## **CHAPTER III**

## **RESEARCH METHODOLOGY**

This chapter discusses about how the two problems stated in chapter I would be answered. Here is the methodology used in this research:

## A. Research Design

Since the purpose of this research is to evaluate task support appropriateness to help learners complete the demand of the task, the design of this research is considered as evaluative research. Arikunto defines evaluative research as an activity of collecting data or information to be compared with particular criteria and then to be concluded as the result of evaluation.<sup>1</sup> He also adds that evaluative research can also be categorized as descriptive research because it can be applied to objects that the quality is to be observed.<sup>2</sup> So the result of this research is presented descriptively based on determined criteria.

Regarding to the purpose of this research and the research question, the researcher applies the theory of evaluative research from Arikunto. To answer the first research question about how student-teachers set their teaching was found by observing their lesson plan. A special attention was put on the

<sup>&</sup>lt;sup>1</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Edisi Revisi edition (Rineka Cipta, 2010), p. 36. <sup>2</sup>*Ibid*.

indicator section and learning activity because it was analyzed using a framework for each teaching stage.

The answer of first research question was also supported with kinds of media that the student-teachers use during teaching. That supporting answer was figured out through interview while the relevancy of the media can be checked with the learning objectives written on the lesson plan.

The second question about whether the task support appropriate for learners to complete task demand which automatically achieve learning objective was answered by the combination of the analysis of all data.

## **B.** Research Subject

Research subject tells about to whom the research conducted. The subject of this research is a couple student-teachers who did internship program at SMKN 1 Surabaya. They are the students of English Education Department in 7<sup>th</sup> semester. They could participate in this program because they had passed the required subject in their semester.

The reason why the researcher chose SMKN 1 Surabaya as the research place is that school has various departments which has different characters in each of them. Along with the application of K13, the researchers actually wanted to find out too how this curriculum prevails in vocational high school which based on theory, the learners need to learn special English lesson

based on their department. In fact, the researcher found that the learners learn the same material as those in senior high school. This shows that there is actually no difference in learning material between senior high school learners and vocational high school learners in practice.

In addition, SMKN 1 Surabaya is one of favorite vocational high school in Surabaya and the only one partnership vocational high school. Another supporting reason why this research chose the student-teachers in vocational high school was the striking characters of learners which in of each department which influences the way teacher teaches to help them achieve the learning objectives. Moreover, there is an issue that vocational high school learners are less interested in English because in their opinion, they just need to only master the skill of their department. All of those reasons are going to be proved by this research.

### C. Data Collection

In this chapter, kinds of data needed and the instruments to analyze the data are discussed in detail. Here are the explanations.

### 1. Data Source

Data is any information needed to be analyzed as the source and evidence in answering the appeared research questions. Since this research is considered as descriptive with one evaluative question, there are three kinds of data sources needed to figure out the answers.

## a. Place

The first data source which becomes the place for this research is SMKN 1 Surabaya where the student-teachers practiced teaching thus the researcher collected the data. The class as the object taught by the student-teachers was 10<sup>th</sup> grade of Accounting department.

What the researcher did to collect the data was observing the whole learning activities in the classroom from the beginning to the end naturally. It means there was no managed or situated class thus everything happened during learning was adequately recorded.

### b. Document

In the discussion of evaluative research, Arikunto explained that paper or document is one of the important data sources used to evaluate a phenomenon because it can be convincing evidence.<sup>3</sup> Therefore, the document used for this research is lesson plan. By observing the lesson plan carefully, the researcher identified how student-teachers organized their teaching from the opening session to

<sup>&</sup>lt;sup>3</sup> Arikunto, Prosedur Penelitian Suatu Pendekatan Praktik, 2010, p. 48.

the end. It can also be noticed the learning and kinds of media used during teaching.

The biggest attention in identifying and analyzing lesson plan was put on the indicator and learning activity designed by the studentteachers because those two determine the balance between task demand and task support. The media used is also looked at as one of the supporting points to meet the balance.

c. People

In his further explanation about evaluative research, Arikunto stated that person or people is also one of the sources to collect data.<sup>4</sup> Therefore, the people as the source of data in this research are the two student-teachers who had done the internship program at SMKN 1 Surabaya. They taught the same class in turn replacing two English teachers there.

Since both student-teachers did not teach in team, the researcher called them using particular initial to make it easy. The first student-teacher is a girl, and she is called ST1. The second student-teacher is a boy, and he is called ST2.

<sup>4</sup> Ibid.

### 2. Data Collection Technique

Data collection technique discusses about how the way the researcher collect the data from the research subject. There three ways which were applied to get the data:

## a. Observation

As a purpose to have more valid data, according to Denscombe, the researcher conducted participant observation to break into the real situation and real learning process in that school.<sup>5</sup> For that reason, the observation has to be in natural setting and avoid any distraction to the naturalness of the setting.<sup>6</sup>

For this research, the extent to be observed was the learners' activity in every stage of learning. In other words, to make it easy the researcher recorded the whole learning activities in a class so the video can be analyzed more carefully in another time after the recording finishes.

### b. Study of the Document

As mentioned in the explanation of data source, the document needed for this research is the lesson plan of the student- teachers. So

<sup>&</sup>lt;sup>5</sup> Martyn Denscombe, *The Good Research Guide*, Fourth edition (Berkshire, Englang: Open University Press, 2010), pp. 196–197.

<sup>&</sup>lt;sup>6</sup> *Ibid.*, p. 197.

the researcher had a copy of the lesson plan the student-teachers used to teach the learners and observed by the researcher all at once.

The researcher did not only copy the lesson plan but also any used worksheet or handout, the textbook, and the slides that the studentteachers used to help them during teaching. All of those data were collected since this research also needs to analyze other supports for the tasks.

## c. Interview

Interview was conducted to support the result of the study document and natural setting observation. The interview guidelines were adopted from the theory of balancing task demand and task support. There are 20 questions to be asked to the couple of studentteachers at SMKN 1 Surabaya.

This interview consisted of open-ended questions since the researcher wanted to dig deeper into the true answer based on what the student-teachers experienced during the internship program. The researcher argues that the process of achieving learning objectives needs some interrelated factors, therefore the open-ended interview is conducted.

### 3. Instrument

Instrument is the guidance in collecting the data.<sup>7</sup> Widoyoko explained that there are two kinds of instrument, test-based instrument and non-test-based instrument.<sup>8</sup> Test-based instrument is contains of questions to be answered by the participants to find out their learning achievement.<sup>9</sup>

The instruments used here are non-test-based instruments because this research needs open-ended answers since the data is about individual's idea in organizing teaching. Therefore, the instruments that help collect the data are framework, open-ended interview guidelines, and checklist.

#### a. Framework

The first research question about how student- teachers set or organize their teaching, a grid framework designed by Cameron is used to find out the answer. The component in each column in the grid is also explained.

The source to complete that framework is from the lesson plan designed by the student-teachers. The learning activity for learners is separated in each grid for each teaching stage and is written in detail. The grid is read according to the teaching stage on the head of each column and goes down following the rows.

<sup>&</sup>lt;sup>7</sup>*Ibid.,* p. 192.

 <sup>&</sup>lt;sup>8</sup> Eko Widoyoko, *Teknik Penyusunan Instrumen Penelitian* (Yogyakarta: Pustaka Belajar, 2012), p. 57.
 <sup>9</sup> *Ibid.*

# Table 3.1

# Framework of Scaffolding Activities Designed by Student- Teachers

**TASK:** (What kind of task given to the learners, e.g.: Say sentence about personal weekend, order meals in a restaurant, etc)

personal week	personal weekend, order meals in a restaurant, etc)		
	Preparation	Core Activity	Follow Up
Language learning goals	(Something we want our learners achieve at the beginning of the lesson or warming up activity).	(Teacher's main goal of today's lesson which involve production skills).	(Teacher's sub- goal or complement activity to ensure learners acquire language that day).
Activities	(List of activities teacher conducts in the opening / lead-in activities).	(List of activities where learning process and acquisition is focused on. It deals with the main point of the lesson).	(List of activities done to perform learners' understanding of the lesson. This may involve production skills).
Demands on learners	(The idea or purpose of the conducted activity in warming up session, i.e. we want the learners get the idea of what they are going to do that day).	(What we want learners to acquire through the given task).	(A little bit deeper understanding of what they have been learning, e.g. other expression to order meal in restaurant, etc).
Support for learning	(Anything can help learners get the idea about today's topic. We usually use pictures, flashcards, teacher intentioned dialogue, or even realia).	(More functional support or media, e.g. teacher's modeling, demonstration. This can also include receptive skills).	(Anything that can make learners have deeper understanding to the lesson, e.g. teacher additional explanation, feedback during the task is

	undertaking, pair
	checking).

The grid has three columns which represent the three general stages of teaching. SMKN 1 Surabaya applies the curriculum 2013 and for the teaching stages they use exploration, elaboration, association, confirmation, and communication. The explanation for the three columns on the grid is presented below:

1. Column 1: Preparation

For those who apply the curriculum 2013, the stages that include in preparation are the warming up and exploration stage. This is because in those two stages, student-teachers lead the learners into the discussion of the topic or review what their existing knowledge about the topic. The learning activity done in preparation is purposed to prepare learners for further discusiion and understanding of the material going to learn.

2. Column 2: Main Activity

As the term used, main activity consists of the activities as the cognitive process in understanding the content of the material. In this stage the learners elaborate and associate the knowledge they get and understand about the particular topic. 3. Column 3: Follow Up

In follow up, student-teachers should be confirmed that the learners have understood the content. This confirmation is revealed through communicating understanding by oral presentation, written essay, or answering comprehension questions on an exercise. In this stage student-teachers also give any needed feedback even additional explanation to have learners be sure of what they understand.

When the framework has been completed, each cell is assessed using determined criteria as follows:

# Table 3.2

## Rubric to Assess the Activities Designed in Lesson Plan

# TASK:

3 : Types of task is clearly stated by using observable, evaluative, and measurable word and match to lesson objectives.

2 : Type of task is not really stated in clarity by using observable, evaluative and measurable word but has no connection to lesson objectives.

1 : Type of task is not clearly stated and does not match to lesson objectives at all.

	Preparation	Core Activity	Follow Up
Language	3: the goal is clearly	3: the goal is clearly	3: the goal is
learning	defined and	defined and	clearly defined to
learning	appropriate to	appropriate to have	make sure
goals	prepare learners get	learners achieve	whether learners
	familiar with the	the main objectives	acquire the
	today's topic.	of today's topic.	language well.

	1		
	<ul> <li>2: the goal is clearly defined but not really appropriate to prepare learners get familiar with the today's topic.</li> <li>1: the goal is not clearly defined and does not appropriate to prepare learners get familiar with the topic.</li> </ul>	<ul> <li>2: the goal is clearly defined but not really appropriate to have learners achieve the main objectives of today's topic.</li> <li>1: the goal is not clearly defined and does not appropriate to have learners achieve the main objectives of the topic.</li> </ul>	<ul> <li>2: the goal is clearly defined but not to make sure whether learners acquire the language.</li> <li>1: the goal is not clearly defined and not to make sure whether learners acquire the language well.</li> </ul>
Activities	<ul> <li>3: the activity starts with the easy and appropriate one which all learners can complete and really prepare and connect them to the core activity. It is usually receptive skills.</li> <li>2: the activity starts with the easy one but not appropriate to prepare and connect them to the core activity.</li> <li>1: the activity does not start with the easy and appropriate one so not all learners can complete it. They are also not prepared and connected to the</li> </ul>	<ul> <li>3: the activity is the continuation of the preparation and it conveys the main lesson objectives to achieve.</li> <li>2: the activity is the continuation of the preparation but it does not match to the main lesson objectives.</li> <li>1: the activity is not the continuation and does not match to the main lesson objectives.</li> </ul>	<ul> <li>3: the activity to perform acquisition is evaluative, observable, and measurable. It requires productive skills and reflects on the learning goals.</li> <li>2: the activity requires productive skills which are evaluative, observable, and measurable but not match to the learning goals.</li> <li>1: the activity does not perform acquisition and not match to the</li> </ul>

	core activity.		learning goals.
Demands on learners	<ul> <li>3: the level of difficulty is challenging applying the principle of i+1 and meets the learners' interest. It may include some reviews, brain storming, or free speaking.</li> <li>1: the level of difficulty is not challenging because of not applying te principle of i+1 since the support is too much or even no supports at all.</li> </ul>	<ul> <li>3: the level of difficulty moves to the harder one. It is match to the objectives and learners' ability. It requires problem- solving skill.</li> <li>2: the level of difficulty moves to the harder one but it does not involve learners in problem-solving.</li> <li>1: the level of difficulty moves directly to the hardest so learners are not able to complete it.</li> </ul>	<ul> <li>3: the level of difficulty has to be about learners performing what they have got from learning and how far they acquire the language. The performance must be the continuation of the core activity by exposing productive skills.</li> <li>2: the performance is the continuation of the core activity but it does not expose any acquisition.</li> <li>1: the performance does not expose any acquisition at all because learners just read or directly submit their work.</li> </ul>
Support for learning	3: the use of suitable media/aids, giving clear instructions, teacher's modeling, using appropriate intonation.	3: the use of the same or different related media/aids to be more functional and help learners acquire the language	3: the use of additional related media/aids to develop learners' vocabulary and understanding to the topic, peer

	2: the use of suitable	better, giving clear	correction, fair
	media/aids, giving	instruction,	evaluation.
	clear instructions, no	appropriate	
	teacher's modeling,	teacher's	2: peer correction,
	applying	demonstration,	fair evaluation,
	inappropriate		no additional
	intonation.	2: the use of same or	media/aids to
		different related	help learners
	1: the use of suitable	media/aids to be	understand the
	media/aids, giving	more functional	topic much
1	unclear instructions,	and help learners	better.
	no teacher's	acquire language	
	modeling, applying	better, giving	1: peer correction,
	inappropriate	unclear	no evaluation,
	intonation.	instructions, and	and no additional
		no demonstration.	media/aids to
			help learners
		1: the use of	understand the
		different unrelated	topic much
		me <mark>dia</mark> /aids, giving	better.
		unclear	
		instructions, and	
		no demonstration.	

# b. Interview Guidelines

As explained before that interview is used to support the second data source. Each student-teacher has 20 questions to answer. The questions can be developed by the researcher depending on the student-teacher's statement. The questions and the reasons why those are asked are presented below.

# Table 3.3

# **Interview Guideline**

No.	Question	Reason
1.	Did you have task or	This question is asked to find out what
	activities for your learners?	kind of task that the student-teacher gave
		to the learner and to check whether the
		task is related to the lesson objective.
2.	What kind of task that you	This question is to confirm that there is
	gave to your learners? Is it	no tendency on drilling the learners with
	grammar-based or skill-	grammar or sentence structure exercise
	based?	all the time.
3.	How do you design your	This question is to check if the student-
	task? Did you use	teachers use the workbook (LKS) in
	worksheet or handout?	every meeting or they create their own
		work <mark>sh</mark> eet or handout. The reason why
		this question is asked is to know how
		much the student- teachers support their
		learners to understand the material they
		teach.
4.	What was your guideline in	This question is to check how the
	deciding task or activity for	student-teachers presented the topic to
	your learners? What did you	teach, whether they only followed the
	consider in designing task?	next page of the coursebook or the list of
		material in the syllabus.
5.	Did you design your own	This question is asked because the
	lesson plan? Did you	researcher found some of the student-
	modify the learning	teachers who taught in other partnership
	objectives (the indicators)?	schools used the lesson plan of the
	Did you always teach based	school teacher. In addition, when the
	on your plan?	student-teachers designed their own
		lesson plan, it means they know the
		condition of the class and carefully think
		the steps to make learners understand the
		content of the material. The modification

		of the learning objectives may be done to
		meet the learners' need in learning.
6.	Which kind of media did	This question is to identify the student-
	you use more often to	teacher's awareness and sensitivity of
	support your learners in	different learning style of the learners
	learning (visual aids,	which potentially influence the use of
	auditory, or kinesthetic)?	variety supports of media.
7.	What did you consider in	The decission of what media to use
	deciding media to use?	shows how much the student- teachers
		support their learners among the diversity
		of the learning style and their attention
		the appropriateness of the materials and
		the support.
8.	Did you lecture your	Most of either student-teachers or the
	learners? Why?	school teachers themselves cannot avoid
		lecturing during teaching. But this
		question is asked to reveal how much
		time the student-teachers spent for
		lecturing, because if they lectured all the
		time it means they put the class into
		teacher-centered learning which is
		acceptable as traditional teaching
		method.
9.	Where did you get the	This question is to emphasize the focus
	source of your material and	on using the workbook and even the
	task?	coursebook to avoid 'teaching the book'
		habit and bias.
10.	One or some of your	The researcher wants to evaluate how the
10.	learners got difficulty in	student-teachers handle the learners who
	completing the task because	did not understand the content and see
	they do not understand the	how many of them used immersion to re-
	content. What would you	explain instead of elicitation.
	do? Would you use	explain instead of enclution.
	immersion?	
11.	What did you usually do to	This question is to justify the activity that
11.	• •	the student-teachers conducted in the
	prepare your leraners doing	the student-teachers conducted in the

	a task/activity?	very first step of teaching regarding to
		the learners' preparation to learn the
		material on that day.
12.	How did you organize the	Organization of teaching, or scaffolding,
	activity for your learners	is justified because this signifies the flow
	during learning?	of teaching and influences the knowledge
		association easiness and understanding.
		The organization should flow naturally
		so the learners learned in fun way and
		kept away from any pressure.
13.	What do you think about the	This question is a reflection and
	media you provided for	evaluation about the relevancy and
	your learners? Was it	appropriateness of the media provided by
	relevant and helpful enough	the student-teachers.
	for them?	
14.	How did you start you	This is to find out how the student-
	teaching? Did you directly	teachers conveyed their material to the
	tell your learners about the	learners. Here the researcher reveals
	definition of a term or invite	whether they use teacher-centered or
	them to find the definition	learner-centered.
	together by analyzing	
	examples?	
15.	In time of doing a task, did	This question is to criticize the technique
	you find your learners still	of giving instruction that the student-
	confused about what to do?	teachers use for their learners because the
	Why do you think it	confusion of what to do is about
	happened?	technical strategy.
16.	Did you use bilingualism in	This is to assess how the student-teachers
	your teaching? What	maximize the practice and application of
	language did you use most?	target language and how much they use
		the first language during teaching.
17.	How do you know that your	The researcher wants to criticisize the
	learners had achieved the	activity chosen by the student-teachers to
	learning objective?	confirm their learners understanding
		through this question.
18.	Did all your learners	This question is to find out how the
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	achieve the learning	student-teachers dealt with the learners
	objective? If no, what did	who do not achieve the learning
	you do to them?	objectives.
19.	Did you try to make your	Since the feeling of enjoy is close to
	learners enjoy and	engagement, by this question the
	experience learning? How	researcher wants to figure out how the
	do you know they did?	effort of student-teachers in making the
		learners engaged to the learning.
20.	In your opinion, what makes	This is a conclusion question focusing on
	learning successful? Is it the	how learning should be. The answer of
	media, organization of	this question will tell us whether the
	teaching, or anything? How	student-teachers conciously evaluate
	should it be for you?	their teaching by considering the
		theory they have learned in previous
		semesters.

# c. Checklist

The checklist is used to find out the answer of second question about the appropriateness of the task supports to help learners achieve the learning objectives. The criterion on this checklist include all is discussed in this research. They are the teaching stage or scaffolding and the use of media.

# Table 3.4

## **Task Support Appropriateness Checklist**

	No.	Criterion	 ×
ĺ	1.	Did the student teachers design their own lesson	
		plan?	

2.	Did the student-teachers teach based on their
	lesson plan?
3.	Was the teaching stage started from something
	that learners familiar with / something they have
	known / something they are interested in?
4.	Did the student-teachers carefully set manageable
	activities to get into the learning objectives?
5.	Were modeling and questioning used to lead
	learners to a natural sequence of thought and
	language?
6.	Did the student-teachers 'teach the book"?
7.	Did the student-teacher only fulfill the demand of
	next page material?
8.	Did the learning objective clearly stated?
9.	Was the p <mark>acing about rig</mark> ht?
10.	Was the instruction clear?
11.	Were the separated activities clear in purpose to
	contribute to the whole task?
12.	Did the student-teachers collaborate learners'
	previous knowledge with the today's lesson?
13.	Was the media used relevant and appropriate to
	the material?
14.	Was the provided media interrelated in each
	activity to build learners' knowledge of the
	lesson?
15.	Did the worksheet or handout help learners to
	achieve learning objectives?

16.	Was the worksheet or handout relevant and	
	appropriate for the learning material and for	
	achieving learning objectives?	
17.	Did the student-teacher's assistance get lesser	
	stage by stage to offer the space for thinking to	
	process the language?	
18.	Did the teacher use a right task to figure out	
	learners' achievement toward learning objectives?	

Those seventeen numbers have included all aspects being researched. Criteria 1 to 11 represent scaffolding, the organization of teaching. The rest represent the use of media which in this case are worksheet, handout, and aids.

# **D.** Data Analysis Procedure

After identifying the source of data, data collection technique, and the instruments, all of those data were analyzed following this procedure:

- 1. Study of the documemnt:
  - a. Identifying the learning objective and determine the task.
  - b. Writing down the learning activities organized in lesson plan on the framework based on the guideline in each column.
  - c. Justifying and assessing each cell on the framework using the grading guideline.

- d. Writing the result of grading the framework in the table of recapituation.
- 2. Interview:
  - a. Conducting individual interview with each student-teachers.
  - b. During the interview, the researcher probably asked deeper question to get the answer she wants and recorded the interview activity on the phone.
  - c. Each recordings is listened and trancribed then explanation was matched with what is written on the lesson plan.
- 3. To answer the last research question, the observation video is watched while reading the lesson plan and observing the media. The video is analyzed using the task support appropriateness checklist (table 3.3).
- 4. After that, the result of the overall analysis is summarized to conclude how many student-teachers have been able to scaffold their teaching and provide relevant and appropriate media so that the learners can achieve the learning objective maximally.