

CHAPTER III

METHODOLOGY OF THE RESEARCH

3.1. Introduction

This section will discuss some important elements related to research methodology is that the research design which describes how to design the process of collecting data. According to Maxweel (1996) that qualitative paradigm ignores the fact that most sampling in qualitative research is neither probability sampling nor convenience sampling but falls into a third category: purposeful sampling.

Based on the statement above, it is concluded that in order to get closer to the process of learning activities in the classroom it is better to choose a respondents based on the conditions involved in the local values in its process.

3.2. Research Design

This study is a qualitative case study in particular, because it fulfills the following characteristics. First, this study dealt with a single or small-scale case. It described, interpreted, and even evaluated some phenomena by arranging them into categories or types based on functions (Merriam, 1998:12). Second, this study dealt with interpretation as the main method of a qualitative case study. Third, this study focused on the development process in which events and action took place (Maxwell, 1996: 71).

In conducting this research, the writer did two-step study. The first one was piloting study, and the second one was the major project. The piloting study

was done at MTs Negeri 1 Stabat. That activity was done by distributing questionnaire to the English teacher and the students to examine the questionnaire whether it was comprehensible or not before given to the real respondents. Fortunately, the questionnaire was comprehensible enough since most of the respondents in the piloting study could answer the questions clearly. The questionnaire for piloting study was also attached in appendix section II.

3.2.1. Research Site

The site of the study was MTs Al-Ikhlas in Pangkalan Susu Langkat Regency North Sumatera Province. There were several reasons for choosing this school as the research site. Firstly, the researcher conducted informal interview to both of the English teachers in the school. Based on their explanation, the school is one of the best schools in Langkat Regency. The English teachers have also implemented CALL in their school. This assumption became the basic reason why the researcher had chosen the school.

Secondly, in terms of accessibility, there was no hindrance faced. This was because of good relationship among the researcher, the headmaster, and administration staffs. It implied that there would not be any difficulties found, i.e. data collection was feasible to do.

Thirdly, the school has many computers that are always used by the students for their activity. Based on the researcher's survey in the school there were 22 computers in computer laboratory. There were also five computers in

training class. Then, there was one computer in every class with monitor 21-inch screen.

Thus, regarding those reasons, it was expected that the research was very possible to be done in this setting. Besides, the result of the study hopefully, would be of importance for the school in implementing CALL in the future.

3.2.2. Participants

The participants of the study were two English teachers and the seventh and eighth year students (class VII¹ and VIII¹) of MTs Al-Ikhlas Pangkalan Susu academic year 2008/2009. Each class consists of 20 students. The whole students in the school were 176 divided into 9 classrooms. The research was conducted during the curriculum 2006 or school-based curriculum.

In addition, the English teachers of MTs Al-Ikhlas were S1 graduates from IKIP Medan. They have been also selected as professional teachers recently. Both of the teachers often implement CALL in their class. In relating to the students, the researcher has chosen grade seventh and eighth. The reason why the researcher chose those two grades was that the students have more times than the students in grade ninth, since the students in grade nine should prepare themselves for national final examination. The students who become the participant were the students with best qualification and well selected. That information was got from the writer's informal interview done on January 2009 to the two English teachers. It meant that the researcher chose the participant purposively.

3.2.3. Data Collection Techniques

As outlined above, this study employed a qualitative research; the process of collecting data involved both the selection of the instruments and the conditions where the instruments would be administrated. The researcher imposed four methods of collecting data; class observation, questionnaire, interview and documentation. The use of multiple sources of evidence in case studies allows a research to gain a more complete data. The most important advantage presented by using multiple sources of evidence is development of converging lines in inquiry. The methods of collecting data the researcher applied are:

1. Observation

The researcher conducted classroom observation in which the researcher became non-participant, and he just recorded the classroom without involving in the activities. The classroom observations were done to answer the first and second research questions, which relate to the process of implementation of CALL in EFL classroom and its benefits and hindrances. The class observations were done in class seven I (VII¹) and class eight I (VIII¹).

The classroom observations were done six times with calculation three times for each teacher. However, in the third and fourth classroom observations, both of the teachers have not used computers in teaching speaking. Whereas in their lesson plan they had written that they would used computer as visual aids. At that time, electricity current was turned off by PLN (state electricity company).

For the English teacher who taught class VII¹, the classroom observations were done on 29th of January, 12th February, and 3rd of March 2009. For the

English teacher who taught in class eight I, the classroom observations were done on 31st of January, 13th of February, and 2nd of March 2009.

In conducting the classroom observation, the researcher took some notes, video recording for six times. Furthermore, the data from that video recording were used as the source in observing how the teachers implement CALL in their classrooms.

2. Questionnaire

Distributing questionnaire to the respondents was done for answering the first and the second research questions. The forms of the questionnaire are opened and opened-ended. The activity was done on 12th of February 2009 for class seven. Then for class eight, the researcher distributed the questionnaire on the following day i.e. 13th of February 2009. The researcher also distributed the questionnaire to the English teachers on 12th and 13th of February 2009.

There were four opened-ended questions and nine opened questions in the questionnaire addressed to the students. There were ten questions for answering the first research question and four questions for answering the second research question. For the English teachers, the questions were the same as the students' questionnaire.

3. Interview

Interviews were conducted to gain data from participants. The interviews were the structure interviews. More specific, that instrument was used to answer the first and the second research questions.

Conceptually, the purpose of qualitative research interview is to understand themes of the lived daily world from the subjects' own perspective. It also involves a specific approach and techniques of questioning. Technically, the qualitative research interview is conducted according to interview guide that focuses on certain themes that may include suggested question.

Moreover, the interviews were used to gain the data that have not appeared yet in the questionnaire. Interviews were also used to strengthen the data got from observation and questionnaire.

The interviews were conducted in two days. On 2nd of March 2009, the researcher interviewed the English teachers with 11 questions. It was done in sequence. The writer recorded the interviews. For the transcript can be seen in appendix section II.

For the students, there were six students (three from class VII¹ and three from class VIII¹) who had been interviewed by the researcher. The interviews were conducted on 3rd of March 2009. There were 13 questions proposed to the students. The reason for choosing the six students i.e. they were the best three students (rank one up to three) in their classroom. Based on teachers' explanation taken from the researcher's survey, the students are also good in English.

4. Document

To increase the writer's data related to answer the first and second research questions about the process of implementing CALL and its benefit in EFL classroom, the writer copied the teachers' lesson plan before teaching and

learning process the lesson schedule. These documents are important for the researcher to determine the time for class observations and useful evidence.

In addition, the researcher also used the result of the teachers' ongoing-assessment in the form of list of students' mark for speaking skills by implementing CALL. This document was intended to compare whether this document support data from observation, questionnaire, and interview in terms of the benefits of implementing CALL in teaching speaking or not.

3.3. Data Analysis Method

Data analysis was conducted during and after data collection. It was done simultaneously with ongoing activities related to teaching and learning activities by implementing CALL in teaching speaking in the classroom, the questionnaire, interview, and document.

3.3.1. Observation

The analysis observation data was conducted during data collection. It was used to answer the first and second research questions (implementation of CALL in teaching speaking in the classroom and its benefits and hindrances). The researcher prepared a table to describe every activities happening in teaching and learning process (see appendix I). The table is divided into three main parts. The three mains parts are steps in teaching speaking activities (steps used by the teachers in teaching speaking); examples of expression used in teaching speaking activities (the teachers' explanation, instruction and questions); and comment

from the researcher based on his note during the observation in teaching speaking activities.

The researcher noted in the column if the activities happened in the classroom. The existing activities were compared with some CALL theories and teaching speaking. Then the data were concluded in findings.

3.3.2. Questionnaire

Questionnaire data was needed to answer the first and second research questions. The questionnaire can be seen in Appendix II. The questions were categorized into three: the way of implementing CALL, the program used, and its benefits and hindrances. The students were offered with 14 questions consisting four opened-ended questions and ten opened questions. The results of the questionnaire were put into tables. The researcher classified the respondents' answers into three types based on the categories. The researcher also used descriptive statistics to percentage the respondents answer.

3.3.3. Interview

Interview data is analyzed to answer the first and the second research questions. The list of questions for interview can be seen in Appendix III. The researcher interviewed both teacher and students in order to reveal the essential information with regard to process of teaching speaking by implementing CALL and the benefits and hindrances faced by the English teachers and students in implementing CALL in the classroom. The result of interview was written down

and recorded in CD in order to make easy to the researcher to analyze. The researcher prepared guiding questions to avoid deviation from the topic. Next, the results of the interviews were interpreted and described to answer the finding for the first and second research questions.

3.3.4. Documents

Document data was needed to answer the first and second research questions (process of implementing CALL, its benefits and hindrance in teaching speaking). There were six pieces of lesson plans, which contained teaching speaking by implementing CALL. The lesson plans will be shown in appendix section IV. Based on the document of lesson plans, the researcher scheduled the classroom observations. Then the researcher read and analyzed the document and compared with the process of teaching and learning in the class whether it was right or wrong.

In addition, the researcher also presented the list of the students' mark in appendix Section VI. Based on this document, the researcher read, analyzed, and compared whether that document support data from observation, questionnaire, and interview in terms of the benefits of implementing CALL in teaching speaking or not.

3.4. Validity and Reliability of Data

In attempting to make the data valid and reliable, the writer had formulated the data analysis with the following terms:

1. *Triangulation*: meaning that the writer used observation, interview, and documents analysis. Merriam (1998) believes that reliability and credibility of data are strengthened by triangulation (Lynch, 1996:59)
2. *Member check*: this strategy was undertaken to ensure the internal validity as well. The researcher came to the respondents to check whether the obtained data were acceptable as well as reasonable. The respondents might add more information. This was done on the 3rd of April 2009.

3.5. Conclusion

This chapter has been written to discuss a detailed methodological description of the research. It includes the discussion of the instruments used in answering the two research questions. The instruments used in this research were classroom observation, questionnaire, interviews and documents. All of them were used to answer the first and second research questions. The whole research findings will be discussed in chapter 4.



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