

CHAPTER III

RESEARCH METHOD

This chapter explains the method of the research. There are research design, research setting, research subject, data and source of data, data collection technique, instrument of research, and data analysis technique.

A. Research Design

The research design of this research used to achieve the result is qualitative approach. According to Creswell (2014, p. 4) qualitative research is an approach that can probe and interpret the meaning of responses from individuals or groups concerning a social or human problem . Thus, qualitative research is suitable for this research because the researcher wants to get deep understanding from the findings related to the research questions.

The researcher uses qualitative method because this research aims to describe the types of seating arrangement the teachers use in English class and the students' perception on seating arrangement in English class at SMPN 5 Muara Teweh.

This study uses a qualitative research to explore some information about students' perception of seating arrangement. The research intends to understand the phenomenon of what is experienced by the subject of research, such as behavior, perception, motivation, action holistically and by way of description in the form of words and language, in a special natural context and by utilizing various natural methods.

B. Research Setting

This research conducted at SMPN 5 Muara Teweh one of the junior high school in Muara Teweh. This school is located on Pendidikan street, No. 01, Trahean, Teweh Selatan sub-district, Barito Utara district, Central Kalimantan, Indonesia. The research was carried out in January 20th- 30th, 2021. This school was chosen as a place of research because this school uses seating arrangement in the English learning process.

C. Participants

The participants in this research were 53 IX grade students who were divided into 2 classes, namely IXA with 27 students and IXB with 26 students and a teacher who taught English and used seating arrangement, namely row, modular and horseshoe during teaching and learning English in these classes.

D. Data and Source of Data

1. Data

The data that is used in this research for the first research question is other types of seating arrangement that the teacher uses in the English class. For the second research question, the data is students' perception of the seating arrangement, their comfort when the teacher applies some types of seating arrangement in class.

2. Source Data

The source data in this research are the teacher and students of the IX grade at SMPN 5 Muara Teweh. The source data for answering the first research question is a teacher. In the first question, the researcher will explore data about what types of seating arrangement are used by a teacher in an English class. Furthermore, source data for answering the second research question is 53 IX grade students. Through the second source data, the researcher wants to know how students perception on seating arrangement in English class.

E. Technique of Data Collection

In order to collect the data, the researcher employed two instruments. The instruments used in this research were interview and questionnaire.

1. Interview

According to Ary et al. (2010, p. 438), the interview is an instrument used to gather data from the participants about their opinions, beliefs, and feelings about situations in their own words. In addition, Cohen, Manion & Morrison (2007, p. 350) state that the interview is the best understood instrument in terms of a theory of motivation which recognizes a range of non-rational factors regarding human behavior such as emotions, unconscious needs and interpersonal influences. Thus, this instrument could give a chance for the researcher to ask more detailed information about the types of seating arrangement the teacher used in English class at SMPN 5 Muara Teweh.

2. Questionnaire

According to Cohen, Manion, & Morrison (2007, p. 317), questionnaire is a useful instrument by collecting survey information in which the data obtained can be structured, administrated without the presence of a researcher, and analyzed directly. Thus, questionnaire can be used for exploratory nature, and it will facilitate the researcher analyze findings in which the questions have been already put with detailed aspects in terms of pedagogical competence asked in this research.

In this research, there are 14 statements in the questionnaire to be filled in by the research subjects with four alternative answers, namely strongly agree, agree, disagree, and strongly disagree. The questionnaire was used as a data collection technique to determine students' perception about the use of seating arrangement in teaching and learning English.

F. Data Analysis

In analyzing the data, as the researcher uses descriptive qualitative research, it leads the researcher to collect the data, analyze it, arrange it and then present it by describing what the researcher had discovered. The researcher will describe the data obtained in a qualitative way.

Regarding this qualitative research, the researcher uses data analysis based on the theory framework of Miles & Huberman (1994, p. 10). The data analysis consists of three components: data reduction, data display and conclusion drawing or verification.

1. Data Reduction

According to Miles & Huberman (1994, p. 10), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. In the data reduction step, the researcher selects the important data from amounts of raw data collected in the questionnaire and interview to determine what the data means.

The first data that the researcher reduced was from the interview. The researcher did data reduction to find out the types of seating arrangement the teachers use in English class. The second data that the researcher reduced was from a questionnaire. The researcher did data reduction to know the students' perception on seating arrangement in English class.

After reducing all the data, the researcher did the next step of this method theory which was data display for an analysis of the research.

2. Data Display

In Miles & Huberman (1994, p. 11), data display is the second component of qualitative data analysis. Miles & Huberman (1994, p. 11) state that data display is a set of information which has been organized and classified based on data reduction which leads to conclusion drawing and verification. Data display is to provide organized and managed information in data collection that allows conclusion drawing. Since the most frequently qualitative data are displayed as narrative text, which tends to overload

people's information processing capabilities, the researcher considers necessary and important information based on his or her understanding.

The researcher displayed the reduced data from the interview and questionnaire. In displaying the data of the interview, the researcher displayed it in the form of table and written data that has been reduced. These ways aimed to make an easier analysis for the researcher in analyzing all the data that had been collected and reduced. While displaying the data of the questionnaire, the researcher displayed it in the form of tables to validate qualitative analysis for each of the types of seating arrangement. After analyzing the data display, the data became the analyzed data that led to conclusion drawing and verification.

3. Conclusion Drawing and Verification

Miles and Huberman describe the third type of data analysis activity as drawing and verifying conclusions. The conclusion drawing is about stepping back to think about what the analyzed data mean and to evaluate their implications for the research questions, while verification in this research is about revisiting the data obtained and verifying them by collecting other data to make sure that the results are thorough and elaborate.

After the process of data display, the researcher summed up the analyzed data. The first step was that the researcher drew a conclusion for each finding from the data the first question which was obtained from the interview with an English teacher. The second step was that the researcher

drew a conclusion for answering the second question which was obtained from the questionnaire. Last, the researcher made the final conclusion to answer the first research question using a descriptive qualitative method it was obtained from the interview only. For the verification of the conclusion for the first research question, the researcher just revisited the data obtained. To answer the second research question, the researcher also did the same way as the first question which was using a descriptive qualitative method.