

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter describes the procedures of the study to find out the answer to the two research questions. This chapter presents the research design, site and participants, data collection, and data analysis.

#### **3.1 Research Design**

This study applied the qualitative case study research design since this study aimed to describe how the two stay-two stray technique in the independent construction stage improves students' writing skills and to find out students responses toward the advantages and barriers of two stay-two stray technique in teaching writing. In addition, this study considered as a case study research since it focused on making a descriptive analysis about a case where the teacher uses two stay-two stray technique in independent construction stage in one school in Bandung.

Qualitative case study was employed as it is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources. This ensures that the issue is not explored through one lens, but rather a variety of lenses which allows for multiple facets of the phenomenon to be revealed and understood (Baxter & Jack, 2008). Additionally, case study enables a researcher to closely examine the data within a specific context (Zainal, 2007).

The characteristics of case study are beneficial to reach the aims of the study which are to elaborate rich information of the use two stay-two stray technique in independent construction stage to improve students' writing skills. The characteristics of case study is purposed to describe, find, and understand, and also the data collections consist of researchers as the main instrument, as participant observer and interviewer. Moreover, in this study, the researcher acted as the teacher, observer and interviewer to gain deep information and result related to the use of this technique. in the implementation of two stay-two stray technique is affected the improvement of their writing skills. So, in conducting this study, the researcher's role was also being a

participant observer. Participant observer is an observational role when the researcher takes part in the activities in the setting they observe (Creswell, 2012).

### **3.2 Site and Participants**

The study was conducted in one Junior High School in Bandung, Indonesia. It was chosen because the school is open for conducting studies. It involved one class of eighth grade students. Moreover, the class consists of 44 students. Eighth graders had been chosen as the participants because they had learned the genre of the text before. However, the students did not have so much experience in writing their own text. Furthermore, the role of researcher was being the teacher, the observer, and also the interviewer to gain deep information about the use of two stay-two stray technique in improving students' writing skills.

### **3.3 Data Collection**

This study gathered the data through three steps namely classroom observation, students' work and interview. The processes of data collection are elaborated as follows.

#### **3.3.1 Classroom Observation**

The observation was conducted to investigate the process on how two stay-two stray technique is implemented in independent construction stage of genre-based approach to improve students' writing skills. Moreover, the analysis of data from class observation were used to supply students' responses toward the advantages and barriers of two stay-two stray technique in the independent construction stage of genre-based approach and how the approach was implemented.

The activities that have been done by the students and students' behavior during the implementation of two stay-two stray technique were observed based on the elements of cooperative learning proposed by Johnson, Johnson, and Holubec (2013). It includes positive interdependence, individual accountability, face-to-face promotive interaction, interpersonal and social skills, and group processing. The instruments of classroom observation provided in this study was checklists of activities done by the students and students' behavior during the

implementation of two stay-two stray technique based on elements of cooperative learning stated before. The observation sheet focused on students' behavior during the implementation of two stay-two stray technique included their participation in the group and their responsibility in finishing the group task. Moreover, the observation sheet can be seen in the Appendix C.

In addition, in order to find the result of the classroom observation, there are four criteria used to score students' behavior during the implementation of two stay-two stray technique. The first criteria scored 4 which means exceeds expectation. It calls exceeds the expectation when behavior of all students in the group accordance with the aspects in each elements of cooperative learning. Second criteria is 3 which means meets expectation where just three students of each group that did the activities. Then, there also 2 as needs improvement and 1 as below expectation which was given where there are 2 and 1 students involved to the learning activity using two stay and stray technique. All the scoring criteria were based on the students' behavior during the implementation of two stay-two stray technique.

The observation was done one time in the third meeting where the two stay-two stray technique was implemented. In the first meeting until second meeting, students were introduced the topic and the text using genre-based approach in the building knowledge of the fields and modeling stage. In the third meeting, students started being introduced with the two stay-two stray technique and then implemented it in the classroom. Then, the classroom observation was done in third meeting where the two stay-two stray was implemented before students write their own text. Moreover, one of the teachers' roles in implementing two stay-two stray technique is observes the group. Then, in this study, the researcher acted as teacher and also observer.

Furthermore, the researcher had recorded all the activities done in the classroom during conducting this study from the first until the last meeting. Video recording was purposed to support the data and also give additional information about the activities done in the classroom.

### 3.3.2 Students' Works

The students' works that were analyzed are students' writing products taken before and after the implementation of two stay-two stray technique in the independent construction stage of genre-based approach which was done in the first, third and the last meeting of this study. Students' work analysis aimed to find out the effect of the implementation of two stay-two stray technique in the independent construction stage of genre-based approach to students' writing skills. In addition, students' work analysis were used to investigate how the two stay-two stray technique in the independent construction stage of genre-based approach improve students' writing skill.

Students wrote their own text before the implementation of two stay-two stray technique in independent construction stage in the first meeting. In order to see the improvement of students' writing, students also wrote their own text after the implementation of two stay-two stray technique in the independent construction stage in the third and fourth meeting based on the information they have got from the implementation of two stay-two stray technique. In the third meeting students wrote their first draft with the feedback from the teacher to help them write the text. Then in the fourth meeting, students wrote the text based on the feedback from the teacher and collected in the fourth meeting. After students collected their text, students' writing products were analyzed based on the guidance for analyzing text proposed by Jacobs (1991). The elements of writing that were analyzed are content, organization, vocabulary, and mechanics. Each elements of writing contain four categories of assessing writing which are excellent to very good, good to average, fair to poor, very poor with different range of score. Then the students' text analyzed and matched with the score that related with the students' text. Additionally, after students' writing products had been analyzed, students' text presented based on three levels of achievements: low, middle, and high achiever students.

### 3.3.3 Interview

In this study, interview was conducted to figure out students' responses toward the advantages and barriers of using two stay-two stray technique in the independent construction stage that was implemented to improve their writing skills. The interview questions of this study proposed to ask students about the advantages and barriers that they have got during the learning process using two stay-two stray in improving their writing skill.

Moreover, interview was conducted after the analysis of students' text to nine students representing each category of achievements: low, middle, and high achiever students. The students were chosen based on their text that they had wrote before and categorized as low, middle, and high achiever. The interview session was conducted out of class time to get a better result. The interview was conducted face to face and used a semi-structured interview. Semi-structured interview was conducted on the basis of a loose structure made up of open-ended questions defining the area to be explored (Patton & Cochran, 2002). Moreover the questions of the interview use *Bahasa Indonesia* to give students freedom, comfort when answering the questions. The questions of interview can be seen in the Appendix D.

## 3.4 Research Procedure

The procedures of this research are gathered by several steps that can be described as follows.

### 3.4.1 Preparation

Before applying the two stay-two stray technique, there are some preparations that were prepared, such as: material, media, exercises, and lesson plan/RPP. The first preparation was material includes topic and text. In selecting topic and text, several criteria were considered. First, topic and text based on basic competence of writing skill in order to make the students understand the text easily. Then, the materials are appropriate with the age of the students and familiar for the students because the appropriate materials make the class more interesting. Then, the level of difficulties in grammar, vocabulary, structure, language use and the length of

the text were also considered and adjusted to be used as teaching materials for the participants. In addition the topic that used in collecting the data was “My School”. Students required find information and write descriptive text about their school.

The second preparation was media. In implementing the two stay-two stray technique, the teacher used media such as: laptop, power point, and projector to help teacher in delivering the material. Exercise was also prepared by the teacher. It is needed to measure the ability of the students in accordance to answer the research question of this study. So that, at the end of the learning process the test was given to the students. The students were asked to make their own text after the implementation of two stay-two stray technique. The last preparation was lesson plan. Four lesson plans were designed to be implemented in this research for four meetings. Those lesson plans aimed to improve students’ writing skill. The lesson plan can be seen in Appendix A.

### **3.4.2 Teaching Processes and the Implementation of Two Stay-Two Stray Technique**

In this study, the researcher act as teacher and observer. The researcher of this study is the one who taught the material and implemented the two stay-two stray technique. Before implementing two stay-two stray technique, students wrote the text in the first meeting. Moreover, in the first meeting, teacher also introduced the topic to the students using genre-based approach. The activity based on building knowledge of fields and modeling. This was done for two meetings.

Moreover, after students familiar with the topic, the two stay-two stray technique were implemented in the third meeting. Students discussed the materials that were going to be shared to other groups with their group members. Then, each member of the group did their job to share the information and to write the information. In this activity, the classroom observation was done by the researcher and other observer. After getting the information from the other groups, the students wrote their own text based on the information and the lesson they have got. In this meeting, teacher guided students in writing text and gave them feedback to help them in writing text. In the fourth meeting, they continue

their writing in order to make the teacher able to see the progress of students and also to guide the students in writing the text and finally they collected their writing.

### 3.4.3 Administering Interview

In the interview session, the researcher act as the interviewee to know the students' responses. Interview was administered to the students after the analysis of students' text. Interview was addressed to nine students as the representative of the higher, middle, and lower achiever. It was related to the students' responses toward the advantages of the implementation of two stay-two stray technique.

**Table 3.4.1 Research Schedule**

No	Date	Activities
1	January, 31 <sup>st</sup> 2018	<ul style="list-style-type: none"> <li>- Students wrote their first text about their school.</li> <li>- Teacher introduced the topic: descriptive text by introducing the social function, giving example of the text and then exploring the vocabularies based on the example of the text.</li> </ul>
2	February 1 <sup>st</sup> 2018	<ul style="list-style-type: none"> <li>- Teacher introduced the topic: descriptive text by giving example of the text and finding the language features and generic structure of descriptive text based on the example of the text.</li> </ul>
3	February, 7 <sup>th</sup> 2018	<ul style="list-style-type: none"> <li>- The implementation of two stay-two stray technique.</li> <li>- The process of writing (first draft)</li> </ul>

- Teacher guided students in writing the text
  - 4 February, 8<sup>th</sup> 2018 - The process of writing (final draft)
  - 5 February, 14<sup>th</sup> 2018 - Administering interview
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### **3.5 Data Analysis**

In this study, classroom observation, students' work analysis, and interview data were elaborated descriptively. The processes of data analysis are elaborated as follows.

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

The data that were analyzed are data taken from classroom observation sheet and recorded videos during the implementation of the study. This data was transcribed by the researcher and then data taken during conducting the approach were coded and categorized to be elaborated descriptively supported by evidence to strengthen the result. The analysis of data from classroom observation supported by the theory about elements of two stay-two stray technique proposed by Johnson, Johnson, and Holubec (2013). The elements included positive interdependence, individual accountability, face-to-face promotive interaction, interpersonal and social skills, and group processing. Each elements of two stay-two stray technique contain several categories to prove that the activities had fully done based on the elements of two stay-two stray technique. In addition, the result of the data from classroom observation then elaborated and categorized according to categories of cooperative activities descriptively.



### **3.5.2 Analysis of Students' Work**

The written documents that were analyzed are students' writing products taken before and after the implementation of two stay-two stray technique in the independent construction stage of genre-based approach. Students wrote their own text in the first meeting and also after the implementation of two stay-two stray technique in the third meeting and in the last meeting and then collected their texts. After collected all of students' writing, students' texts were analyzed using guidance for analyzing text proposed by Jacobs (1981). Students' text analyzed based on the criteria of each category and given score based on the criteria of students' text. The elements of writing that were analyzed are content, organization, vocabulary, and mechanics. Each elements of writing contain 4 categories of assessing writing which are excellent to very good, good to average, fair to poor, very poor with different range of score. After all of the text analyzed using the guidance, the results were elaborated descriptively by evidence to strengthen the result. Moreover, the details of the writing scale can be seen in Appendix B.

### **3.5.3 Analysis of Interview**

The interview session was employed to reveal students' responses toward the advantages and barriers of two stay-two stray technique in independent construction stage of genre-based approach in teaching writing. In addition, the analysis of data from interview session were supported by several theories related to advantages of cooperative learning and two stay-two stray technique stated by Crandall (1999), Kagan (1995), and Coffey (2008).

The data from interview was analyzed using descriptive analysis procedure proposed by Sugiyono (2008). First, data from the audio recording was transcribed into written form. This step helped the researcher to process the data. Second, the written data was interpreted and the result was explained in relation with the research questions and relevant literature of this study to answer the research questions. The data was interpreted to figure out students' response toward the implementation of two stay-two stray technique in the independent construction stage of genre-based approach in improving their writing skill.

### **3.6 Concluding Remarks**

This chapter has presented the methodology in conducting the research and description of research procedure in order to find out the answer from research question stated in Chapter I. This chapter also has discussed several main parts of the study which are research design, site and participants, data collection, and data analysis technique.