

CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborates the aspects related to the research methodology. It is consisted of research design, research site and participants, and data collection and data analysis methods. Those sections will be discussed below.

3.1 Research Design

This study was designed in a qualitative experiment. A qualitative experiment is defined as “The intervention with relation to a (social) subject which is executed following scientific rules and towards the exploration of the subject’s structure. It is the explorative, heuristic form of an experiment” (Ravasio, Guttormse, & Tschertter, n. d.: 3). Qualitative experiment is one type of mixed method paradigms in Grotjahn’s classification system (1987 in Nunan & Bailey, 2009). Nunan and Bailey (2009) argue that the theme of mixed method research is as “A hybrid design involving both qualitative and quantitative data collection and analysis” (p. 444). The idea of qualitative experiment is “To merge elements of two methods within one study to take advantage of the benefits of singular methodology as well as to consolidate the phasing of triangulation” (Robinson & Mendelson, 2012: 2). This study merged the qualitative and quantitative methods in data collections and analyses.

There are many studies done in qualitative experiment. Some of them are studies conducted by Mendelson (2003), Robinson and Mendelson (2012), and Ravasio et al., (n.d.). Ravasio et al., (n.d.) report studies were done by Turing (1950), Carrol (1982), Malone (1983), Kwasnik (1992), Carlyle (1999), Whittaker and Hirschberg (2001), Fiore et al., (2002), Paulos and Goodman (2004). For example is a study done by Mendelson (2003 in Robinson & Mendelson, 2012). He conducted observation and in-depth interview even though he had conducted experiment and content analyses.

There are some strengths of mixed method research proposed by Fraenkel, Wallen, and Hyun (2012). First, mixed method can help to clarify and explain relationships found to exist between variables. Second, mixed method research

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allows to explore relationship between variables in depth. Third, mixed method studies can help to confirm or cross-validate relationships discovered between variables.

In respect to the strengths of mixed methods as has been mentioned, the following are some reason of using mixed methods in research design provided by Creswell (2008). First, the researcher conducts mixed method when she/he has quantitative and qualitative data. Second, the researcher seeks to build on the strength of both quantitative and qualitative data. Third, the researcher needs to describe trends about a lot of people. Fourth, the researcher thinks one type of data is not enough to address the research problem(s). Fifth, the researcher wants to follow up a quantitative study with a qualitative one to obtain detailed, specific information. Sixth, the researcher wants to incorporate a qualitative component into another quantitative study. Seventh, that is an opinion tells “qualitative research has yet to be fully accepted and in which quantitative are the norm” (p. 553). Eighth, the second opinion told “A mixed method study is more acceptable than a “pure” qualitative study as there is a component of quantitative research in the study” (p. 553).

However, mixed method research has also some drawbacks. Fraenkel et al., (2012) mentions several of mix method issues. The following are some issues of mixed methods proposed by Fraenkel et al., (2012). First, it needs time consuming and demands experience in carrying out. Second, many researchers are experienced in one type of research. However in doing mixed method it requires plenty of resources, time, skill, and energy. In turn, Fraenkel et al., also offer some adjudication to avoid the blind spots, such as working in team; doing only quantitative or qualitative study if the researcher does not have sufficient time, skill, or resources.

In this study, both of qualitative and quantitative methods were applied in collecting and analyzing data. In qualitative methods, this study was collected data by applying qualitative ways. The data were collected through observation, interview, and documents of students’ written texts (Nunan & Bailey, 2009; Creswell, 2008). Then the data were organized and presented by applying qualitative way that is organizing the data according to research questions (Cohen

et al., 2007). Third, purposive sampling was used in this study. This is relevant to theory proposed by Fraenkel et al., (2012) that state “qualitative researchers typically use purposive sampling” (p. 562). Fourth, the samples used are small (Fraenkel et al., 2012). In this study, the samples of students’ written texts were nine texts from 81 texts and the interviewees were eight students from 27 students. Fifth, the data gathered were analyzed and interpreted descriptively (Nunan & Bailey, 2009). With reference to quantitative methods, this study was attempted some of quantitative methods. First, this study was conducted an experimental treatment, that was the implementing of GBA in the teaching and learning process. Second, the students’ written texts were taken both before and after the implementation of GBA. This procedure seemed similar to pre-test and post-test provided in experimental research.

3.2 Research Site and Participants

The study was conducted in one State Junior High School in Sungai Keruh District in Musi Banyuasin Regency, South Sumatera Province which was purposively selected for some basic reasons. First, this school is where the researcher has worked as the teacher. Thus, the researcher has been familiar with the situation, other teachers and the participants. This condition brings more natural in conducting the study. Second, as the teacher in the school, the researcher can get access easily and feasibility to the research site. In addition, this study can contribute to the development of the teaching of English in research site. Third, most of the students in research site faced problems in writing English text types. Fourth, the students have limited access to English sources such as English courses, English story books, and English native speakers.

The participants of this study were the researcher that acted as the teacher (participant-observer) and students of grade eight. Grade eight, was chosen as the recommendation from their teacher and narrative text was chosen as it is a text type taught in grade eight. The students of this class consisted of thirteen girls and fourteen boys, thus the total were 27 students. From 27 students, the researcher and their English teacher have selected three students in order to analyze their texts. The students’ names were pseudonyms. Eko represents from the group of

low achiever students, Dewi represents from the group of middle achiever students, and Triana represents from the group of high achiever students. Their narrative written texts were analyzed to find out their development in writing a narrative text.

3.3 Data Collection Techniques.

To answer the two research questions as stated in chapter one, this study applied multiple data collection techniques involving classroom observations, interview, and students' written texts (Cohen et al., 2007; Cresswell, 2008; Liamputtong, 2009), and questionnaires. The instruments and research questions will be stated in Table 3.3 underneath.

Table 3.3
Research Questions and Research Instruments

No	Research Questions	Research Instruments
1.	In what ways does GBA help the students develop their skill in writing a narrative text?	Observation checklists, interview, students' written texts
2.	What are students' attitudes towards the implementation of GBA in teaching writing a narrative text?	Interview, questionnaires.

3.3.1 Research Instruments

The instruments used in this study were classroom observations consisted of classroom observation checklists and field notes, interview, questionnaire, and students' written texts. Those instruments will be explained below.

3.3.1.1 Classroom Observations

“Observation is an occasion in which an investigator has a chance to see tacit understanding – things that are not explicitly expressed through words by respondents of the study” (Alwasilah, 2002 in Pribady, 2010: 43). Observation is also “The process of gathering open ended first-hand information by observing the participants and places at research site” (Cresswell, 2008: 221). The classroom observation will cover the students' and teacher's activities to obtain all information of behavior or phenomenon in the classroom (Cohen et al., 2007). In this study, classroom observations were implemented to find out the ways of

implementation of GBA to teaching writing a narrative text and students' attitudes along the teaching and learning process, as can be seen from what they have been said and done in the classroom.

The classroom observations were conducted in four stages of GBA. They are Building Knowledge of Field, Modeling of Text, Joint Construction of Text and Independence Construction of Text. The observations were done by the researcher that acted as a teacher. The researcher also asked colleague to observe the class to minimize bias (van Lier, 1988). After each meeting, the researcher wrote field notes.

In doing classroom observations, the researcher asked another teacher as another observer to tick/fill on the sheets of observation checklist. She or he ticked/filled on the sheets to show whether the student or teacher had done the activity as stated in the observation sheet beside he also can make some field notes. The form of observation checklist was taken and adopted from Ho (2006) and the activities stated on the observation checklist sheets were taken as suggested by theorists of GBA. There are two kinds of observation checklist used in this study, first is teacher's observation checklist and second is students' observation checklist. Both of the sheets were consisted of the activities done by the teacher and students during the teaching and learning process.

Field notes were applied to note what was going on in the classroom (Fraenkel et al., 2102) such as what the students and the teacher have expressed and acted in the teaching and learning process. Field notes were written during and after the observations (Nunan & Bailey, 2009). To complete the notes and to have a clear picture on the activities done in the class, both of the researcher and colleague have access to watch the video recordings of the lessons (Nunan & Bailey, 2009).

3.3.1.2 Interview

Interview is done to collect more accurate data and to gather the information having direct bearing on the research that may not be obtained through the observation (Cohen et al., 2007; Alwasilah, 2011, Fraenkel at al., 2012). Interview is useful to ensure the researcher that she can get all the

information required (Field & Morse in Emilia, 2000). Interview is asking people about everything that the research cannot get from observation, such as their minds (Patton in Fraenkel et al., 2012). An interview was designed to elicit specific answer(s) or information from the interviewee(s) (Fraenkel et al., 2012).

“A focus group interview is the process of collecting data through interview with a group of people” (Creswell, 2008: 226). A group interview was conducted as the time to collect information was limited and individuals might be hesitant to provide information (Creswell, 2008). In this study, interviewed was conducted within a small group of students (Fraenkel et al., 2012). The group consisted of eight selected students represented from different levels of achievement (low, middle, and high) (Fraenkel et al., 2012).

To have an accurate data of conversation, the interview was recorded (Creswell, 2008). To gather the information and to minimize the students' ambiguity, open-ended questions in Indonesian were used. An open-ended question is a question giving to respondent complete freedom of response (Fraenkel et al., 2012: G-6). Indonesian questions were applied to make the interviewees understand the points of the questions and enabled to answer the questions. Here, the students can answer the question without being forced into response possibility (Creswell, 2008).

The interview conducted in this study aimed to obtain the information about students' perception towards writing a narrative text and the activities in the stages of GBA during the teaching and learning process.

3.3.1.3 Questionnaire

The questionnaire applied in this study aimed to grasp students' attitudes towards the activities of the implementation of GBA (second research question). A close-ended questionnaire was administrated in Indonesian applied to assist the students to understand the questions easily.

The questionnaire items were designed to probe the students' affective, behavioral, and cognitive. The questions items were adopted and modified from previous studies that inquired students' attitudes towards the activities in the stages of GBA, such as studies done by Liu and Chai (2006), Abidin (2012),

Srichanyachon (2012), and Elashri (2013). The 31 items applied Likert scale was provided in Bahasa Indonesia with five optional categories covering code 1 for strongly disagree (*sangat tidak setuju*), 2 for disagree (*tidak setuju*), 3 for neutral or uncertain (*netral*), 4 for agree (*setuju*), and 5 for strongly agree (*sangat setuju*).

3.3.1.4 Students' Written Texts

Creswell (2008) argues that document consists private records obtain participants source which provided valuable information in helping the researchers understand central phenomena. In this study, the phenomenon is the implementation of GBA. To know whether the implementation has an effect on student' writing skill in writing a narrative text, thus narrative texts written by students were needed to be collected in order to get the information of the students' development in writing. This is relevant to what Fraenkel et al., (2012) state as "To get information from firsthand experience" (p. 478).

3.3.2 Research Procedures

The research procedures used in this study were described as follows:

1. Identifying the problems in research site.
2. Finding out some relevant studies.
3. Finding out relevant theories to resolve the problems in research site.
4. Preparing the instruments.

The instruments prepared in this study were observation sheets/observation checklist, questions of interview, and questionnaires.

5. Grouping the students into three levels of achievement (low, middle, and high). Selecting three students, named Eko, Dewi, and Triana (pseudonyms) to represent three groups of levels of achievement. The activity of selecting representative students was done collaboratively by their English teacher and the researcher.
6. Administrating diagnostic writing, and collecting the texts from diagnostic writing, then the texts produced by three representative students were chosen and analyzed.
7. Implementating of GBA.

In this study, the teaching program was administrated for 11 meetings during October, November, and December 2013 with predominantly 80 minutes (two times 40 minutes) in each meeting. Some meetings were conducted less than 35 minutes as they were conducted on Fridays.

Along the process of teaching and learning, the researcher asked for help from another colleague. The researcher's colleague ticked the observation sheets and also wrote field notes about the activities done by the participants in the teaching and learning process.

From the stage of Independent Construction of Text, the students' written texts were collected. Three texts written by Eko, Dewi, and Triana (representative students) were chosen and analyzed based on schematic structure and language features of narrative text.

8. Administrating writing session.

After the implementation of GBA, the researcher administrated writing session. Here, the students were instructed to write their own narrative texts. Their final drafts were collected. Three texts written by representative students were collected and analyzed.

9. Preparing and administrating interview.

The equipments (questions, chair, table, and voice recorder), time, and place were arranged. The interview was done on Saturday, 14 December 2013 after the implementation of GBA. At that time, they did not have lessons in their class as the classrooms were being prepared for Semester Examination.

10. Administrating questionnaires, collecting, and percentage.

11. Interpreting the data descriptively.

3.4 Data Analysis Methods

The data from classroom observations, interview, questionnaire, and students' written texts were analyzed in following steps: administrating, transcribing, utilizing, categorizing, coding, reducing, and interpreting. Regarding data analysis methods of each research instruments, it will be explained below.

3.4.1 Classroom Observations

Data from classroom observations were obtained from camera recorder, observation's checklist sheets, and field notes. The analysis of data from classroom observations was conducted during and after the implementation of GBA. After each meeting, the researcher watched the recording of the teaching process many times. It was done to get information and clear picture about the activities done along the teaching and learning process in the classroom. To get more information from the classroom observations, the researcher asked another observer or teacher to watch the camera recorder.

Data gathered from camera recorder were transcribed and grouped based on the stages of GBA and activities in GBA. Data from students' and teacher's activities checklist sheets and field notes were summarized. Finally, all the results were interpreted descriptively to answer of first research question and to encourage the answer of second research question.

3.4.2 Interview

The following steps were done in analyzing the data gathered from focus group interview. First, voice recording was transcribed. Students' names were pseudonym. After that, the transcript was confirmed to students to make sure that the transcript was as exact or accurate as what they said and meant. Member checking was done to get the validity of the transcription (Cresswell, 2008; Emilia, 2005). Next, the transcript was translated into English. Then the transcript was categorized, coded, and reduced based on the topic of writing, narrative text, and the activities in the stages of GBA. Last, the data was interpreted descriptively. The results from interview were utilized to answer both of two research questions as stated in Chapter One.

3.4.3 Questionnaire

The data gathered from questionnaire were analyzed in the following steps. First, the data were calculated to find out how many students responded strongly agree, agree, uncertain or neutral, disagree, and strongly disagree. Then it was calculated to find out the percentages. After that, the data were displayed into

tables and given the averages. Next, to get the meaning of the percentages, the data were categorized into four criteria: Very good (76 – 100%), good (56 – 75%), poor (40 – 55%), and very poor (< 40%) (Arikunto, 1998: 246). To clarify type of students' attitude whether it is positive or negative, it is used theory of attitude proposed by Ahmadi (2007) as has been discussed in chapter two. Last, the questionnaire data were interpreted descriptively. The findings from questionnaire were used to answer the second research question and also to support the answer of first research question.

3.4.4 Students' Written Texts

The students' written texts taken from low, middle, and high level achiever students were analyzed on the text organization or schematic structure and language features of narrative text as suggested by Gerot and Wignell (1995), Feez and Joyce (1998), Gibbons (2002, 2009), Anderson and Anderson (2003b), Derewianka (2004), Joy and Feez (2004), Knapp and Watkins (2005), Emilia (2010:168), Zainurrahman (2011), Emilia (2012), and Humprey et al., (2014). The students' written texts were analyzed to capture the students' development in writing ability considering with narrative's schematic structure and its language features. Regarding the social purpose, schematic structure and language features of narrative text, all of them have been discussed in chapter two. The findings of data from students' written texts were employed to support the answers of two research questions.

3.5 Triangulation

This study used multiple data collection techniques involving observations, interview, and students' written texts (Cohen et al., 2007; Cresswell, 2003, 2008; Liamputtong, 2009). The purpose of using a variety of instruments to collect data is to get its validity by checking and supporting the data. This is what Fraenkel et al., (2012) refer to as triangulation. The researcher did cross check to each of data collections. Triangulation was also done to check the researcher's perceptions to ensure that she was not being misinformed of the participants were (Frankel et al., 2012).

3.6 Concluding Remark

This chapter has discussed the research methodology covered the research site, participants, method of data collections and how the data were be analyzed. Findings and discussions including data from classroom observations, questionnaire, interview, and the students' written texts will be presented, discussed and interpreted descriptively in the forthcoming chapter.