CHAPTER III
RESEARCH METHODS

This chapter discusses the methods used in this study. It begins with discussion on the approach of the study. Then it elaborates the technique of collecting data and the methods of data analysis. Finally, it also details the design of the WebQuest which is used for the course.

3.1 Research Design

This study employs a qualitative research design in the form of case study with regard to the consideration that the researcher focused on the observing, interpreting, and understanding of the phenomenon of using WebQuest as a design for collaborative writing task for EFL secondary students. This is done to gain an in-depth understanding of the situation and meaning for those involved (Merriam, 1998). This study as described by Maxwell (1996) attempts to understand the meaning, for participants in the study of the events, situations, action they are involved with and accounts that they give of their experiences; attempts to understand the particular context within which the participants act, and the influence that this context has on their action. The research thus focuses on how the participants employ the scaffolding process in WebQuest activities to accomplish the task of producing a report text in writing activities.

This study is considered case study because of the following reasons:

1. It deals with an examination of the use WebQuests to scaffold the participants in writing activities done by the students of grade XI in a madrasah in Yogyakarta.

2. It aims to uncover the role of scaffolding structured in Webquest to help the participants accomplish the writing task.

3. It seeks holistic description and explanation of WebQuests scaffolding for writing classroom.

(Adapted from Merriam, 1998)

Additionally, the researcher made use of multiple sources of evidence (Yin, 1993: 90) such as data derived from observation, interview, and document text analysis.

3.2 The Participants of the Study

The researcher applies purposeful sampling in the study. As what Maxwell (1996) states that in qualitative research, purposeful sampling is suggested as it is a strategy in which particular settings, person, or events are selected deliberately in order to provide important information that cannot be gained as well from other choices.

The researcher chooses that school because the school has online language laboratory so that the researcher is able to conduct the research. Thus, the research was conducted in a Madrasah Aliyah in Jogjakarta. The researcher decided that the participants in this study were the students of a Madarasah Aliyah in Yogyakarta enrolled in 2008. The participations consisted of eight students of grade XI who were voluntarily participated in the study.

3.3 Research Procedure

Firstly, The researcher administered pre-test where the students were asked to write a descriptive report with the topic about Savannah animal. The students carried out the task as a journalist to write a report in ordinary way. They should collect the information about the topic from various resources, then they do the writing.

Secondly, the researcher explained the nature of WebQuest. Having known about it, the students started to work in the WebQuest for writing a report with the same topic as the task of

pre-test. Here the researcher played role as the teacher-researcher. It could be in that the role of teacher in task-based learning is to monitor, as facilitator (Nunan, 1992), so she can do observation and informal interview at the same time.

Thirdly, the researcher administered interview to the students after engaging WebQuest.

Fourthly, the researcher analyzed the data from observation and interview , also the texts produced in pre-test and post-test. Then the researcher crosschecked them to investigate the use of scaffolding within the activities and written product.

 Fifthly, The researcher concluded the finding and finished the thesis

3.4 Data Collection Method

Multiple data are employed in the main research. There are observation, interview, and document analysis. The data collection was conducted from February 2009 to March 2009.

3.4.1 Observation

To collect the data, the researcher used classroom observation to know how the scaffolding provided in the Webquest help the participants to dothe task. The researcher observed what the participants did and said. The researcher observed the participants' activities such as studying the directions of the WebQuest stages, managing resources, identifying and using proper information, collecting data, and their collaborative interactions during completing the task.

The instruments used in collecting the data are field notes (Patton, 1990; Silverman, 2005) and video-recorded which were running descriptions of people and their activities. The researcher

observed the classroom activities during the program in six hours of three days during two weeks.

3.4.2 Interview

The researcher conducted interview as qualitative interviews were used either in conjunction with observation and document analysis (Bogdan and Biklen, 1982). The interview utilizes open-ended questions (Patton, 1990) in semi-structured (Kvale, 1996) to focus on participants' experience when working with WebQuest. This is to find out the viability of scaffolding to help the participant accomplish the task.

The interviews were conducted in Bahasa Indonesia. The interview was conducted over the program. This is aimed to gain the congruity of the result of observation and to inquiry their experience during the course. The interview inquired participants' activities such as studying the directions guided in the WebQuest, managing resources, identifying and using proper information, collecting data, and also their collaborative interactions. The questions for debriefing their experiences with WebQuest consist of three parts: first part is questioning the guiding directions on WebQuest stages to know how the participants work with WebQuest components (9 items). The nine items of questions inquiry the students' experience, opinion, and performance in every stage. Second part is questioning the links to find out how they use the links (9 items). The questions inquiry the students activities when involving the web resources such as reading, skimming, scanning, evaluating and synthesizing the web reading. They also question the student's experiences and opinions when involved in web resources. Third part is questioning student collaboration to investigate how they work collaboratively through interactions (8 items). There are nine items of question which inquiry students interaction with the peers and computers,

their collaboration in reading and writing including their contribution in collaborative writing. For the details, lists of questions for the interview see appendix 2.

The interview was audio-taped and also was written recorded on the sheets. The result then was confirmed to the participants.

3.4.3 Document Analysis

Document collection is done to enrich the data obtained during the research. As Glasser and Strauss stated that

> The data found in document can be used in the same manner as data from interviews or observations. The data can furnish descriptive information, verify emerging hypotheses, advance new categories and hypotheses, offer historical understanding, track change and development, and so on (cited in Merriam, 1998: 108).

The documents are students' writing production of texts in pre-test without WebQuests and post-test with WebQuests. The documents were used to gain the information to the impact of scaffolding in WebQuest for the participants, which were also employed to crosscheck with the collected data from observation and interview about the participants' use of the scaffolding.

3.5 Data Analysis Method

Data collected during the research were analyzed to find features related to the matter of the feasibility of the scaffoldings provided in the WebQuest help the students in their writing activities. These data were categorized into categories by data collection techniques: Observation data, interview data, and text analysis. Each category described such categories in order to draw answers to the research questions. The sub categories were relevant to the research questions formed in chapter one i.e. guiding directions, links, and student collaboration.

3.5.1 Data from Observation

The data from observation were analyzed in several steps. The researcher read field-notes and the videotaped records transcription. The researcher focused on the participants activities on the computers, how they worked collaboratively, and especially how they used the scaffolding provided in the WebQuest. The data were categorized based on the research questions. The analysis then focuses on how the directions provided in the WebQuest, the provision of links in the WebQuest, and peers-collaboration provide scaffolding for the participants during the learning. The analysis was related to the theories to support the judgments. The findings then were crosschecked with the result of interview and their written products.

3.5.2 Data from Interviews

The data from interviews were examined for cues and markers that reflected the students' activities during their learning using WebQuest, especially on how they used the scaffolding provides in the WebQuest. Then, the result of the interviews were transcribed to gain the equivalent information about students experience with scaffolding process noticed in the observation.

There were several steps taken in analyzing the data from interviews. The data were classified. Then, the data were narrated in a clear and firm description. Additionally, the researcher used pseudonyms for the respondents in order to keep their privacy and ensure confidentiality (Kvale, 1996).

3.5.3 Data from Document Analysis

The document analysis focused on the students' written products which are in form of texts, resulted from pre-test and post-test. The data from document analysis were used to give

physical evidence of the findings from observation and interview, to give the corroboration. Both pre-test and post test written product were analyzed to seek the use of informational resources and evaluated the general structure. The analysis was to obtain whether the participants used the scaffolding provided in the 'Process' stage. The analysis revealed whether the students employed the information from the resources they used in pre-test otherwise from the others scaffolded in the WebQuest. Besides that, the analysis also revealed the role of guiding directions to facilitate the students accomplish the task and provided evidence of the effect of peer collaboration during the completing task. The texts were evaluated using the same criteria of assessment as the Evaluation component of WebQuest, which had been modified from which from David Rose's (2008), and Pauline Gibbon's (2002) assessment criteria.

Category	Criteria

Table 3.1 Evaluation Criteria

Purpose	Text structure consists of classification & description. Genre is appropriate to a report text (the text structure is correct)
Staging	Phases on classification are followed by the descriptions. It goes through appropriate stages.
Content	The writer understands and explains the topic (content is relevant to the topic).
Reference	The use of pronouns, articles, comparisons and so on are properly. It is clear who or what is referred to.
Grammar	Tenses, pronouns and verbs, agreement, grammatical conventions are used appropriately.
Spelling	Spelling is accurate.
Presentation and lay out	The product includes sources citation, appropriate margins, headings, paragraph spacing. The layout is clear and attractive.

3.6 Instruments

3.6.1 Pre-Test Task

In pre-test, the researcher used ordinary writing activities, where the activities were framed in task-based approach. In this course, the participants were given task as a reporter to write a report about African savannah animal. The topic is same with the topic of post-test in order to get the description whether the provided scaffolding in post-test were used or not. The procedure to accomplish the task was given over to the participants. They were allowed to hunt for the information about savannah animal or report text from references, textbooks, and internet.

3.6.2 Post-Test Task

To gain the intended data for the study, the researcher designed a Webquest. The design follows the model introduced by Dodge (1995) and has been developed from Rice and Fish (2000). The use of WebQuest for scaffolding students in writing instruction, is grounded on the fact that internet provides good learning writing environment as well motivational aspect (Warschauer, 2000). That environment is rich of authentic materials as resources for writing,

appropriate for student-centered and collaborative learning (Hyland, 2002) as well as in task-based learning situation also to increase motivation, writing skill and reading skill (Warschauer & Healy 1997). This can be realized through WebQuest which provides independent learning, real-world task, integrated skills, scaffolding, input, interaction, output, and collaboration.

In addition to considering the important aspect in applying instructional technology is its ability bringing curricular goal (Weasenforth et al, 2002; Fox, 1998; Warschauer & Whittaker 1997), the WebQuest should be integrated into syllabus (Perez-Torres, 2004). Consequently, to be applicable for writing activities in curriculum, the design thus had been adapted to the Basic Competency (BC) of Competency Standard for writing skill of the School Base Curriculum (SBC) for second grade of senior high school. The BC is to give expression of meaning and rhetorical actions in an essay using written language accurately, fluently, and acceptable in daily life context, in textual form of report, narrative, and analytical exposition (Departemen Pendidikan Nasional, 2007). The purpose of the BC is to produce a report text. For that objective so the content of the WebQuest components are adjusted to the syllabus. The Webquest for this study was accessible from http://www.madrasah-muallimaat.sch.id/diahfakhmawati/, while the printed version is available in appendix 1.

The researcher chooses the topic about African savannah animal for the task of writing i.e. a report, as Prapinwong &Puthikanon (2008) suggest that the designer of WebQuest needs to consider students' prior experience and familiarity with the task. The assumption is that the topic about African savannah animal is appropriate for a report text and common for second grade of senior high school students.

Table 3.2 Overview of the task

Task Components	Purpose
Introduction	To give background information on the topic: African Savannah Animal
Task	To set the context through the steps which is required to complete task: as a reporter who has a job to write a report about savannah animal
Process	To outline necessary steps which may assist learners in accomplishing the task: they should link to the web sites, they may learn about text report or use the online dictionary
Resources	To provide online resources (in Process stage) that links to websites pre-selected by teacher within the task document.
Evaluation	To establish the criteria to evaluate the final task. It is also for the students self-assessment and self-revision.
Conclusion	To summarize what students have learned from the Webquests and

	encourages students to apply what they have learned in their local context

3.7. Summary

This chapter presents how the study had been conducted. It begins with research design adopted in this study. The study employs qualitative study with a case study approach. Followed by choice of participants, the chapter gives details on research procedure taken for collecting data. Then, it goes to the data gathering and data analysis procedures. The data were collected through observation, interview and document analysis. The analyzing of data employs multiple data sources. The findings on observation were crosschecked with the findings of interview and text analysis to find the scaffolding process which the participants taken on learning using WebQuest. Finally, it ends with giving detail on the instruments for obtaining the data.