CHAPTER III

RESEARCH METHOD

This part of study deals with research methodology which is designed as technique to collect and analyze the data.

A. Approach and Research Design

This research was typically designed as qualitative case study. A qualitative research leads the researchers to understand deeply the phenomenon of the research subject such as behavior, perception, motivation, etc through descriptive approach in form of words.¹ Case study concerns on the very essence of the phenomena under investigation, the grounds of knowledge and how individuals understand the world and communicate this knowledge to others, and the relationship between individuals and their environment.² In education setting, those boundaries can be a program, an event, a person, a process, an institution, or a social group.³ In this study, the researchers used boundary system of beginning teachers. Specifically, the researcher determined to use type of instrumental case study as stated by Ary below:⁴

"Instrumental case study represents some other issue under investigation and theresearcher believes this particular case can help provide insights or help to understand that issue."

¹ Lexy J Moleong, Metodologi Penelitian Kualitatif, (Bandung : PT Remaja Rosdakarya, 2005), 6 ² Stake, R. E. (1981). Case Study Methodology, in Welsh, W.W. (Ed) Case Study Methodology in

Educational Evaluation. Minnesota research and evaluation centre.

⁴ Donald Ary. et.al. Introduction to Research in Education. (Canada: Wadsworth Cengange Learning, 2010), 455

In short, the issues of students' performance on seating arrangements which lack of teachers' attention are represented through instrumental case study. Then, Ary and Bungin state that case study can be conducted through descriptive approach to describe phenomenon which need deep study.⁵ It means that case study has descriptive approach which can recognize and describe any conditions, situations, or social phenomenon in the research subject. Thus, type of qualitative case study with descriptive approach is used in this research with aims to investigate the phenomenon about particular boundary of students' performance on seating arrangements which should need deep study.

B. Research Presence

The presence of the researcher in this study is as non-participant observer, which means that the researcher do not reach the full involvement in participants' activity.⁶ The researcher came to the class for only observing the students' in classroom. The researcher did not introduce her presence to the students in order that students do not feel disturbed. Thus, the circumstance between students and the teacher could behave as what they naturally behave in classroom.

C. Research Location

This research was held at SMAN 4 Sidoarjo specifically in X IIS-4 class, located in Suko village, Sidoarjo, East Java. In term of getting research subject,

 ⁵ M. Burhan Bungin. *Penelitian Kualitatif.* (Jakarta: Prenada Media Group, 2007), 68 and Donald Ary., et.al. *Introduction to Research in Education.* (Canada: Wadsworth Cengange Learning, 2010), 454
 ⁶ J. Amos Hatch. *Doing Qualitative Research in Education Settings.* (Albany: State University of New York, 2002), 72-77

the researcher designed the sample of research purposively. Purposive sampling is a technique to determine sample based on certain characteristics.⁷ It is used in this research to choose the participants relevantly.

First grade students with their classroom are chosen as participant in this research. Then, the researcher limited the sample only to a class which have lower interest in English lesson. In preliminary research, the English teacher suggests X IIS-4 class as the participants. It is caused this class has lower interest in English than other first grade classes. Therefore, one class of X IIS-4 at SMAN 4 Sidoarjo with 33 students become the subject of this research to give more detail and deeper investigation.

D. Data and Source of Data

The data of the research were the data of students' performance on three types of seating arrangements of X IIS-4 class at SMAN 4 Sidoarjo, and students' opinion about the benefits and weaknesses of three seating arrangements used. The data obtained from observation classroom checklist and questionnaire. Furthermore, the researcher took pictures and video records as proof of student' performance on 3 types of seating arrangements occurred in classroom. Some theories were also taken by the researcher to support the data obtained.

⁷ Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D.* (Bandung: Alfabeta, 2012), 300

The sources of data were obtained from students, and the research presence at X IIS-4 class of SMAN 4 Sidoarjo. Besides, the researcher was assisted by co observer to take pictures and video records.

E. Data Collection Technique

In this study, data were collected by techniques of conducting classroom observation checklist and questionnaire. First, the researcher involved in classroom observation while the researcher doing checklist. Then, the researcher spread questionnaire for each student. In essence, the process of collecting data is specified in table below:

Table 3.1 Techniques for Collecting Data Based on Research Questions

| Techniques Research Questions | Classroom Observation | Questionnaire |
|-------------------------------|-----------------------|------------------------|
| RQ 1 | Observation Checklist | - |
| RQ 2 | | Students questionnaire |

1. How is the students' performance at X IIS of SMAN 4 Sidoarjo on orderly rows, U-shape, and separated table seating arrangements?

The first question answered by, the researcher involved in classroom observation through doing observation checklist to identify the students' performance at X IIS -4 of SMAN 4 Sidoarjo on orderly rows, U-shape, and separated table seating arrangements.

2. What are the benefits and weakness of orderly rows, U-shape, and separated table seating arrangements for students at X IIS of SMAN 4 Sidoarjo? The second question answered by, the researcher involved in dividing questionnaire for each student of X IIS of SMAN 4 Sidoarjo. To know students' self-feeling about the benefits and weakness of orderly rows, U-shape, and separated table seating arrangements on influencing their learning activity.

F. Research Instruments

In case of collecting data of the research, it totally needs the instrument. Thus, the researcher designed the instruments for investigating research questions in two techniques included interview and classroom observation.

1. Observation Checklist

The researcher observed the classroom phenomenon as nonparticipation observation to identify the students' performance commonly occurred in classroom. Checklist technique was used as clear observation guide.

Observation checklist for identifying classroom students performance was designed using **"always**, **often**, **sometimes**, **seldom**, **never**, **and no comment**" checklist based on the students' performance assessment form that there are 4 categories of students performance (*see appendix 1*). They are learning motivation/attitude, behavioral performance in class, creativity, and leadership.

31

While observation checklist was investigate how the students' performance at X IIS – 4 of SMAN 4 Sidoarjo on orderly rows, U-shape, and separated table seating arrangements. The researcher determined the concept of students' performance for all students who present at the class on three types of seating arrangements used. Recording video needed to help researcher avoiding the lack of information when researcher was difficult to observe all students. The data of observation checklist could be collected and completed easily. The function of Recording video here only for helped the researcher completed the observation checklist which was quiet difficult to complete it for all students directly in the classroom.

2. *Questionnaire*

Questionnaire conducted in 14 questions and consisted of 13 questions were used for gaining information of the benefits and weaknesses of seating arrangements based on students experience and the last one was used for knowing where they placed themselves to seat in each types of seating arrangements. The students were expected to explore how they convince themselves on applying each types of seating arrangements. The questionnaire used in this research was conducted as a way of investigating students' opinion for the benefit and weakness of seating arrangements.

The questionnaire was designed based on *Harmer* in his book about seating arrangements using some statements about benefits and weaknesses of seating arrangement and using options 'orderly rows', 'u-shape', and

'separated table'. For the last question was designed to show the place where they seat by giving mark on where their seat position in three types of seating arrangements.

G. Data Analysis Technique

In light of qualitative method, the researcher analyzed the data descriptively. The researcher described the classroom observation in investigating classroom students performance on each seating arrangements. Then, the researcher also described students' opinion of the benefits and weaknesses of each seating arrangements.

Finally, the researcher descriptively put the interpretation towards the data to be discussed into the findings of the research with consistently referring to the research question as ensuring way whether the questions are answered. In essence, the data obtained from observations and questionnaire analyzed through these following detailed techniques:

1. Data Reduction

Reducing data refers to choosing the primary data that only needed by the researcher. Reducing data means to choose and focus on the main topic of the research.⁸ To reduce data in this study, the researcher coded data as follows: selecting the highest data of students performance on each seating arrangements.

⁸ Sugiyono. *Metode Penelitian Pendidikan: Pendidikan Kuantitatif, Kualitatif, dan R&D.* (Bandung: Alfabeta Bandung, 2012), 338

2. Data Display

After conducting the technique of reducing data, then the researcher set the technique to display the data. In qualitative method, the data display are formed in short essay, graphic, matrix, network, flowchart, etc.⁹ By displaying data, the researcher was expected to understand the data which have been categorized to be arranged in good structure. In this study, the researcher displayed the data as follows:

a. Students' performance on seating arrangements

- 1) Firstly, the researcher used the data tabulation of students' performance of each seating arrangements, orderly rows seating arrangements, U-shape seating arrangements, and separated seating arrangements in each category.
- 2) Secondly, from data tabulation, the researcher used percentages through this following formula to display the data of students' performance which is seen from each seating arrangements:

Highest result of each item of categories

Result=

x 100%

 \sum Students in the class

⁹ Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D.* (Bandung: Alfabeta, 2012), 341

 Finally, the researcher displayed the percentages of students' performance of each seating arrangements in form of chart and descriptive texts in each category.

b. Benefits and weaknesses seating arrangements

1) The researcher displayed the benefits and weaknesses of seating arrangements in the form of descriptive texts.

Furthermore, the researcher also interpreted those data in discussion part based on the theory used in this study.

3. Conclusion (Drawing or Verifying)

The last technique of analyzing the data is drawing conclusion. The conclusion in qualitative research can answer the research questions, however it sometimes cannot answer the research question because qualitative research is not static when the researcher observed.¹⁰ In this study, the researcher drawn the conclusion based on the data that had been interpreted by reflecting on the research questions.

H. Checking Validity of Findings

To meet the validity of the findings, the researcher conducted the classroom observation to one class in three times to proof the students' performance commonly occurred on three types of seating arrangements, orderly rows, u-shape, and separated table seating arrangement and both the advantages

¹⁰ Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D.* (Bandung: Alfabeta, 2012), 345

and disadvantages of those seating arrangements occurred in classroom. The researcher also invited the presence of co observers and took video record in classroom observation to attain the validation of findings in classroom observation. Besides, to check the validity of findings, the researcher confirms the findings with the subjects of research and theory used in this study.

I. 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 1^{st} – 15^{th} , 2014. This preliminary research gave great information to the researcher about students' English classroom. Through this step, the researcher could also ensure and figure out the real phenomenon about students performance at X IIS-4 class of SMAN 4 Sidoarjo, and seating arrangements which applied at these class.

2. Research Design

In this step, the researcher designed the research for identifying the students' performance in form of the observation checklist. Investigation for students performance and seating arrangements was designed in form of observation checklist which was adopted from previous studies and appropriate with incredible theories. Furthermore, identifying the benefit and weakness of seating arrangements was done by using close-ended questionnaire which was adapted from incredible theories. In term of getting validity of those instruments, the researcher made validation sheets which were validated by the expert of classroom management. The validation sheets were made for validating observation checklist of students performance and questionnaire of benefits and weaknesses of seating arrangements. Furthermore, validation sheets also contained of questionnaire for benefit and weakness of seating arrangement which is fulfillment by students. Finally, after accomplishing the requirement of good instrument, the observation checklist of students performance assessment was consisted of 21 items for four categories. Furthermore, the close-ended questionnaire had 13 question items of benefits and weaknesses of seating arrangements based on students experience, and 1 question consisted students' position on each seating arrangements (*See Appendix 1 and 2*).

3. Implementing the Research

In terms of research the students' performance of X IIS 4 students during class activity, the researcher began to observe the classroom through observation checklist. This observation is done in three days for three types of seating arrangements, they were orderly rows, U-shape, and separated table seating arrangement. While done observation, the researcher also used recording video to help in term of completed observation checklist. Then, on the last day of observation, the researcher divided questionnaire for each students in the class to investigate the benefits and weaknesses of those seating arrangements based on students experience and opinion during the learning activity in each seating arrangements.

4. Analyzing the Research

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 the Research

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.

