

CHAPTER III

RESEARCH METHODOLOGY

Chapter three provides the methodology in conducting the research and description of research procedure in order to find out the answer from research questions stated in Chapter I. This chapter presents four main parts of the investigation: Participants and methods of selection, techniques of collecting data, research design, and data analysis.

3.1 Research Design

This research is held in qualitative research method to fully gain information from the students toward the use of the *Pearson Scott Foresman Grammar and Writing Handbook 1* in teaching writing. According to Shank (2002) in Ospina (2004), qualitative research is a form of systematic empirical inquiry into meaning. *Systematic* means “planned, ordered and public”, following rules agreed upon by members of the qualitative research community. *Empirical* means that this type of inquiry is grounded in the world of experience. *Inquiry into meaning* means researchers will try to understand how others make sense of their experience. Hancock et.al (2007) add that qualitative research studies behavior in natural settings or uses people’s accounts as data; usually no manipulation of variables. Besides its ability to provide data that number could not, qualitative research focuses on description and interpretation and might lead to development of new concepts or theory, or to an evaluation of an organizational process (Hancock et.al, 2007)

The qualitative research in this study will in the form of descriptive method since qualitative research could provide description that could not be earned from quantitative research (Yin, 2011).

3.2 Site and Participants

The research undergoes the research with a criteria checklist. The checklist analyzes the main component of the study, which is the *Pearson Scott Foresman Grammar and Writing Handbook 1*, authored by Scott Foresman, published by Pearson Education institution. The textbook is a textbook specified to teach writing, due to that, it is commonly not used at school as a teaching instrument.

3.3 Data Collection

To collect feedback from student and teacher toward the use of *Pearson Scott Foresman Grammar and Writing 1*, researcher use a criteria checklist to analyze the book from the aspects of writing which are the nature of writing, writing processes, writing difficulties, and writing convention.

3.3.1 *Pearson Scott Foresman Grammar and Writing Hanadbook 1*

The main component in the present study is a textbook published by Pearson Education inc. entitled “Grammar and Writing Handbook 1”, authored by Scott Foresman. The book was published 2007.

The book does not carry material like other textbook do, it carries the material that only revolves around writing. The “Grammar and Writing Handbook 1” book is the first of series of Grammar and Writing 1 to 6. Thus, the content in the book is much around basics of writing.

The target of the book is young learners since the book contains an abundant amount of illustration and a cover which is fully covered by picture. as Grant (1990) and Cameron (2001) stated that a book with high amount of pictures and illustration is most likely aimed for young readers (learners).

Summing up the book, the book is put at the first level out of six levels available. And with also the material it carries up, the book is said as a writing comprehension textbook for young learners.

The Scott Foresman’s textbook consists of six units and sub-ubits within them as listed below:

Unit	Sub-unit titles	Material
1	Ideas	Brainstorming
	Put Ideas in Order	Sentence formation
	Voice	word choice
	Good Words	word choice
	Sentences	Sentence formation
	Rules For Writing	Sentence formation – spelling

2	Sentences	Sentence formation
	Use Interesting Sentences	Word choice
	Naming Part of Sentences	Noun
	Tell About <u>You</u> in Your Story	Noun
	Telling Part of The Sentences	Action verb
	Tell What Happens	Action verb
	Word Order	Sentence formation
	Put Words in Order	Sentence formation
	Telling Sentences	Making statement sentences
	Write Correct Sentence	Sentence formation
	Asking Sentences	Infinitive sentence
	Ask Questions	Infinitive sentence
	Writing A Story about Me	Test
3	Nouns	Noun
	Use Nouns to Describe	Noun
	One and More Than One	Plural/singular noun
	Special Names	Proper noun – capitalization
	Write With Special Names	Proper noun – capitalization
	Special Titles	Capitalization in titles
	Use Titles in Writing	Capitalization in titles
	Nouns In Sentences	noun
	Name Of Days and Month	Proper noun – capitalization
	Describe A Month	Sentence formation
	Write With Nouns	
4	Action Verbs	Verb

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Write With Action Verbs	Verb
Verbs That Add -S	Verb agreement
Use Verbs to Explain	Verb agreement
Verbs That Do Not Add -S	Verb agreement
Use Verbs in Directions	Verb agreement

	Verbs for Now and The Past	Present tense – past tense
	Use Past and Now Verbs	Present tense – past tense
	Is, Are, Was, and Were	Present tense – past tense
	Contractions With ‘Not’	contraction
	Write With Contractions	contraction
	Writing A How-To Report	Test (making procedure text)
5	Adjectives	adjective
	Use Lively Adjectives	adjective
	Adjectives for Color and Shape	adjective
	Use Adjective for Color	adjective
	Adjectives for Sizes	adjective
	Tell About an Animal	adjective
	Adjective That Tell What Kind	adjective
	Tell What Kind	adjective
	Adjectives That Tell How Many	adjective
	Tell How Many in A Report	adjective
	Adjectives in Sentences	adjective
	Use Strong Adjectives	adjective
	Writing A Summary	Test (making descriptive text)
6	How Sentences Begin and End	Sentence formation
	Write Complete Sentence	Sentence formation
	Exclamations	punctuation (exclamation mark)
	Use Exclamations In Writing	Making exclamation sentence
	Use Command to Persuade	Making command sentence
	Pronouns	Pronouns as subjects

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Use Pronouns in A Letter	Pronouns as subjects
More about Pronouns	Pronouns as subjects
Make Writing Less Wordy	Pronouns as subjects
One or More Than One	Singular and plural noun
Writing A Letter to Persuade	Test (making personal letter)

Table 3.1 The content list of *Pearson Scott Foresman Grammar and Writing 1*

Regarding the content in each unit, the sub-units in the book is divided into three categories. First is the **sub-unit of material** which carries the explanation and basic exercise of the material; and despite this sub-unit in all units (except in unit 1) have already contained a part of “Review and Assess” part which gives exercise or review for what is learned in that sub-unit, the book still seems to have a special sub-unit to review the previous material which is categorized as the **sub-unit of review**; and **sub-unit of test** which takes role to evaluate learners’ comprehension for every unit, therefore this sub-unit always appear as the last sub-unit in every unit.

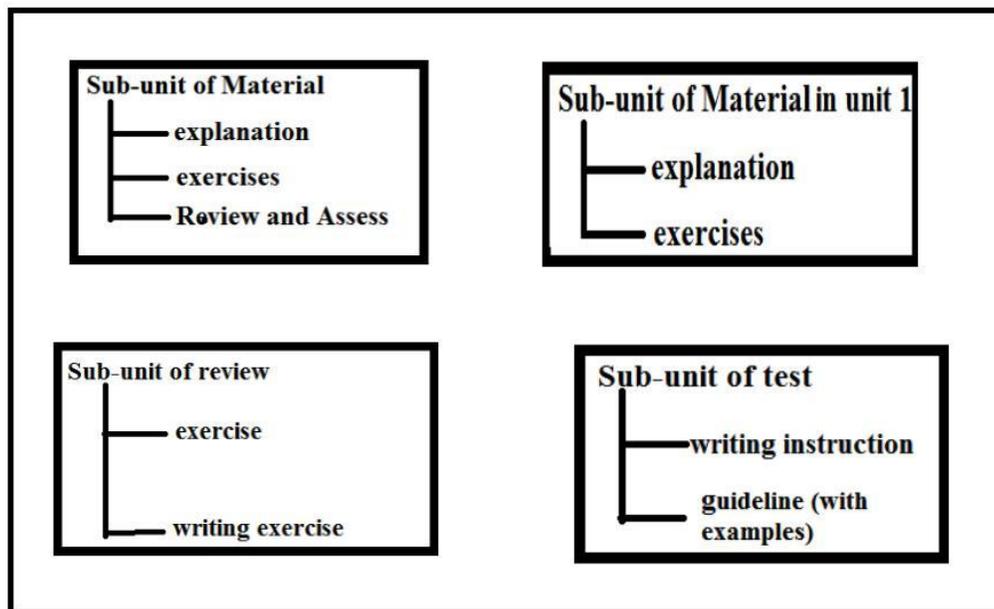


Figure 3.1 the types of sub-units on the book

3.3.2 Descriptive Analysis

The descriptive analysis of the book is based in the checklist table of writing comprehension textbook criteria. The table is used in this study to gather information of the use of *Pearson Scott Foresman Grammar and Writing Handbook 1* to help them in learning writing. The table is in form of Likert scale due to its feature which could measure opinion and attitude (Dey, 1993). The table will find out the book’s appropriateness in teaching writing. There are four scales in Likert scale which are put on the table. Dey (1993) added that Likert scale offers rank options, and each option is logically equidistant from the next option.

The checklist table criteria is divided into two parts. Firstly, the general attributes of the *Pearson Scott Foresman Grammar and Writing 1* book which consists of the physical appearance and content in the book. Secondly, the coverage the book did to the representative areas of writing (Writing’s nature in language, writing processes, writing difficulties, and writing convention). The checklist table criteria would appear as below:

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3.4 Data Analysis

The book is analyzed with a criteria list which has been adapted and developed from the Criteria from Balachandran (2014), Byrd (2001), Griffiths (1995), Harmer (1998), Jahangard (2007), Miekley (2005), Rahimy (2007), Peacock (1997), Rivers (1968), Ur (1996), Williams (1983), and Zabawa (2001). The adaptation and development is carefully done by pulling out at the similarity between all frameworks with also looking back at the focus of this research (teaching writing to young learners). The analysis is accorded to the checklist table criteria. Karamoozian (2008) and Ling (2014) argue that a checklist is an effective instrument in order to evaluate a textbook with a measurement tool. Checklist also maintain the study to stay on track since checklist has listed the criteria to analyze. The checklist in the present study is divided into six parts: the layout and graphics part, content part, and the other fours are four each area of writing as stated previously in Chapter

II of the study (Writing in the Nature of Language, Writing Processes, Writing Difficulties, and Writing Convention). The table uses a scoring scale from “1” to “4” for which each

number represents how fulfilling each aspect is in the book (Dey, 1993). In this study, each score states different statement. ‘1’ is for when the book does not fulfill the criteria (too few, does not at all, unclear, etc.) and when it raises to scale ‘2’, ‘3’, and ‘4’, the aspect evaluated gives more satisfactory in order to fit the criteria checklist. Table 3.2 is how the checklist table appear.

By the time the checklist has been all checked and all data has been gathered, they are processed and elaborated into a descriptive analysis in a form of paragraphs.

Layout and Graphcis

No	Questions	4	3	2	1	Other
1	Is the cover of the book appealing?					
2	Are the illustrations simple and supportive enough to the material?					
3	Is the proportion of the colors on the book appropriate?					
4	Does the book’s size burden the learners?					

Content

No	Questions	4	3	2	1	Other
1	Is the content advocates the national curriculum?					
2	Is the text free of material that might be offensive?					
3	Is the content presented either topically or					

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	functionally?					
4	Does the content contain real-life issue?					
5	Does the book provide various topics?					
6	Are the topics in the book for every material interesting and friendly enough?					
7	Are the grammar rules presented in a logical manner and in increasing order of difficulty?					
8	Do the activities facilitate students to use the recent grammar material learned?					
9	Are the new vocabulary words presented at an appropriate rate so that the material is understandable and retainable?					
10	Are there interactive and task-based activities that require students to use new vocabulary to communicate?					

11	Do instructions in the textbook tell students to make their own writing?					
12	Does the book give sufficient example before students make their own text?					
13	Are the examples and explanations understandable?					
14	Will the content meet students' felt needs for learning English?					
Nature of Writing						
No	Questions	4321	Other			
1	Does the book explain the difference between spoken and written language?					
2	Does the book contain any exercise of mixed-up spoken and written (i.e. dialogue, chat bubble)					
3	Does the book set some particular amount of time with the writing exercise?					
4	Does the book teach about the use of sign and symbols of written language?					
5	Does the book give sufficient amount of exercises for learners to differentiate spoken and written language?					
6	Does the book tolerate the happening of spoken language written by learners, especially in a text-making exercise?					
Writing processes						
No	Questions	4321	Other			
1	Does the book cover all writing processes?					

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2 Does the book arrange the material accordingly to the writing processes?

3	Does the book serve the learners with topics to be chosen for their writing?					
4	Are the topics interesting to attract students?					
5	Are learners given opportunity to decide their own topic?					
6	Does the book give clear instruction of who would be the audience of the writing?					
7	Is there any revising-time given for each writing activities?					
8	Is there any process which is dominant to the other processes?					
Writing difficulties						
No	Questions	4321	Other			
1	Is this book intendedly made for particular country?					
2	Does this book apply the recognition and production stage to overcome the difficulty of handwriting in writing?					
3	Is there any anticipation from the book toward the repeated-letter problem?					
4	Does the book contain an activity with dictation, jumbled words, reading aloud, or paired words?					
5	Does this book teach punctuation with bald sentences, copying, or whispered sentences?					
6	Does the book provide information needed before every writing activity?					

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7 Does the book teach coherence through jumbled sentences?

8 Is there any dominant coverage for particular writing difficulties?

Writing convention						
No	Questions	4	3	2	1	Other
1	Does the book give examples of the proper use of punctuation?					
2	Are the examples clear enough to the learners?					
3	Does the book teach to do capitalization for proper nouns, title, and beginning of the sentence?					
4	Does the book explain how sentences should begin and end?					
5	Does the book teach action and/or to-be verb agreement for present, past, and future time?					
6	Does the book teach how to arrange sentences into a paragraph?					
7	Are students expected to be able to write more than one paragraph?					

Table 3.2 The criteria checklist

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