CHAPTER III
RESEARCH METHODOLOGY

This chapter provides the explanation about the procedures of the research in order to find out the answer to the research question which is stated in previous chapter. This chapter covers research participants, research method, data collections, techniques for analyzing the data and teaching program.

3.1. Site and Participants

The research was conducted in one senior high school in Serang. The reason of choosing the school was the school is accessible. One class of XI consisting of 30 students was chosen as the participants of this study. They were chosen purposively in order to develop an in-depth understanding related to the topic. It gives benefits for the researcher to obtain access easily, gather more useful data, and enhance understanding of the context based on prior knowledge (Duff, 2008) regarding the analysis of narrative text in terms of general structures and linguistic features. The class was also recommended by the teacher since the students were considered active and highly motivated compared to other classes.

3.2. Research Design

A qualitative case study design was used in this study. "A qualitative case study can be defined in terms of the process of actually carrying out the investigation, the unit of analysis (the bounded system, the case), or the end product" (Meriam, 1998; cited in Duff, 2008, p. 21). Moreover, Gall et al. (2003, cited in Gillham, 2000, p. 10) describe case study research as the in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon. The purpose of using qualitative case study in this study was to find out the effectiveness of Student Teams Achievement Divisions (STAD) technique in teaching writing narrative text. The researcher acted as both teacher and observer (participant observation role) in order to avoid suspect self-reported data, to guide the identification of the data to be more focused, and to lessen reporting biases (Bernard, 2006).

This research was descriptive because the researcher analyzes the data descriptively and the presentation of the result was in form of explanation of words. Suryana (2010) said that descriptive study has aim to make a description systemically and accurately which is based on facts about certain object.

3.3. Data Collection

There are three data collection techniques that used in this study. They are classroom observation, document analysis, and questionnaire in the last day of the research.

3.3.1 Classroom Observation

The classroom observation was conducted for four meetings from August 22nd to September 11th, 2013. The classroom observation was conducted twice a week, every Wednesday and Thursday for 90 minutes in each meeting. Classroom observation was employed in the study because the data from classroom observation gave detailed descriptions of learners and the observation was made at "periodic intervals for an extended period of time" (Mackey & Gass, 2005, p. 171).

Video recording was not used in this study, therefore, the researcher made observation notes right after every meeting finished, when "the memory of observation is still fresh" (Van Lier, 1988; cited in Emilia, 2008, p. 43) to avoid missing information from the study. The overall classroom observation will be elaborated and discussed in Chapter IV.

3.3.2 Document Analysis

The document analysis was carried out during the research, specifically on students' writing products (draft and final writing) and the English curriculum for senior high school grade XI.

The first document to be analyzed was the English curriculum for senior high school grade XI. The analysis focused on the Competence Standard and Basic Standard for writing skill of Narrative text. The curriculum analysis was very important to do because this analysis provided the researcher with proper sources and helped the researcher find suitable topic for the students. Emilia (2008, p. 44) encouraged this kind of analysis to keep the research as well as the researcher "on the right tract."

The last analysis and also the important data to be analyzed was students' writing product consisting draft and final writing. The draft and the final writing products were collected from the teaching-learning process using STAD technique and will be discussed in data finding and discussions in Chapter IV.

3.3.3 Questionnaire

Questionnaire as the supplementary instruments in this study was distributed in the last meeting. Questionnaire was distributed to 15 students. The questionnaire consisted of 15 questions in a form of multiple choices. The questionnaire was employed to explore students' responses toward STAD.

3.4 Data Analysis
3.4.1 Data Analysis of the Classroom Observation

The analysis of the classroom observation was done during and after teaching-learning process in every meeting using teacher's field notes since the analysis was used as the guiding plan for next learning process. The analysis of observation is presented in Chapter IV.

3.4.2 Data Analysis of the Students' Texts

Students' final writing product was analyzed using SFG in terms of the schematic structures and linguistic features of Narrative text adapted from Joyce & Feez, 2004; Christie & Derewianka, 2008; and Gibbons, 2009 (cited in Emilia, 2010, p. 168-169). The analysis of the students' text is presented in Chapter IV

3.4.3 Data Analysis of the Questionnaire

On the last meeting, the questionnaires were distributed to the participants. The questionnaire in this study consisted of 15 statements. Each statements had five various alternatives options that should be chosen by the students. The study used Likert scale with typical three-level as shown in table 3.1.

Table 3.1

Criteria Likert Scale

No	Criteria	Score
1	Strongly Agree	5
2	Agree	4
3	Undecided	3
4	Disagree	2
5	Strongly Disagree	1

(Sugiyono, 2010)

After that, the response frequencies were computed into percentages (see Chapter IV). The following presents the formula to calculate the percentages. (Ningrat, 2000 cited in Nurlaila, 2013).

$$p = \frac{Fo \times 100}{N}$$

P = Percentage

Fo = Frequency

N = The number of Respondent

100 = Constance

3.5 The Teaching Programs

In conducting the treatments, the researcher acted as the teacher and the observer. The teacher used Student Teams Achievement Divisions (STAD) technique during teaching-learning process in teaching narrative texts. The steps of STAD technique can be seen in table 3.2.

Table 3.2

The Steps of STAD Technique

STAD Technique
1. Class Presentation
2. Team
3. Quiz

The treatments were conducted in four meetings in which lasted 90 minutes for each meeting. The lesson plan using this technique can be seen in the appendix. The steps of STAD technique in writing narrative text will be systematically interpreted below:

- **Step 1: Class Presentation**

In the class presentation step, teacher delivered the material through lecturing (Aljanian, 2012, p. 1). The class presentation was done to build students' knowledge to do the quiz. The material given in this study was about narrative text. Narrative text was chosen as the material of this study because it was appropriate with the SKKD. The class presentation was done in the first and the fourth meeting. The success of the class presentation steps can be seen from the students' text in the analysis of students' text part in Chapter IV.

- **Step 2: Team**

In the team step, students were divided into groups consist of four or five students (Norman, 2005, p. 7; Slavin, 2005, p. 11). In order to make a heterogeneous group, the group was chosen by the teacher based on table 3.2. In this step, students were asked to work in the groups. The second step was given in every meeting. On the first and fourth day, teacher asked them to do a worksheet (see in the lesson plan in the appendix) together with their own team to see whether or not all of them has already understood about the material. Then, on the second meeting, the teacher asked them to make their own draft about one legend from Indonesia. The students were asked to brainstorm their idea helped by their own team. On the third, fifth and sixth day, the team's job was to review the members' texts by giving some feedbacks to the members' texts in order to help their own team members to revise their own text. The feedback from team was used to do better in the quiz. The success of the team can be seen from the students' text in the analysis of students' text part in Chapter IV.

- **Step 3: Quiz**

In step three, the teacher gave individual quiz to the students. The students had to work individually and their teammates were not allowed to help one another during these quizzes (Aljanian, 2012, p. 1). The quiz was given in second, third, fifth, and sixth meeting. On the second day, all of the students were asked to write a draft based on their ideas. And, on the third, fifth, and sixth meeting, the students were asked to rewrite their text based on the feedbacks given by their team mates. The success of the quizzes can be seen from the students' text in the analysis of students' text part in Chapter IV.

After doing the quiz, the teacher gave individual progression score to each team. The team recognition was done after the quiz was conducted. The individual progression score was counted based on their individual score (Slavin, 2005).

Table 3.3

Criteria of Improvement Point

Quiz Score	Improvement point
More than 10 points below starting score	5
10-1 points below starting score	10
10 points above starting score	20
More than 10 points above starting score	30
Score is more than 90	30

Team recognition could motivate the students to do better in the next quiz. The success of team recognition can be seen in the result of questionnaire in Chapter IV.

After counting students' progression score, the teacher gave certificate as the reward to the groups based on the criteria. The table below is the criteria of reward adapted from Slavin (2005).

Table 3.4

Criteria of Reward

Criteria (Team Average)	Reward
10	Good Team
15	Great Team
20	Super Team

The progression score could motivate the students to do better in the next quiz. The successful of individual progression score can be seen in the result of questionnaire in Chapter IV.

3.6 Conclusion

This chapter has presented a brief discussion of methodology related aspects of the study, including research participants, research method, data collection, data analysis, and teaching program. The next chapter will focus on description of the teaching program done by the researcher.