CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodological aspects of the present research to answer the three questions previously stated in Chapter I. It covers research design, research site, participant, data collection techniques, data analysis techniques, and concluding remark.

3.1. Research Design

This research employs qualitative approach as itidentifies and analyzes details from participants which are developed from data recording. Classroom observation, field data record, and interview have been employed in this research. These data collection methods are suggested by McDonough and McDonough(1997). This research also has characteristics of case study since it carries out in a small scale, a single case (Stake, 1985:278 as cited in Emilia, 2005) which focuses on a particular phenomenon, situation, or event from participant point of view (Merriam, 1998; Sukmadinata, 2005).

3.2. Research site

This research was undertaken at one of statesenior high schools in Bandung, West Java, Indonesia. This school has been chosen for at least two reasons. First, this school provided the researcher with access to undertake research. Second, at the time, the researchercarried out her teaching program at

that school, so it was easy to gather the data. These facts could enhance the feasibility of this research.

3.3. Participant

The participantsinvolved in this research were an English teacher and 27 students of tenth grade.The English teacher chosen was a teacher who was familiar with the concept teaching-learning cycle consisting of four stages which had been explored in the preceding chapter. Thus, scaffolding was predicted mostly occurred during the lesson. Meanwhile, tenth grade students had been chosen because at this grade, News Item text was taught.

3.4. Data Collection Techniques

There are two forms of data collection techniques used in the present research, those are classroom observation and interview. Both of techniques were used to categorize types of scaffolding provided by the teacher, to investigate the ways the teacher provides scaffolding, and to figure out benefits and challenges of scaffoldingin teaching writing News Item text. Each technique of the data collection techniques is described thoroughly below.

3.4.1. Classroom Observation

The general aim of this research is to review and explore to what extent a teacher as the participant applied scaffolding during the teaching of particular text genre, so classroom observation has been conducted as a focal technique to collect

the data since it is the basic to assess human behavior (Genesee and Upshur, 1996). Videos as tool of classroom observation technique have been used to get deep comprehension of classroom interactions. The type of classroom observation used in this present research is non-participant observation in which the researcher does not participate in the activity being observed, but rather sits on the sideline and watched(Fraenkel and Wallen, 1990).In addition, the use of videos is also aimed at capturing real situation during learning process and supporting researcher's field notes.

To answer the research questions, six meetings were conducted from May 1st until May 15th 2012 respectively. Each lesson took 90 minutes per meeting. The observation was also video-recorded, replayed, and transcribed to discover the scaffolded interactions between the teacher and students.

3.4.2. Interview

To crosscheck the data from classroom observation, interview were used to acquire data on types of scaffolding, the way teacher provides scaffolding in teaching writing News Item text and the benefits and challenges of scaffolding in teaching writing News Item text. Semi-structured interview has been applied to the teachersince it allowed the researcher to respondto the situation at the time, to the emerging worldview of the respondent, and to new ideas on the topic.

This type of interview means that there will be improvement done by the researcher during the interview. The questions in the interview which have been designed and structured in advanced were about the whole activities during

learning process, the reasons of each activity conducted by the teacher, and teacher's opinions about benefits and challenges of scaffolding in teaching writing News Item text.Tape recorder was usedto record the interview, the result of interview then was transcribed later by the researcher. The languages used in interview session were both Indonesian and English. The interview session has been conducted once.

These are the following questions of the interview:

1. Would you like to explain each step of teaching writing News Item text in each meeting?
2. What are you reasons of applying those steps or activities?
3. What factors do encourage you to implement those steps or activities?
4. Do you realize that you had implemented some types of scaffolding?
5. What benefits do you find out by implementing those activities?
6. What challenges do you face during learning process?

3.5. Data Analysis Technique

The data collected from classroom observation and interview were analyzed by using framework of curriculum-cycle (Derewianka, 1990; Hammond, 2001; Gibbons, 2002; Emilia, 2010). In addition, the data were also analyzed based on theories of types of scaffolding (e.gRoehler and Cantlon (1997), Hammond (2001), Gibbons (2002), and Walqui (2006)).

The data from the videos were watched and transcribed. During the process of reading the transcriptions, coding was employed by matching the data with

research questions (see Chapter One section 1.2). Coding the data as the process of segmenting and labeling text to forms of descriptions,which is aimed at narrowing into a few themes (Cresswell, 2008) was also conducted by the researcher. The result of the analysis is described comprehensively and thoroughly in Chapter 4.

The data collected from the interview were transcribed firstthen categorized into some main issues basedonthe research questions.

To ensure the validity and reliability of the data, the data from classroom observation and interview were cross-checked in order to make sure whether or not the data were consistent. The final step was analyzing the data by using framework of the theories, which will be presented in the Chapter 4.

3.6. Concluding Remark

This chapter has presented research design, research site, participant, data collection techniques, and data analysis techniques. This researchis aimed at categorizing types of scaffolding in the classroom, investigating the ways a teacher provides scaffolding in teaching News Item text, and figuring out the benefits and challenges of scaffolding in teaching writing News Item text.