

## **CHAPTER III**

### **METHODOLOGY**

This chapter presents a set of methodology of the study. It consists of research questions, research design, research site and participant, data collection procedures, data analysis procedures, criteria of success, and concluding remarks.

#### **3.1 Research Questions**

As mentioned in Chapter I, this study attempts to address the following questions:

1. Can the PGA improve the students' ability in writing a hortatory exposition text?
2. How do the teaching-learning writing activities proceed when the PGA is implemented in EFL writing classroom?
3. What is the students' attitude towards the implementation of the PGA to teaching writing a hortatory exposition text?

#### **3.2 Research Design**

This study employs a classroom action research (CAR) design. CAR is designed to find out and solve the students' real problems in classroom. It is defined by Kemmis & McTaggart (1988 in Cohen, 2007, p. 9) as:

A form of self-reflective enquiry undertaken by participants in order to improve the rationality and justice on their own practices, their understanding of those practices and the situations in which the practices are carried out.

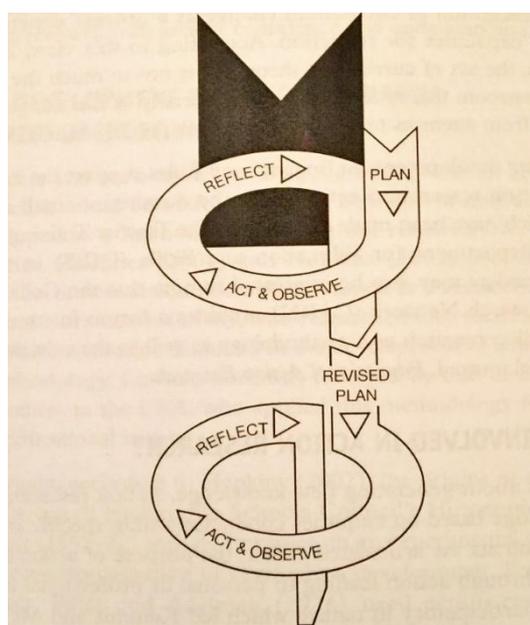
In line with the statement, Koshy (2005, p. 1-2) describes action research as 'an enquiry, undertaken with rigour and understanding so as to constantly refine practice; the emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional developments'. It is supported by Bassey (1998 cited in Koshy, 2005, p. 8) who states that action research is an

enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve educational practices.

This study is action research with the researcher act as a teacher and collaborate with the classroom teacher as the observer. By doing collaboratively with the classroom teacher, it is expected that it can give benefit to the researcher, the classroom teacher, and the students by providing them a new understanding which can help them to change the status quo from both a teaching and a learning perspectives (Cresswell, 2012).

In this study, CAR is aimed at the implementation of the PGA to teaching writing a hortatory exposition text. The design of action research implemented in this study is suggested by Kemmis & McTaggart (1988, cited in Burns, 2010) that consists of four basic stages in each cycle, those are: planning (developing a plan of action or intervention), acting (putting the intervention in place), observing (documenting and recording the effects of the intervention), and reflecting (evaluating the observations and using them as the basis for further action).

**Figure 3.1. The spiral model of action research proposed by Kemmis and McTaggart**



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In the planning stage, after the researcher conducted the pilot study to identify the problems that occurred in the research site, the researcher prepared a solution for the problems, the lesson plans, the research instruments, media, teaching materials, and the criteria of success. Then, in the acting stage, the preparation from the planning section was implemented to the teaching-learning process. Then, in the observing section, the researcher and the classroom teacher observed all activities during the research study and the effects of the action given during the research. The last is reflecting section. The effects of action were reflected, evaluated, and described to improve the situation of the next cycle.

The CAR consists of several cycle to solve the problems occurred. Each cycle consists of several meetings depend on the stage of the PGA. The spiral of cycle will recur until a satisfactory result is achieved and stop until time is felt enough (Kemmis & McTaggart, 1988).

### **3.3 Research Site and Participants**

This study is undertaken at a private university in Garut. The participants are the classroom teacher, the researcher as the teacher, and 26 students of fourth semester. They are chosen in order in order to get a complete and comprehensive data about the implementation of the PGA to teaching writing a hortatory exposition text.

### **3.4 Data Collection Procedures**

The techniques of collecting data in this study were focused on the objectives of the research. To fulfill the objectives of the study, the researcher uses both qualitative data and quantitative data collection methods. In action research, a wide variety of data are collected during the study in order to achieve triangulation, which is highly recommended while carrying out this type of research (Nunan, 1994; Cohen & Manion, 1994; Burns, 1999). Triangulation is used in this study in order to avoid bias during the research. There are five

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techniques that were used in this study, i.e. classroom observation, test, document analysis, questionnaire, and interview.

### **3.4.1 Classroom Observation**

First is classroom observation. It is done by using field notes as primary means to gather the data. Besides that, to support the credibility of the data, video recorder was used to record the activity in the classroom and then the recording was transcribed. Field notes is used since it contains descriptive information about what it seen, heard, and experienced on-site (Malik & Hamied, 2014). Then video recorded is used since it consists of images or sounds that researchers collect to help them understand the central phenomenon under study (Cresswell, 2012). This technique was used to obtain the data about the process of the implementation of the PGA and to find out the students' attitude towards the implementation of the PGA to teaching writing a hortatory exposition text in EFL writing classroom.

### **3.4.2 Tests**

Second is tests. The test was used to find out the effect of the implementation of the PGA to teaching writing a hortatory exposition text on students' writing skill. There are two kinds of test in this study; pre-test and post-test in each cycle. The pre-test was designed to collect the data about students' baseline status of writing achievements while post-test was designed to explore the impact of the implementation of PGA on the students' writing achievement that were given at the end of each cycle.

The test requires the students to produce a piece of a hortatory exposition text writing about a topic. Then, the tests were assessed based on the format and content, organization and coherent, and structure and vocabulary. Those tests were assessed by using rubric that was adapted from Coffin, et all, 2003 p.23; Hyland, 2004 p. 176 (see Appendix 1). According to Hyland (2003), rubric is a form of commentary usually used on the final product as an assessment. The advantage of

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using rubric is that they indicate more explicitly what aspects of the assignment are being assessed. The consideration of using scoring rubric for writing test is because it provides a simple and clear criteria of each aspect.

### **3.4.3 Students' sample Texts**

Third is document analysis in form of students' hortatory exposition texts. There were six students' texts that were chosen as samples in this study. Those texts were collected from pre-test, post-test 1, and post-test 2. These texts represented different levels of achievement; low, middle, and high achievement. Those texts provided evidence of the text types used in the teaching-learning process and the type of assessment teacher used to grade the students' works.

### **3.4.4 Questionnaire**

Fourth is questionnaire. The questionnaire is used because a large number of participants in the same time were involved in this study. As Brown (1995) states that questionnaire is more efficient to gather the information on a large scale than are many of the other procedures. The questionnaire was administered to 26 students who enrolled in the class. The purpose of the students' questionnaire is to elicit each individual student's attitude towards the implementation of the PGA to teaching writing a hortatory exposition text.

Originally, the questionnaire was generated in English but then translated into Indonesian at the time of administration in order to prevent a language barrier of the students. Responses were given in a five point Likert scale format ranging from strongly disagree (1) to strongly agree (5) to examine students' attitude. There are 35 items concerning language attitudes in terms of affective, behavioral and cognitive attitude (Oskamp & Schultz, 2005) (See Appendix 2). The questionnaire are divided into three themes, i.e. writing, teaching writing, and the PGA.

### **3.4.5 Interview**

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Fifth is interview. Interview was chosen in this study since the researcher wants to reveal in depth information. As it is stated by Creswell (2002) and Denscombe (2010) that interviews are genuinely useful in getting the in-depth information.

In this study, the researcher uses a focus group interview. It was used to gather responses which are richer and more informative than questionnaire data (Koshy, 2005). Then, in conducting focus group interview, semi-structured interview technique was used in order to maintain the line with the topic of this research and also to explore all information that might be appeared during the interview. The researcher did not only focus on the prepared questions, but also developed the questions while the interview was going on. All the process of the interview were recorded and then transcribed to ease the researcher in analyzing the data. This focus-group interview was used to support the data from classroom observation and the questionnaire.

The interview were conducted with 6 students who were selected based on their writing result i.e. two high achievers, two middle achievers, and two low achievers. They were interviewed together to reduce students' nervousness and to promote the students' expression (Al-wasilah, 2002).

### **3.5 Data Analysis Procedures**

In analyzing the data, the researcher uses qualitative and quantitative data analyses based on the types data gathered. The following sections explain data analysis process of each instrument.

#### **3.5.1 Analysis of Classroom Observation Data**

There were two kinds of data that were collected from the classroom observation; fields notes and video. Both of data were analyzed by applying five stages proposed by Creswell (2002). The first is organizing data. The researcher organized the data by type of data from the classroom observation. After that, the second step is transcribing the data. The data from classroom observation in form

of video recorded and field notes that has been organized were transcribed to ease the researcher in analyzing the data. Then, the last is coding the data.

Coding is the process of segmenting and labeling text to form descriptions and broad themes in the data (Creswell, 2002). The transcribed data were read carefully to find the major themes of findings that might be related to the research questions. Then the related data were collected by type based on the research questions. The next is representing the findings. The major themes that have been found as findings were represented by creating sub theme and then reported it in narrative discussion. After that, the last step is interpreting the findings. The findings that have been reported in narrative ways are interpreted in the meaning of the research. The interpretation consists of advancing personal views, making comparison between the findings and the literature, and suggesting limitations and future research.

### **3.5.2 Analysis of Test**

In analyzing the test, both pre-test and post-test were scored by two raters to maintain the validity of the study. The first rater is the researcher and the second rater is the classroom teacher in that university. He was chosen as the second rater since he is a writing subject teacher and also know the students well. In order to have a same perception in assessing the students test, the scoring rubric that is adapted from coffin, et al (2003) and Hyland (2004) (See Appendix 1) was used to assess the students' tests.

Then, the scores of the test were calculated to examine the effect of the implementation of the PGA to the students' skill in writing exposition text. To avoid an error in calculating the data, those scores of tests were analyzed by using SPSS 23.0 for Windows. Then, the data collected from the tests in two different sections were analyzed by using paired t-test.

A paired samples t-test is a test that is useful when two interval variables from the same people in a sample are measured exactly in the same way. A paired samples t-test was used because the scores were from the same people, which suggests an underlying relationship between the scores. A paired t-test could be

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used to compare the scores in the two variables. It is commonly used for pre and post-test scores for a sample when they are exposed to some intervention in between pre and post- tests. The scores then compared to find out whether there are significant improvement or not. In the statistical analysis used in this study, the level of significance was accepted to be 0.05.

### 3.5.3 Analysis of Students' sample Texts

The analysis of students' hortatory exposition texts were conducted in three steps. First, the text was analyzed based on its schematic structure. Second, the text was analyzed based on its linguistic features. The last, the text was analyzed whether it have reached the social purpose of exposition text.

### 3.5.4 Analysis of Questionnaire

The questionnaire were analyzed by using descriptive statistics. Descriptive statistics is used to summarize the data (Hatch & Farhady, 1982). The questionnaire used the five-point Likert Scale format. The scales are Strongly Agree (5), Agree (4), Uncertain (3), Disagree (2), and Strongly Disagree (1). The scores were calculated by using Microsoft Excels in order to simplify their tabulation. Then, the scores were analyzed based on five level of the students' attitude, namely highly positive, positive, normal, negative, and highly negative as attached in Table 3.1 below.

**Table 3.1 The Categorization of Students' Attitude Level**

Students' Attitude Level	Range of Score
	Item Level
Highly Positive	4.201 – 5.0
Positive	3.401 – 4. 20
Normal	2.601 – 3.40
Negative	1.801 – 2.60

Highly Negative	1.00 – 1.80
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### 3.5.5 Analysis of Interview Data

The data from the interview were analyzed by applying five stages proposed by Creswell (2002). The first is organizing data. The researcher organized the data by type from the interview. After that, as the second step, the data from interview that has been organized were transcribed to make the researcher easy in analyzing the data. Then, the third step is coding the data. Coding is the process of segmenting and labeling text to form descriptions and broad themes in the data (Creswell, 2002).

Then, the transcribed data were read carefully to find the major themes of findings that might be related to the research questions. After that, the related data were collected based on the research questions. The next is representing the findings. The major themes that have been found as findings were represented by creating sub theme and then reported it in narrative discussion. Then, the last is interpreting the findings. The findings that have been reported in narrative ways were interpreted in the meaning of the research. The interpretation consisted of advancing personal views, making comparison between the findings and the literature, and suggesting limitations and future research.

### 3.6 Criteria of Success

The treatments of this study were terminated when these criteria of success were achieved. There are four criteria of success in this study:

1. The mean score of students test is above 56 as it is suggested by the classroom teacher.
2. There are significant improvements in students' writing achievements in each cycle which is measured statistically.
3. There are improvements in students' writing text based on the analysis of schematic structure and linguistic features of the text in each cycle.
4. 75% of students' questionnaire results show positive attitude.

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### **3.7 Concluding Remarks**

This chapter has discussed the research methodology of this study which involve the research questions, research design, research site and participants, data collection techniques, and data analysis procedures which are employed in this study. The next chapter discusses the description of the teaching program of this study in the classroom.