CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the method carried out in the research. The research method in this chapter is arranged based on the problem analyzed and the main purpose of the research. This chapter consists of several sections, those are; the purpose of the study, site and participants of the study, research design and method, data collection technique, and data analysis.

3.1 Purpose of the Study
The purpose of the study is to explore the use of photograph as a visual aid by the teacher in teaching report text writing. Therefore, this study was conducted to answer the problem formulated in the question, “How does the teacher use photograph as a visual aid in teaching report text writing?”

3.2 Site and Participants of the Study
The research was conducted in one state of Junior High School in Bandung, West Java. The reasons of choosing this school as the site of this study were the accessible of the school; the school authorities allowed the researcher to conduct a study, the topic in the syllabus of ninth grade of junior high school that was appropriate with the purpose of this research, and the characteristics of the school which has ‘A’ accreditation. Moreover, the school was selected because of the assumption that the school provided the data to be studied in this study (Ary, et al., 2010).

The main participant of this study was an English teacher in the school. The teacher was chosen as she has been experienced in teaching English since seven years ago. Moreover the teacher had already been known. Besides, the participants
involved in this study were a ninth grade class of Junior High School consisted of 35 students. This study used purposive sampling technique to select one class to become sample of the research based on the consideration of the school authority. Purposive sampling technique is primarily used in qualitative studies and may be defined as selecting units, (e.g., individuals, groups of individuals, or institutions) which the sample size typically small based on the specific purposes associated with answering a research study’s question (Teddlie, & Yu, 2007). Furthermore, Maxwell (1997, p.87) defines purposive sampling as a type of sampling in which “particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices.

Besides, the participants were chosen because the students in the ninth grade of junior high school are required to learn report text as stated in the competence standard of junior high school curriculum of English subject.

3.3 Research Design and Method

In order to answer the research question through analyzing and obtaining the data, this study used the descriptive qualitative method as the appropriate approach by involving a case study due to the focus of the study (Fraenkel & Wallen, 2009). According to Cresswell (2008), a qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. Meanwhile, Alwasilah (2011) states that the qualitative method used to comprehend the social phenomenon from a participant point of view.

The use of case study is appropriate with this research since this research involves a single individual or group. This is supported by Emilia (2005) who states that a case study design is employed in “a small scale, a single scale” which is focused on a particular instance of educational experience of practice. In line with qualitative method, a qualitative case study was used to discover meaning, to
investigate the processes, and to gain in-depth understanding of individual, group, or situation (Lodico, Spaulding, and Voegetle, 2006). Furthermore, Cohan and Manion (cited in Nunan, 1992) argue that a case study observes the characteristic of an individual unit to probe deeply and to analyze the intensity of the multifarious phenomena that constitute the life cycle of the unit with a few to establishing the unit belongs. It provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles.

The choice of research method and design is based on the research question and the aim of this research to get an in-depth understanding by investigating the process of the use of photograph as a visual aid by the teacher in teaching report text writing. This study focuses on a program, event, or activities, and provided a detailed descriptions and analysis of a case based on extensive data collection (Creswell, 2012).

3.4 Data Collection Techniques
In developing an understanding towards the case and answering the research question, the data collection techniques were used in this research. The data were collected through two instruments, namely classroom observation and interview.

The research was conducted along with the regular schedule in the school. The data were collected in three weeks. Table 3.1 below showed the schedule of the research.
### Table 3.1
The Schedule of the Research

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Discussing the activities during the research with the teacher and observing the situation in the classroom</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Classroom observation 1</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Classroom observation 2</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>Classroom observation 3</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>Classroom observation 4</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>Interview for the teacher</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>Interview for the students</td>
<td>✓</td>
</tr>
</tbody>
</table>

The detail information about the data collections were discussed below.

#### 3.4.1 Classroom Observation

Classroom observation technique was conducted in this study because the data from classroom observation gave detailed descriptions of the learners and the observation
was made at “periodic intervals for an extended period of time” (Mackey & Gass, 2005, p. 171). In addition, according to Arikunto (2006), observation is the act of collecting data about the performance of a subject through the five senses: sight, smelling, hearing, touching and tasting. Furthermore, according to Creswell (2008), observation is the process of gathering the information by observing the people and place of the research objective. In research, the classroom observation was conducted in the ninth grade class of a Junior High School.

In this session, the classroom observation was collected during the teaching-learning process in two weeks or four times at English subject. Each meeting in the classroom observation lasted for sixty minutes. Videotaping was used in each meeting to observe the process of teaching and learning activities by using photograph as a visual aid. The observation was conducted through videotaping in order to get accurate data (Gall & Borg 2003, p. 257). In recording the data, there are four major types, such as duration, frequency-count, interval, and continuous (Gall & Borg 2003, p. 257). Videotaping can be replayed several times for checking and correcting the data (Fraenkel & Wallen, 2009). Furthermore, the recorded from the videotaping was converted into transcriptions (written form) to be observed by the researcher to answer the research question. Through the classroom observation, both the teacher’s performance and the students’ responses were recorded during the observation. The table below explains the schedule of the classroom observation.
Table 3.2
The schedule of classroom observation

<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>October 20(^{th}), 2015 08.20 – 09.40</td>
<td>Recording the classroom activities 1</td>
</tr>
<tr>
<td>2</td>
<td>October 22(^{th}), 2015 07.00 – 08.20</td>
<td>Recording the classroom activities 2</td>
</tr>
<tr>
<td>3</td>
<td>October 27(^{th}), 2015 08.20 – 09.40</td>
<td>Recording the classroom activities 3</td>
</tr>
<tr>
<td>4</td>
<td>October 29(^{th}), 2015 07.00 – 08.20</td>
<td>Recording the classroom activities 4</td>
</tr>
</tbody>
</table>

3.4.2 Interview
The next step in collecting the data was an interview. According to Merriam (as cited in Handini, 2014) argues that qualitative data consist of direct questions from respondents about their experiences, opinions, feelings, and knowledge through interviews. Meanwhile, according to Cresswell (2008) interview is an appropriate method to get deeper information in qualitative research. It aims to gain more information related to the issue and find out what the respondents think or feel about something (Fraenkel & Wallen, 2009).

In this research, the interview was aimed for both of the teacher and the students. For the teacher, the interview was done to find out the information from the teacher in using photograph as a visual aid in teaching writing. Besides, for the students, the interview was conducted to identify the students’ responses toward the
use of photograph in the teaching and learning activities. The interview is also an additional tool for the researcher to add and confirm the information gained from classroom observation.

Furthermore, Alwasilah (2011) states that the interview was conducted in order to get in-depth information from the participant. According to Boyce & Neale (2006, p. 3), in-depth interview is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or a situation. The interview was administered in a form of semi-structured interview since there might be some possibilities from the teacher to answer the questions out of the context. The semi-structured interview is also called an in-depth interview where the questions are prepared before the interview, but there are possibilities for new questions to come up during the interview (Sugiyono, 2008). Moreover, in the in-depth interview people who do the research can gain more information about the topic that the structured interview (Alwasilah, 2011). The interview process consisted of ten questions to the teacher in order to explore the teacher’s experience in using photograph as a visual aid in helping teaching and learning activities in the classroom. Besides for the students, the interview process consisted of five questions which were aimed to identify the students’ responses toward the use of photograph by the teacher and also to explore the students’ experience in using photograph in the learning activities.

3.5 Data Analysis
In the case of this research, the two instruments of collecting the data; classroom observation and the interview were analyzed qualitatively. There were main stages in analyzing the data in this study: the data validation, the data analysis of classroom observation and the data analysis of interviews.

3.5.1 Data Validation
According to Guion (2002), validity in qualitative studies relates to whether or not the findings from the study reflect the real situation (true) and are not doubtful results (certain). However, the validity of this research was checked by employing three steps; triangulation, member check and feedback.

Triangulation refers to several methods which are used to collect the data (Alwasilah, 2000). This study employed methodological triangulation, in the same way with Guinon (2002) because some methods; observation and interview were conducted to collect the data. The participant was asked to read the transcription to make sure that the findings in the interview were accurate and appropriate with the participants’ point of view (Alwasilah, 2011; Cresswell, 2008). Lastly, feedback to check the validity in this research was given from supervisors and some qualified partners.

3.5.2 Analysis of Data from Classroom Observation
The data collected from the classroom observation were analyzed in order to record the process of the use of photograph as a visual aid in the teaching report text writing. There were several stages adapted from Gall & Borg (2003) in analyzing the data taken from observation;

1) Transcribing the data from videotaping.
2) Determining which materials might be relevant to the study.
3) Analyzing and classifying the data into some categories.
4) Interpreting the data from observation to address the study.

3.5.3 Analysis of Data from Interview
There were several stages in analyzing the data through interview. The data collected from both of the teacher’s interview and the students’ interview were transcribed,
categorized, and interpreted to answer the research question. Firstly, the researcher transcribed the data based on the audio recording from a spoken interview into a written text. Secondly, the researcher determined which materials might be relevant to the study and reduced inappropriate data. Thirdly, the data were connected to the theories in order to address the research question.

3.6 Concluding Remarks

This chapter explains the purpose of the study, site and participants of the study, research design and method, data collection technique, and data analysis. The following chapter describes the findings and discussion.