

CHAPTER III

RESEARCH METHODOLOGY

The discussion in this chapter elaborates the set of methodology employed in this study. It covers research design of the study, research site, participants, data collection, research procedure and data analysis. This study was conducted with an attempt to implement R2L to scaffold one of the mandated basic competencies for year 11 level students – especially the disadvantaged students, in this particular the teaching of writing analytical exposition text. Further, it was also aimed to explore the improvements gained after the instructional intervention. Based on the purposes, the study can be summarized by the following research questions:

- a. How does R2L scaffold the disadvantaged students in learning to write an analytical exposition text?
- b. What is improved among the disadvantaged students in writing the analytical exposition text?

3.1 Research Design

Concerning above research questions, this study was conducted using a qualitative study design since it best fit with the specific single classroom observation exploring teachers and students interaction during the teaching and learning process (Anderson and Herri, 2009). This study also focuses on the quality of relationship, activities and situations of the particular topic with an in-depth coverage. An in depth explanation and elaboration of collected data on qualitative design will serve great analysis (Creswell, 2012). Due to its small scale and covers only a single classroom case, this research can be considered as a case study (Creswell, 1994). Further, this is also categorized as a descriptive case study since it is characterized and determined by R2L methodology and prescribed Indonesian EFL curriculum for vocational high school even before doing the research (Berg, 2007).

Additionally, I conducted this research whilst at the same time I did the instructional intervention. Hence, this research can also be referred as practitioner

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research as I took the dual role both as teacher and researcher (Menter, et.al, 2011). This kind of research can be conducted by teacher like me who want to improve the practice of the teaching as well as to improve my professionalism in particular on my topic of interest (Dadds & Harts, 2001) to help disadvantaged achieving the mandated basic competencies accordingly with their grade. Thus, when I did my research, I also practiced my teaching skills (Burton & Bartlett 2005; Menter, et.al, 2011).

3.2 Research Site

This research was conducted at Yiza Vocational high school (pseudonym). It is a small private school located in a sub-urban area and most of its students come from middle-low income family. I have been teaching at this vocational high school for four years. Yiza generally own 2 majors of vocational skills and 6 local of classes for three grades.

Yiza vocational high school was basically founded by its owner because of his concern and dreams to establish a free of charge school for those who are selected based on certain requirements, generally such as unable to pay school fee and willing to stay at provided dorms to attend additional religious study. It was basically a vocational high school for children with less disadvantaged background who stay at Panti Asa dan Harapan (pseudonym).

Lately, the school has developed and started accepting students who are coming from its neighborhood. Although, Yiza charges some tuition fee from students who don't stay at the dormitory, it's no more than just to pay the administration fees and students' technical support – which is still cheap and affordable, and most of the time it is covered by students funding from local government.

This vocational high school continues to expand its infrastructure facilities. In recent years it has built 2 new classes, a new computer laboratory. Although it has limited space of land, the school provides good support system to ensure the learning activity can be held well. It has several projectors, sufficient computers, sound system for computer laboratory, language center and extra-curricular

activities. It also has a good Wi-Fi connection for its staff and limited access for students (only when they need to do task at computer laboratory).

The average students on every class are 25 – 35 students, which is common numbers for Indonesian class size. Because one of the vocations is visual communication design, we can see so many displays everywhere around the schools. We can see murals almost everywhere, start on the big walls near the main gate, the walls inside the classroom and even on the windows, some students paint on glass materials. The seating arrangements are consistently switch so that students change their seats and rows quite regular.

Choosing the school where I teach at as the research site are basically for feasibility reason (Bogdan & Biklen, 1992) and the difficulties face by many of my EFL students to achieve the required basic competencies for their grade (Kemendikbud, 2017a; 2017b; 2017c). It was started when I was doing my Functional Grammar several months ago. At that time, I tried to analyze my students' difficulties who were at tenth grade to work the exercise on narrative text, in particular for the basic competencies point 3.8 and 4.8 where it state that students are expected to be able to analyze and be able to compose (on latest revision it becomes 'be able to present') simple narrative text (Kemendikbud, 2017a). The results indicated that these students need additional support as their writing is dominated by L1 structures with so many broken and incomplete sentences.

By this year, these same students are at eleventh grade and they are now struggling with new basic competencies, in this particular this study discuss basic competencies point 3.22 and 4.22 on analytical exposition text (2017a). After doing pre-observation and theoretical review, this study was finally able to be conducted. As has been mentioned in previous chapter, one of the main aims of this study was to help these students achieving the prescribed basic competencies by giving additional support from R2L methodology as a scaffold.

The numbers of the students participating on my EFL classroom are 25 students. Ten of them are male students and fifteen other are female students. These students and I will cooperate trying to implement R2L methodology on our EFL classroom learning activities. Even though the focal students whom are

observed carefully and mainly tracked of their literacy development on this study are only six students, the other non-focal students are still there doing the classroom activity as usual. The class maintains its regular basis because the study is conducted on regular class session.

3.3 Participants

3.3.1 Participant Observer

Back in the early years when case study was introduced, many of its participants were the researcher themselves (Duff, 2008) and it is currently still common although it's not necessary (Yin, 2003). In the context of this study, the participant observation took place with my role as the teacher. Duff (2008) state that, "in participant observation, the researcher play another social role in the research site (e.g., as student, teacher, or co-worker, a co-participant within the local culture)."

At the time of the study, I have been teaching the participants in my study since 2017 – 2018 of academic years. Although I have been teaching at Yiza secondary vocational school for over 3 years, previously I handled students at year twelve level. Prior to this, I mostly taught English at private institution be for school age students or for corporate employee. I had my bachelor degree majoring English Literature and is currently working to achieve master degree on English Education Department at Universitas Pendidikan Indonesia.

3.3.2 Six Focal Students (6 Focal students)

All the names cited in this research as participants are pseudonym. These students were chosen to be the focal students as they represented the suggested categorized students' group on a classroom, two from the low, middle and top ranges in class (Rose, 2016c). Below are short descriptions about their backgrounds to give some hints why these students – and many of their friends at school, categorized as disadvantaged students.

1. **Diandra**

Diandra is an orphan child, her mother passed away when she was a child. She was the youngest child from six children. She is a smart student, she is keen and diligent. She is also a quite student. During school break she will open her bag and unfold some snacks to be sold to her classmate. Her ability on English is fairly good. I believe, she only need the right instructional support to boost her English ability especially to meet the required mandated basic competencies for her grade.

2. **Piku**

Piku is also an orphan child. She lost her mother since she was a little child. Her father makes a living by working as a laborer to support Piku, his only child. Piku is a smart student. The problem is Piku doesn't have sufficient educational support. She attend small school where some teachers are frequently absent or teaching just by ordering the students to copy the content of the prescribed book, so that the learning activity was sometime only copying written text on the board – a method I knew from my childhood experience when I was on primary school. Her ability on English is better comparing with her other friends, however she still need support to write academically valued text.

3. **Ifdan**

Ifdan is the youngest son in his family. His father is self-employed. He is a bright child and humorous. However, like most of his friend, his support on education is only supported the school. When the school isn't able to give sufficient educational support, students like Ifdan can get left behind.

4. **Romi**

Romi is very introvert. He is the oldest son in his family. Due to his weak physical condition, he often get absent from school. Good things about Romi is that he is a very good listener and very polite. Even though he often needs to struggle more to be able to learn the lesson, he always pays attention to whatever classroom activity being conducted.

5. Rizki

Rizki is a very friendly student. He is talkative and loves to participate on social workshop. His ability on English is fairly good. He loves to listen to foreign song and it helps his speaking ability. However, when it comes to write academically valued text for his grade, Rizky still need support as his writing is still dominated by spoken language.

6. Valery

Valery is a teenager who admires K-pop so much. It leads her enjoy learning new foreign language. Positively, her hobby support her motivation to learn more foreign language, in this particular English is required foreign language to be taught in school. Similar with Rizky, when it comes to write academically valued text, Valery still need additional support.

3.4 Research Procedure

Although I have been teaching at Yiza vocational high school for three years, I still had to ask permission from the principal to do the instructional intervention for ethical reason. Not to mention, that at the same time a group of bachelors' students from one public university also had permissions from the school to conduct EFL field teaching for several months. Fortunately, the eleventh grade class vacationing office administration on which I conducted my research was still given under my authority. The official proposal letter from my university to conduct the research at the school are delivered per 16th October, however the less formal proposal was uttered weeks before. Below table is to give an illustration on how this research was conducted:

Table 3.1
Research schedule and timeline

Stages	Date	Activities
General Preparation	5 th October	Contacted the principal asking permission to conduct the instructional intervention research at YIZA vocational high school.

Teacher's Preparation	08 th – 15 th October 2018	Designing and composing the instruction design for the research
Pre-implementation	20 th and 22 th October 2018	Introducing the instructional intervention and asking students' consent to participate on this research.
Implementation	29 th October – 19 th November 2018	Teaching and learning process, implementing R2L as the scaffold of mandated basic competencies for year 11 students
Data evaluation	Ongoing from October – November	Analyzing students' writing exemplars and all gathered data

3.5 Data collection

This research was able to be conducted for the support of the available supporting main data for this study. Some of those documents are Indonesian curriculum structure for vocational high school (Kemendikbud, 2017b), Mandated competencies for vocational high school (Kemendikbud, 2017b), English teacher's book (Kemendikbud, 2017c), English student's book (Kemendikbud, 2017d), and of course the 9 series of R2L books (Rose, 2016a; 2016b; 2016c; 2016d; 2016e; 2016f; 2016g; 2016h; 2016i).

Above documents gave solid ground on how this research should be conducted. The construction of the lesson plan of this instructional intervention couldn't be done without data compiled from these primary documents. Further, these primary documents guide me on how I can give better support for disadvantaged students on learning EFL on detail up to the assessment tool needed for tracking students' literacy development, are provided by these books

To answer previously proposed research questions on chapter one, data on this research will be collected from: the teaching phase, the collection of focal students' analytical exposition text, and follow-up interview with the focal students.

3.5.1 Teaching Observation

I designed the teaching program to be conducted since 29th October 2018

to 19th November 2018. The program was held twice a week combining the

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regular basis of classroom session on Monday and small additional class on Friday. As has been mentioned on previous chapter, English for eleven years level is given time allocation for 3 hours of teaching per week held in meeting (Kemendikbud, 2017b). As the consequences, time available in one meeting is spacious. To adapt with this spacious time, one meeting was divided up to two sessions. This is to anticipate students' possible boredom caused by intensive discussion on reading and writing academically valued text.

The classroom activities held during the teaching phase was audio and video recorded to help the teacher observing classroom interaction and how the instructional intervention of R2L scaffold the mandated basic competencies, in this particular point no. 3.22 and 4.22 on writing analytical exposition text (Kemendikbud, 2017a). Previous to the teaching phase, I told to the students that our class would try a method that would give additional support on our reading and writing discussion. A diagnostic writing session was also held to unfold students' prior knowledge or familiarity with analytical text exposition.

The teaching phase followed the stages on R2L pedagogy methods. It was started with preparing before reading, detailed reading, joint construction and independent construction (see figure 2.2).

On this teaching phase, I observed how R2L methods scaffold the disadvantaged students to learn mandated basic competencies for their grade, in this particular analytical exposition text. It also observed if there was any improvement can be gained from the instructional intervention. It was purposively conducted to collect information needed for the research. Classroom observation firstly began when the lesson entering chapter four; analytical exposition text. The observation started with giving pre-questionnaires to all students whether they have written text on argumentative genre or whether they have prior knowledge about this text. These questionnaires are to check students' prior knowledge and perception towards analytical exposition text that they were going to learn soon after that.

3.5.2 Collection of Focal Students' Analytical Exposition Texts

Since the essential topic on this research was an attempt to implement R2L as a scaffold the teaching of writing analytical exposition text mandated from the required basic competencies point 3.22 and 4.22 (Kemendikbud, 2017b) for eleven year level students, this study mainly discuss about reading to be followed by rewriting similar text they have read in prior session, collecting students texts became crucial, since they are the works will be assessed as an output of the learning activities.

Following R2L assessment criteria for tracking students' literacy development, it was recommended to take two students from the low, two from the middle and two from top ranges in the class (Rose, 2016c). Students' written work exemplars in this study were categorized into two groups, those are diagnosis writing and post instructional intervention writing of the analytical exposition text.

For above mentioned reasons, students' writing exemplars are crucial both from the mandated basic competencies and R2L assessment criteria to track students' literacy growths after giving the additional support for disadvantaged students who are less prepared especially for the needs of academic reading and writing (Ramos, 2012; Rose 2003; Rose, Gray and Cowey, 1999).

3.5.3 Follow-Up Interview

Interviews were planned to reveal focal students' responses on how they think if there's any significant development on their understanding about the social function of analytical exposition text, its text structure and its language features. Also, it aimed to figure out whether their skills have also developed and resulting better analytical exposition text. The interviews were conducted with the six focal students throughout the whole sessions. The formal session of interviews were conducted on November 19th, 2018.

Apart from formal sessions of interviews, other informal conversations before, during or after the lesson are often occurred, especially to review and or to discuss if there's any difficulties felt by students. The interviews both formal

and informal were mostly conducted using Indonesian language. However, due to limited space and privacy at public place like schools, some of the recordings are not in excellent qualities due to excessive noise inside or outside the class.

3.6 Data Analysis

Gained data in this study were analyzed to answer the two research questions employing the framework supporting this research and previous study relevant to this study. For that reason, the data were analyzed based on theories of scaffolding (Gibbons, 2002; Hammond, 2001; Walqui, 2006; Martin & Rose, 2005), theories of R2L (Rose, 2005b; 2006b, 2012b, 2016; Rose & Martin, 2012) and guided by national government on mandated basic competencies (Kemendikbud, 2017i; 2017b; 2017c; 2017d).

In this study, the data were analyzed from multiple data sources involving several instruments such as observation, interview, and students' writing works. Specifically, data analysis was categorized as follows:

3.6.1 Analysis of Teaching Observation

Data from the observation phase was mainly gained from field note and audio – video recording observing how R2L scaffold the mandated basic competencies in this particular the teaching of writing analytical exposition text during the instructional intervention. Data on this section were gained by playing back and transcribing the audio and video recording. On the next step, these data were then coded, interpreted, and analyzed using the framework of R2L (Rose, 2005b; 2006b, 2012b, 2016; Rose & Martin, 2012) and scaffolding (Gibbons, 2002; Hammond, 2001; Walqui, 2006; Martin & Rose, 2005).

3.6.2 Analysis of Students' Analytical Exposition Text

Data analysis on this stage was aimed to track students' literacy development from their diagnostic writing exemplars and post-instructional intervention. The data from the students' writing exemplars were assessed using R2L writing assessments tools for arguments genre (Rose, 2016c).

Further, data was also showed how R2L assessment tools are far more explicit than the available rubric on prescribed book from the government (Kemendikbud, 2017c).

3.6.3 Analysis of Interview Data

The interview was targeted only for the focal students. This was following to the previously mentioned assessment criteria on R2L methodology on how to track students' literacy developments. This was aimed as the principal rules on R2L are to accelerate students' literacy and close the gap on the hierarchal success between top, middle and low range students (Rose, 2012b).

3.7 Concluding Remark

This chapter has reviewed the research methodology employed in this study. It discusses the research design, research site and the six focal students as the participants. This chapter also elaborates the procedures of the research along with its data collection technique and data analysis.