CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the method used in conducting the research. It contains the research problems and the research design. The research design includes the participants, the data collection and the data analysis. The last section involves the concluding remarks of this chapter.

3.1 Research Problems

This research was purposed to find out the information related to the implementation of Participation Point System in a senior high school English teaching. Hence, this research focused to investigate:

1. In what ways is the Participation Point System implemented in a senior high school English teaching?
2. What are the benefits and difficulties of implementing the PPS in a senior high school English teaching?
3. What are the high school students' responses to the implementation of the PPS in a senior high school English teaching?

3.2 Research Design

This study was a qualitative research which consists of interpretations and descriptions rather than numbers. In line with Dörnyei (2007, p. 24), the data in qualitative research are non-numerical and then the data would be analyzed by non-statistical methods. This research included open-ended results from the data collection procedures. It involved a mixture of documents from field notes, transcripts and recordings.

This research focused on understanding, describing and clarifying the implementation of Participation Point System. It is in accordance with Dörnyei (2007, p. 126), he stated that qualitative research emphases on understanding, describing and clarifying a human experience. To focus on those procedures, the

element in this qualitative research was flexible, ongoing, yet purposive. And it required a detailed and vivid analysis to reveal the investigated data.

The design of this qualitative research was a case study design. According to Stake (1995, p.xi) as cited in Dörnyei (2007, p.151), the case study is "the study of the particularity and complexity of a single case". In addition, Jack (2008) stated that "the qualitative case study is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources". The type of case study which was used in this research is the intrinsic case study. In this case study, a variety of data collection such as observation, interview, and also questionnaires would be combined in order to enrich the data. Thus, this case study was a suitable method to gather and organize the data to get the understanding of the Participation Point System implementation in a detailed description.

3.2.1 Participants

The research was conducted in one of high schools in Bandung. The participants were the 11th graders. The class of the participants consisted of 35 students.

In selecting the suitable school, there were two main reasons: the study was allowed by the school regulations and the English teacher agreed to use the Participation Point System in the English teaching.

3.2.2 Data Collection

3.2.2.1 Instruments

The data were taken from the learning activities of the 11th grade of high school. To get the data, there were several instruments employed in this study. The instruments were observation, interview, and questionnaire.

3.2.2.1.1 Observation

Observation was used to find out the information in the implementation, the benefits and the difficulties of PPS in a high school English teaching, and also the responses of the students in the classroom. The learning activities in English

classroom were observed and identified. There were five meetings for the observation. During this observation, the participant was the observer herself.

In doing the try out, the pre-observation was executed. The observer helped the teacher in preparing the media needed for the PPS implementation in the teaching process. Meanwhile, the observations were videotaped in order to give additional information for the missed ones.

Some field-notes were taken from the observation sheet. The observation sheet was developed based on all the research questions. It included two aspects, such as the PPS implementation and students' response to the PPS implementation. Since the benefits and difficulties of PPS implementation might have been unpredictable, it was noted with other things found during the observations.

3.2.2.1.2 Interview

Interviews were used to explore the teacher's point of view and the students' responses to the implementation of PPS in the senior high school English teaching. The interviews were also aimed to identify the benefits and difficulties which were faced by the teacher and the students. The interviews were conducted to the teacher and the students of the English class after the PPS has been implemented. The interviews were taped and transcribed. Those were conducted informally, in order to make the interviewees feel comfortable in sharing their experience, feeling and view of the PPS that had been implemented.

As cited in Dörnyei (2007, p. 134), Miller and Crabtee (1999) said that the interview involves etiquettes, participant role expectations, turn-takings, and shared cultural knowledge. There are several types of interview, such as focus group and typical qualitative interview. Nevertheless, in this research the typical qualitative interviews were used. The typical qualitative interviews include one-to-one conversation between the interviewer and interviewee. Furthermore, for the typical qualitative interviews, the semi-structured interviews were used. In the semi-structured interviews, even though there were prepared questions to be asked, but the interviewees were encouraged to elaborate their answers.

3.2.2.1.3 Questionnaire

Questionnaire was used to investigate the students' response toward the implementation of the PPS in a senior high school English teaching. The questionnaires consisted of close-ended and open-ended questions. The questionnaires were expected to help the researcher in exploring more information related to this study.

The types of questionnaires which were deployed in this research were close-ended and open-ended questionnaires. The close-ended questionnaires consisted of at four choices for each participant to answer the questions (Part A). On the other hand, choices were not provided in the open-ended questionnaires (Part B). Therefore, each participant was allowed to contribute their own opinion to the questions given.

This questionnaire form consists of 24 questions with the following framework as follows:

Table 3.1 The Questionnaire Framework

Aspects	Part	Number	Total
Students' perceptions to the implementation of Participation Point System in a senior high school English teaching	A	1 - 5	5
	B	1 - 3	3
Students' perceptions to the benefits of the implementation of Participation Point System in a senior high school English teaching	A	6 - 15	11
	B	4	
Students' perceptions to the difficulties of the implementation of Participation Point System in a senior high school English teaching	A	16 - 19	4
	B	5	1
Total			24

In answering the close-ended questionnaires, each participant should choose 'strongly agree', 'agree', 'disagree' or 'strongly disagree' to each question provided. Since the questionnaires were paper questionnaires, the data were transferred manually into a spreadsheet. The spreadsheet might look like the framework below:

Table 3.2 The Questionnaire Response Coding

Response Category	Code
Strongly Agree	1
Agree	2
Disagree	3
Strongly Disagree	4

Table 3.3 The Example of Coding Spreadsheet

Student Questionnaires					
	Q1	Q2	Q3	Q4	Q5
S1	1	3	1	1	1
S2	2	3	3	4	4
S3	1	2	2	4	4
S4	1	1	1	1	4
S5	2	2	1	1	4

In this example, it could be seen that Student 1 (S1) strongly agreed on questions 1 (Q1), 3 (Q3), 4 (Q4), 5 (Q5) and disagreed on question 2. Student 2 agreed on questions 1 (Q1), disagreed on question 2 (Q2) and 3 (Q3), and strongly disagreed on question 4 (Q4) and 5 (Q5). The same procedure was applied to the other responses of the students.

After all the data of the questionnaires transferred into the spreadsheet, to get the accurate findings the data were checked once again. Then, the tables or graph were set to display the data. The example as follows:

Table 3.4 The Example of Data Display (Table)

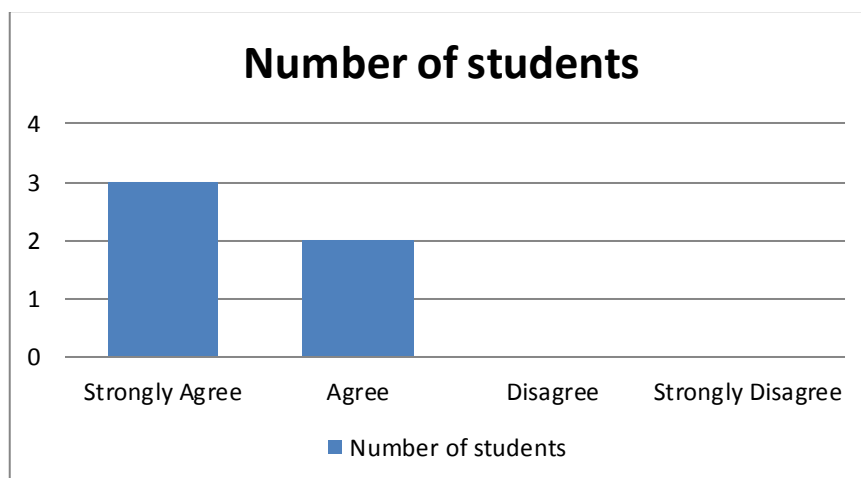| Question 1:	
Saya menyukai cara guru mengajar dengan menggunakan poin partisipasi di kelas. (I like the way the teacher uses the participation points in the learning activity.)	
Response	**Number of respondents**
Strongly Agree	3
Agree	2
Disagree	0
Strongly Disagree	0
Based on five respondents	

Chart 3.1 The Example of Data Display

In this example, it could be identified that how many students selected each response were calculated. For the question 1 (Q1), there are three students who strongly agreed and two students who agreed. The same procedure was applied to the other questions.

3.2.2.2 Data Collection Procedures

In collecting the data, researcher employs several procedural steps as follows:

a. Exploring some principles and theories related to the research: student engagement, learning motivation, and participation point system.

b. Observing the implementation of Participation Point System, first to fifth meeting, where the researcher took part in investigating the learning situation and activities.

c. Deploying the questionnaires to the students after the fifth meeting.

d. Interviewing the teachers

e. Organizing, interpreting and analyzing the data obtained

f. Discussing the interpreted data

g. Constructing conclusion

3.2.3 Data Analysis

After the data have been collected, the procedure in analyzing the data includes several steps as follows.

3.2.3.1 Observation Analysis

First, the data from the observation field-notes were analyzed. The analysis was based on the aspects related to the research questions. Thus, the information related to the implementation of the Participation Point System in a senior high school English teaching, the benefits and difficulties of using the method, and the high school students' responses to the method were identified.

Then, the recordings of observations were transformed into a textual form. The observation videotapes were interpreted to add some information if there were any missed information in the field-notes.

The next process of analyzing the data was identifying and grouping the transcribed data. It involved coding or labeling process for the data of observation. The aim of a qualitative coding technique is to simplify or reduce the data whereas underlining particular features to connect the data to the broader concepts (Dörnyei, 2007, p. 250). This coding process included reading and reflecting the

transcripts, and also writing down the thoughts of the data into some notes or memos. In this process, the data were also interpreted and discussed. The discussion was about what information the data was telling and what the meaning of the information was in terms of the research questions.

The final process of the observation analysis was drawing conclusions. To make the conclusions, all of the interpreted data were perceived into the generated patterns. After that, the main outline that had been acquired was elaborated.

3.2.3.2 Interview Analysis

To analyze the data of the interview, the transcribed data were identified. Just like the data of the observation, the data of the interview were analyzed by reading and reflecting the transcript. The data were also reduced to focus on the investigated aspects. Then, the data were interpreted and discussed before drawing conclusions based on the research questions.

3.2.3.3 Questionnaire Analysis

The data of the questionnaires were divided into two parts: Part A and Part B. Part A consisted of the close-ended questions and Part B consisted of the open-ended questions. The data from the close-ended questions were calculated to get the percentage of how many students who strongly agreed, agreed, disagreed, and strongly disagreed to the statements in the questionnaire. To find the percentage of each aspect, the formula used as follows:

$$Percentage = \frac{Number\ of\ respondents\ who\ choose\ the\ answers\ (fo)\ x\ 100}{Total\ respondents\ (n)}$$

To interpret each percentage, the framework below was used:

Table 3.5 The Framework of the Percentage Interpretation

Percentage	Finding
00.00%	None
00.15% - 24.99%	A few students
25.00% - 49.99%	Nearly half of the students
50.00%	Half of the students
50.01% - 74.99%	More than half of the students
75.00% - 99.99%	Nearly all of the students
100%	All of the students

On the other hand, the data of the open-ended questions were classified and labeled into the similar answers among the students. After the data had been classified and labeled, the analysis continued into discussion and conclusion.

3.3   Concluding Remarks

This chapter has explained the research problems and the research design which includes the participants, the data collection and the data analysis. The following chapter describes the findings and discussion.