpretation and to find out information that the researchers were unable to observe themselves (Stake, 1995). *Third*, a test. This test is in the form of students' monolog; they report their holiday activities in front of their classmates. Below is the scoring rubric that will be used in this paper.

Table 1 Scoring Rubric for Recount Genre

(Hyland, 2004:174)

Grade	Content	Structure	Language
A	<ul style="list-style-type: none"> <li>• Events explicitly stated</li> <li>• Clearly documents events</li> <li>• Evaluates</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation gives all essential information</li> <li>• All necessary background provided</li> <li>• Account in chronological/ other order reorientation of</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent control of language</li> <li>• Excellent use of vocabulary</li> <li>• Excellent choice of grammar</li> <li>• Appropriate tone</li> </ul>

	their significance <ul style="list-style-type: none"> <li>• Personal comment on events</li> </ul>	“round off” sequence	and style
B	<ul style="list-style-type: none"> <li>• Events fairly clearly stated</li> <li>• Include most events</li> <li>• Some evaluation of events</li> <li>• Some personal comment</li> </ul>	<ul style="list-style-type: none"> <li>• Fairly well developed orientation</li> <li>• Most actors and events mentioned</li> <li>• Largely chronological and coherent reorientation of “round-off” sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Good control of language</li> <li>• Adequate vocabulary choices</li> <li>• Varied choice of grammar</li> <li>• Mainly appropriate tone</li> </ul>
C	<ul style="list-style-type: none"> <li>• Events only sketchy</li> <li>• Clearly documents events</li> <li>• Little or weak evaluation</li> <li>• Inadequate personal comment</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation gives some information</li> <li>• Some necessary background omitted</li> <li>• Account partly coherent</li> <li>• Some attempt to provide reorientation</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistent language control</li> <li>• Lack of variety in choice of grammar and vocabulary</li> <li>• Inconsistent tone and style</li> </ul>
D	<ul style="list-style-type: none"> <li>• Events not stated</li> <li>• No recognizable events</li> <li>• No or confusing evaluation</li> <li>• No or weak personal comment</li> </ul>	<ul style="list-style-type: none"> <li>• Missing or weak orientation</li> <li>• No background provided</li> <li>• No reorientation or includes new matter</li> </ul>	<ul style="list-style-type: none"> <li>• Little language control</li> <li>• Reader/ listener seriously distracted by grammar errors</li> <li>• Poor vocabulary and tone</li> </ul>

### 3.4 Data Analysis

To analyze the data collected, Creswell’s (1998, 112 – 113) strategies involving data managing, reading, memoing, describing, classifying, interpreting, representing, and visualizing are used. Triangulation will then take place to

confirm the data gained from each instrument. Here is the data analysis of each instrument of the study.

Data gained from observation will be interpreted in an observation sheet capturing each teaching session. The observation sheet contains the whole activities during each session starting from pre-teaching up to post-teaching. To confirm with it, field notes are also administered after each session finishes. This is conducted to give additional information to the sheet since the sheet seems to be objective and the field notes are more personal.

In the meantime, data from interview is transcribed to capture the whole part of it. After that, classification will take place as the next phase. This classification is based on the research questions meaning that it has everything to do with the implementation of GBA in teaching speaking and how students' speaking ability is improved through GBA.

The speaking test, assessed through the framework (speaking rubric) explained in chapter two, will be analyzed to see the improvement of students' speaking ability. Generally speaking, improvement is likely to be measured by quantitative instruments. However, in this study, the improvement will be investigated from the qualitative point of view.

Finally, all the data collected and analyzed through the aforementioned three instruments will confirm each other. The data from interview will support what has been seen from observation and vice versa. The data from the test will also be reconfirmed by the data gained from interview.

This chapter has discussed research methodology of the study. Starting with the research design, this chapter has explained that case study is the one chosen as the design of the current research. After research design, this chapter revealed the site and participant chosen in this study (the discussion of how they were selected is also included). Finally, this chapter has come up with how the data were collected and analyzed.