

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **3.1. Method of the Research**

In this study, the researcher conducted qualitative classroom research. Deeney (2008) stated that classroom research is a systematic, intentional inquiry by teachers and other school/ classroom professionals about their school and classroom work. Additionally, Hopkins (2008) Argues that classroom research's purposes are to improve personal or a colleague's teaching, test educational theory's presumptions in real life, or as an effective way to assess and perform the school priorities. Therefore, the researcher used classroom research because it can improve personal teaching dan investigate the implementation of teaching English grammar using Task-Based instruction in Elementary School.

The researcher acted as the teacher of the classroom because she is an English Teacher. Hopkins (2008) stated that there are four stages in classroom research. The first stage is data collection, which generates ideas to explain events in class. At the end of the data collection stage, we have collected our data and established several phenomena, constructs, or categories that explain what is happening in the classroom. The second stage is a validation of the problem or phenomenon. The researcher used observation, documentation, and question and answer with the teacher in this research. The third stage is interpretation. In this stage, the researcher takes the observation result and relates it to the theory of TBI. This information provides direction for researchers to take action. The final stage is action. After interpreting the problem, the researcher is in a position to plan future action.

#### **3.2 Focus of the Research**

This research explored how to implement English grammar using TBI in elementary school in grade 6.

#### **3.3 Setting and Participants**

This study occurred in an elementary school in Bogor Regency, West Java. This school was selected because they teach English subjects there. Also, the researcher selected this school because the learning process is still not optimal in

terms of learning methods. In this study, the researcher taught English subjects related to grammar, such as past activities. The meeting consists of 2 x 35 minutes with 30 students.

The study participant was an English teacher with a class of 30 students in grade 6 elementary school. She was selected to participate because the researcher intended to reflect on the teaching process so that it could provide more suitable learning for students.

### **3.4 Technique of Collecting the Data**

The researcher collects data using classroom observation as the primary technique to explore the implementation of TBI in elementary schools. Cohen et al. (2017) The distinctive feature of observation as a research process is that it allows an investigator to gather 'live' data from naturally occurring social situations. Additionally, classroom observation involves looking, noticing, and recognizing phenomena or things that happen inside classrooms. It plays a fundamental role as an assessment tool for educators, whether new or seasoned, to pursue effective teaching and learning performance and further develop their skills and knowledge. (O'Leary, 2020).

The classroom observation was captured through a video camera to capture the teachers' implementation of TBI. Video camera can see all situations and constantly review them (Hopkins, 2008). The teacher used classroom observation through a video camera to obtain visual material of the total situation. Behavioral patterns of the teacher and students could be seen, and the teacher and students' activities in any stage of the learning process, as well as classroom settings, were carefully recorded.

### **3.5 Techniques for Analyzing the Data**

The data from the classroom observation will be explained descriptively. If data is descriptive, listen to/view the tape and take notes, or do a whole or partial transcription (Griffie, 2005). The data from classroom observation was analyzed using a data analysis method by Miles et al. (2014).

#### **3.5.1. Data condensation**

Data condensation refers to selecting, focusing, simplifying, and transforming the data appearing in written-up field notes or transcribing the information gained from the collecting data (Miles et al., 2014). First, field notes were used by the researcher to gather data. The unrelated and irrelevant data was eliminated. The researcher then presented the data in a descriptive form following their collection and reduction. Using the conceptual framework and research questions to organize, clarify, and focus the data, the researcher chose portions of the field notes to strengthen the data.

**Table 3.1 Data Condensation**

| <b>Original Data</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Condensed Data</b>                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| At this stage, each group was given one text to categorize by underlining or highlighting using a highlighter, in which sentences were included in the simple past tense. To make their work easier, they used the verb lists 1, 2, and 3 given at the beginning, which was very useful. They also enthusiastically discussed with their group mates. The results of their answers were generally correct. Occasionally, they asked me questions, but mostly, they discussed with their group mates. | At the analysis stage, each group was given one text to categorize simple past tense sentences using a highlighter. The students' responses were enthusiastic, and they discussed in an orderly manner with their groups. The verb list papers 1, 2, and 3 were also very useful for them when analyzing. Their answers were generally correct. |

#### **3.5.1.1. Cycle Coding**

The researcher used number 1 for topic introduction, 2 for information gathering, and 3 for text analysis.

**Table 3.2 Initialing Codes**

| <b>Condensed Data</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Initial Codes</b>                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <sup>1.</sup> I started the introduction to the material by asking the question<br>"What did you do during the last school holiday?"<br>Then, I translated this question into Indonesian because the students' responses were still inactive.<br><sup>2.</sup> Students began to be given the task of asking their group mates about what they did yesterday using English.<br><sup>3.</sup> I provide another example of text to be analyzed using the simple past formula. One female student from group 4 comes forward. | <sup>1.</sup> Asking personal experience<br><br><br><br><br><br><br><br><br><br><sup>2.</sup> Students do information gathering: asking their friends<br><br><br><br><br><br><br><br><br><br><sup>3.</sup> students analyze text |

After assigning initial codes, the researcher developed a list based on the conceptual framework before fieldwork.

**Table 3.3 Developing codes**

| <b>Topic introduction</b>                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- Asking personal experiences students to introduce the topic</li> <li>- Using PowerPoints, videos, verb list paper, and speakers to deliver the material</li> <li>- Video as an example for explaining useful phrases</li> <li>- Dialog as a media for students to understand task instruction</li> </ul>    |
| <b>Information gathering activity</b>                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"> <li>- asking their friends about past activities</li> <li>- Focusing on honest communication, the focus of language learning</li> <li>- Reflecting on the contextual situation</li> <li>- Group work</li> <li>- Sentence arrangement</li> <li>- Oral presentation</li> <li>- Tolerant of learner error</li> </ul> |
| <b>Text analysis</b>                                                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>- Text analysis using highlighter</li> </ul>                                                                                                                                                                                                                                                                  |

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- repeating phrases: practice activities
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### 3.5.1.2. Second Cycle Coding: Pattern Codes

The next step in the analysis process was pattern coding. The researcher grouped the result codes from the first cycle coding into smaller categories or themes.

**Table 3.4 Generation Pattern Codes**

| <b>Pre task</b>                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>- Asking personal experiences students to introduce the topic</li> <li>- Using media to deliver materials</li> <li>- Highlighting grammar rules</li> <li>- Practice dialog to understand task instruction</li> </ul> |
| <b>Task cycle</b>                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>- Task: Information gathering activity</li> <li>- Planning: sentence arrangement</li> <li>- Report: oral presentation, giving feedback</li> </ul>                                                                    |
| <b>Language focus</b>                                                                                                                                                                                                                                       |
| <ul style="list-style-type: none"> <li>- Sentence categorization</li> <li>- Repeating phrases</li> </ul>                                                                                                                                                    |

### 3.5.2. Data Display

A display is an organized, compressed assembly of information that permits conclusion drawing and action. Reducing and displaying the data was based on formulating the research problem. This step was done by presenting a structured set of information and the possibility of concluding because the data obtained during qualitative research is usually in the form of a narrative, thus requiring simplification without reducing its contents. After displaying the data, a conclusion was drawn.

Table 3.5 Data display

| Pre task                                                                                                                                                                                                                                               | Task cycle                                                                                                                                                                                                                                                                                                             | Language focus                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Here, the teacher used PowerPoint and a speaker to make the material easier to deliver. The PowerPoint contains material about past activities from the video dialogue, including its definition, formula, rules, how to make sentences, and examples. | Students began to be tasked with asking their group mates about what they did yesterday using English. The students' responses were enthusiastic, and the class was lively and laughing. The teacher also saw that the pre-task activity helped students because no questions were asked before starting the activity. | At the analysis stage, each group was given one text to categorize simple past tense sentences using a highlighter. The students' responses were enthusiastic, and they discussed the text in an orderly manner with their groups. |
| The teacher also gave each group a piece of paper regarding the list of verbs 1, 2, and 3 as a medium to make it easier to improve their understanding.                                                                                                | Students compile the answers by asking their group mates in writing. This group assignment provides excellent benefits, especially for students with lower abilities than others, because they help each other. At this stage, they have a high sense of responsibility.                                               | The teacher and the students read the highlighted phrases together, which were also included in the simple past tense sentences. This activity revealed that some students still mispronounced words.                              |

### 3.5.3. Drawing and verifying conclusion

The third step in qualitative data analysis was drawing and verifying conclusions. Beginning with data collection, qualitative analysis determines what things mean by noting regularities, patterns, explanations, possible configurations, causal flows, and propositions (Miles et al., 1994).

