CHAPTER III

METHODOLOGY

3.1 Introduction

This section will discuss some important elements related to research methodology. The first part begins with the research design and describes how the study was carried out. The second part relates to the participants involved and research setting in the study. The third part is data collection methods. The forth part is the validity and reliability of the study. Subsequently the last part expounds the technique used to analyze the data.

3.2 Research Design

Relevant to the subject, the purpose and the research questions in chapter I, this study employed naturalistic qualitative research design, which means that the researcher did not manipulate or interfere with the classroom activities, but work with the case specifically as the design point of qualitative research (Silverman, 2005). Denzim and Lincoln (2004 cited in Duhita, 2005) defined qualitative research as a multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researcher studies phenomenon in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. Patton (2001 as quoted in Golafshani, 2003) also assert that qualitative research uses a naturalistic approach that seeks to understand phenomena in context specific settings, such as real world settings, where the researcher doesn't attempt to manipulate the phenomenon of interest. Therefore, instead of manipulating the

activities, the researcher focused this study on observation, in identifying and describing the role of the teacher in supporting students learning: the use of scaffolding during speaking class.

This qualitative research design is embracing characteristics of a case study. A case study has been chosen because this study was carried out in "intensive descriptions and analysis of a single unit or bounded system" (Meriam, 1998; Stake, 1985 cited in Emilia, 2005), which is "employed to gain an in depth understanding of the situation and meaning for those involved"(Meriam, 1998, p. 19). Thus, the research focused in this study concerned on the use of scaffolding in improving students' speaking skills.

3.3 Research Sites

3.3.1 Settings

This research was conducted in a class of a Junior Secondary School in Garut regency, West Java. There were a number of reasons for choosing this school. First, it had something to do with accessibility; the school authorities (in this case, the headmaster and teachers) welcomed the researcher to conduct this study in their school. Second, the familiarity of the class condition enabled the researcher to comprehensively conduct the study. The researcher has been familiar with the school environment because he had ever been teaching at the school. Third, from the researcher's view, this school has good atmosphere for learners' language development in that one of the English teacher actively encourage students by giving ample exposure with real life English use.

3.3.2 Participants

The participants of this research were the English teacher and his third year students of a Junior High School in Garut Regency. The teacher has been teaching English for more than twelve years. He gained his undergraduate degree (S1) from the English Department of the faculty of teacher training and education of a private university in Garut. He had experiences with regard to English language teaching; he attended the national seminar of competence-based curriculum; he initiated to join the Desentralized-Based Education traning program. He held the education certificate (*sertifikat pendidik*) through joining The Education and Training for Teacher Profession (*Pelatihan dan Latihan Profesi Guru*/PLPG). The respondents were chosen purposefully based on the research topic. In this research, the respondents were the third year students and an English teacher first semester in academic year 2010/2011. The number of the students was 40 students as excellent class in that school. According to Patton (1990 as cited in Maxwell,1996) that qualitative paradigm 'ignores the fact that most sampling in qualitative research is neither probability nor convenience sampling but falls into a third category: purposeful sampling.'

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

3.4 Data collection Techniques

Travers (2001, p. 2) states that here are five main method employed by qualitative researchers: observation, interview, ethnographic fieldwork, discourse

analysis and textual analysis. As outlined above, this research employed a qualitative research, using one of those techniques of data collection above, "and conducted not only at the conclusion of the study, but also in an ongoing way" (Fraenkel and Wallen, 2002 cited in Emilia, 2005a, p. 10). The main qualitative data which were used in this research was types of scaffolding will be collected through classroom observation and videotaping. Then, to uncover theoretical foundations of language learning underpinning the English teacher's conducting such determinate types scaffolding, or additional information about the data, interview also have done by the researcher.

3.4.1 Classroom Observations

The main observer of this research is the researcher himself, in which the researcher acted as a non-participant observer. Observation was conducted in five meetings first semester academic year 2010/2011. The researcher was sitting behind the students without manipulating the teaching and learning process. The class was observed around the English teaching and learning process. These activities were intended to identify types of scaffolding used by The English teacher. The researcher observed the class activities by taking notes as well as recording of what was said and what both the teacher and the students did in the teaching and learning process. The researcher also wrote observation notes immediately after each session, in order to keep "the memory of the observation is still fresh"(Van Lier, 1988: 241 in Emilia, 2005a).

The researcher used video camera as the main instrument for gathering the data. It can function both for videotaping and audio-taping.

3.4.2 Interview

To find out theoretical foundations of language learning underpinning his conducting such determinate kinds of scaffolding, the English teacher was interviewed. Interviews were conducted as semi-structured interview and in-depth interview, in which the questions developed were mainly based on the observations. The subject was asked about his opinion not only the reason for choosing the most frequently applied types of scaffolding but also assumption in terms of development of his theoretical knowledge that inspires his teaching. To avoid difficulties in expressing himself, all interviews were conducted in Indonesian and they were tape-recorded.

3.5 Validity and Reliability

Validity according to Maxwell (1986:87) relates to the correctness and credibility of a description, conclusion, explanation, interpretation, or other sort of accounts. Therefore, to maintain and gain a more valid and accurate data, Meriam (1988) also proposes that there are some strategies that can be used to ensure the validity of investigation such as triangulation, member checks, and observation. In this study, the researcher used observation and interview as my method. In conducting observation, the teaching and learning process was videotaped, and He also took field note. Then, interview was recorded.

He also provided a rich, thick, detailed and complete description that could provide a full and revealing picture of what was going on in the classroom. Video recording of the classroom observation was transcribed so I could get clear picture

of what exactly happened in the classroom during speaking class. And also, the recorded interview was transcribed for further analysis.

3.6 Data Analysis

In this research, the researcher applied inductive analytical approach (Alwasilah, 2002). It means that the data analysis began while data were being gathered. As the characteristic of qualitative research, the analyses were tentative and provisional throughout the study and only become comprehensive one when the data were completely collected (Meriam, 1998). Ongoing data analyses and interpretation were based on data mainly from observations.

First, the researcher observed the teaching and learning process by using video recording and if possible he wrote some field notes. After each videotaping of five meetings, the researcher watched and highlighted the film repeatedly and transcribed them. The researcher categorized what the English teacher did and said during speaking class into eleven categories. Subsequently the researcher computed each category for its frequency. So, it was found some kinds of scaffolding the English teacher utilized and their frequency. The most frequently applied type of scaffolding was doing elicitation.

Subsequently, such determinate kinds of scaffolding were made as the basis for interview. The English teacher was interviewed to gain his theoretical foundations of language learning underpinning his conducting such kinds of scaffolding.

3.7 Concluding Remark

The purpose of this study was to investigate scaffolding strategies utilized by the English teacher in improving learners' speaking skills. It was a qualitative research under characteristic of case study which employed a naturalistic paradigm and used an analytic induction method. To compile the data, the researcher utilized multiple techniques and tools such as audio-videotaping, field note, and interview. Subsequently the data obtained from the instruments were presented and analyzed in the next chapter to answer the preceding research questions.