

CHAPTER III

METHODOLOGY

This chapter includes the design of the study, time and place of the study, data and data source, instrument of the study, data collection, and data analysis procedure.

3.1 Research Design

The design of this study is descriptive research with qualitative data analysis method. This is selected due to the congruence between the nature of descriptive research with the purpose of the present study. According to Borg and Gall (1989, p. 290), descriptive qualitative research attempts to describe, explain, and interpret conditions of the present by specifically answering "what is" question. Correspondingly, this study itself is aimed to describe the instructions that emerge in ELTM 2 course and make interpretation of the way in which they serve their functions in guiding students into a more utilized thinking to achieve the desired outcomes in their learning. Due to this interpretation-making nature, Merriam (2002, p. 5) stated that the primary instrument for data collection and analysis in this kind of research design is the researchers themselves. However, interpretation from data being described in descriptive qualitative study is low-inference, meaning that agreement among researchers in interpreting the data is highly likely (Sandelowski, 2000, p. 335). This is due to the fact that the data collected are “naturally occurring, ordinary events in natural settings” (Miles & Huberman, 1994, p. 10) which are to be presented as what it is “in the everyday terms of those events”

(Sandelowski, 2000, p. 336). That is why it is important to provide rich description to increase the validity of the study. In this way, the readers can “see” data for themselves (Wollcott, 1994, p. 350) so that they can understand and trust the claims being made by the researcher (Benko, 2012, p. 92).

3.2 Time and Place of the study

This study was conducted from January to June 2015 in three classes of ELTM 2 course in ELES UNJ including 12 DAR, 12DAM, and 12DBM class.

3.3 Data and Data Source

The data in this study were instructions given to the students in ELTM 2 course both as written in the study guide and as orally delivered during classroom activities. Statements taken from sample of students’ performances and portfolio contents (observation reports, modified scholar’s lesson plans, and self-designed lesson plans) also became the data to be examined to provide the evidence if lecturer’s instructions indeed lead to students’ cognitive development. According to Ormrod (2012, p. 153), “observing people’s responses to various stimulus conditions can draw reasonable inferences about the internal mental processes that underlie those responses, including cognitive processes involved in learning”.

Those data were obtained from the 3 lecturers and 91 students in three classes of ELTM 2 course, the study guide of this course, and portfolio content created in this class. Purposive sampling was used according to the richness of information that the data contained. According to Parahoo (1997, p.232), purposive sampling is “a method of sampling where the researcher deliberately chooses who

to include in the study based on their ability to provide necessary data”. The necessary data in this case are instructions which are addressed for the whole class instead of individual.

3.4 Instrument of the study

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

3.4.1 Observation

Observation was carried out to collect information about instructions that emerge in ELTM 2 course and to explore their relation with learning outcomes showed by students during their performances in following the instructions. Lecturer’s statements that belong to instructions– that help students to realize what they are expected to perform and how to meet the expectation (Childs and Ryan, 2013, p. 1) –were put in the table observation which contained categories developed by the researcher from assembling the elements of instructions mentioned by Walsh (2011, p. 111), Amalsaleh (2010, p. 21), and Scrivener (2012, p. 129). The categories were overview (inform students what they are expected to do generally), outcome (what they are expected to obtain from what they will have done), procedure (steps that students will carry out in the learning activities or tasks), strategy (ways to carry out the steps properly), and direction (the do’s and don’ts in carrying out the activities or tasks properly).

3.4.2 Document Analysis

The documents analyzed in this study were the course guideline of ELTM 2 course and students' written products such as their observation reports, modified lesson plans, and self-designed lesson plans. The study guide was studied to find out the planned activities, stated instructions, and written learning objectives. Statements in SPTLA were put in the table that has categories assembled from the same scholars mentioned before. Sample of students' written products as another document were also examined to find out evidences if students could experience gains in cognitive aspects because of the given instructions. Students' statements were put in the table developed from the researcher's works of listing all the expectations mentioned by the instructions that have been analyzed per activity. This is in line with Merriam (2002, p. 5) stating that the primary instrument for data collection and analysis in qualitative studies is the researchers themselves.

Data	Data Sources	Instruments
Instructions	Lecturers & SPTLA	Classroom Observation Table
		Document Analysis
Statements representing Utilized Levels of Thinking	Students (when performing)	Classroom Observation Table
	Tasks or assignments compiled in portfolio	Document Analysis

3.5 Data Collection Procedure

Some steps are going to be conducted by the researcher in collecting the data:

1. Copying the study guide (RPKPS)

This was done to gain access to information about instructions stated in the study guide of ELTM 2 course in semester 102 as well as about the planned activities, tasks, and learning objectives set for each activity or task.

2. Observing and recording the classroom activities in ELTM 2 course

The necessary data that obtained from this step were lecturer's oral instructions and statements from students' performances in following the instructions. Those were recorded both in the videotape to assist the researcher in making the transcriptions.

3. Making transcription of 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. Collecting students' portfolio contents

Students' portfolios can be useful in indicating the extent of students' understanding of the given instructions. Those were studied to find out the extent to which students realize the lecturer's instructions into their works. From this data, evidences if instructions do help students developing their thinking abilities can be obtained for answering one of the main question of this study.

3.6 Data analysis procedure

In analyzing the data collected, the researcher did:

(1) study the content of course guide and the classroom observation videos to comprehend the context under which the instructions are given; (2) code the transcriptions to collect all instructions that are given for each learning activity and task;

you have learned before going to school you have some ideas how to open the class, how to start an English class and then after you share what did the teacher do in the opening part **you may in claiming appropriate or inappropriate you need to support some details and some references**. This is appropriate as I have read from this book that in opening an English class the teacher can do this and this. If you considered that it's not appropriate way to open the English class, it's too formal for students, so that the students cannot hold their attention *jadi gurunya itu tidak menarik begitu dengan tindakan membuka kelasnya*, you may also put your idea here. Is it okay dear? Now moving from the opening to the main lesson delivery. **You are expected to catch the statement** from the teacher to do the signposting. Get my point dear? **If you didn't catch because the teacher didn't do that explicitly then say it dear, and then what would be your analysis that the teacher didn't use the signposting explicitly or clearly kemudian pada bukusiapa it's important for a teacher especially in dealing with early level of students to use signposting, untuk apa disebutkan ini to make the students ready for the next step of the learning**. [giving illustration].

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(3) make description of the instructions that emerged as recorded in the classroom observation videos in a detailed elaboration. The elements that appear in the instructions were counted both for stated and oral instructions to represent if students are only informed what they are expected to perform or actually directed in meeting the expectation. (4) sort all the coded instructions in the table observation and analyze them in the sense of what they are leading the students to do and match it verbs stated in the revised Bloom's taxonomy (Anderson & Krathwohl, 2001) to

find out the thinking skills that are stimulated by the instructions

Instructions	Signposting outcome review	clarifying				interpretation	no	Level of Thinking							
		confirmation check	procedure	strategies	direction			remember	understand	apply	analyze	evaluate	Create		
<i>How to analyze this mam.. in resources book that you have learned before going to school you have some ideas how to open the class, how to start an English class and then after you share what did the teacher do in the opening part, you may in claiming appropriate or inappropriate you need to support some details and some references. This is appropriate as I have read from this book that in opening an English class the teacher can do this and this. If you considered that it's not appropriate way to open the English class, it's too formal for students so that the students cannot hold their attention, jadi gurunya itu tidak menarik begitu dengan tindakan membuka kelasnya, you may also put your idea here. Is it okay dear?</i>	x		x	x		To arrive at the level of <u>analyzing</u> , students are to <u>remember</u> the stages of teaching and how to carry out each according to the resources they have discussed in previous meetings. Students are also to <u>check its appropriateness</u> by <u>referring</u> to resources they have to <u>understand</u> and <u>restate</u> to support their claim.	2	x			x		x		
Moving from the opening to the main lesson delivery. You are expected to catch the statement from the teacher to do the signposting. Get my point dear? If you didn't		x	x			Students are to <u>recall</u> the classroom language the observed teacher used in his/her teaching.	3	x							

(5) analyze students' statements representing their utilized thinking skills from excerpt of their performances or written products by using table developed by the researcher. The table categories were derived from listing all demands or expectation of the instructions per each level of thinking. This was done to get evidence if the assistance from lecturer's instructions do lead to students' cognitive development;

excerpt	remember	understand	apply	analyze	evaluate	create	comment
	Clear description of the observed lesson Include background, description, suggestion Relate the argument to previous knowledge Restate the resources to support argument Include complete reasoning Provide appropriate example for each claim Apply information from previous learning to give suggestion Provide illustration for the suggestion Relevance between discussion and suggestion Complete filling of the observation form Detect problem or inconsistencies of the observed lesson Classify good and lacking practices (appropriate) Able to select suitable way of teaching for the suggestion Generate solution to solve problem found in the observed lesson						
The topic when we observed there is about daily activity. The teacher is mr. heri. Okay first I will describe how the teacher open the class. First thing I get from the observed teacher is that he said good afternoon students and then asked the captain of the class to lead the prayer. And then he reviewing the lesson, asked the students "are you remember guys what lesson that we have learned yesterday?" and then he also said objective that he's going to learn at that time. And then I think it is appropriate	v	x	x			x	Missed grammar are you remember is not brought up and said that it's already appropriate. Free content like greeting and praying wasn't part of the materials used. They can mention instead whether teacher being supportive in opening the class to make it motivating or not.

(6) making interpretation by relating the excerpt analysis result to the preceding instructions that have been analyzed.