

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter elaborates the method of the research conducted. The discussion of this chapter includes research design, population and sample of the research, data collection, research procedures, and data analysis.

#### **3.1 Research Design**

A case study is study which investigates individual, group, institution, or even community to answer the specific research questions by finding abstracted and collated evidence to get the best possible answers (Gillham, 2000). This study was conducted using qualitative approach and description method. Qualitative research aims to understand the world from the perspective of those living in it (Hatch, 2002).

#### **3.2 Population and Sample**

The populations of this research were **English teacher of EFL classroom and** the students of seventh grade in SMPN 15 Bandung, enrolled in academic year 2014/2015. There are six classes in this grade with the number of students is 260. The age of the students is around 12 years old. The selected sample of this research is VII-E class with 35 students.

#### **3.3 Data Collection**

The instrument used to obtain the data in this study was classroom observation. It was aimed to find out how teacher praise their students and its effect toward students engagement.

### 3.3.1 Classroom Observation

The observation was conducted three times. Every class session took 60 minutes long. It was done on 6, 10, 17 February 2015. It was aimed to find out how teacher praise their students and its effect toward students engagement. The classroom observation is done by using video recorder. Each actual class activity during the lesson is recorded, especially when the teacher gave praise to the students. The participants of this research were EFL teacher and 35 students of seventh grade. Observing the participants was performed to see how teacher praise the students and how those praise influence students engagement.

#### Day 1

In the very beginning of the lesson, the teacher always asked the students about the last materials. She reviewed the last material as ice breaker and also to remind them about the last material. The topic discussed in this meeting was about narrative text. First of all, after reviewing the last materials, teacher taught the language features of narrative text. She gave the characteristic of past tense. In this section, teacher gave some general praises such as *good*, *very good*, *good job*, etc to the students as the feedback of their participation while teacher explained the material.

Then, she asked the students to watch a movie about Timun Mas and answer the question given in group. The movie played twice so the students can correctly answer the question given. The teacher gave time to the students for about 15 minutes to discuss with their group while answering the question about the movie. When the time is up, the teacher discussed the answer together. In this section, teacher gave some general praises such as *good*, *very good*, *good job*, etc to the students as the feedback of their participation in discussing the task. At the end of the lesson, teacher reviewed the materials that have been taught that day.

## Day 2

In the very beginning of the lesson, the teacher always asked the students about the last materials. She reviewed the last material as ice breaker and also to remind them about the last material. Same with the last meeting, the topic discussed in this meeting was about narrative text. The teacher asked the last four groups who hadn't performed to prepare read the story in front of the class. To keep the rest of students pay attention to the group, the teacher offered additional point for those who could answer the question given by the group performed about their story.

The additional scores offered by teacher stimulate the students to interact with the group perform. They watched the show and tried to get the point of the story by answering question given by the group performend. In the question and answer session, teacher gave verbal and action praise for those who correctly answer the question. The action praises in this section were giving additional scores, giving applause, and giving thumbs up.

## Day 3

The teacher asked the students about the last materials in the beginning of the lesson. She reviewed the last material as ice breaker and also to remind the students about the last material. Same with the last meeting, the topic discussed in this meeting was about narrative text. The first activity was asking every group to write a sentence that available at the Timun Mas movie that had been played last meeting. The sentences then were analyzed by teacher and the students. The teacher gave some question during the explanation. Students who correctly answered the question were given praise by teacher.

In the asking-answering session, students seemed positively engaged with the activity. The teacher also offered additional point for those who

could answer the question given by teacher. The additional scores offered by teacher stimulate the students to interact with the teacher. In the last minute of the session, teacher gave a quiz for the students to check their understanding about the material. The quiz consisted of 5 sentences in positive, negative and interrogative form. The teacher asked the students to change the form of the sentences from positive to negative and interrogative, from negative to positive and interrogative, and from interrogative to positive and negative. The quiz was deal with the transformation of the verb one to verb two, vice versa.

In this quiz, students were allowed to open their dictionary and their note. The teacher told the students that they were not allowed to open their note anymore in examination day. Hence, the teacher asked the students to write something about what have been taught in their note book, especially about the transformation of irregular and regular verb.

### **3.4 Data Analysis**

The analysis of this research was made after collecting the data from classroom observation. The analysis would be presented in the form of descriptive explanation. Data from classroom observation were analyzed by categorizing it to the teacher praise and students' engagement.

There were four-step teaching processes in giving effective praise proposed by Connolly *et al* (1995): description of appropriate behavior, rationale, request acknowledgment, and positive consequence. The praise produced by the teacher will be categorized based on the theory above.

The observable students' engagement will be categorized based on the theory by Jones (2009). The data were used to see students' positive body language, consistent focus, verbal participation, student confidence and also fun and excitement.