

## CHAPTER III

### METHODOLOGY

This chapter presents data collected and how it being analyzed. Research applies qualitative method as research methodology that complete with observation and reflective method as data source.

#### **A. Research Design**

This research is qualitative research that data obtained inform of descriptions based on language or images. It is in line with research main goal that purpose to see the influence of collaborative and individual work on students' writing activities. The qualitative method was believed to be able to freely provide treatment on research subjects. Since it had to compare between the two learning models, this method was considered efficient enough to run. The qualitative research techniques regarded by many researchers nowadays as offering a legitimate method for gaining information about and understanding how human beings function.<sup>58</sup> This is in tandem with the research purposes that wants to know human perception about an action.

In keeping with that, the research focused in analyzing the document data gathered by reflection and students' writing task gave then followed by descriptive analysis method in qualitative approaches in data analysis and

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<sup>58</sup> Arthur Cropley, Introduction to Qualitative Research Method (Hamburg, 2019), p. 5.

interpreting. Observation and written reflection operated as the data collection instruments.

### **B. Setting and Participant**

The study was conducted at SMK N 1 Kendari, South East Sulawesi. The school itself was considered as one of the best vocational high schools in the area because it had so many potential majors than other senior high schools in town.

The data were collected from the eleventh grade students of SMK N 1 Kendari. The researcher specifically chose eleventh grade because unlike tenth-graders, the eleventh grade students were already used to the pace of teaching and learning process in senior high school. The participants selected since the research believed that the eleventh grade has been familiar with English subject then this class also classified as a class that has passion in learning English as argued by the subject teacher.

After having a brief discussion with the English teacher, it was decided that the research would be conducted in class XI Accounting 5 became the subject on this study which consists of 36 students with 8 males and 28 females. The age average of the students was around 17 years old and they all learned English as a foreign language. Majority of students enjoy working in group since the student was easier in doing their assignment especially in English classroom. For the subject sampling, the research does the sampling by following the simple random sampling method. As many as, five of total thirty six participant students become the sample. This method is believed by researchers to be fair enough to avoid

accidental results decisions. Therefore, the researcher decides to take it randomly without considering their performance of the suggestions or values they have obtained.

### **C. Data Collection**

Qualitative data collection allows data collecting that is non-numeric and help to explore how decisions are made and provide us with detailed insight. The data were obtained in written data were on the form of descriptions. They were contained the description of participant task documenting and opinions of research participants. In this research the researcher used written instruments too are students' reflective journal and students' documenting to collect the data. This data is as the main technique to collect the data. In addition, the researcher took students' reflective journal as measurement for perspective instruments before.

Data was first taken based on written reflection given during the first week of teaching. The data is used as a reference regarding the position of students normally. Then, another reflection is given during the last week of teaching as a measure of student position. However, data collection was interspersed with two documenting collecting in the form of student writing assignments. It also used as a material consideration in seeing the results of the treatment in the form of static points when the collaborative and individual methods are employed. The instrument used the students' reflective journals and documents.

## 1. Reflection

Reflective practice helps to gain their awareness through critical reflection and conscious self inquiry.<sup>59</sup> It task demands regularly, preferably daily, if possible, and immediately after class. The reflection question list was adapted by relevant research who also do the similar topic. It is important to review the notes while asking ourselves questions. These reflective journal entries helped the students to remember and even assess their performance during the class, teaching process, method, even the difficulty or ease they felt in class. The reflection was done twice. The first is a reflection consisting of five numbers and the next also consists of five numbers. In addition, the students' reflect journal become the documentation data along with students' writing paper.

## 2. Documents

Documentation is also used as a data collection tool by researchers. This instrument consists of two drafts of student writing assignments carried out at different times. Further, documentation those multiple types of data are the varied nature of qualitative data which can help the researcher to establish the complexity of the phenomenon.<sup>60</sup> Then, the researchers believe these tools can be an accurate and reliable source of data because they are written by students themselves whose authenticity has been recorded and will not change.

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<sup>59</sup> Thomas S. C. Farrell. "Reflective Language Teaching: From Research to Practice". *The Reading Matrix* Vol.9 No.2, 2009, p.248.

<sup>60</sup> Tanti Sukmahidayanti, "The Utilization of Instructional Media in Teaching English to Young Learners", *Journal of English and Education*, Vol.3, 2015, p. 94.

#### **D. Data Analysis**

The gathered data was analyzed on the limitation of the problems and objectives of the research. Generally, researchers use qualitative methods to interpret data. Cropley argued qualitative research also examines differences in amount or level of the variables being studied and cause and effect relationships among them, whereas qualitative research is concerned with the patterns and forms of such variables.<sup>61</sup>

The analysis of the study began with focusing the data accomplish based on research question. The data collected then was coded to classify the data that already existed. The research applied open coding method that in this approach whereby the analysis of text allowed the researcher to find the answers within; theory is developed from the data rather than imposed upon it. Then, the answers come from repeatedly coding, reviewing and refining the coding process.<sup>62</sup> Farther, the coding result was interpreted in descriptive approach. Then, all data collected with third instrument interpret in each method.

In analyzing the data of the teaching method the researcher compares it to its effects in student writing activities. Students' perception analyzed ground on descriptive analysis theory to determine students' perceptions about the learning method applied by the teacher and students' academic achievement. At the same

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<sup>61</sup> Arthur Cropley, *Introduction to Qualitative Research Method* (Hamburg, 2019), p. 5

<sup>62</sup> Erik Blair, "A Reflexive Exploration of Two Qualitative Data Coding Techniques". *Journal of Methods and Measurement in the Social Sciences* Vol.6, No. 1, 2015, p. 17.

time, the regression analysis is used to find out how students' perceptions of teacher teaching competence.

Second language the writing task have to maintained higher-level skills of planning and organizing, as well as lower level skills of spelling, punctuation, and word choice which address under the umbrella of complexity, fluency, and accuracy in EFL learners' language.<sup>63</sup> In both task, the research exclusively elaborated the imitative writing for EFL students which was consist by fundamental skills that is required such as writing words, punctuation, very brief sentences, and spelling. In this stage, form is primary if not the only focus. Meanwhile, meaning and context are simply secondary.<sup>64</sup>

In order to measure the aspect of accuracy in participants' writing performance, the treated counted the number of errors in whole text. This would indicate how learners were accurate in their writing performance. The obtained results demonstrated statistically significant differences in the participants' performance on different types of tasks.

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<sup>63</sup> *Ibid*, p.2.

<sup>64</sup> H. Douglas Brown, 'Language Assessment: Principles and Classroom Practices'. White Plains, NY: Pearson Education, 2004, p.220.

