

CHAPTER III RESEARCH METHODOLOGY

This chapter presents the research method that was applied in this study. It involves research design, site and participant, data collection, procedure, data analysis, and success criterion.

3.1 Research Design

Classroom action research (CAR) was employed in this study since it was intended to solve the problem in teaching and give insight into the behavior of teachers in applying scaffolding. It was aimed at improving the students' analytical exposition writing skills in the classroom. CAR is a general term for empirical research that uses the classroom as the primary research site (Dornyei, 2007). It applies fact-finding to practical problem-solving in social situations involving the collaboration and cooperation of researchers, practitioners, and the general public to improve the quality of action (Burns, 1999).

In this study, the researcher collaborated with another teacher since the collaboration was recognized as a significant personal advantage and a critical role in developing instructional challenges. According to Burns (1999), collaborative action research can initiate and enhance teachers' research skills as a natural extension of teaching practice. Furthermore, she adds that discussion among teachers is most worthwhile because perspectives, feedback, reinforcement, and support are broadened in collaboration.

Based on the research problem, this study applied qualitative action research to explain what was happening and understand the effects of educational intervention. A qualitative design is conducted to understand the situation, meaning, and participant involved (Merriam, 2009). By performing action research with a qualitative method, such in-depth understanding might be achieved with the best possible outcomes. Teachers commonly use qualitative methodologies and interpretive processes to monitor, document and assess classroom activities and student learning (Klehr, 2012).

In terms of the researcher as a teacher, CAR in this study offered a way to improve teacher professionalism in classroom practice. Since the teachers

experienced the problems in the classroom themselves, CAR can bridge the gap between theory and practice. Action research provides a valuable opportunity for teachers to participate in research that is felt to be relevant because it is grounded in the social context of the classroom and the teaching institution and focuses directly on issues and concerns that are significant in daily teaching practice (Burns, 1999). Then, the result of this study can be directly used to benefit the quality of teaching and learning activities in the classroom.

3.2 Research Site and Participants

This study was conducted in a public Islamic senior high school in West Java. During this study, the researcher was a participant, and one English teacher participated as a collaborator to assist in implementing scaffolding activities and observing the outcomes. The participants of this study were 26 EFL students in eleventh grade of an Islamic senior high school who had writing problems based on the preliminary study of the present research. Six students participated in the interview to represent high-achiever, middle-achiever, and low-achiever students.

The site was chosen for several reasons: (1) the school is a public school and has implemented the 2013 curriculum, which is required in this study, (2) the English teacher is considered has not given enough scaffolding in writing class; and (3) the student's writing skills have not met the minimum writing criteria. The lack of scaffolding in writing class was assumed to be the primary cause of students' general writing problems and analytical exposition text.

In this study, the researcher was personated as a teacher who implemented scaffolding in the teaching writing process. This consideration was taken to ensure that scaffolding technique was well-implemented following the lesson plan designed by the researcher and collaborator. Furthermore, practising the role of a teaching observer was also beneficial to the researcher since the researcher has basic knowledge of the scaffolding and information of the student's characteristics and the classroom situation.

3.3 Data Collection

The qualitative data in this study was obtained from documents, observation, and interviews.

3.3.1 Document

Document was gathered from students' writing test which is one of the essential parts of language teaching. Students' writing tests consisted of pre-test and post-test. A test is a tool or procedure conducted to elicit learners' performance to measure their attainment of specific criteria (Brown, 2004). The test was delivered before and after the treatment of scaffolding in the teaching and learning process. After that, the researcher and the collaborator scored the test based on five aspects of writing assessment, namely: content, organization, Grammar, vocabulary, and mechanics (Brown, 2004).

3.3.2 Observation

Observation is the basis of action research since it enables the researcher to document and reflect systematically upon classroom interactions and events as they occur rather than as we imagine they occur (Burns, 1999). In this classroom observation, the focus was to see and analyze the scaffolding activities conducted by teachers and students' responses in every stage of genre-based approach: building knowledge of the field, modelling of the text, joint construction of the text, and independent construction of the text (Emilia, 2005; 2010; 2016). Field notes and video recording technique captured detailed naturalistic interactions and verbatim utterances.

3.3.3 Interview

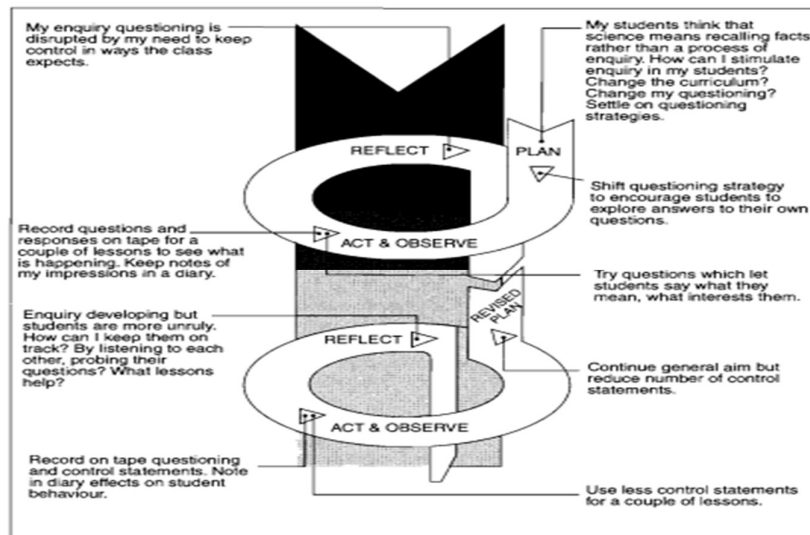
Six students participated in the semi-structured interview sessions (Merriem, 2009). The interview was conducted to get more prosperous data on the treatment. The interview can double as a classroom task and investigate and collect data on areas one wishes to explore (Burns, 1999). It was conducted over the program. It inquired students' activities in the implementation of scaffolding in the classroom. It was audio recorded and written recorded on the sheet. The participants also confirmed the result.

The Indonesian language was used as the native language for the interview to make the interviewee feel comfortable and explore the answer because of the mother language. The interview consisted of twelve questions based on the

scaffolding theories combined with writing problems (Boblett, 2012; Harmer, 2007; Emilia, 2010; Shin et al., 2020, Byrne, 1995).

3.4 Research Procedure

In the context of classroom action research, the data was gathered through the four stages: planning, action, observing, and reflecting (Kemmis and Taggart) in Burns (1999). The data collection of this study was obtained from the first and second cycle of action research.



(Kemmis and Taggart, 1988)

Figure 3. 1 The cyclical process of classroom action research.

Concerning trustworthiness, this study used a variety of instruments and sources. Triangulation uses different methods, data gathering strategies, data sources, and sometimes even numerous researchers (Mertler, 2016). The validity of research findings supported by many methodologies and sources of data collection will only serve to strengthen such conclusions.

3.4.1 The Implementation of Treatment in the First Cycle

The implementation of the first cycle consists of planning, action, observing, and reflection stages.

3.4.1.1 Planning Stage

In this stage, the researcher and collaborator identified a general idea or issue of interest to the group. It was a starting point for undertaking some action by

conducting a preliminary study. In the preliminary phase, there were four activities conducted by the researcher. The activity of the preliminary phase is elaborated in the table below.

Table 3. 1 The activity of the preliminary phase

Date	Activities
March 7, 2022	Communicating with the English teacher to have collaborative action research to overcome some problems in writing
March 8, 2022	Meeting the principal to ask for permission to conduct the preliminary study
March 9, 2022	Administering the diagnostic test
March 9, 2022	Conducting the interview

Considering the major issues in the preliminary study, the researcher and collaborator tried to overcome those problems in students' writing by preparing the action stage to follow up on the issues stated. Then the researcher and collaborator developed a feasible plan for gathering data, considering and selecting an appropriate research method range.

As a result of the issues found in the preliminary study, the teacher and collaborator prepared the instruments to implement the treatment of scaffolding to overcome those problems. The instrument consists of writing tests (pre and post-test), observation sheets, a rubric on writing assessments, interview questions, and a lesson plan. The lesson plan consisted of four meeting lesson plans. After making the lesson plan and piloting it to other students at the same level, it was found that it was doable and relatable.

3.4.1.2 Action Stage

The procedures selected for collecting data were developed and implemented in this stage. The data from document analysis, observation, and interview were gathered in this stage through the action stage of the first cycle. The research timeline below elaborates on the implementation of scaffolding in supporting students writing skills in the first cycle.

Table 3. 2 The activity of the action stage of the first cycle

No	Date	Activities
1	June 9, 2022	Action stage of cycle 1: The teacher implemented the teaching and learning process of the first meeting, and the collaborator wrote down observations on the field.
2	June 10, 2022	Action stage of cycle 1: The teacher implemented the teaching and learning process of the second meeting, and the collaborator wrote down observations on the field.
3	June 16, 2022	Action stage of cycle 1: The teacher implemented the teaching and learning process of the third meeting, and the collaborator wrote down observations on the field.
4	June 17, 2022	Action stage of cycle 1: The teacher implemented the teaching and learning process of the fourth meeting, and the collaborator wrote down observations on the field.
5	June 24, 2022	The researcher administered the interview.

After implementing the action stage of the first cycle, the researcher and collaborator continued to observe the data based on all data collection techniques.

3.4.1.3 Observing Stage

After the implementation of scaffolding in the first cycle, the researcher and collaborator observed the data on June 25, 2022. the data were analyzed using systematic analysis and interpretation according to the assigned criteria. As a result, It was found that several students still had scores under the minimum criteria or *kriteria ketuntasan minimal* (KKM).

3.4.1.4 Reflection Stage

After observing and reflecting on the implementation of the first cycle conducted simultaneously, this study found that several issues regarding classroom management, student accountability, and student work inhibited student collaboration. The teacher and researcher continued to develop new teaching strategies to collect the data systematically on the intervention results. Consequently, it needs to improve learning in the second cycle. In classroom

management, the researcher and collaborator made a time restriction for the activities in each stage activity and scaffolded low-achiever students. The implementation of the second cycle was focused on the text's language features: grammar and vocabulary. It was focused on scaffolding for the low achiever students who scored under the minimum criteria or *kriteria ketuntasan minimal* (KKM).

3.4.2 The Implementation of Treatment in the Second Cycle

The implementation of the second cycle consists of planning, action, observing, and reflection stages.

3.4.2.1 Planning Stage

Considering the major issues in the first cycle, the researcher and collaborator tried to overcome those problems in writing by preparing the action stage to follow up on the issues stated. In the planning stage of the second cycle, the teacher and collaborator prepared the instruments to implement the treatment of scaffolding. The instrument consists of a writing test (post-test), observation sheets, a rubric on writing assessments, interview questions, and a revised lesson plan.

3.4.2.2 Action Stage

The implementation of the action stage of this study is elaborated in the timeline below.

Table 3. 3 The activity of the action stage of the second cycle

No	Date	Activities
1	August 19, 2022	Action stage of cycle 1: The teacher implemented the teaching and learning process of the first meeting, and the collaborator wrote down observations on the field.
2	August 20, 2022	Action stage of cycle 1: The teacher implemented the teaching and learning process of the second meeting, and the collaborator wrote down observations on the field.
3	August 26, 2022	Action stage of cycle 1: The teacher implemented the teaching and learning process of the third meeting, and the collaborator wrote down observations on the field.

No	Date	Activities
4	August 27, 2022	Action stage of cycle 1: The teacher implemented the teaching and learning process of the fourth meeting, and the collaborator wrote down observations on the field.
5	September 7, 2022	The researcher administered the interview.

After analyzing and reflecting on the entire study procedures from cycle one and cycle two, the researcher and collaborator discussed the implementation of scaffolding to improve students' skills in writing analytical exposition text.

3.4.2.3 Observing Stage

After the implementation of scaffolding in the second cycle, the researcher and collaborator observed the data on September 9, 2022. The data were analyzed using the systematic process of analysis and interpretation according to the assigned criteria. As a result, it was found that all students had a score above the minimum criteria (KKM). Therefore, it meant that this study met one of the criteria for success.

3.4.2.4 Reflection Stage

After observing and reflecting on the implementation of the second cycle conducted simultaneously, this study found that almost all classroom management and student accountability issues had been accomplished. The teacher and researcher found this classroom action research has reached the criterion of success. When the measures are achieved, this CAR will be stopped.

3.5 Data Analysis

The qualitative data were obtained from document analysis, observation, and interviews. First, the researcher analyzed students' writing documents. The analysis was focused on five aspects of writing assessment proposed by Brown (2004) to reveal whether five writing aspects have been achieved to improve students' analytical exposition text. Second, the researcher employed classroom observation to investigate students' involvement and response in implementing scaffolding in writing analytical exposition text. The data from observation was

analyzed based on genre-based theories from Emilia (2016). Third, the researcher analyzed the interview data by open coding and axial coding to build categories based on the analysis steps from Merriam (2009). Central themes were emerged from the interview categories, which were triangulated with the data from documents and observations. In conclusion, the data from three sources were analyzed through open and axial coding, building categories, describing the categories, and interpreting the data based on the theories (Merriam, 2009; Mertler, 2016).

3.6 Criterion of Success

CAR in this study is successful if it can reach the criteria determined and unsuccessful if it cannot get the determining criterion. Therefore, in this study, it will succeed when: first, all students could reach the improvement score from the pre-test until the post-test, and they could pass the target score of the minimal mastery criterion level, the minimal mastery criterion level that must be given considering the writing skill which is adapted from the school agreement is sixty-five (65); second, it will succeed when students positively perceive the implementation of scaffolding in improving analytical exposition writing skills. Third, this study succeeds in overcoming the problems in writing as presented in the preliminary study. If the criteria achieved, this CAR will be stopped, but if this condition has not been completed, another action will be conducted in the next cycle.

3.7 Concluding Remarks

This chapter has presented research design, research site and participant, data collection technique, research procedure, data analysis and criterion of success applied in this study.