CHAPTER THREE
RESEARCH METHODOLOGY

This chapter discusses some important aspects related to research methodology. The first part begins with the research design and describes how the study was carried out. The second relates to participants involved and research setting in the study. The third part is data collection methods. The last part elaborates the technique used to analyze the data.

3.1. Research Design
This study adopted a qualitative approach as it involved the collection and qualitative data analysis. This study belongs to a case study because it focused on a particular phenomenon, situation, or event within its real-life context (Merriam, 1998:29; Yin, 2003; Heigham and Croker, 2009:68) and concern on “a small scale and a single case” (Bogdan and Biklen, 1998; Stake, 1985 as cited in Emilia, 2005:74). A single case of this study referred to the issue of the implementation of scaffolding instruction in teaching hortatory exposition writing. This study employed documentation and analyzing texts which regard as characteristic of a case study (Meriam, 1998:30).

This study also employed multiple data collection techniques, particularly classroom observation, interviews, and students' text analysis, which constitutes an important aspect of a case study (Yin, 2003:14; Connole et al., 1990:68).
3.2. Research Site

This research was conducted at one Senior High School (SMA) in Cimahi, and one at Senior High School (SMA) in Cisarua regency, West Java province. There are several reasons for choosing the schools as the setting of the study. First, teaching English in this institution is based on the recent English curriculum, which have implemented scaffolding instruction and have introduced some kinds of the text type to the students. The second one is the location of institution is near the researcher’s place. This would make the researcher easier to conduct the research in accordance with the feasibility of the site or data source of the study (Bogdan, and Biklen, 1998:54). The third one is related to accessibility. The researcher has no problem in gaining the data because the researcher has been familiar with the teachers as participants in this study.

3.3. Participants

The participants of the study are two English teachers and two classes of the eleventh grade students of SMAN in Cimahi and Cisarua regency. The respondent teacher is chosen because of several considerations. First, they are willing to fully participate and be observed in this study. Second, through a pilot study, it was known that the teachers frequently provided scaffolds to enhance their students’ learning. Finally, they taught their students using a genre-based approach to teaching writing. Thus, they used the teaching learning cycle consist of four stages.
To simplify the number of participant this study employed *purposive sampling*. The participant were chosen purposefully due to similar characteristics in terms of the way the teachers taught their students (see Cresswell, 2008:214)

Purposive sampling is used because the researcher use personal judgment to select a sample, based on prior information and it will provide the data needed. The researcher assume they can use their knowledge of the population to judge whether or not a particular sample will be representatives (Fraenkel and Wellen, 2007; Sugiyono, 2008; Sudjana, 2005). From 40 students, the researcher with the help of English teacher, take six students from high, mid and low achiever whose work will be further analyzed in this study.

### 3.4. Data Collection Method

As outlined above, this study employed a qualitative research, using multiple techniques of data collection to answer the research questions. Three techniques of data collection comprised classroom observation, interview, and analysis of students’ texts as supported by Silverman (2005:121) and Alwasilah (2008:176). Each technique will be elaborated below.

#### 3.4.1. Classroom Observation

Observation is the act of noting a phenomenon, often with instrument and recording it for scientific or other purposes (Morris, 1973, p. 906 cited in Denzin and Lincoln, 1994:378; Alwasilah, 2008:154). The researcher uses classroom observation to find out teachers’ awareness and actualizing of scaffolding in learning process to help the participants writing hortatory exposition text as well as how the students behave during the instruction.
In this study, a non-participant classroom observation was conducted by the researcher. This is relevant to a theory outlined by Frankel and Wallen (2007:450; Gay, 1992; Sugiyono, 2008:66) who proposed that the researcher did not participate in the activity being observed but rather sat on the sideline and watched; they are not directly involved in the situation they are observing. The researcher took notes on what was said and done by the teacher and students during the class activity (Alwright, 1988). The researcher also took note (field note) immediately after each session while the memory of the observation still fresh (Van Lier, 1988:24).

The classroom observation was done in all stages of teaching cycles. Meanwhile, to obtain a clear picture of the activity in each classroom observation, video-taping was carried out. It was helpful for the researcher to describe the class activity and to be replayed to watch the video of the lesson for further analysis to discover the scaffoled interaction (Alwright, 1988).

3.4.2. Interview
The second source of data is interviews with the participant of the study. Interview was done to get information that could not be obtained from field observation and could be used to check the accuracy of the observation (Maxwell, 1996:76) and to verify observation (McMillan, 1992). The interviews are conducted in Bahasa Indonesia which is intended to obtain clear understanding of what was uttered by both researcher and participants.

The individual interview was conducted with an English teacher to gain a deep understanding of whether the teachers were aware the actualization of the
scaffolding in teaching cycles of genre-based approach to teaching hortatory exposition text. The questions elaborated points of the teaching-learning practices observed. The intention of interview is to clarify whether the teachers were aware the actualization of scaffolding throughout the curriculum cycle. The interview is recorded so that the researcher would be able to transcribe it later (see, Emilia, 2005:84).

A semi structured interview was used in interviews to enable the researcher to get all information required. It attempts to give the respondents freedom in answering questions (Sugiyono, 2007,p.73). In addition, it lies in allowing the interview to develop naturally so that the respondent does not feel that they are simply replying to questions (Heigham and Crocker, 2009).

3.4.3. Documentation of Students’ Text
The last method of data collection is the documentation/collection of the students’ written work. The researcher collected the students’ written works which were produced in the teaching learning in the classroom to discover the characteristic of their texts. The text analysis was used as a primary instrument to explore the effect of scaffolded instructions on students’ hortatory exposition writing performance. In addition, it was also carried out to fulfill one of conditions that should apply when scaffolding occurs.

3.5. Data Analysis
Data analysis in this study was conducted inductively (Alwasilah, 2008: 105) during and after data collection. As discussed in data collection section there were three instruments involved in this study, namely observation, interviews,
documentation of students’ text. Those instruments, basically, were administered altogether to answer the research questions. Each of them is elaborated below.

3.5.1. Classroom Observation

The data were analyzed descriptively due to the reason stated by Cresswell (1994:162) that the data emerge from qualitative study are descriptive, that is data are reported in words (primarily the participants’ word). The analysis process was commenced by making verbatim transcription of classroom interactions. Then, the transcriptions were read repeatedly. During the reading process, the researcher employed coding activity by matching the data with the research questions. This coding process was aimed at fracturing the data and rearranging them into categories that facilitate the comparison of data within and between these categories (Maxwell, 1996:78).

Data from observation were analyzed to validate the data from the interviews with the teacher. The analysis based on procedures, types and the stage when the scaffolding actualized and teachers understanding on the concept of scaffolding in the teaching cycle.

3.5.2. Interview

The data from the interview were analyzed in steps. First, the interview were transcribed or converted in written forms. The transcripts, then, were read many times and condensed or compressed into briefer statement in which the main sense of what is said is rephrased in a few words (Kvale, 1996: 192). Afterwards, the data were coded and categorized. Finally, the interview data were interpreted to
find out whether the teacher actualized and aware scaffolding instruction in teaching hortatory exposition text.

3.5.3. Documentation of Students’ Text

Systemic Functional grammar analysis was conducted to explore the characteristic of students’ text which served as evidence for the instructional scaffolding done previously. The analysis focused on social function, the schematic structure, the language feature, transitivity systems, conjunction systems and the aspect of modality (see chapter two section 7.7).

3.6 Research Validity

Validity is one of important issues in conducting both quantitative and qualitative research. In quantitative method, validity refers to the extent to which a particular test really measures what is intended to be measured (see Hatch and Farhady, 1982:251). In qualitative method, validity refers to the “trustworthiness” (Creswell, 1994:157) of study, or “how research findings match reality” (Merriam, 1998:201), and “can be applied to other situation”(Merriam, 1998:207). Since the design of the present study is qualitative, the discussion focuses on how to meet the validity in qualitative research.

There are several strategies that can be used to meet the research validity in qualitative research, i.e. triangulation, member checks, long-term observation, peer examination, participatory or collaborative modes of research, and research biases, thick description, typicality or modal category, and multisite designs (Merriam, 1998; Alwasilah, 2000: 170)
Among other strategies above, the present study uses a thick description by which it attempts to provide detail description of where the study was conducted, who were involved in the study, and how the study was conducted. The data needed in this study was recorded using Sony cassette-corder and fully transcribed after the observation had completely been conducted.
Figure 2.4 Sequence of Conducting the Present Study

Background

Theory

Problem

Fact

Research Question

Validity: Thick description

Data Collection techniques

Observation

Interview Document analysis

Data Analysis, Findings and Discussion

Conclusion and Suggestion