

CHAPTER III

RESEARCH METHOD

A. Research Design

Descriptive qualitative methods were used for this study. It's a strategy for learning how different people and groups interpret a certain social or human problem (Creswell, 2014). Emerging questions and methods are included in the research process, as are data collection in the environment of the participants, inductive data analysis (developing from specifics to broad themes), and interpretations of the significance of the data. In addition, the writing structure of the final written report is fully customizable.

This research is presented in the form of a description, and descriptive qualitative research is centered on the descriptive investigation of the primary phenomena (Creswell, 2014). This research is aimed to describe how students participate in the classroom by exploring the aspects of classroom participation, they are preparation, contribution to discussion, communication skill and speaking in the class.

B. Research Setting

The location of this research took at SMPN 6 Tanjung. It is located at Kambitin Raya Tanjung-South Borneo. The basic reason why this place was chosen as the research place is that this place corresponded to the research subject where the teacher integrated general English Subject for the students and of course the English Language Teaching process occurs. This research

takes approximately two months in six meetings of English teaching and learning process, from 9th of January 2023-20th of February 2023.

C. Participants / Subject

SMPN 6 Tanjung has two classes for the seventh grade, the students from class A of seventh grade from SMPN 6 Tanjung become utilized thirty sources for its data. In addition to that, the researcher referred to a number of books and journals that are pertinent to this research and will help support it. The researcher chose the seventh grade of SMPN 6 Tanjung because the students from the seventh grade of junior high school is essential transitional stage between elementary and middle school education. Students have recently graduated from elementary school and are starting to adjust with a more advanced and varied educational setting. Research on student participation in the classroom at this time can assist with understanding how students are adjusting to these shifts as well as the elements that influence their involvement in the learning process.

D. Data

The researcher needs all of the data on how students participate in the classroom by exploring the types of classroom participation and also the aspects of classroom participation. And the researcher also takes some documentation by taking videos or pictures while the research process is done. In addition to that, the researcher referred to a number of books and journals that are pertinent to this research and will help support it.

E. Technique of Data Collection

The collecting of data served the purpose of defining the attention that would be focused on the creation of analytical questions and of providing a foundation for the analysis of the post-data survey. (Arifin & Zinal, 2012). Also sets boundaries for research, and collects information through unstructured or semi-structured observations, collecting interviews, documents, visuals, and methods for collecting information. He said that defining is all a step in data collection (Creswell, 2014).

The researcher collects the data from observation and interview. The research instruments used by the researcher were field notes, observation checklist, interview guides and documents.

1. Observation

The study involved the researcher keeping field notes and observing participants in their natural environment. (Creswell, 2014). The researcher on classes and took notes on what went on in the classroom. The goal of using this technique is to answer two research questions before. The researcher uses field notes and observation checklist as a research instrument. It will collect information about how the students participate in the classroom for English language teaching at the junior high school level.

There are a few things that can be utilized as a point of reference on the observation checklist. The observation checklist corresponds to the types and aspects of classroom participation:

- a. Types of classroom participation
 - 1) Verbal
 - 2) Non-Verbal
- b. The aspects of classroom participation
 - 1) Preparation
 - 2) Contribution to discussion
 - 3) Communication skill
 - 4) Speaking English in the class
 - 5) Environment

In this research, the researcher observed English language teaching in the seventh grade of SMPN 6 Tanjung, while the teaching and learning process occurred.

2. Interview

An interview is always connected with communication between two people or more. Which has the purpose to understand other people's opinion, thinking, or ways of life. It means an interview is a process of questioning and listening are used (Philips & Stawarski, 2008).

This technique is used by the researcher to answer the question number two, it is "what aspects of classroom participation that can affect students' participation?" the aspects of classroom participation that the researcher want to explore are:

- a. Preparation
- b. Contribution to discussion
- c. Communication skill
- d. Speaking in the class
- e. Environment

The characteristics are used in the interview session are the students who is the most active and the most passive students in the class, it can be seen from how they participate the class based on the types of classroom participation. All aspects of classroom participation are used to know how students participate in the classroom while English Language Teaching occurs and to find out what aspects of classroom participation that can effect on students active in the class, it is especially in the seventh grade of junior high school level.

F. Data Analysis

In this analysis method, the researcher provided a detailed description and analysis of the study's findings, focusing on the seventh-graders at SMPN 6 Tanjung and how they engage in class. In this research, the researcher uses some techniques such as Miles, (Huberman, Miles, & Saldana, 2014) for analyzing the data, the techniques that can be used such as data condensation, data display, and writing and verifying conclusion.

1. Data Condensation

The data condensation referred to the process of selecting, concentrating, or transforming the data collection (Huberman, Miles, & Saldana, 2014). The researcher evaluated and chose the most relevant facts. To describe them, the researcher here provides a brief overview of each before classifying them according to the focus of the study. The focus here is on student engagement in the classroom during the seventh year of junior high school, specifically at SMPN 6 Tanjung.

2. Data Display

The data display aims to organize structured data in a light and easily accessible format, so analysts can see what's going on and the researcher can draw reasonable conclusions or take the next step, the level of research shows indicate may be useful (Huberman, Miles, & Saldana, 2014).

In this step, the researcher displayed the data after doing the condensation step so that the researcher can take a conclusion from it. The researcher organizes and compresses the data condensation which is contained about how students' classroom participation in the seventh graduate of junior high school level, especially at SMPN 6 Tanjung.

3. Drawing and Verifying Conclusion

Depending on the size of the field note corpus, the final result will not be displayed until the data collection is complete, but as the analysts progress, the conclusions will also be validated (Huberman, Miles, &

Saldana, 2014). Verification is as easy as a momentary thought that goes through the analyst's mind while writing, and then returns to field shortly thereafter, reproducing the results on another data set can be more complex or extensive.

Finally, the researcher collects all of the data from condensation data, data displays, and compares the problems of this study, it is how student's classroom participation in the eleventh grade of junior high school level, especially at the SMPN 6 Tanjung. The researcher takes a conclusion about how students' classroom participation in the classroom at the junior high school level by exploring the aspects of classroom participation.