CHAPTER III

RESEARCH METHOD

This chapter presents detailed discussion of methodology of this study. The discussion begins with identifying the research method used in this study. Next, the site and participants, the research design, the data collecting techniques, and data analysis.

3.1 Research Method

The research method used in this study was qualitative research design. This method was used to discover the phenomenon which is seen by participants' point of view (Creswell, 1994). In line with that definition, this study was conducted to explore how the use of CTL approach can encourage recount writing activity from second grade students of junior high school's point of view. In addition, this research was employed to describe specific phenomena on the use of CTL approach to improve students' writing ability.

To investigate such research, this method has two main objectives: first, to the two research questions, this research was conducted to describe, explore, and explain the use of CTL approach in students' recount writing; second, the benefit of using that approach.

Qualitative research is a study not only about person's lives, stories, behavior, but also about the organizational functioning, social movements, or interactional relationships (Strauss and Corbin, 1990). In this case, this study

investigated the quality of relationship between the use of CTL approach in the second grade students of junior high school recount writing activities, the situations and the materials that were used on the lessons.

3.2 Site and Participants

The participants of this study were the second grade students in a public junior high school in Bandung. They were chosen for three reasons. First, according to the English Curriculum that recount text is taught for the second grade students in the first semester. Second, the school is near from researcher's house, so it is easily accessible for the researcher. The last is availability of the participants. The participants of the study were students of the second graders of a junior high school which consist of 40 students in each class.

The researcher as participant observer teaches all students in the class but to analyze the written document the writer only conducted twelve students as sample from high achiever students, middle achiever students, and low achiever students. The samples were gained from students score on their written documents.

3.3 Research Design

This study examined the quality of relationship between the implementation of CTL approach and students' improvement in writing ability. The research design that was used in this study was case study. Case study was employed in this study to gain an in-depth understanding of the use of CTL

approach in writing recount text for the second grade students of junior high school.

The qualitative case study can be defined as the process of actually carrying out the investigation of contemporary phenomenon within its real-life context and also as an intensive, holistic description and analysis of a single entity, or social unit, especially when the boundaries and contexts are not clearly evident (Duff, 2008; Merriam, 1988 cited by Nunan, 1992; Yin, 2008).

Merriam (1998 in Nunan 1992) also argues that case studies are particularistic, descriptive, and heuristic, and rely heavily on inductive reasoning in handling multiple data sources. In line with that, this study is an examination of English for the second grade students of junior high school, specifically on the learning process.

This study was a descriptive case study which aims only to present a detailed, contextualized picture of a particular phenomenon. To reaffirm that, Stake (1995 as cited by Heigham and Croker 2009) states that descriptive case study has a similar definition with an intrinsic case study, where the emphasis is simply on gaining a deep understanding of a case itself. To obtain a deep understanding of a case, the teacher made and implemented the teaching program to evaluate its value and effectiveness. With this regard, the teacher was also a participant observer because the role of researcher is known and the researcher can record information as it occurs (Merriam, 1988 and Bogdan & Biklen, 1992 as cited in Creswell, 1994:150).

3.4 Data Collection Techniques

The data collecting techniques employed in this study were observations, interviews, and written documents analysis. As stated by Heigham and Croker, 2009; Yin, 2008:101 that qualitative approach can use a wide variety of data collection methods, such as (1) classroom observations; (2) interviews; and (3) documentation of students' text. Each technique of data collection will be described below.

3.4.1 Classroom Observation

Observation is the conscious noticing and detailed examination of participants' behavior in a naturalistic setting (Heigham and Croker, 2009:166). It is used to collect information about participants' external behavior. In this case, the data is created in the form of field notes, which include explanations of what researchers observed as well as their reflections. This field notes are very useful on qualitative research to make detailed notes about the interactions that occur.

The purpose of classroom observation in this study was to investigate how the strategies in CTL approach were implemented in teaching writing recount text. Moreover, data from the observation was also used to support the finding of interview data to answer the research questions.

The classroom observations of this study were employed seven times, from September 12, 2011 to September 29, 2011. The type of observation in this study was participant observation (Heigham and Croker, 2009) because the researcher took part as the participant or teacher who implemented the CTL approach and the observer. Each observation lasted for 80 minutes. The lessons

were recorded by video. The following situations were observed by the researcher to obtain more data about the learning activity.

Table 3.1
Observed Writing Situation

	ACTIVITIES	YES	NO
PRE-WRITING	The students were engaged in the activity.		
	The students participated actively in the activity.		
	The students understood the target language with ease.		
	The students could construct the writing		
WRITING	The students understood the writing instruction		
	The students faced some difficulties on accomplishing the task		
	The students solved the problem		
	The students able to worked in pair or group		
POST-WRITING	The students shared their writing with friends enthusiastically		
	The students comprehended the material		
	The students able to transfer the materials		
	The students summarized or reflected the lesson		

3.4.2 Interview

The interview to all the participants was used to obtain further information to the research questions and observations. The interview was applied by using guidelines. There were eleven questions used to gain more information from the respondents.

The interview was conducted based on the following guidelines:

1. What do you think about the English lesson?

2. Which skill is the most difficult and easiest for you? Why? How about writing?

3. What kind of teaching writing style that effective to you?

4. What do you think about learning recount writing using REACT method? Can it improve your writing ability?

5. What kind of advantages that had you get in your writing after the teacher use the CTL approach in writing process?

6. What do you think portfolio is?

7. Does the portfolio help you to know the improvement of your writing?

8. Does the reflection in the end of the lesson give you benefit?

9. How if the teacher does not use REACT method or CTL approach in the writing process?

10. What is the role of the teacher?

11. Does this method enhance you to write?

The interview used was semi-structured (Heigham and Croker, 2009), where the researcher knows what topics need to be covered and to large extent what questions need to be asked. This type was used to obtain in-depth responses from the respondents to tread the fine line between being unresponsive and being over responsive. It is necessary to be aware of this dimension of the data collection process and to set clear limits (Patton, 1990 cited by Tuetteman in O'Donoghue and Punch 2003: 21; Heigham and Croker, 2009: 187).

For that reason, the interview should base on the interview guide that identifies key topics that need to be covered. It was delivered in Indonesian to make the respondents easier to answer the questions.

3.4.3 Documentation of Students' text

The documentation of students' written works of recount text has also one of the instruments that were used to gather the data in order to answer the research questions. This technique which constitutes the ways to elicit the data by analyzing the written or visual contents of a document (Marshall and Rosman, 2006) was devoted to answer the research question.

The students' written works of recount text were collected at various kinds of stages during the teaching process. Students' written texts were collected through various stages during the teaching process. Students' written texts were selected from low, middle, and high achiever students to represent the level of achievement. The aim of the documentation of students' text was to investigate how the students develop their ability in writing recount text at CTL class.

The students' portfolio was used to explore how CTL approach was implemented in their writing and to see the development of their writing. Finally, the triangulation technique that is a combined method study in which the researcher uses multiple methods of data collection and analysis is used to cross-reference a number of participants' perceptions of an event (Creswell, 1994).

3.5 The Procedures of CTL implementation in Teaching Writing Recount Text

3.5.1 Relating stage

Relating stage was used to introduce the recount text to the students through free writing without paying attention to the linguistic features of the

recount text. Students in this stage were also asked to have some questions about their vacation or holiday (relating to the topic that is given by the teacher) and asked their pairs. This is appropriate as the aim of the stage, as alluded to in Chapter 2, is to make teacher relates new concept to the students (Caine and Caine, 1993). The new concept here emphasize the students explore how to implement their experience into a piece of writing.

Hence, the students asked and answered some questions from or to their friend. That activity aimed to help them to create a good recount text as a basic. While that activity was important, students also learned the nature of the text they were to create in writing and this needs to promote the teacher's understanding of the aim and theoretical basis of the CTL principles. The previous statement suggests that the teacher needs to understand the stages in the learning process and their purpose.

Relating stage was conducted in two meetings (first and second meeting). In the second meeting the relating stage was combined by experiencing stage since the students are able to relate a new concept that they were obtained.

Picture 3.1
The example of students' text in the relating stage
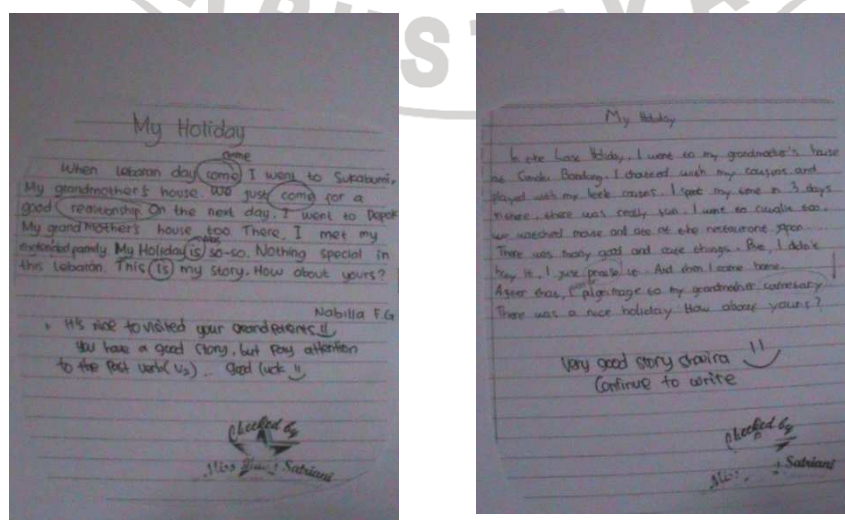
In this stage, teacher also gave feedback to the students. The provision of feedback to the students, with help of some excelling students had helped the teacher manage to give more assistance and to pay more attention to those who really struggled to gain an understanding of English, as well as a relative a good control of writing a recount text.

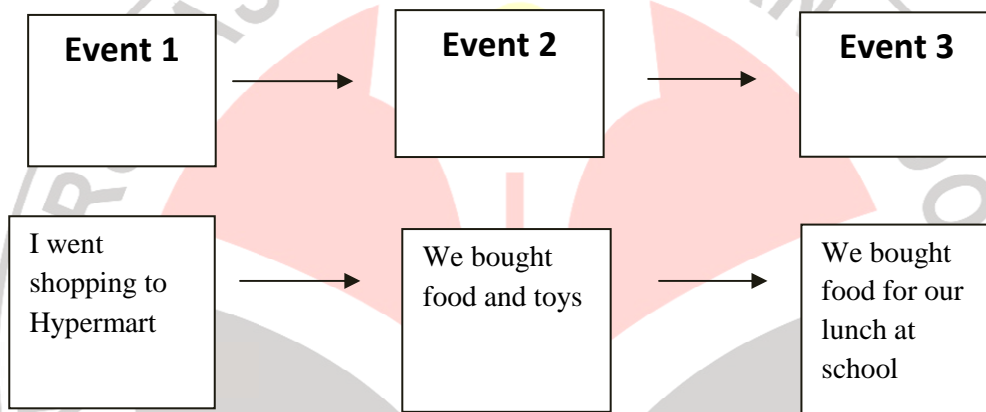### 3.5.2 Experiencing stage

The second stage was to do with the experiencing. The experiencing stage was conducted in a quite an appropriate way in that the teacher showed the model text and the linguistic features of the text. This is relevant to the suggestion from REACT theories (Crawford, 2001) to allow the teacher overcome this obstacle and help students to construct new knowledge with hand-on experiences that occur inside the classroom. Thus, in this class the teacher and the students can share comments and talk about the text as a class more easily. The students, based on informal conversation with them, also liked to have the model text presented in the projector.

This stage was conducted in two meetings (second and third meeting). It was seemingly enough for the detail explanation about the diagram events which can help them to construct the recount text and clear understanding of the text in focus in terms of the schematic structure and linguistic features.

Some grammatical mistakes found in students' texts were picked up and given to the students. This is aimed to allow them to learn not to make the same mistakes in the future.

It was also agreed that the students should be made aware that reading is important to help them understand English and English expressions. Reading English materials in particular can help expand the writer's knowledge, not only in terms of the content but also in terms of English (Johnson, 2003 cited by Emilia 2010: 130).

Figure 3.1
The example of diagram events
(Taken from Priyana, dkk (2008))

Event 1		Event 2		Event 3
	→		→	
I went shopping to Hypermart	→	We bought food and toys	→	We bought food for our lunch at school

Picture 3.2
The example of students' text in the experiencing stage

Table 3.2

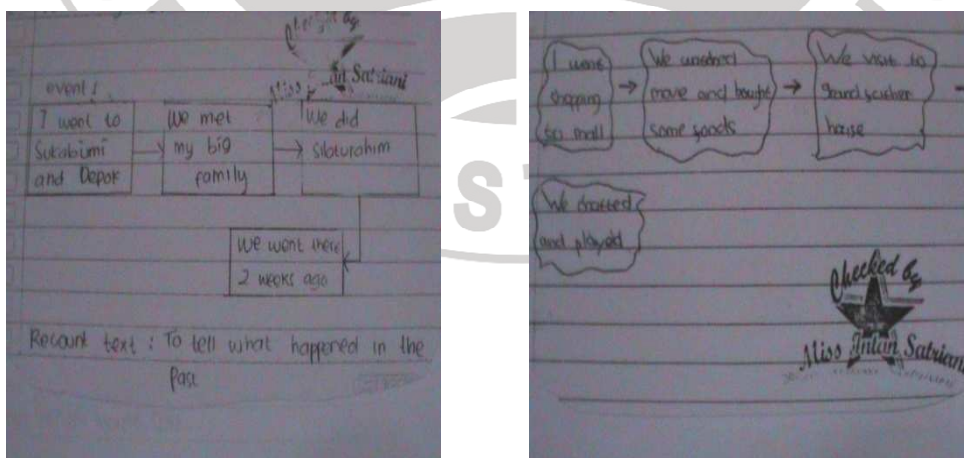**The first reading text that was used in experiencing stage**

(Taken from Ling and Smith, 2006b: 70 cited from Emilia, 2010: 143)

Friday, 19 August 2011
Yesterday we went to Pangandaran. It was very hot there. So, we drove to the beach.

It was very hot on the sand too. We drank lots of water and we swam in the sea to keep cool.

Then, we played on the wet sand. Mum brought a picnic lunch for us. We sat under a beach umbrella to eat it.

After lunch dad lied down and he went to sleep.

After several hours in the beach we went to the hotel to stay overnight there.

On the following day, Sunday we went back to Bandung by car.

Table 3.3

The second reading text that was used in experiencing stage

(Taken from Emilia, 2011: 53)

Generic Structure	Text	Linguistic Features
	My Holiday Last holiday I went to Dufan with my family. We started from home at 7.00 a.m. We used to cars to go there. We arrived at Dufan at 9.00 a.m. We bought some tickets before we go inside. After that, we played some games. First, we played Kora-kora. And then kicir-kicir, roller coaster, rajawali, arung jeram, niagara and many more. We also went inside house of dolls and house of mirror. After that we changed our clothes because our clothes was wet when we played arung jeram and niagara. After we changed our clothes we ate at Mc Donald and after that we prepare to went back home. We go out from Dufan at 05.00 p.m. We went back home very tired. We arrived at home at 8 p.m. That was a wonderful day.	

3.5.3 Applying stage

The third stage was to do with the applying. In this stage the students can apply the concepts when they are engaged in hands on problem solving activities as Crawford's statement (2001). Teacher can also motivate a need for understanding the concepts by assigning realistic and relevant exercises.

The exercises that realistic and authentic can motivate students to learn academic concept in deeper level of understanding. Hence, in this stage students have a clear understanding of the text, including expressions that they could use in the text that they would write in this stage and transferring stage.

Regarding the provision of these expressions, there may be a concern among teachers that they spoon-feed the students. related to the Emilia (2005) and Emilia et al (2008 in Emilia 2010) found that these expressions are necessary since students must be assisted to learn new vocabulary in a foreign language and how to use it in appropriate contexts. It can help students learn more easily and effectively.

Apart from enriching students' mastery of various expressions that can be used in writing a Recount text, this is also a strategy to allow students to learn grammar in context.

Text 3.1
The Expressions about vacation that could use in writing a Recount text
about a vacation or recreation
(Taken from Emilia, 2010: 140-141)

- *My family and I went to a shopping centre.*
- *We took the bus there. We liked the shops.*

- *We went to a thousand island in Jakarta.*
- *We went by ferry. Then we walked along the beach.*

- *My family went camping at the mountain.*
- *We drove there in our car. It was fun.*

- *We flew to Bali. We had a great time.*
- *I did.... on my last holiday.*
- *I saw the birds at the park.*
- *I rode my bicycle in the garden.*
- *I went to the beach, I went swimming, I went shopping, I went camping, I went on a picnic.*
- *I visited ..., I had never been to.... before.*

- *We gave our ticket to a ticketing officer.*
- *We saw the pilot of our plane.*
- *When the plane flew up in the sky, I was excited.*
- *We took a plane to Bandung.*
- *Dad drove a car into the country (ayah menyetir mobil di daerah pedesaan)*

3.5.4   Cooperating stage

The fourth stage was to do with the cooperating. In this stage the students in group of four checked their friends' text. The teacher apparently regarded this activity as an acceptable alternative to cooperating. This activity aims to make students learned or gained new knowledge from their community or friend through their friends' text as the principles of CTL approach (see Chapter 2).

The text was made by the students from relating until applying stage. This activity took quite long time since they had to discuss something weird to their friends or teacher. The result was the text written by a student from a group in this stage can be seen below.

Picture 3.3
The example of students' text
(Checked by the students in the cooperating stage)
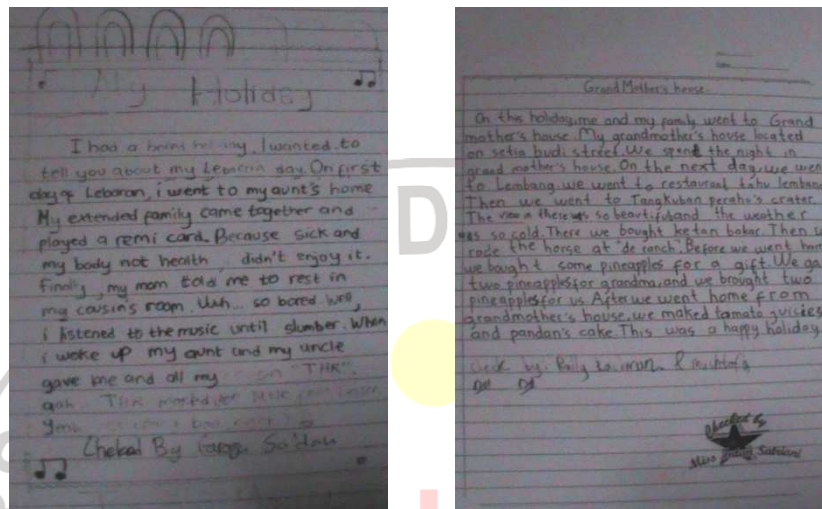

3.5.5 Transferring stage

The last matter to do with the CTL approach was to do with the transferring stage which was conducted in one meeting. This seem to be appropriate, as writing in CTL approach was taught as a process (see the explanation in Chapter 2) and this writing condition gave the students a real writing experience that a professional writer usually goes through, namely they have to have time to revise, to edit and to proofread.

Examples of text the student wrote in this stage can be seen in picture 3.4 below.

Picture 3.4
An Example of a recount text written in the transferring stage
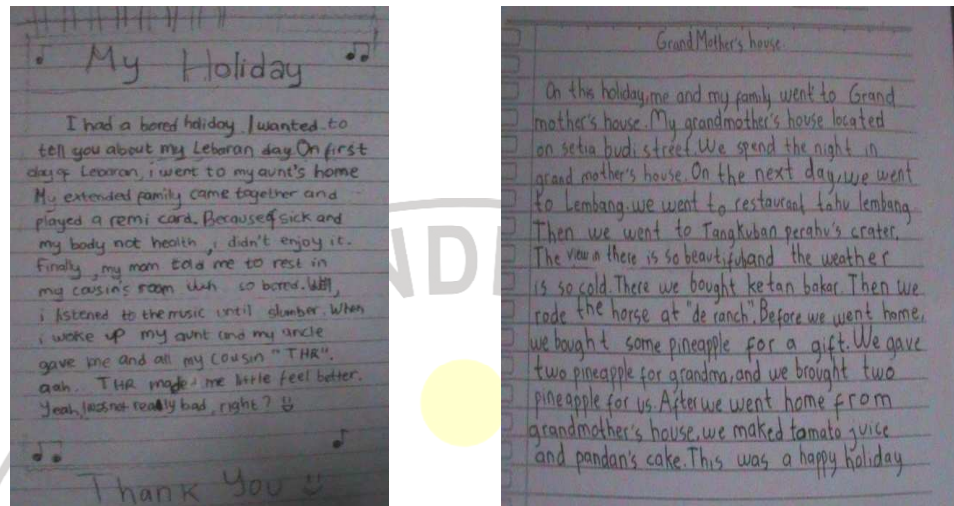
3.6 Data Analysis

The data were collected from observations, interview, and documentation of students' text. Therefore, the analysis of each research instrument was presented in a form of descriptive explanation and table of data analysis. The data obtained from the three instruments were cross-checked by using triangulation to enhance research reliability and validity. That argument is supported by Patton (1990), that triangulation is useful to overcome intrinsic biases that come from single-method, single-observer, and single-theory-studies.

3.6.1. Observation

To analyze the data, videos were used to get deeper comprehension of the class activities, especially the writing activity. They were also used to capture the real situation on the class, and to support the data from the observation sheets and teacher's field notes. Then, the researcher played back those videos, wrote down

some notes based on the students behavior. After that, those notes were interpreted into categories to address the research questions.

3.6.2. Interview

The data gained from the interview were recorded by using voice recorder. In analyzing the data, the researcher transcribed the interview first (Heigham and Croker, 2009) since the transcribing is common consent the least enjoyable aspect of the form of data collection. Then, interpret the data into some main issues based on the research questions. The last step was by linking those data with proper literature, which is presented in the Chapter 4.

3.6.3. Documentation of Students' Text

To fully understand the situation from many aspects, the researcher also used the students' text. Observation sheets, teacher's field notes, students' portfolio, and its assessments were used to get more data.

In analyzing the lesson plan, the researcher read and comprehended deeply the lesson activities to see how the sequences between each activity to support students' writing. From this point of view, the researcher could easily see how the use of CTL approach was for the second grade students of junior high school in all writing activity (prewriting, writing, and post writing).

Teachers' field notes were useful to acquire teacher's standpoint in carry out a lesson plan. In addition, the researcher can understand the teacher's feeling about the lesson, and what should be evaluated and improved. To fully understand the field notes, the researcher read it over again, categorized into several aspects related to the research questions and paired it with relevant theories.

Table 3.4
Writing Assessment Criteria
(Taken from Rose (2007 as cited by Emilia, 2011:151))

Genre	PURPOSE	Does the genre that had written appropriate with the writer's aims?	SKOR 0-3
	STAGING	Does the text through the appropriate steps?	0-3
Register	FIELD	Does the text discuss the clear topic?	0-3
	TENOR	Does the text show the clear relationship between the writer and the reader?	0-3
	MODE	Does the text show the characteristics of written language or spoken language?	0-3
Discourse	PHASES	Do the phases of the text relate one to another to develop a real meaning?	0-3
	LEXIS	Does the diction indicate between one word to another words?	0-3
	CONJUNCTION	Does the logical relation between each phase in a text and between a clause or complete sentence with using the appropriate conjunction?	0-3
	REFERENCE	Is it clear who and what the target?	0-3
	APPRAISAL	Is there any expression about the behaviour, include happy, sad, judgement to somebody (kind, nice) and the appreciation to something?	0-3
Grammar	Is the grammar roles used appropriately?		0-3
Graphic Features	SPELLING	Does the spelling right?	0-3
	PUNCTUATION	Does the punctuation used appropriately?	0-3
	PRESENTATION	Does the text present appropriately?	0-3

The data gained from this instrument is useful to support the data from the interview. The last point, the researcher associated those data with appropriate literature that is presented in the next chapter.

3.7 Concluding Remark

This chapter presented the research method of this study which includes the research method, the site and participants, the research design, the data collecting techniques, and data analysis. This study attempted to investigate the advantages and strategies in the use of contextual teaching and learning approach to teaching writing. The qualitative case study was used as the research design, and it involved the second grade students of public junior high school in Bandung.

To obtain the data, the researcher used three kinds of instruments, which were observation, interview, and written document. The further results from this chapter will be described in the next chapter.