

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter will describe the methodology of the research. The discussion, as will be shown in this chapter, will begin with describing the research method and the research design, then participant, research site, data collection and analyses.

#### **3.1 Research Design**

This study was guided by a qualitative approach with descriptive research in particular. Since this study aimed at describing the techniques used in teaching recount text and to seek students' response to those techniques, qualitative research is an ideal guiding this study as it is committed to analyze social life, history, behavior, organizing functioning, social movement, and interrelationship (Staruss and Corbin as cited in Baswori and Suwandi, 2008:1). It means that the data are reported in words or pictures, rather than in numbers (Cresswell, 1994). Similarly, Basrowi and Suwandi (2008: 28) stated that the data gathered is in the form of words, citations and pictures, not number or quantity in descriptive text.

#### **3.2 Site and Participants**

The study took place in one of public Junior High Schools in Bandung. The selection of the schools as the research setting was based on the following reasons. First, the accessibility, this school has easy access for the researcher. Second, feasibility of the site, this school was close to the researcher's place. This would make the present study easier to conduct the research (Bogdan, 1998: 54 cited in

Nisak) and the last is availability of the participants. The participants of the study were two English teachers and students of the second graders of a junior high school which consist of 45 students in each class who were Indonesian native speaker.

### **3.3 Data Collections**

Multiple methods of data collection such as classroom observation, interview and document analysis were used in this study. As Catherine Marshall, Gretchen B. Rossman (Sugiyono, 2008: 309) stated that the fundamental methods relied on by qualitative researchers for gathering information are observation, in-depth interviewing and documents analysis called triangulation. The detail information about the data collections will be discussed below.

#### **3.3.1 Classroom Observation**

Observation is the act of collecting data about the performance of a subject through the five senses; sight, smelling, hearing, touching and taste (Arikunto, 2006). Similarly, Gall and Borg (2002: 255) defines observation as the variables that are to be observed. Through observation, the researcher learns about behavior and the meaning attached to those behaviors (Marshall, 1995 cited in Sugiyono, 2008: 310).

Sanafiah Faisal (1990 as cited in Sugiyono, 2008) classified observation divided into 3 category, (1) participant observation, (2) overt observation and covert observation, (3) unstructured observation. Then, Spradley cited in Sugiyono (2008) participant observation were divided into 4, namely: passive participant, moderate participant, active participant and complete participant. Thus, participant observation

and the researcher which were used in this study acted as the passive participant. It means that the researcher was present at the scene of action but did not interact or participate.

The observation was conducted in three weeks at English subject. The observation was conducted through videotaping in order to get accurate data (Gall and Borg, 2003: 257). In addition, Burns (1999) states that videotaping provides data of the classroom interaction both in verbal behavior and in non-verbal behavior. In recording the data, there are four major types, such as duration, frequency-count, interval and continuous (Gall and Borg, 2003: 257). While someone was recording the teaching learning process in classroom, the present study took notes of what was said and what was done (Van Lier, 1988: 41). The framework of observation was adapted by Emilia (2010) and Gibbon (2002), as follows:

**The framework adapted by Emilia (2010) and Gibbon (2002)**

Cycle	Activities
Building Knowledge of Field	<ul style="list-style-type: none"> <li>• giving brainstorming questions depends on the topic and exploring the topic to them.</li> <li>• asking students what they have already known about the topic</li> <li>• deciding some activities or experiences will be part of exploration</li> <li>• organizing and recording information from the activity</li> </ul>
Modeling of Text	<ul style="list-style-type: none"> <li>• introducing and familiarizing the social context of text and its function to students</li> <li>• showing the schematic structure of the text, for showing/presenting it, teacher could use power point or overhead transparency and presenting the model of text (one or two others)</li> <li>• teacher and students can discuss the purpose, the schematic structure and its function in the model text or teacher may prefer to let students decided on the purpose, the schematic and its function themselves</li> <li>• presenting the grammatical feature of text</li> </ul>
Joint Construction	<p>The first alternative</p> <ul style="list-style-type: none"> <li>• teacher and students discuss together the topic they will write</li> <li>• students give a suggestion and contribute ideas while teacher acts as a scribe</li> </ul>

	<ul style="list-style-type: none"> <li>• both of them discuss how the writing can be improved</li> <li>• After finishing writing, they reread again and check together the more appropriate vocabulary, grammatical error, spelling, and punctuation in their writing</li> </ul> <p>The second alternative</p> <ul style="list-style-type: none"> <li>• Making group of three or four, and the member can be decided by themselves. In discussing group, they can give various perspective, various ideas and they can nurture how to communicate with others and engage in dialogue</li> <li>• the beginning of joint construction, teacher should come near to each group</li> <li>• teacher should monitor the all students' progress in this stage, but it is impossible to do, so, teacher can monitor the all students' progress in their writing</li> <li>• teacher can observe students' perception at this stage</li> <li>• they should consult their teacher about their draft</li> </ul>
Individual construction	<ul style="list-style-type: none"> <li>• Students can write their own text.</li> <li>• When they do their writing, teacher should remind the process of writing such as doing the first draft, self – editing, discussing with friends, after that discussing with the teacher and the last, publishing the final product writing</li> </ul>

### 3.3.2 Interview

Interview can be defined as “an interaction between two people, with the interviewer and the subject acting in relation to each other, and they are influencing each other” (Kvale, 1996). It aims to gain more information related to the issue and to find out what the respondents think or feel about something (Fraenkel and Wallen, 1993: 384). It can also build trust and relationship between respondents and interviewer, and it may obtain information that the individual probably would not reveal by using other data collecting techniques (Gall and Borg, 2003: 222).

In this study, the present study employed a semi-structured interview. It involves asking the series of structured questions and then probing more deeply using open-form questions to obtain additional information (Gall and Borg, 2003: 240). The

interview contains several oral questions which means the respondents have to answer the question orally (Gall and Borg, 2003:222).

The interview aims to investigate the techniques are used by teacher in teaching recount text and students' responses towards the techniques. It was conducted just once and was done individually in order to find the data in depth. Here the framework of interview with teacher and students is provided as follow:

#Interview with teacher

Number of items	Details
5	Identifying the techniques in teaching recount text
4	Identifying the reason of using the techniques
1	The difficulties of teacher in applying the techniques

#Interview with students

Number of items	Details
5	Identifying the understanding students of recount text
4	The weaknesses or strengths of the techniques
1	The difficulties of students in writing recount text

The total number was 20 questions. The sample questions are provided below:

#interview with teacher

- Identification the techniques in teaching recount text

Langkah-langkah seperti apa yang ibu lakukan khususnya dalam mengajarkan recount text?

- Identifying the reason of using the techniques

Kenapa ibu menggunakan teknik presentation dalam mengajarkan definisi recount text?

- The difficulties of teacher in applying the techniques

Apakah dalam merealisasikan teknik tersebut anda mengalami kesulitan?

#interview with students

- Identifying the understanding students of recount text

1. Kemaren kamu belajar tentang apa rizki?
2. Menurut sepengetahuan kamu, recount text itu apa?

- The weaknesses or strengths of the techniques

Bagaimana menurut kamu, saat kamu belajar dengan menggunakan gambar?

- The difficulties of students in writing recount text

Apakah kamu mengalami kesulitan dalam menulis recount text?

### 3.3.3 Documents

The last method of data collection was documents. Document is an original or official paper relied on as the basis, proof, or support of something (Webster's New Collegiate Dictionary, 1981: 333 cited in Alwasillah, 2000: 155). It represents good sources for text (word) data for a qualitative study (Cresswell, 2008: 230). Differ from observation and interview, document does not require transcription data to be

analyzed (Cresswel, 2008: 231). Documents consist of public and private records which are used by qualitative researchers to obtain information about a site or participant in the study, which includes newspaper, personal journal, and letter.

Documents which are used in this study were syllabus and lesson plans. The syllabus was used for finding out the standard competence and basic competence in teaching writing recount text, whereas lesson plan was used for finding out the aim/objectives in teaching recount text and also finding out the activities/step of teaching learning process in teaching recount text. Then, the activities in the syllabus were analyzed by the framework on page. 26 .

### **3.4 Data Analysis**

The data analysis was conducted in two steps: first, during teaching learning process, the data gained from observation and document, and second, at the end of research, the data gained from interview.

#### **3.4.1 Analysis data from observation**

There are several steps adapted from Gall and Borg (2003) in analyzing the data taken from observation.

1. Transcribing the data from videotaping.
2. Determining which materials might be relevant to the study.

3. Analyzing and classifying the data into some categories based on the theories adapted from Emilia (2010) and Gibbon (2002) related to the main focus, that is the teaching recount text. The central theme was about teaching techniques used by teacher.
4. Interpreting the data from observation to address the study.

#### **3.4.2 Analysis data from documents**

There are several steps in analyzing the data from documents.

1. Reading all documents.
2. Selecting the documents related to the research questions.
3. Merging the documents which selected
4. All documents would be compared with the findings from observation and interview, and all of those findings would be collaborating with the theories and the previous study based on the research questions
5. Last, clustered together the similar topics and patterns from them.

#### **3.4.3 Analysis data from interview**

The data from interview were analyzed through several steps as follow:

1. Transcribing the data from interview
2. categorizing the data from interview
3. Reducing inappropriate data



4. Interpreting the data from interview in accordance with the research questions.

### **3.5 Clarification of Terms**

The title of this study is “English Teaching Techniques used by Teachers in Teaching Recount Text (A qualitative research toward Teachers of Junior High School in one public school in Bandung)”. To keep away from the possibility of misinterpretation of the key terms in the title above, this writing clarifies and specifies the key terms as follows:

- a. Teacher is someone who teaches in the second grade of junior high school.
- b. Technique is an activity that implemented by teachers for achieving the objective.
- c. Recount text is a text that retell past events (Anderson and Anderson, 1997; Martin, 1985; Education Department of Westren Australia, 1997 cited in Emilia, 2010: 106)

### **3.6 Trustworthiness**

Trustworthiness is the truth which is derived from description, conclusion, interpretation and other kinds of report (Alwasilah, 2002). The trustworthiness of data consists of credibility (validity) and dependability (reliability) (Sugiyono, Wahyuningsih, 2007: 40). Besides, some data require triangulation to enhance its trustworthiness, especially qualitative data (Cresswell, 2008: 266). Moreover, Cresswell (2008) stated:

Qualitative inquires triangulate among different data sources to enhance the accuracy of the study. Triangulation is the process of corroborating evidence from different individuals (e.g. principal and a student), type or data (e.g. observation field notes and interviews), or method of data collection (e.g. documents and interview) in descriptions and themes in qualitative research.

In this case, the present study applied triangulation as it was required in this study to enhance the trustworthiness of qualitative data.

### **3.7 Conclusion**

This chapter has been written to discuss a 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 observation, documents and interview. All of them were used to answer the first and second research questions. The whole research finding will be discussed in chapter IV