

CHAPTER III

RESEARCH METHODOLOGY

To discover the finding of the preceding research questions, this chapter presented how this research was conducted. This chapter provided research design, research site and participant, data collection, and data analysis. In the research design, the method used to conduct this research was described. The research site and the participants addressed where the research was conducted and who were involved in the research. Data collection described the instruments used and technique to collect the data. At last, the data analysis portrayed how to analyze the data.

3.1 Research Design

The current study employed a qualitative research design. According to Cresswell (2011), A qualitative research design was an approach that was useful to explore and understand a phenomenon. The interaction among students during group projects was the phenomenon being investigated in this study. According to Mohajan (2018), qualitative research focused on social actions in which emphasized how people demonstrated and comprehended the reality of people from their experience. Moreover, Mack et al. (2005) argued that qualitative research was used to describe variation, explain relationship, individual experiences and group norms. This was in line with this research that described the relationships among students in interaction.

Moreover, this study employed case study research. According to Gay et al (2012), case study is a qualitative research approach that examines a bounded system, for instance individual teachers, a classroom, or a school. Moreover, Cresswell (2002) states that case study is an in-depth exploration of a bounded system based on extensive data collection. Furthermore, Hitchcock and Hughes (1996) also added that a case study consists of descriptions and analysis of events in which it can be an individual, individuals or groups of individuals to understand their perceptions or ideas of occurrences. Additionally, Merriam (1998) stated that case study consisted a case or cases. Case is a thing, a single entity, a unit which

there are boundaries, whereas the case could be a student, a teacher, a principal, a program, a group such as a class, a school, a community a specific policy etc (Merriam, 1998). As the case study focused on the value of a particular phenomenon and the case of an individual, group of people or real-life context, the case study was chosen because this research focused on the interaction among students in IBB class group work with the students in higher English level and lower English level.

Furthermore, there were two kinds of data collection techniques utilized to acquire the data. The data collection techniques were classroom observation (audiovisual recording) and focus group interview. The reasons for using these techniques were based on the Yin (2011, p. 8) who argued that a qualitative study attempts to incorporate multiple sources of evidence rather than merely one. In a similar way, Johansson (2003, p. 3) emphasized that one of a case study's main characteristics was the requirement for multiple approaches to present a case from different viewpoints.

Moreover, the participants in this research were twelve participants. Gibson and Brown (2009, p. 49) argued that the goals of case study is to investigate the case in detail, thus a case study did not explore the large number of cases. Likewise, Cohen et al (2000, p. 181) also stated that a case study gave a one-of-a-kind example of real people in real situations, allowing readers to grasp concepts more clearly than just presenting abstract theories or principles. Therefore, this research only involved twelve participants. In which, they were divided into two groups that consisted of the high achiever group and lower achiever group.

3.2 Research Site and Participants

The current study was conducted in a public senior high school in Bandung. There were several reasons to choose this research site. First, this school had a curriculum applied that was required in this research. This school had two curricula applied. One of which is the 2013 curriculum. 2013 curriculum was applied for the grade twelve for the 2022/2023 school year. It provided three classes, namely language class, Social Sciences (*IPS*), Mathematics and Natural Sciences (*IPA*) and language and culture (*IBB*). The participant in this research was the language and

culture class (*IBB*). Second, The researcher had accessibility to conduct the research in this school. This was in line with Shepperd (2020), who argued to think of the opportunities such as social, geographic, etc that the research site afforded. Moreover, Mc Millan and Schumacher (2001) stated that feasibility factors could be used to determine the research site.

The participants were from students XII *IBB* class. The researcher determined the language and culture class due to the school policy which applied the 2013 curriculum (Kemendikbud, 2013). In the *IBB* class of the school, the students had a number of hours in learning foreign languages. There were two foreign languages, namely the Japanese language for four hours and English for six hours. This indicated that the students had adequate time in learning foreign languages. The researcher determined the *IBB* class because the *IBB* class in the research site offered a six hour meeting for learning English in a week. Moreover, *IBB* class was the class who had the most frequent time in learning English in the school. Thus, *IBB* class has more exposure to learning English. Research showed that language exposure promoted learners to improve their language abilities as well as their language acquisition (Al Zoubi, 2018; De Wilde et al., 2020). According to Agirdag and Vanlaar (2016), learners who had extensive English exposure performed better on the PISA test than learners who had less exposure to the language. Likewise, Bing et al. (2022) stated that when students grew up in an English environment, they learnt the language and improved their proficiency. This indicated that students could perform English in discussion better than students in other classes.

The class was designed for students who were interested in studying languages. The placement to this class was done by giving the students' authority to select the class where they wanted to study. Therefore, this research was worth doing to investigate how the students who have interested in learning a foreign language at different levels of achievement used the speech function in the discussion.

This study involved 12 participants. As this research tried to seek the speech functions used by the students at different levels. Therefore, the participants were divided into two groups in which one group consisted of students with high level

achiever and the other consisted of low higher achiever. The teacher of the class determined which students were involved in this study based on their academic achievement. The group consisted of six members. The number of the members was determined because six members in each group were considered as effective. The group consisted of five to six members allowing the students to have enough views and knowledge for the problem-solving students and have more balanced discussion, and promote individual development (Lohman & Finkelstein, 2000; Moust et al, 2005; McLean et al, 2006). Furthermore, as the ethical factor of a case study, the participants, their consents, and data security were carefully evaluated. Therefore, all the participants in this study were pseudonymous. The participants were described below.

Table 3.1

The participants involved in the study

| Higher English Level Group | Gender | Lower English Level Group | Gender |
|----------------------------|--------|---------------------------|--------|
| S1 | Female | S7 | Female |
| S2 | Male | S8 | Male |
| S3 | Female | S9 | Male |
| S4 | Female | S10 | Male |
| S5 | Female | S11 | Female |
| S6 | Female | S12 | Male |

3.3 Data Collection

In this research, observation and focus group interviews were used to obtain the data.

3.3.1 Observation

To find out the answer of the first research question, the observation was used. The objective of the observation was to investigate the speech functions used by the participants in the group work interactions. In the observation, the researcher utilized audiovisual recording.

The researcher conducted the observation three times throughout the activity each time. The observation was conducted in three meetings with an allotted time of 30 minutes each meeting. The researcher conducted three times observation to gather more data.

The researcher conducted the research by doing participant observation. According to Creswell (2012, p. 213), the practice of acquiring open-ended, firsthand knowledge by seeing people and places at the research site was known as

observation. There were two kinds of observation; those were the participant and non-participant observation. In this study, the researcher did participant observation. This indicated that the researcher was involved as a participant. The researcher became the teacher assistance of the study. In the research, the researcher managed the class by determining the groups member and the activity that participants had to do. Moreover, the researcher observed the interactions in two groups by the video recording.

In capturing the participants' interaction, researchers utilized audio-visual recordings. According to Creswell (2012), audiovisual material was any images or sounds that were gathered by researchers in order to better comprehend the main phenomenon being investigated. The researcher used the video recorder to capture the participants utterances in group work interaction. Moreover, Nunan (1992) argued that the utilization of recorded data, such as audio, video, or audio-video recording, enables the preservation of the primary data. The researcher used the audio-visual recordings to capture two groups of participants in group work interaction that presented in Appendix B.

3.3.2 Focus Group Interview

Another technique to collect the data in this research was a focus group interview. Creswell (2012) argued that one of gathering data methods was through an interview, which involved an open conversation between the speaker and the listener.. Moreover, Dencscombe (2007, p. 115) defined a focus group is a small group of people, generally between six and nine, convened by a trained moderator to examine attitudes, perceptions, feelings, and views on a certain issue. In this research, participants shared their perceptions about the challenges they face in performing speech function in the interactions. A qualitative interview existed when the researcher asked one or more participants generic questions, allowed for spontaneous and unguided responses, and then recorded their responses.

To get more detailed information, the researcher interviewed the two groups. participants who were involved in the interview based on their English score in the class. This indicated that there were a group of participants who got the best English score and a group of participants who got the lowest English score. Therefore, the researcher was able to seek the difference among two groups in using

the speech function.

The interview was conducted two times after the observation. The interviews were conducted two times due to the lack of information in the first interview session. The interview of each group was held in 30 minutes up to 40 minutes. The interview was conducted in person. Moreover, the interviews were recorded using the audio recording then it was transcribed into written form and analyzed that can be seen in Appendix A. The researcher asked the participants for permission to record the interview prior to the interview. Furthermore, the researcher informed the participants that their names would not be exposed, so they could tell the answer freely and honestly.

3.4 Data Analysis

The current study employed both observation and interview as the data collection method. The following are the information of how to analyze the data.

3.4.1 Observation

Observation data was analyzed by Braun and Clarke (2006) thematic analysis. According to Braun and Clarke (2006), thematic analysis is a data analysis technique that investigates and reports on recurring themes in data. Thematic analysis is based on detailed data classification and description. There were two types of technique in thematic analysis, namely inductive and deductive. Therefore, this study employed the deductive analysis. Deductive analysis was a method of data analysis that relied on preset theories derived from prior research on a similar issue.

There were several steps in analyzing the data to obtain the speech function, mood types and the realization of speech function. Braun and Clarke's (2006) thematic analysis consisted of familiarizing the data, coding the data, identifying themes and producing reports steps. In analyzing the speech function, there were several steps. The first step was familiarizing process. In the familiarizing process the data from observation were presented in the form of dialogues, the audiovisual recordings were transcribed. The example of the transcribing was *yeah, I wish I have played Violin because they are so legend to play*. The more example of the transcription could be seen in Appendix B. The second step was coding the data. It described the process of finding common themes and establishing connections

between three sets of data. According to Cresswell (2012), the technique of segmenting data to develop themes was known as coding. The coding of the data was the sentence that the participants uttered. The third step was identifying themes. This study presented a set of predetermined themes developed from Halliday's (2014) speech functions: offer, command, statement, question, acceptance, compliance, acknowledgment, answer, rejection, refusal, contradiction, disclaimer. Here was the example of the offer; *Who will gonna answer first?*, more data could be seen in Appendix B. The fourth phase in data analysis was to develop a report based on the themes; the reporting process is intended to convey thorough data.

Furthermore, there were several steps in analyzing the mood realization. The first step was familiarizing process. In the familiarizing process the data from observation were presented in the form of dialogues, the audiovisual recordings were transcribed. The example of the transcribing was *I think S5's great experience is go to Bali*. Further example of the transcription could be seen in Appendix B. The next step was coding the data. There were two types of the recording the data, namely the data from speech function and the data from the mood types. For example, *I think S5's great experience is go to Bali* was the statement and it was realized in declarative mood. The next step was identifying themes. The themes in this study were the realization of the mood that consisted of metaphorical and congruent. For example, *I think S5's great experience is go to Bali* was the statement and it was realized in declarative mood which indicated that it was congruent. More information related the realization presented in chapter two and the further examples presented in Appendix B. The final phase in data analysis was to develop a report based on the themes; the reporting process is intended for providing comprehensive data. Furthermore, the Indonesian language utterances were translated into English in the chapter IV.

3.4.2 Interview

Interview data were analysed by thematic analysis with several steps. First step was familiarizing the data. The first step was familiarizing process. In the familiarizing process the data from interview were presented in the form of narrative, the interviews were transcribed. The second step was coding the data. To coding the data, the researcher determined the code by mentioning the challenges

and strategies that students encountered. The example of the code were *feeling guilty and feeling inferior*. The third step was identifying themes. The current study presented a set of inductive themes based on the data. For example, the code *feeling guilty and feeling inferior* then the themes was *inhibitions*. The fourth phase in data analysis was to develop a report based on the themes; the reporting process is intended to convey thorough data.