

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter elaborates the research methodology which has been briefly introduced in chapter I. It also describes the procedures and sequences involved in this research. In detail, this chapter explains research problem, research design, research site and participants, data collection techniques, data analysis and reliability and validity of data.

#### **3.1 Research Problem**

The research was conducted to investigate the use of rewards to motivate young learners in learning English at a junior high school in Kota Cilegon. The problem to be investigated is formulated into two research questions as follows.

1. What kinds of rewards are used by the teacher to motivate young learner in the classroom?
2. How do the students respond to the teacher's rewards?

#### **3.2 Research Design**

Actually, this study was guided by a qualitative approach with descriptive research in particular. This study is aimed at describing the use of rewards to motivate young learners in learning English and to seek students' response to those activities. Creswell (2008) stated that this method is suitable for descriptive qualitative research regarding to describe a phenomenon in depth. By using this method, this research was able to describe the kinds of rewards that is used by the teacher in motivating young learners in learning English and to seek students' responses toward the used of the methods could be revealed.

In order to answer the research questions, several instruments were applied. The instruments that were used are teacher's and students' interviews and classroom observations.

### **3.3 Site and Participants**

The research was undertaken in one Junior High School in Cilegon. The selection of the school as the research setting was based on the reason that the school was relatively accessible. The selected class was based on the discussion with the teacher, where this class consisted of students with various motivation.

The participants of the study were a Junior High School teacher and about 36 students of seventh grade in that school who are Indonesian native speakers. They were be chosen as participants in this research because there are young learner. Philips (2008) states that young learners are children from the first year of formal schooling (five or six years old) to eleven or twelve years old. In this study, the ages of students as the participants are about twelve or thirteen years old.

### **3.4 Data Collection Techniques**

This part consists of three subsections; those are the research instruments, the research procedures and the interview to gain deeper understanding on the kind of rewards that is used to motivate young learner in the classroom.

#### **3.4.1 Research Instruments**

The instruments used in this study include classroom observation and interview. This study used the classroom observation to observe the event or process related to the study, and gaining deeper understanding , theory in-use, and participants' point of view which might not probably explored by interview or questionnaire (Alwasilah, 2001). This study used classroom observation to observe the event or process related to the rewards given by the teacher while

learning process. Besides that, this study used interview to six students and an English teacher who teach in class 7F.

### 3.4.1.1 Classroom Observation

According to Creswell (2008), observation is the process of gathering the information by observing the people and place of the research objective. In this research, the observation was conducted in the seventh grade class. Classroom observation was conducted in order to identify the use of rewards in improving young learners' motivation to learn English. The nature of observation in this study was non-participant observation. Fraenkel and Wallen (2008: 439, in Sugiyono, 2008: 227) states that non-participant observation belongs to a condition when the researcher is presented at the scene of action but does not interact or participate. The table below explains the schedule of observation and its contents.

**Table 3.1**

**Table of the schedule of observation**

<b>Date</b>	<b>Activity</b>
9 <sup>th</sup> March, from 08.55 am – 10.15 am	Recording the classroom activities
18 <sup>th</sup> March, from 11.20 am – 12.40 am.	1. Recording the classroom activities 2. Recording the interview to students and teacher

### 3.4.1.2 Interview

The second technique employed in data collection of this study was interview. Interview is an appropriate method to get deeper information in qualitative research (Cresswell, 2008). Moreover, Alwasilah (2002) agrees that interview was conducted in order to get in-depth information from the participant.

The interview was conducted after doing the classroom observation. It was

administered in a form of semi-structured interview since there might be some possibilities from the teacher to answer the question out of the context. The semi-structured interview is also called an in-depth interview where the questions are prepared before the interview but there are possibilities for new questions to come up during the interview (Sugiyono, 2008). In an in-depth interview, people who do the research can gain more information about the topic than the structured interview (Alwasilah, 2002). The interview consisted of several questions for students related to their response by using rewards and the teacher perception about rewards.

There were only six students interviewed. They were two students who got the highest score, two students who got a middle score, and two students who got the lowest score in their class. Those six students represent all members of the class. The six students who are involved in the interview were chosen based on the score they get. The researcher also interviewed the teacher to get more detailed information.

#### **3.4.2 Research Procedures**

To collect the data of this research, there were several steps taken, namely:

1. Observing the class

Firstly, taking notes is needed to get the information what students do during the lesson, especially when teacher gives rewards to the students. The observation was conducted in two meetings in order to gather more data that would be useful for the study. Most of the observation sessions were documented as videos so that the situation could be watched several times during the process of data analysis of observation. The observation used observation checklist while observe the classroom to find of what kind of rewards that were used by the teacher. In this study, the recording was converted into video transcriptions. The transcripts of the video recording were analyzed to see how the students' responses toward the rewards given by the teacher and what kinds of rewards used by the teacher in the classroom. Moreover, Alwasilah (2002, 157) agrees that the transcription was also used in the research to understand how respondents organized their perspectives.

## 2. Do an interview with the teacher.

This step is used to get information about kinds of rewards that is used by teacher to motivate students in the classroom. The questions in the interview were delivered in *Bahasa Indonesia*. It was aimed to avoid misunderstandings and to make it easier for the participants to answer the questions. The interview was recorded using a video recorder. There are some questions in the interview to the students and the teacher.

## 3. Do an interview with six students.

They were two students who got the highest score, two students who got a middle score, and two students who got the lowest score in their class. The researcher assumed that six students represent all members of the class. The six students who are involved in the interview were chosen based on the score they get.

## 4. Collecting the results of the interview

After the researcher finished interviewing teacher and students, the researcher collected it directly.

5. After the interview established, it was directly transcribed and then given back to the respondents to make *member-checking* whether the answer was in conformity with the conditions of the respondent or not. This was done to avoid misinterpretation between the researcher and respondents.

6. Interpreting the research findings

7. Presenting the results into a coherent description

Having taken steps all of the research procedures, the researcher presented the whole results in Chapter IV.

### **3.5 Data Analysis**

Bogdan (1975, as cited by Sugiyono, 2008: 334) states that data analysis is a process of systematically searching and arranging the interview transcript, notes, and other materials that this research accumulate to increase the understanding of them. Based on the data collection, the study analyzed the data using descriptive qualitative analysis by Miles and Huberman (1994) which consists of three steps in analyzing the data which are reduction, data display, and conclusion (drawing or verifying).

#### **1. Data Reduction**

The information obtained was reduced to classify the data that were really appropriate to the purpose of the research so that the research questions could be answered. In the data reduction step, the data from classroom observation were selectively analyzed to find the important points related to the study. Meanwhile, the data from the interview were transcribed to find out the students' responses.

After the data from the interview were reduced, it would help to answer research questions, namely the kinds of rewards used by teacher and the students' responses toward the rewards given by their teacher.

## **2. Data Display and Analysis**

The data from observation and interview were displayed in the form of narrative text and tables. As Miles and Huberman (1994) states, narrative text is the most common form to be used in displaying data in qualitative studies. The data were displayed and analyzed at the same time to facilitate an easier reading of the data and analysis. The table is used to display the classification of reward that used in the classroom activities.

## **3. Conclusion Drawing**

Descriptive method was used in the third step of analyzing the qualitative data. It was to know the students' responses to the reward and kinds of rewards the teacher used. The collected data were classified based on the research questions. The research questions would be answered through the conclusion from the data display of two data collections and would be elaborated in the next chapter

### **3.6 Reliability and Validity of Data**

In conducting qualitative research, this study was aware that there might be biases and reactivity. Moreover, to avoid the two threats, the researcher tried to make the data valid and reliable with the following ways:

#### **3.6.1 Member Checking**

A member checking was applied in this research to validate the findings. The member checking is a way to receive feedback from informants (Cresswell, 1994) to know how far the data gained in the findings is appropriate with the data from informants (Sugiyono, 2008). To Alwasilah (2002), member checking is employed in order to (1) prevent misunderstanding toward the respondents' answer in an interview, (2) prevent misunderstanding toward respondents' behavior during observation, and (3) confirm respondents' perspectives toward

what was happening. To prevent all misunderstandings, the researcher asked the respondents especially the teacher, to check the transcripts and interpretation of the data in order to enable the researcher to achieve validity of the research. In this case, member checking was used to validate kinds of rewards that were given by the teacher.

### **3.6.2 Rich Data**

This study used a complete transcription of the interviews. It was useful to enrich the interpretation of the data. Maxwell (1996, cited in Alwasilah 2002: 178) proposes that purpose of rich data not only as evidences resources of supporting conclusion but also as a test for theories being developed. The transcription of the teacher's and students' interview will be elaborated completely, so it will be easier to make an interpretation.

### **3.7 Concluding Remarks**

This chapter has discussed the methodology of the study in details in order to reveal the kinds of rewards used by the teacher and how students' responses toward the reward given. A qualitative descriptive design was used in this study. The data was collected through observations and interview. Data analysis of this study consisted of data reduction, data display and conclusion drawing.