# CHAPTER III

# RESEARCH METHODOLOGY

The method used in this research is presented in this chapter. It includes the description of research design, the description of data collection, the description of data analysis, and the participants.

## 3.1 Research Design

Researchers arrive at the gate of qualitative research with topic or substantive area of investigation (Creswell, 2007). This research was started by choosing students' engagement in English learning as the topic. It was conducted using qualitative approach and descriptive method.

The purpose of this research was to explore human behaviors within the contexts of their natural occurrence (Bogdan & Biklen, 1992; Erickson, 1986; Hammersley & Atkinson, 1983; Jacob, 1988; Lincoln & Guba, 1985) as stated by Hatch (2002), thus observation was used.

Qualitative research aims to understand the world from the perspective of those living in it (Hatch, 2002) and capturing their perspectives may be a major purpose of a qualitative study (Yin, 2011). In order to get the students' perspective on their learning engagement, questionnaires were delivered and interviews were conducted.

## 3.2    Site and Participant

The data in qualitative research tend to be collected in the field at the site where participants' experiences the issue or problem under study (Creswell, 2007) to get the perspectives what actors use as a basis for their actions in specific social setting (Hatch, 2002).  In this research the site or social setting was one of junior high schools in Bandung, West Java.  The participants were a group of eight graders who belonged to the same class.

The school was chosen because first, it was the place where researcher did her teaching internship.  Second, the staff of the school gave a warm welcome toward this research.  Third, the school was easily reachable because it was not too far from where the researcher stayed.

The eight graders were chosen in agreement with the teachers.  It was believed that seventh graders still had the vibe of elementary students and ninth graders could not be disturbed for they were already in their preparation to face national examination.

## 3.3    Data Collection Methods

In collecting the data, three steps were taken in this study.  First the questionnaires were distributed, and then the observation was taken place, and last interviews were conducted.

### 3.3.1. Questionnaire and Interview

The questionnaire was an adaptation of Jones' (2009) questions intended to gather details about the degree to which student were engaged in learning

experiences. In this study, it aimed to gather information of how students evaluated the degree of their own engagement.

There is a large range of types of questionnaire but a simple rule of thumb exists: the larger the size of the sample, the more structured, closed and numerical the questionnaire may have to be, and the smaller the size of the sample, the less structured, more open and word-based the questionnaire may be (Cohen et al, 2007). Since the participants for this questionnaire were large in number (42 students), the questionnaire was made as a rating-scale one.

There is a tendency for participants to choose for mid-point of a 5-point or 7-point scale and one of the options to overcome this is to use an even number scaling system, as there is no midpoint (Cohen et al, 2007). For that reason, the questionnaire used 4-pointed Likert Scale to make an ipsative (forced choice) measure where no indifferent option was available (Bertram, 2007).

The weakness of using questionnaire is to make sure the participants fill and then return the questionnaire (Alwasilah, 2011). To overcome it, the participants were accompanied throughout the process so they handed the questionnaires back at once after filling them.

This step was conducted anonymously in order to let the participants be honest with their answers without any pressure (Alwasilah, 2011).

Interview using Jones's (2009) framework was also taken place for enabling participants to discuss their interpretations of the world in which they live, and to express how they consider situations from their own point of view (Cohen et al, 2007).

### 3.3.2. Observation

Observing the participants was performed to see how the students were engaged during the class; to explore students' behaviors within the contexts of their natural occurrence (Bogdan & Biklen, 1992; Erickson, 1986; Hammersley & Atkinson, 1983; Jacob, 1988; Lincoln & Guba, 1985) as cited by Hatch (2002).

The observation was conducted using Students' Engagement Observation Sheet adopted from *Student Engagement Class Observation Guide* (available online at wmpeople.wm.edu) that was provided with codes of on-task and off-task activities. The observation sheet was in line with Stovall's (2003) suggestion that the definition of students' engagement was students' time-on-task and their willingness to participate in activities (Beer et al., 2010). The codes for observation sheet using in this research is displayed in **Table 3.1**.

**Table 3.1**
**List of Codes in Observation Sheet**

| | On-Task Activities | | Off-Task Activities |
|---|---|---|---|
| 1 | watching/listening to teaching explaining the materials | 1 | playing with their electronic gadgets such as cell phone and music player |
| 2 | writing materials related to the learning | 2 | doing task for another classes |
| 3 | reading materials related to the learning | 3 | listening to others talking about unrelated topic to the learning |
| 4 | asking question appropriate with the learning | 4 | disturbing others |
| 5 | sharing opinion in class discussion | 5 | being passive in the learning |
| 6 | sharing opinion in group work | | |

**3.4    Data Analysis**

The analysis in this research was made after collecting the data from questionnaire, observation, and interview to answer the research questions. The analysis would be presented in the form of descriptive explanation.

**3.4.1 Questionnaire and Interview**

The qualitative data works inductively from particulars to more general perspective, whether these perspectives are called themes, dimensions, codes, or categories (Creswell, 2007), Erickson called them assertions, a form of generalization (Stake, 1995) as cited by Bassey (1999).

Both questionnaire questions and interview questions were adaptation of Jones' (2009) framework. Each question represented a characteristic of students' engagement. The characteristics explored in this research using questionnaire and interview were individual attention, clarity of learning, meaningfulness of works, rigorous thinking, performance orientation, motivated in learning English, exhibiting positive body languages, consistent focus, and verbal participation.

**3.4.2 Observation**

Data from observation were analyzed by categorizing the codes into on-task activities and off-task activities. There were six codes belonging to on-task activities and five codes belonged to off-task activities (see **Table 3.1**).

The data were used to see students' positive body language, consistent focus, and verbal participation during English class. Consistent focus was gained

by looking into on-task activities percentages in each time-slot while verbal participation was acquired from three codes in on-task activities. They were asking question appropriate with the learning (N4), sharing opinion in class discussion (N5), and sharing opinion in group work (N6).