

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter provides detailed presentations of procedures in the study to answer the two research questions previously stated in Chapter I. The presentation begins with research designs, research site and respondents, data collection techniques, and data analysis.

#### 3.1 Research Method

The research method used in this study is qualitative. The choice of using this method was relevant with the research questions and the purpose of this study: to get in-depth understanding of the strategies used by teacher in teaching writing through Classroom blog in EFL Classroom. Qualitative methods focus primarily on the kind of evidence (what people tell you, what they do) that will enable you to understand the meaning of what is going on. The greatest strength is that qualitative method can illuminate issues and turn up possible explanations (Gillham, 2000).

To investigate such study, this method has two main objectives: (1) to the two research questions, this study was conducted to describe, explore, and explain the

strategies teacher used in the use of Classroom blog in EFL Classroom, (2) also the strength and challenge is using Classroom blog in EFL Classroom.

Berg (2001) describes further that qualitative technique allow researchers to share in the understanding and perceptions of others and to explore how people structure and give meaning to their daily lives. Researchers using qualitative techniques examine how people learn about and make sense of themselves and others.

Additionally, the researcher made use of multiple sources of evidences (Yin, 1993) such as data derived from observation, interview, and document text analysis.

### **3.2 Site and Participants**

This research took place in one of public Junior High School in Bandung. This institution was chosen for at least three reasons. First, this school provides Bilingual Classes where the students should have their own online access in classroom, so that researcher is able to conduct the research. Second, location of the school is accessible. Third, researcher has access to the school, so that it enhances the feasibility of the study.

The researcher decided that the participants in this study were the students of 8<sup>th</sup> grade because students in that age are familiar with internet. Based on a research done by Purcell (2012), it showed that the rate of internet use among teens is higher

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than it is among any other age group. The participants consisted of three students who were voluntarily participated in this study.

### 3.3 Research Procedure

First, the researcher administers a test where the students were asked to write a descriptive text with the selected topic to measure the students' prior knowledge on writing. The students should collect the information about the topic from various resources, after that then they do the writing.

Second, the researcher explains the nature of Classroom blog. After they have brief knowledge about Classroom blog, the students start to work in the Classroom blog for writing the task. Here, the researcher plays a role as the teacher-researcher. It could be in that the role of teacher in task-based learning is to monitor, and also as a facilitator (Nunan, 1992), so that both observation and informal interview can be done in the same time.

Third, the researcher administers interview to the students after engaging with Classroom blog.

Fourth, the researcher analyzes the data from observation and interview, also the text produced by the participants qualitatively.

Fifth, the researcher concludes the findings and finished the thesis.

### **3.4 Data Collection**

The data collocation techniques employed in this study were observations, interviews, and written documents analysis.

#### **3.4.1 Observation**

To collect the data, the researcher used classroom observation to know if Classroom blog helps the participants to do the writing task or not. The researcher observed what the participants did and said. The researcher observed the participants' activities including learning the nature of Classroom blog, managing resources, identifying and using proper information from various resources, collecting data, and their collaborative interaction between other students during and after finishing the task.

The instruments which were used in collecting the data were field notes and video-recorded. The following situations were observed by the researcher to gain more data about the learning activity. The observations were conducted six times. Each observation took 80 minutes per meeting.

#### **3.4.2 Interview**

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The interview used open-ended questions to focus on participants' experience when working with Classroom blog. This is to find out how the Classroom blog help participant to accomplish the written task.

The interviews were conducted in Bahasa Indonesia. The interview was conducted during the program; it is aimed to gain the congruity of the observation result and to inquire their experience during the course. The interview inquires participants' activities such as helping the participants to know about the nature of Classroom blog, managing resources, identifying and using proper information, collecting data, and also their collaborative interactions between others participants.

The interview questions consist of two parts: first part is questioning the guiding directions on Classroom blog stages to know how the participants work with Classroom blog components they inquire the students' experience, opinion, and performance in every stage. Second part inquire the students activities when involving in the Classroom blog such as reading, skimming, scanning, evaluating, and synthesizing the web reading. These second parts also question the participants' experiences and opinions when they get involved in Classroom blog. For details, list of questions for the interview see appendix 1. The interview was audio-taped and also written on the sheets.

### **Table 3.1 Questions List**

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PART I	<ol style="list-style-type: none"> <li>1. What do you think about the English Lesson so far?</li> <li>2. Which skill is the most difficult and easiest for you? Why? How about writing?</li> <li>3. Which one is your favorite media? How about Classroom blog?</li> <li>4. What do you think of Classroom blog? Is it difficult to use?</li> <li>5. Have you ever use Classroom blog or Blog before this?</li> </ol>
PART II	<ol style="list-style-type: none"> <li>1. Does Classroom blog make you easier to learn writing?</li> <li>2. If we relate it to writing, how is the use of Classroom blog in your opinion?</li> <li>3. Do you enjoy using Classroom blog as a toll in learning writing?</li> <li>4. What difficulties you face during the process in using Classroom blog?</li> <li>5. How Classroom blog helps you in learning writing?</li> </ol>

### 3.4.3 Document Analysis

Written document is also one of the instruments that were used to gather the data in order to answer the research questions. The written documents were in the forms of lesson plans and students' writing task in Classroom blog. The lesson plans were analyzed to further determine the class activities during the observations, while the observation sheets and teacher field notes were also analyzed to see teacher's strategies applied in Classroom blog.

### 3.5 Data Analysis

After collecting the data, the researcher analyzed the data, which were collected from observations, interview, and written documents. Therefore, the analysis of each research instrument will be presented in a form of descriptive

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explanation. These data were categorized by data collection techniques: observation data, interview data, and text analysis. Each category described such categories in order to draw answers to the research questions. The sub categories were relevant to the research questions formed in chapter one i.e. guiding directions, links, and student collaboration.

### **3.5.1 Data from Observation**

In analyzing the data, videos were used to get deeper comprehension of the class activities, particularly the writing activity. It was also used to capture the real situation in the class, and also support the data from observation sheets, and teacher's field notes. Then, the researcher played back the video, wrote down some notes. The result of the analysis will briefly discuss in Chapter 4.

### **3.5.2 Data from Interview**

The data from interview were examined as markers that showed participants' activities during their learning using Classroom blog. Then, the results of the interviews were transcribed to gain equivalent information about participants' experience with in the process of writing through Classroom blog.

### **3.5.3 Data from Written Documents**

The researcher also used the lesson plan and students' writing task to help gain more information in line with the research questions. The data from document analysis were used to give physical evidence of the findings from observation and interview. The analysis revealed whether classroom blog can help students to write or not.

### **3.6 Concluding Remark**

This chapter has presented the research method used in this present study which covers research design, sites and participants, data collection, and data analysis. This study attempted to find out the benefits of the use of Classroom blog to help EFL students learn writing. Case study was used as the research design, and it involved the 8<sup>th</sup> grade students from a public Junior High School in Bandung. The data were collected through observation, interview, and document analysis. The analyzing of data employs multiple data sources. The further results of this chapter will be described in the next chapter.