#### **CHAPTER III**

#### **RESEARCH METHOD**

This chapter deals with the procedures for conducting the study. It covers the research design, the research subjects, the setting of the study, the data collection technique, and the data analysis technique. Those are required to developed descriptive qualitative study that will be applied in considering the study.

# A. Research Design

This study will be applied mixed-method design. Mixed-methods research involves the use of both quantitative and qualitative methods in a single study.<sup>1</sup> This method are considered suitable with this research because it provides a more complete understanding of research problems than does the use of either approach alone. This study is intended to know how the teacher manages the board in teaching English for the 10<sup>th</sup> grade at SMAN 4 Sidoarjo. The data gained from observation in the class by checking observation checklist and taking field note to know how the process teaching and learning using board. In this study, the researcher uses questionnaire and interview to support the data.

#### **B.** Research Presence

The presence of the researcher in this study is as non-participant observer. It means that the researcher does not involve or participate in the activity. The researcher came to the class for only observing the teaching and learning process

<sup>&</sup>lt;sup>1</sup> Jack R. Fraenkel; Norman E. Wallen; Hellen H Hyun. *How to Design & Evaluate Research in Education* 8<sup>th</sup> edition.( New York: McGraw-Hill, 2011), p 557

in classroom. The researcher did not introduce her presence to the students in order that students do not feel disturbed. Therefore, the circumstance between students and the teacher could behave as what they naturally behave in classroom.

# C. Research Subject

Based on the title of the research "Analyzing Teacher's Board Management At 10<sup>th</sup> Grade SMAN 4 Sidoarjo Academic Year 2013/2014", the subject of this research is the English teacher of SMAN 4 Sidoarjo. The subject who teaches in the 10<sup>th</sup> grade because the 10<sup>th</sup> grade has applied curriculum 2013. In that curriculum, teacher is demanded integrate the lesson based on ICT so it makes the board is a little forgotten. Even though curriculum 2013 has applied in the 11<sup>th</sup> grade, it is started in the year 2014. In the 10<sup>th</sup> grade, the curriculum is started in the year 2013 so that teacher knows well and more prepare about the lesson. In that senior high school, there is only one teacher who responsible in teaching English in the 10<sup>th</sup> grade students. He is Mr. Nasir Amin. In this research, the researcher also takes the students as the subject to know the opinion about the board recently. The researcher needs 100 students since it is a recommended minimum number of subjects for a descriptive study.<sup>2</sup>

#### **D.** Research Location

The setting of the study is SMAN 4 Sidoarjo. It is located on Suko village, Sidoarjo. Phone : (031)8966365. This research was held at SMAN 4 Sidoarjo on November 2014.

<sup>&</sup>lt;sup>2</sup> Jack R. Fraenkel; Norman E. Wallen; Hellen H Hyun. *How to Design & Evaluate Research in Education 8<sup>th</sup> edition.*(New York: McGraw-Hill, 2011), p 107

### E. Data Collection Technique

In this study, the data are collected by employing the instruments used through:

1. Field notes

To answer the first research question, the researcher uses field notes. In educational research, field notes usually means the detailed notes researchers take in the educational setting (classroom or school) as they observe what is going on or as they interview their informants.<sup>3</sup> This means the researchers writes account of what they hear, see, experience, and think in the course. The data was obtained from four meetings. The researcher takes a note in every meeting. The teacher just teaches as usual and the researcher takes a note based on the checklist when the process of learning taken place.

2. Observation

To support the data for answering the first research question, the researcher includes observation. According to Jack Fraenkel, An observation is intended merely to indicate whether a particular behavior is present or absent.<sup>4</sup> In this case, the researcher make an observation checklist consists of a list of techniques how to manage the board. The list is from a book by Jim Scrivener, "Classroom Management

<sup>&</sup>lt;sup>3</sup> Jack R. Fraenkel; Norman E. Wallen; Hellen H Hyun. *How to Design & Evaluate Research in Education 8<sup>th</sup> edition.*(New York: McGraw-Hill, 2011), p 512

<sup>&</sup>lt;sup>4</sup> Jack R. Fraenkel; Norman E. Wallen; Hellen H Hyun. *How to Design & Evaluate Research in Education* 8<sup>th</sup> edition.( New York: McGraw-Hill, 2011), p 121

techniques", and a book by Jeannine Dobbs, "Using the Board in the Language Classroom".

3. Questionnaire

To answer the second research question, the researcher uses questionnaire. A questionnaire is a means of eliciting the feelings, beliefs, experiences, opinions, or attitudes of some sample of individuals.<sup>5</sup> The points of the questionnaire instrument are adopted from the book "Classroom Management Techniques" by Jim Scrivener and "Using Board in the Language Classroom" by Jeannine Dobbs to answer the second research question about students' opinion about board. The questionnaire will be given to the students and it is given to the students when the process of teaching and learning is finished or in the recess time 4. Interview

And for the interview is used to answer the second research question also. The researcher will use semi-structured interview. Semistructured interview is verbal questionnaires that consist of a series of questions designed to elicit specific answers from respondents and it is used to obtain information that can later be compared and contrasted.<sup>6</sup> In this research, the researcher will interview the teacher. And the question is same with the questionnaire. The interview will be conducted after the

<sup>&</sup>lt;sup>5</sup> James P. Key, "Research Design in Occupational Education" *Data Tools*, http://www.okstate.edu/, (accessed on February 11, 2015)

<sup>&</sup>lt;sup>6</sup> Jack R. Fraenkel; Norman E. Wallen; Hellen H Hyun. *How to Design & Evaluate Research in Education* 8<sup>th</sup> edition.( New York: McGraw-Hill, 2011), p 451

teaching and learning process is finished or in the recess time. The process of collecting data is specified in table below:

Techniques RQ	Field note and observation	Questionnaire and interview
RQ 1	√	
RQ 2		√

Table 3.1: Techniques for Collecting Data Based on Research Questions

### F. Data Analysis Technique

To analyze the data, the researcher uses triangulation design. In the triangulation design, the researcher uses both quantitative and qualitative methods to study the same phenomenon to determine if the two converge upon a single understanding of the research problem being investigated.<sup>7</sup> In this research, the data will be analyzed separately. Then the convergence or divergence of the results would then be discussed. The process of analyzing data is specified in picture below.

<sup>&</sup>lt;sup>7</sup> Jack R. Fraenkel; Norman E. Wallen; Hellen H Hyun. *How to Design & Evaluate Research in Education* 8<sup>th</sup> edition.( New York: McGraw-Hill, 2011), p 561



Figure 3.1 The Triangulation Design

Based on the data collection technique, field note and observation checklist are used to answer the first research question whereas questionnaire and interview are used to answer the second research question. The process of analyzing data is described below.

# 1. Field note

The researcher will analyze the data that was obtained from each four meetings by using descriptive qualitative manner. The researcher attempted to describe the setting, the people, and what they do in the process of teaching and learning.

2. Observation

The researcher will analyze descriptively the data that was obtained from the four meetings based on the techniques in observation checklist, the aspect in the checklist is just how the teacher uses board efficiently and effectively based on the book from Jim scrivener "Classroom Management Techniques" and "Using Board in the Language Classroom" by Jeannine Dobbs.

### 3. Questionnaire

The data will be analyzed descriptively, which calculates the percentage of a given statement. Questionnaire responses are used to measure students' opinion about board. Considering that this study is a qualitative research, the Samples should be as large as a researcher can obtain with a reasonable expenditure of time and energy and a recommended minimum number of subjects are 100 for a descriptive study.<sup>8</sup> The percentage of student response is calculated by using this formula.

Percentage of student response =  $\frac{A}{B} \ge 100\%$ 

### Description:

A: proportion of the students who choose

B: Number of the students (respondents)

Then, the percentages of students' responses are changed in form of chart and descriptive texts in each category.

4. Interview

This study interested in board usage. After obtaining background information about board from the students' questionnaire, the researcher

<sup>&</sup>lt;sup>8</sup> Jack R. Fraenkel; Norman E. Wallen; Hellen H Hyun. *How to Design & Evaluate Research in Education 8<sup>th</sup> edition.*(New York: McGraw-Hill, 2011), p 107

interviews the teacher. And the data will be analyzed descriptively. Later, the data will be compared with the students' questionnaire result.

#### G. Research Stages

This research is structurally conducted as following stages:

1. Preliminary Research

In order to clarify the problems linked to this research, the researcher began this study by conducting preliminary research since September 1st – 15th, 2014. This preliminary research gave great information to the researcher about students' the problem of this study. Through this step, the researcher could also ensure and figure out the real phenomenon about board management at SMAN 4 Sidoarjo.

2. Designing Research Proposal and the Research Instrument

In this step, the researcher designed investigation for identifying the teacher's board management in form of the observation checklist and for identifying teacher's and students' opinion in form of questionnaire and interview. The points of the observation checklist and the questions of questionnaire are from the book by Jim scrivener "Classroom Management Techniques" and by Jeannine Dobbs "Using Board in the Language Classroom". Then, in term of getting validity of those instruments, the researcher made validation sheets which were validated by the expert of classroom management. 3. Implementing Investigation

In terms of investigating the teacher's board management during class activity, the researcher began to observe the classroom through observation checklist. This observation is done in four days. While done observation, the researcher also used field note of completed observation checklist. Then, on the last day of observation, the researcher gave questionnaire for each students in the class to investigate the opinion about board and interviewed the teacher to support the data.

4. Analyzing data

After obtaining data from some instruments used in this research, the researcher directly analyzed the data in attempt to get the answer of the research questions as stated in data analysis techniques above.

5. Concluding data

In terms of getting the result of the research, the researcher concluded the findings. The conclusion of this study became the final report of this study.