CHAPTER III

RESEARCH METHODOLOGY

This chapter provides the organization of research methodology which is focused on answering research questions. It is divided into five sub-chapters which consist of the research design, the time and place of study, data and data sources, data collection procedure and data analysis procedure. The explanation of each part is presented below.

3.1 Research Design

The design of this research is descriptive study with qualitative data analysis method. McMillan and Schumacher (2006, p. 177) argue that qualitative methods are used in research design to provide an in-depth description of a specific program, practice, or setting without any manipulation of the research context. In addition, Borg & Gall (1989, p. 290)propose that descriptive study is aimed to describe, explain, and interpret conditions of the present by particularly answering "what is" question. Furthermore, the major purpose of descriptive research is to provide an overall “picture” of a population or phenomenon by describing situations or events (Rubin &Babbie, 1997, p. 26).Since the purpose of this study is to portray, describe, and analyze the learning activities that the ELTM 2students engage in the presentations, the writer find descriptive study as the most suitable research design to be applied.

3.2 Time and Place of the Study

This study is conducted from February to June 2015 with a total of 91 students from 3 ELESP classes (12 DAR, 12 DAM, 12 DBM) and 3 lecturers of ELTM 2 course at English Language and Literature Department, Faculty of Languages and Arts, State University of Jakarta.

3.3 Data and Data Source

To answer the first research question, the data were five learning outcomes of each meeting taken from the study guide (SPTLA), and lecturers'oral instructions for each activity transcribed from recorded video of classroom observation during 30 meetings.Meanwhile, to answer the second research question, the data were three samples of students' performances in each presentation activity observed in 30 meetings from February to June that furthercategorized referring tothe level of thinking in the revised Bloom's taxonomy by Anderson and Krathwohl (2001).

Purposive sampling was used to select the sample of students' performance in presentation activities. According to the Parahoo (1997, p.232),purposive sampling is "a method of sampling where a researcher purposefully chooses who to include in the study based on their ability to provide the necessary data". The necessary data in this case are three students'performances in each presentation activity that were analyzed to get the evidences of students' level of thinking.

3.4 Instrument of the Study

The study utilizes two kinds of instruments. They are classroomobservation and document analysis.

3.4.1 Document Analysis

According to Lincoln and Guba (1985, p. 269), documents that are going to be analyzed should not be originally created for evaluating or observing purpose.This is becausethe documents will be studied and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008, p. 310). The document analyzed in this study wasthe course guideline of ELTM 2 course. Content of course guideline (SPTLA) was analyzed to identify the outcomes that students are expected to accomplish at the end of the course, the activities on each meeting, and the primary and secondary sources used to support the activities.

Meeting	**Learning Outcomes**	**Oral Instructions**	**Learning Activities**	**Materials**

3.4.2 Classroom Observation

Observation is carried out to collect information about students' performances in presentation activities. The role of the researcher was the non-participant observer because she just gathered the data without interfering and being involved in the classroom interaction. Creswell (2008, p.122) defines non-participant observer as "an observer who visits a site and records notes without becoming involved in the activities of the participant". As the same as the definition above, the researcher is not involved in the classroom interaction, instead, she just records what is happening in the classroom and has no intervention in the teaching and learning process. In order to ensure the reliability, what happens during the observation is also video-taped to assist the researcher in the process of analysis. Fraenkel and Wallen (1990, p. 373) suggested that by using videotaping, the researcher will get benefit such as videotaping can be replayed for several times in order to check and correct the data.

In conducting observation, the researcher used filednotes to describe the situations happened in the classroom. Emerson (1995, p.48) stated that field notes are used by the researchers to make a memory bank of the events taking place in a specific context related with a social phenomenon.

Date: Class: Meeting: Descriptions of learning activities: .....

3.5 Data Collection Procedure

The writer collected the data through the following steps:

1. Copied the course guideline (RPKPS) and studied its content including learning outcomes, the activities on each meeting, and the materials.
2. Observed and recorded the classroom activities in ELTM 2 course for 30 meetings.

   The data that obtained from this step were lecturer's oral instructions that further transcribed from video recordingand the description of learning activities the students engaged noted in the fieldnotes.
3. Transcribed the recorded data.

   The recorded data of the teaching and learning activities were transcribed into a written text to make the analysis become easier.
4. Selected students' performances as the samples to anlyze students' level of thinking.

   Samples of students' performances in the presentation activities were selected through purposive sampling techniquethat further were analyzed to reveal students' level of thinking based on the revised Bloom's taxonomy.

3.6 Data Analysis Procedure

1. In order to answer the first research question "what learning activitiesdo the students engage in preparation prior the presentation?", the writerstudied the study guide to find out the

instructions of what students are supposed to do in each presentation. After that, the written instructions were clarified through the oral instructions stated by the lecturers in the classroom. This can be seen from the recorded video of classroom activities.

2. Students' activities in the preparation prior each presentation in the ELTM 2 course are described referring to the learning outcomes noted in the SPTLA and lecturers'oral instructions stated directly in the classroom.

Meeting	**Learning Outcomes**	**Instructions**	**Learning Activities**	**Cognitive Processes**					
				Remember	Understand	Apply	Analyze	Evaluate	Create

3. To answer the second research question "what kinds of cognitive processes are demonstrate in thepresentations?", the writer records students' performances in each presentations activities.
4. The writer transcribes the recorded video of students' presentations.

<u>Extract 1:</u>
Okay, good morning everyone. I will explain my review about chapter 25that is sounds in combination. Combination of sounds often happens when one sound follows another sound. For example: looking/ŋ/ and looking/n/it changes when we say looking forward.Why? Because it takes so much effort to changeback consonant to front consonant.[Transcription 240205_2]

Extract 2:

T: Okay, before we continue to the next lesson I will review our lastmaterials. Do you still remember it?
Ss: yes.
T: what we have learnt last meeting? Dewi?
Ss: Vertebrate
T: excellent! Okay, now we will learn about next lesson is mamals and reptiles. Do you know about reptiles? Okay Leliana?
[Transcription 23042015_2]

5. After that, the writer analyzedlevel of cognitive processes demonstrated by the students in each presentation based on the revised Bloom's taxonomy (Anderson & Krathwohl, 2001).

Excerpt of Performance	**Remember**	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**	**Comments**
	Criteria	Criteria	Criteria	Criteria	Criteria	Criteria	

6. The writer discussed the findings.
7. Finally, the writer drew conclusion.

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