

CHAPTER III

RESEARCH METHODOLOGY

This chapter explicates the research methodology of doing the study in order to obtain a crystal clear data in answering the research questions. It consists of research design, site and participants of the study, data collection, data analysis and concluding remark that are more explained in each part of the subtopics.

3.1. Research Design

This present study was directed to a qualitative research design in order to attain more detailed information about the use of PowerPoint in teaching English writing for the students within Genre-Based Approach. The study was focusing on the following research questions:

1. How is PowerPoint implemented in teaching English writing within Genre-Based Approach?
2. What are students' perceptions on the use of PowerPoint in teaching English writing within Genre-Based Approach?

As this study was conducted qualitatively, Fraenkel, Wallen & Hyun (2012, p. 426) explain that qualitative research is a research study that investigates the quality of relationships, activities, situations or materials. Furthermore, Malik & Hamied (2014, p. 191) mention one of its characteristics saying that qualitative research is subjective, rational, naturalistic and more concerned with context than with replication as it is conducted to understand the participant's points of view.

Alluding to the research questions above, a qualitative descriptive design was considered as the appropriate design in conducting this study. Descriptive research design was carried out to expound a comprehensive summary of a phenomenon experienced by people (Sandelowski, 2010; Lambert & Lambert, 2012). In brief, this study explained a description of the use of PowerPoint in teaching writing within Genre-Based Approach in particular and students' perception on the PowerPoint used by the teacher.

3.2. Site and Participant

In this respect, a purposeful sampling was used in this qualitative descriptive study in which the researcher was able to intentionally select individuals and sites to understand a phenomenon as the focus of the study (Creswell, 2012). Consequently, the researcher afforded to understand the phenomenon and develop a detailed understanding by getting the assistance of selected people around the sites.

The researcher was also suggested to have accessibility because “without access to the research site and participants, it would be almost impossible to conduct and complete the study” (Bui, 2009). Due to have accessibility, this research was held in one of public junior high schools in Cicalengka and was specifically conducted to the ninth grade students.

In details, there were some considerations for choosing the school as the site of this present study. First, the English teacher involved as the participant was able to operate computer and design a PowerPoint presentation in teaching. Second, the teacher implemented Genre-Based Approach, as one of approaches suggested in Indonesian school curriculum. Third, there was an accessibility to enter the school so that the study was able to be conducted easily by having a good rapport among all the parties in the research site since it was extremely important to develop rapport and trust with the participants (Anderson & Arsenault, 2005; Jones, Torres & Arminio, 2014). Forth, the school had the media needed for this study, namely a projector which was used for displaying the teacher’s PowerPoint slides.

3.3. Data Collection

In collecting the data, there were some instruments that were employed, namely observation, questionnaire and interview. An observation was the first thing to do to gain the data. After completing some meetings, questionnaire then was distributed to the students and followed by conducting an interview to some selected students as the final step of collecting the data.

3.3.1. Observation

Observation is a very effective way to understand people's actions and the recording, analysis and interpretation of their behavior in a particular context (Darlington & Scott, 2002; Gray, 2004). Correspondingly, Creswell (2012) rationalizes observation as a form of data collection in gathering information by studying actual behavior of people and places or individuals who have difficulty verbalizing their ideas (e.g. preschool children). For that reason, to answer the first research question, a classroom observation technique was used in this study to find out how PowerPoint was implemented throughout teaching English writing within Genre-Based Approach. The observation was held at several meetings which involved the researcher as a non-participant as she did not involve herself in the activities of the participants (Creswell, 2012). Afterwards, observation checklist defined as "a checklist tick off pre-established actions" (Marshall & Rossman, 2016) was carried out in order to gain the intended data. In observational research, observation checklist is one of the methods of recording data, besides field notes, which is frequently used in qualitative research for observing more simple forms of data (Gledhill, Mulligan, Saffrey, Sutton & Taylor, 2007).

The observation checklist in the current study was concentrated on how PowerPoint was implemented in teaching writing within Genre-Based Approach. The observation checklist was based on the activities developed on the teacher's lesson plan. It was also formatted by adapting the checklist format proposed by Susilawati (2015) (see Appendix 2).

3.3.2. Questionnaire

Questionnaires tend to be 'one-offs' consisting of a written list of questions asked by the researcher in order to directly gain participants' responses (Denscombe, 2003). Gray (2004) further expresses that the use of questionnaire should be relied on the objective of the study. Hence, in this study, questionnaire was intended to collect some information about students' perceptions on the use

PowerPoint in writing class within Genre-Based Approach and was presented in the form of written statements.

The questionnaire consisted of some closed-ended or structured questions. The reason of choosing closed-ended or structured questions was because it provided some advantages in conducting a study. For instance, it tended to be quicker to administer, to record the responses of the participant and to code (Dawson, 2009), and also to get a variety of possible responses (Malik & Hamied, 2014). Moreover, the questions were adapted from Anh (2011), Açikalin (2010), Abdellatif (2015), Oommen (2012) and Polyakova-Norwood (2009). The final adapted questionnaire had twenty items in the forms of “Yes” and “No” choices and required the participants’ justification for each statement. The questionnaire also required a general comment from the participants in the space provided at the end of the questionnaire. It is as suggested by Malik & Hamied (2014) who state that in conducting a qualitative research, a researcher is allowed to put “other comment’s section” (p.197).

3.3.3. Interview

Interview was conducted with the purpose of obtaining additional data to support the previous data gained from questionnaire. Since interview is seen as a purposeful interaction in a relatively short amount of time (Gay et al., 2009; Malik & Hamid, 2014), the researcher was able to quickly obtain information from another in terms of the experiences, concerns, interests belief, value, knowledge and ways of seeing, thinking and acting of the other (Schostak, 2006). Thus, in accordance with the objective of this study, it was effective to conduct an interview in order to explore students’ perceptions. Specifically, semi-structured interview was selected in debriefing session in which the interview questions were adapted from Clark (2008) (see Appendix 4).

Table 4. The summary of data collection

No	Data Collection	Objectives	Instruments
1	Observation	to find out how PowerPoint was used throughout teaching English writing	Observation checklists

		within Genre-Based Approach	
2	Questionnaire	to collect some information about students' perceptions on the use PowerPoint in writing class within Genre-Based Approach.	Lists of questionnaire statements
3	Interview	to obtain additional data to support the previous data gained from questionnaire concerning students' perceptions on the use of PowerPoint in teaching writing within Genre-Based Approach.	Lists of interview questions

3.4. Data Collection Procedure

As has been mentioned on the previous section, there were three instruments utilized in obtaining the data to answer the research questions. An observation was primarily accomplished by the researcher to answer the first research question. Subsequently, distributing questionnaire and conducting interview were done at the aim of solving the second inquiry of the study.

In undertaking observation, the process was controlled by some consideration of practicalities of observation which were elaborated by Darlington & Scott (2002). They reveal that those considerations are *observation roles, the timing and duration of observation sessions, and recording*. First, the observation role of this study enacted the researcher as a non-participant observer due to not get involved in participants' activities in the classroom. Second, regarding the timing and duration, the observation was carried out based on numbers of meetings of the lesson which had been attached on school syllabus, particularly on English syllabus. Third, recording in observational research could be referred to observation that was recorded by being written down (diaries, field notes, checklist and rubrics) or voiced into a tape recorder (audio and video) (Gledhill, Mulligan, Saffrey, Sutton & Taylor, 2007; Cook, 2011; Marshall & Rossman, 2016). Hence, observation checklist was applied in this study during the learning activities took place. It was concentrated on how PowerPoint was implemented by teacher in teaching writing within Genre-Based Approach. Therefore, it contained of some pre-established activities underpinning of stages of Genre-Based Approach as having done by Susilawati (2015) (see Appendix 2).

Distributing questionnaire was administered after the teacher had completed all meetings in teaching the students as written in school syllabus. The distribution of questionnaire was targeted to thirty five students of ninth grade in one of public junior high schools in Cicalengka. The questionnaire consisted of twenty close-ended items which were adapted from Anh (2011), Açikalin (2010), Abdellatif (2015), Oommen (2012) and Polyakova-Norwood (2009). To make it easier for students to fill out the provided questionnaire, the statements of the questionnaire were translated into Bahasa Indonesia and had been validated by the expert of Bahasa Indonesia beforehand.

Last but not least, a semi-structured interview was conducted as the last instrument in taking the data. In conducting interview, six students were chosen as interviewees by taking into account their English proficiency: two low-achieving students, two middle-achieving students and two high-achieving students. Throughout the interview, students' answers were recorded by using a recorder which is available on mobile phones. To keep students comfortable in answering the questions, then the interview was conducted outside the classroom or in suitable locations (see Mack, Woodson, Macqueen, Guest, & Namey, 2005).

3.5. Data Analysis

Another requirement to do after collecting the data was that analyzing the data in order to describe the implementation of the use of PowerPoint in teaching writing within Genre-Based Approach and to investigate students' perception. The data acquired from an observation, questionnaire and interview (the instruments that have been explained at the abovementioned section) was analyzed based on its characteristics to answer the research questions. To undertake a well-organized data analysis, Silverman & Marvasti (2008) suggest the researcher to "start reviewing the data in the light of the research question".

3.5.1. Observation

A classroom observation was carried out in order to answer the first question of the study. After obtaining the data, the data analysis of classroom

observation was started by carefully reading what has been gained based on the checklist items during the teaching and learning activities. The data was also consequently reviewed to find out whether each items on observation checklist emerged from activities done whereby PowerPoint used by teacher in teaching writing was the focus of the study.

3.5.2. Questionnaire

As the questionnaire was provided by using close-ended statement, the data was analyzed in terms of means and percentage in the beginning. After that, in order to completely answer the second research question which discusses about students' perception on the use of PowerPoint, the obtained data was also be investigated qualitatively since the main focus of this study is a qualitative descriptive study. The questionnaire then was analyzed based on two categories, namely the effectiveness and the efficiency of PowerPoint which was adapted from Yilmazel-Sahin (2007).

Table 5. The conceptual framework of analyzing the questionnaire

<i>Category</i>	<i>Questionnaire Items</i>
<i>Effectiveness of PowerPoint</i>	<ol style="list-style-type: none"> 1. PowerPoint presentations showed by the teacher were interesting. 2. I prefer traditional lectures using a blackboard or whiteboard to PowerPoint presentations. 3. PowerPoint presented the material in a more well-organized way. 4. PowerPoint helped me concentrate on the lesson. 5. I really enjoy looking at the graphs, pictures, images presented on PowerPoint. 6. I prefer PowerPoint presentations with bullet-point and text only over presentations with audio, video, graphics. 7. The use of motion (e.g. animation and transition) was confusing. 8. I became busy looking at the pictures, images, and different fonts and colors displayed in the PowerPoint slides rather than focusing on the ideas and how they are developed. 10. I felt bored because the video and images on PowerPoint were not related to the writing topic.

	<p>11. PowerPoint presentations had a positive impact on learning.</p> <p>19. I got benefits from PowerPoint used by teacher in delivering the material.</p> <p>20. I found some weaknesses of PowerPoint that teacher used in teaching writing.</p>
<p><i>Efficiency of PowerPoint</i></p>	<p>9. Audiovisual materials (e.g. video) helped me build up my prior knowledge about the topic discussed.</p> <p>12. PowerPoint presentations helped me to improve my writing skill.</p> <p>13. PowerPoint presentations helped me to learn vocabulary.</p> <p>14. PowerPoint presentations helped me to learn grammar.</p> <p>15. PowerPoint presentations didn't help me to understand the language features of the text discussed.</p> <p>16. PowerPoint presentations helped me to recall the generic structures of the text discussed.</p> <p>17. The example of text explained by the teacher on PowerPoint was easier to understand rather than on a blackboard or whiteboard.</p> <p>18. I think that PowerPoint is efficient to be used by the teacher in preparing me for the writing task.</p>

3.5.3. Interview

In order to get final data from the interview, the interview which was recorded by a mobile phone was transcribed at the very beginning. The text data in debriefing session regarding students' perceptions on the use of PowerPoint by teacher in teaching writing was subsequently analyzed by coding, categorizing

and interpreting the most suitable answers which were related to theories provided in the current study to answer the second research question.

3.6. Concluding Remarks

This chapter discusses about the research methodology that was administered in this study. Specifically, the research design was a qualitative descriptive design. It was chosen in order to describe the implementation of the use of PowerPoint in teaching English writing within Genre-Based Approach and to investigate students' perception on the use of PowerPoint used by the teacher. In obtaining the data, this study was conducted in one of public junior high schools in Cicalengka in which it involved an English teacher and 35 students as the participants. Moreover, the instruments utilized were observation, questionnaire, and interview.