CHAPTER III
RESEARCH METHODOLOGY

This chapter provides the methodology in conducting the research and description of the research procedure in order to find out the answer from research questions stated in chapter I. This chapter describes four main parts of the investigation such as research design, site and participant, data collection technique, and data analysis.

3.1 Research Design

The research was conducted by using qualitative method. According to Denzin and Lincoln (1994), qualitative research is a method which focuses on involving an interpretive, naturalist approach to its subject matter. In addition, qualitative method has more advantages in giving detail of specific phenomenon and subjects by forthcoming the problems directly with flexibility for the researcher to select the way of doing the research (Alwasilah, 2002). In qualitative method, the descriptive method will be used because the researcher gave emerges through observing activities and interviewing (Cresswell, 2009). Qualitative research deals with both product and process, describing how things happen and how students interact with their classmates and their teacher in the classroom (Fraenkel, Wallen, and Hyun, 2012). In addition, Malik and Hamied (2014, p.183) clearly mentioned that qualitative research focuses on gaining a rich and complex understanding of a specific social context or phenomenon rather than generalization to other geographical areas or population.

Qualitative research in the form of teacher as researcher was applied in this study, because the researcher had dual roles both as the teacher who implements the use of picture series in any classroom activities and the researcher who observes students' response to it. According to Allen and Unwin (2002), teacher-researchers can be characterized as those practitioners who attempt to better understand their practice, and its impact on their students, by researching the relationship between teaching and learning in their world of work.

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3.2 Research Site and Participants

This study was conducted at one junior high school in Bandung. The reasons of choosing this school are because the curriculum used in this school is suitable with the purpose of the research. Moreover, the school was very supportive in giving access to conduct this research since the researcher conducted pre-service teacher program at this school in the previous semester.

The participants involved in both classroom observation and interview session. For the research purpose, 36 students of class 9.5 were involved during this research. The students have been classified purposively into three levels of achievement, namely, high, middle, and low achievers. This categorization was based on their English subject in the previous semester, indicated by their grades in writing.

3.3 Data Collection

The instruments used during the research were classroom observation, interview session, and students' samples of writing. The schedule of data collection will be conducted in six meeting as presented in Table 3.1 below.

Table 3.1

The Schedule of the Research

Meeting	Date	Instrument
1st meeting	2 November 2018	Introduction using a single picture
2nd meeting	5 November 2018	Modeling and story writing
3rd meeting	9 November 2018	Modeling with picture series
4th meeting	12 November 2018	Draft writing
5th meeting	16 November 2018	Final writing and Interview

The instruments used in this study are described below:

3.3.1 Classroom observation

The aim of classroom observation was used in order to gain a clear picture of the implementation of picture series toward the ninth grade students as the

teaching media. In this study, the classroom observation was conducted five times during the research. The type of classroom observation, namely, participant observation is implemented since the researcher took a part as the researcher who implemented the use of picture series toward the ninth grade students (Hatch, 2002; Gillham, 2000).

Ary, Jacobs, and Sorensen (2010, p. 432) added that "participant observation is conducted by someone who is a member of the group under study and focuses on the natural activity of the group". Each meeting spent around 90 minutes. The following observations were achieved using students' activity checklist to observe classroom observation as described in the table below:

Table 3.2

Students' Activity Checklist

Adapted from Primaskara, 2015: p.29

	ACTIVITIES	YES	NO	EVIDENCE
PRE-ACTIVTIY	The students were motivated and engaged in the activity			
	The students participated actively in the activity			
	The students were interested to the picture series			
MAIN ACTIVITY	The students understood the instruction			
	The students faced some difficulties in accomplishing the task			
	The students were enthusiastic to picture series in their learning activity			
POST-ACTIVTIY	The students took roles in learning activity using picture series			
	The students comprehend the material given			

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	The students responded enthusiastically to the learning activity using picture series			

3.3.2 Students' Samples of Writing

The aim of students' sample of writing was used to see the students' writing skill improvement in writing recount text after the using picture series as a teaching media. In this study, two kinds of students' sample of writing such as students' draft writing and final writing were analyzed. There were six texts have been analyzed in this study selected from each level of achievement. Then, they were assessed using the assessment sheet from Tool of English as Additional Language (TEAL), Victoria, Australia. The writing assessment criteria used in this study is attached in this paper (see appendix B).

3.3.3 Interview

The aim of interview session was to get better and deeper understanding according to the different views of students as the participants of the research toward the use of picture series in teaching writing recount text activity. The interview session was conducted face to face using semi-structured interview. According to Wallen (2003) in Nursanti (2016) semi-structured interview is a verbal questionnaire which is rather formal than the other types of interview and it contains a series of questions designed for obtaining a specific answer from the respondents.

There were twelve students selected from each level of achievement for the interview session there were four from low achievers, four from middle achievers, and four from high achievers. The interview questions are attached in this paper (see appendix C).

3.4 Data Analysis

After collecting the data, the results from the observation, the interview, and the students' samples of writing were analyzed to answer the research questions. The analysis of each instrument were presented in form of descriptive and

interpretive analysis. The analysis of each instrument was presented in the following sections.

The researcher used triangulation technique in order to analyze the data for this study. Triangulation refers to the use of various methods in collecting the data from many sources in order to understand particular phenomena (Jick, 2008, in Houser, 2009, p. 77; Alwasilah, 2009, p. 150). In addition, Creswell (2012 p. 259) suggested that the use of triangulation between different data sources can improve the accuracy of the study.

3.4.1 Classroom Observation

The data obtained from classroom observation has been analyzed. In this study, the analysis was based on the aspects related to the research question. Thus, the information related to the use of picture series to improve students' vocabulary mastery in writing recount text were interpreted in order to address the research questions. The results of analysis were explained comprehensively.

3.4.2 Students' Sample of Writing

In this study, six texts taken from students' draft writing and final writing that were selected based on students' level of achievement were analyzed. All the students' names mentioned in this study were changed into other names in order to keep the participants' privacy. The texts were analyzed using writing assessment criteria of recount text adapted from Tool of English as Additional Language (TEAL), Victoria, Australia. The reason of choosing the assessment criteria because it is suitable to assess students' who are not English native speakers as it is also well used to assess foreign students in Victoria, Australia in learning English.

The students' samples of writing were analyzed in terms of:

a. Communication: meaning consistently clear and texts fluently expressed, consistent writer voice, orientates the reader with relevant details and more detailed evaluative statements about activities undertaken, elaborates on emotions and responses to events

b. Cultural conventions: appropriate diary recount conventions – events recounted chronologically, use of date and time indicators and sequencers extended retelling, detailed information

c. Linguistic structures and features: Text structure, Grammatical features, Vocabulary, Writing conventions

d. Strategies: flexible use of frameworks to plan, elaborate on and communicate own ideas, little use of linguistic scaffolding or model sentences, little or no use of teacher support to complete writing independent use of references to extend vocabulary range, uses self, peer and teacher feedback to improve writing, plans writing before beginning – self-corrects, insert missing words, adds additional, clarifying information

3.4.3 Interview

The data from interview session were examined for cues and markers that reflect the students' responses toward the teaching and learning process of writing with the use of picture series. The data gained from interview was recorded using video recorder. According to Hatch (2000, p. 91), "in much qualitative work, interviews are used alongside other data collection method". He adds that when interviews are used in conjunction with observation, they provide ways to explore more deeply participants' perspectives on actions observed by researchers. Those data obtained from interview were analyzed by several steps.

The first step was transcribing the data from the interview session to help researcher in managing and processing the data. The second step was categorizing the data based on the research question. The identity information was in a confidential and the data from the interview session were attached in research paper (see appendix D). The result of this research was clearly elaborated descriptively according to the interview result.

3.5 Concluding Remark

This Chapter has elaborated the method employed in this research and described the procedure of the study to answer the two research questions stated

in chapter I. The next chapter will elaborate the findings and discussions of the research based on the data gathered.