

CHAPTER III

RESEARCH METHOD

Based on the problem and the objective of the study, the research method that the researcher would use was descriptive qualitative research because this study was about the issue or social phenomenon that needs to describe any conditions and situations of the phenomenon descriptively. According to Keith, qualitative methods were the methods used to empirical research where the data were not in the form of numbers and also qualitative research include the way of thinking about the social reality being studied, the way of approaching it and conceptualizing its designs and methods used to represent that way of thinking, and to collect data.¹ Moreover, Qualitative research was one of research procedures that produce the descriptive data, such as, utterance or written texts and people behavior that were observed.²

On the other word, descriptive qualitative research was the research based on the descriptive data in spoken form or written data by the subject of the study. The data taken also has the characteristic that shown the data was authentic, reliable, valid, systematic, practice. Hence, the researcher would analyze the flipped classroom implementation of second grade students in SMP Darul Muta'allimin Sidoarjo to get the qualitative data.

¹ Keith Punch, *Developing Effective Research Proposals Essential Resources for Social Research* (London: Sage Publications, Inc, 2000), p. 3–4.

² R. Biklen and S. Bogdan, *Qualitative Research for Education* (Boston, 1992), 21–22.

A. Research Procedure

This research was designed as observation research with qualitative approach. The researcher want to investigate the flip class implementation and the respond from teacher and students about it. There were some steps were acted by researcher to do this research.

First, according to the problems had been known by the researcher that students at SMP Darul Muta'alimin had low academic achievement in speaking. They feel difficult to speak because had no enough preparation for it. Then the teacher plan to use the flipclass to solve it. So the researcher choose the title according to the problems was happened. The teacher suggested to the researcher to acted the research when the students perform the speaking with narrative text material. The class chosen was VIII class. they are consist of girl students. According to teacher, they always feeling shy and look unready to perform speaking in every time. They always silent.

Second, after decide the theme and time of the research, the researcher take some instrument, such as observation classroom checklist, closed quistioanre to investigate students preception, and some interview item to investigates the teacher preception.

Third, the research only acted in one time while the speaking class going on. The researcher took a video when the class going on, and fill the observation checklist. 10 minutes before end of class, the researcher give questionnaire to the students and give instruction how to fill it. While the students fill the questionnaire, the researcher make an interview with the teacher with the instrument had been prepared.

After all data had been collected, the data will be analyzed and presented with some diagram and description.

B. Data and Source of the Data

1. Type of Data

The data of this study was classified into 2 kinds, they are.

a. Primary Data

Primary data was the main data of the research collected from the subject of the study. The primary data was collected by doing some observation and questionnaire. The researcher would observe the teacher in teaching English and her strategy in implementing the flipped classroom. In addition, the researcher gives the questionnaire to the teacher and students to find out their responds of flipped classroom strategy.

b. Secondary data

The secondary data was the supporting data obtained from sources, such as document related to flipped classroom and narrative text. Some of document that the researcher needs were the student's telling story score, media in teaching narrative text, student's course book and so on. Furthermore, the researcher takes pictures and video records as proof of the teaching and learning process. Some theories were also taken by the researcher to support the data obtained.

2. Source of Data

The sources of both primary and secondary data were from teachers, students, and the document as the supporting data at SMP Darul Muta'allimin Sidoarjo. The primary data was taken from class observation and questionnaire to teacher and students. On the other hand, the secondary data was obtained by the copies of documents that related flipped classroom and narrative text.

3. Research Location

The research would be hold on second grade of SMP Darul Muta'allimin Sidoarjo. As the information and the confirmation of the teacher, her class would be use the flipped method. Moreover, the researcher chooses this school as the location of this study.

4. Subject of the Study

The study would concern on the teacher's teaching narrative text using flipped classroom. The researcher would choose SMP Darul Muta'allimin as the participants and the subject of the study. According to the preliminary research, the teacher in this school used flipped classroom as one of the strategy in teaching narrative text. Thus, the researcher would have to interview and observe the teacher to collect the data. Besides the teacher as the subject of the study, the students in eight classes also included as well as the subject of the study. There were class is 8C. The students would be needed for the questionnaire as the other reference of the data.

C. The Presence of the Researcher

In this study, the researcher played role as the observer and data collector. The researcher attends to class as the observer to get a video and monitor the learning process by using flipped method. The researcher also takes a score of telling narrative text before and after implementing this method. In addition, this research has been permitted by the head master, the teacher, and the research Subject.

D. Research Instrument

In order to collect the data, the researcher would use some instruments. Moreover, some documents used to support the research that it would be analyzed by the researcher such as observation field note guidance and questionnaire sheet.

The first was the observation guidelines which were needed to guide the observation. So that the researcher would take a note to the observation guidelines about the implementation of flipped classroom. The suitable classroom observation checklist in this research was focusing on preparation, teaching, classroom management, self-communication, and language use. According to Carvajal, however the observation was designed according to the research need, but it always included these important factors to observe, they are classroom preparation, while teaching, classroom management, and communication between student and teacher.³ (see appendix 1)

³ M. Carvajal Brenes, "Classroom Observation in Teaching Practice", in *Practice Teaching A Reflective-Approach* (2009), p. 103.

The second research instrument applied in this study was a closed questionnaire which was named *Likert Scale Questionnaire*. According to Key, closed questionnaire or restricted form calls for a "yes" or "no" answer, short response, or item checking; was fairly easy to interpret, tabulate, and summaries.⁴ The researcher used this type of questionnaire because this type contained item checking as in the questionnaire used in this research. The questionnaire used was about the participants might feel when they were speaking English inside and outside the class. The questionnaire was taken from a dissertation of Graham Brent Johnson.⁵ it was used after students has spent over two weeks with the Flipped classroom, so they had opportunities to express their feeling about it. According to Graham Brent Johnson, the most important aspect should be measure from students' perception about Flip class learning experience consist of five major themes. They are mastery learning, pacing, time, social media and videos, and specific Flip classroom question.⁶ (see appendix 2)

The last instrument that the researcher would use was the audio/video recording to help the researcher in doing the observation and the interview. There were tape-recorder, video recording or hand phone and some documentation as the note taking or observation list.

⁴ Key, James. P. 1997. Questionnaire and Interview as Data-Gathering Tools. OklahomaStateUniversity. Available:

<http://www.okstate.edu/ag/agedcm4h/academic/aged5980a/5980/newpage16.htm>

⁵ Graham Brent Johnson, "Student perceptions of the Flipped Classroom" (University of British Columbia, 2013), p. 99, <https://open.library.ubc.ca/cIRcle/collections/ubctheses/24/items/1.0073641>,

accessed 20 Mar 2017.

⁶ *Ibid.*, p. 38.

In addition, the researcher also asks a co-observer to help record the classroom activity and so did the documentation. The interview Text was derived from a dissertation of Graham Brent Johnson.⁷ According to him, besides providing the student, the educator also need be provided to know the quality of the Flipped Class implementation. For educator providing, the focus would be measure was the detailed Flip Class implementation including advantage and disadvantage and general feedback (see appendix 3). in sort, the process of collecting data was specified in table below:

Table 3.1 Techniques for Collecting Data Based on Research Questions			
Research Question	Data Collection Technique	Instrument	Data and Source of Data
RQ 1 The implementation of flipped classroom	Observation	Observation field note guidance	Teacher and students learning process
RQ 2 students responds	Questionnaire	Questionnaire sheet	Students feeling

⁷ *Ibid.*, p. 100.

RQ 3 Teacher Perception	Interview Question	Interview Sheet	Teacher Perception
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E. Data Collection Technique

The data collection or the procedure of development was by some steps, the researcher followed the theory of Patton to conduct the qualitative data. The most common sources of qualitative data include *observations*, *questionnaire* and *documents*.⁸

1. Observation

Observation was the process of collecting data and information directly by observing people and places at the sites.⁹ In addition, according to Cambridge dictionary, observation was to watch carefully the way something happens or the way someone did something, especially in order to learn more about it. Thus, Observation was one of the techniques to observe and find out directly and indirectly the activity happened and the subject of the study. This kind of method was used to investigate the implementation of flipped classroom in SMP Darul Muta'allimin Sidoarjo (*Research Question 1*)

⁸ Michael Quinn Patton, *Qualitative Research and Evaluation Method* (London: Sage Publication, 2002), 2.

⁹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Ohio: Pearson, 2005), p. 4.

In this study, the researcher would conduct the research directly to the subject of the study uses a non-participant observation. According to Creswell, a non-participant observer was an observer who visits a site and records notes without becoming involved in the activities of the participants.¹⁰ The researcher comes to the class and observation everything that happens in the classroom during the implementation of flipped classroom for teaching storytelling. After that the researcher Would make a note the students who absentee, pay attention, and observing the teaching learning process. The researcher Would also analyze the student's performance based on the score which take by the teacher and the researcher through the task given. In doing the observation, the research would come and sit at the back of the class and observe the situation and condition happened in the English learning process of the students. In addition, the researcher also asks a co-observer to help record the classroom activity and to did the documentation.

2. Questionnaire

Questionnaire was used to find out the answer of research question 2 and 3 about the teacher and students responds of flipped classroom in telling the narrative text in the English class. It was taken from graham in his thesis entitled "*Student Perceptions of the Flipped Classroom*".¹¹ it was begun by giving the participants the questionnaire one by one and the participants filled the questionnaire with their own answer based on their true feelings when they were speaking English; in other words, their own perceptions.

¹⁰ Ibid., 212.

¹¹ Graham Brent Johnson, "Student Perceptions of the Flipped Classroom" (The University of British Coloumbia, 2013), 90–92.

5. Documentation

Documentation was one of the method to collect the data by collecting some document such as, problem noting, authentic materials, reference used by the teacher, interview record and so on. The term documentation was generally used for the gathering and recording of information, especially to establish or provide evidence of facts or testimony. This technique Would be used by the researcher to collect the data related to flipped classroom and narrative text such as the student's telling story score, media in teaching narrative text, students' course book and so on.

F. Data Analysis Technique

In data analysis, the researcher organizes the data taken using some technique in descriptive qualitative analysis. Miles and Huberman stated that data analysis in descriptive research has three steps: data reduction, data display, and conclusion.¹² Therefore, the researcher the researcher analyzes the data by steps as follows:

1. Data Reduction

In qualitative analysis, data reduction also means summarizing the data, choosing the subject matters, focusing on the important things, and look for themes and patterns.¹³ Data reduction would help the researchers identify patterns in data.

¹² M.B. Miles and A.M. Huberman, *Qualitative Data Analysis: A Sourcebook of New Methods* (California: Sage Publications, Inc, 1984), p. 21–23.

¹³ *Ibid.*, 21.

2. Data Display

Data display was one of the processes where the data taken would organize systematically, so that it makes the analysis easier to get the conclusion. Miles and Huberman state that the most frequent form of display data for qualitative research data in the past has been narrative text.¹⁴ After organizing the data, the researcher would classify and divide the information based on the focus of the research. When the data had been analyzed, the researcher started to describe the findings and the data was presented descriptively. The description made by the researcher was based on the data collected with the review of literature. Then, the researcher analyzed the data in specific but brief and clear description.

3. Drawing Conclusion

Conclusion or Verification was the following step and the last step after reducing and displaying the data. After the process of collecting and analyze the data, the researcher would try to find out and get the conclusion or verification from the result based on the data taken from the field by the researcher. The conclusion in here means the answer of the research that determines whether the research was success or not.

¹⁴ Ibid., 22.

G. Research Stage

First the researcher made a deal with the teacher to decide the time and place of the research would be held. Then, the researcher searched the instrument according to the theory of Flipped Class. On the date had been decided before, the researcher did an observation, interview, and spread out the questionnaire to the students.



