

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discussed the methodology of the study. Some materials are included as the methodology of the study. Those discussed materials are stated as the following: research design, research setting, subjects, data collection and procedure, and data analysis.

A. Research Design

There is qualitative variables used in this research to determine if various Kagan strategies motivated and engaged English language learners with disabilities. The challenges and obstacles faced by the teacher in implementing cooperative strategies are also discussed in this research. Two groups are participating in the study: teachers and students. The teacher component consisted of two parts: a pre-observation interview and a post-observation interview conducted separately. These interviews were conducted in a semi-structured manner. The other components of the study design were observations of the classroom and a survey of the students who participated. This research use Qualitative research methods because this method designed in a manner that help reveal the behavior and perception of a target audience with reference to a particular topic. There are different types of qualitative research methods like an in-depth interview, focus groups, content analysis, qualitative observation research that are usually used and some types relate with this research procedure. The results of

qualitative methods are more descriptive and the inferences can be drawn quite easily from the data that is obtained. This study has concluded as a result of these many kinds of investigation.

B. Research Setting

This research was conducted in SMAN 4 Banjarbaru. For some reason, the researcher sought out information from this specific school in particular. The first reason is this school one of the seven inclusive-based schools in Banjarbaru. This senior high school caters students with disabilities. Because it is the most recent data made public for this specific school, the information shown here is from the 2021-2022 academic year.

Table 1

(SMAN 4 Banjarbaru) Demographics

Demographics	Population	Percentage
Males	357	38,51%
Females	570	61,49%

In accordance with the school's website, this school provides services to children with disabilities in grades X-XII. Focus of the research are whole grade from X-XII because the students with disabilities are separated in whole grade. Number of the disabilities students are Six and separated in whole grade.

C. Subject of Research

The subject of this research only an English teacher who teaches at inclusive class and class with disabilities students.

D. Data Collection and Procedures

It was decided to adopt the exploratory descriptive strategy for this investigation. An interview conducted before and after the observation, observation data, and a post-survey were all used in this study, including information from both the pre-and post-observation interviews. These evaluations were intended to determine the motivation, engagement, and teacher opinion of Kagan techniques when they were used to ELLs with disabilities and the success of the procedures utilized in the intervention.

1. Pre-observation interview and meeting

Before agreeing to join in this research, the researcher mentioned to the English teacher what the study topic is and the conditions for this research. The researcher told the english teacher that she was searching for teachers who had previous experience dealing with ELLs with disabilities and were have used cooperative learning strategies. These educators must be devoted to consistently teaching these strategies. Permission slips were sent out to the school's principal and teachers, students, and parents, among other persons at the school.

To start, the researcher needed to get written authorization from the two teachers who had consented to participate in the research before the

researcher could progress with the project. As a result, the researcher met with each teacher individually and do a pre-observation interview with each one of them. The interview was performed in a semi-structured way and lasted around 20 minutes in duration.

2. Observation

This observation checklist includes spaces to record information about the teacher and the grade level, topic, and of the observation. In addition to the observation periods from beginning to finish, it featured a place for recording the number of students present, a description of the classroom, and, among other things. In the lecture, there was a segment dedicated to the exercises and duties assigned to the students. Information on the duration of the activities, the sequence in which the tasks were completed, and a section detailing the instructional methods used may all be provided by the observer to the participants. When focused on the instructional strategies used, the observer may find it helpful to refer to a key that was made available.

3. Post-observation interview

Following that, the researcher met with each of the teachers individually to do post-observation interviews. Teachers replied verbally to multiple-choice and free-response questions during a post-observation interview, and the researcher transcribed their responses into an electronic document once the interview was over. The interview was performed in a semi-structured way and was expected to take between 20 and 30 minutes in

length. The purpose of this interview was to find out whether or not the teachers believed that their students were more engaged and motivated in the subject matter when Kagan's strategies were used in the classroom. The researcher modified this interview with Martin and Picket from an earlier version (2013). When asked about their perspectives on motivation and engagement in their classes after using Kagan methods in their classrooms, the teachers answered the following questions: The results of the post-observation interview were kept under wraps until the very end (See appendix). During both interviews, candidates and interviewers were in the same location as the selected teachers' classes.

4. Survey

The researcher also use a survey for the students, which the researcher created herself, as a last piece of equipment. The researcher was able to establish whether or not students' motivation in the classroom increased due to participating in the teaching of Kagan methods via the use of this poll. The poll conducted by Martin and Pickett served as inspiration for this one (2013). Students' motivation, involvement, and interests were assessed by a series of eight questions delivered to them. This survey was conducted after implementing the Kagan techniques in the classroom. The survey's questions were entirely multiple-choice, which was rare for a poll of this kind. In order to establish whether or not students liked cooperative learning techniques, as well as whether or not students thought the strategies were effective in terms of motivation and engagement, the following questions were asked. It was

conducted at the learning lab where the students were enrolled, and the results were made public. In this learning lab, a team endeavor, the Kagan strategies were used to achieve success. It was only after this that the researcher contacted the teacher who had used Kagan methods and asked if the researcher may interview the students one at a time in a private environment. It took between ten and fifteen minutes per respondent to complete each survey.

E. Data Analysis

As soon as the researcher finished all four instruments and collected and documented all of the information, a Microsoft Excel chart was prepared for analysis. The answers to each question were recorded for each participant to uncover the similarities and differences between the responses to the questions given by each participant. The researcher gathered the participants' responses to identify the primary topics. Some tables and figures were created to highlight the similarities and differences between the data sets under consideration. The data for the four instruments were collected using a coded latent qualitative instrument developed by the researcher. The participants' responses related to the themes discussed in the literature study were given special attention by the researcher. Utilizing particular Kagan strategies in a classroom with English language learners with disabilities was the focus of this examination into teachers' opinions of different Kagan approaches and student participation, motivation, curiosity, and confidence when using specific Kagan strategies.

When it comes to validity issues, as a researcher, the researcher first duty is to ensure the safety of the participants while still keeping a professional approach and gathering the data required for the study. The researcher worked hard to preserve as much silence and professionalism as possible in the classroom while the researcher witnessed the activities of teachers and students. The researcher wanted to make sure that the children behaved as they would have if the researcher had not been there to observe them. For inclusion in this collection, each of these instruments was developed by other researchers and subjected to a rigorous peer-review process before being made available. The researcher have had other specialists check and remark on instruments to confirm that they are authentic and appropriate for their intended use. This covers my interview questions in general and surveys questions in specific.

