

CHAPTER III

RESEARCH METHODOLOGY

Chapter three provides the methodology in conducting the research and description of research procedure in order to find out the answer from research question stated in Chapter one. This chapter presents four main parts of the investigation: Research design, site and participants, research procedure, data collection and data analysis.

3.1 Research Design

The research was conducted by using the qualitative research method. Qualitative research is a method which focuses on involving an interpretive, naturalist approach to its subject matter (Denzin and Lincoln, 1994). In qualitative research method, the descriptive method was used because the researcher gave detail on the collected data from the setting where the participants' problem emerges through observing activities and interviewing (Creswell, 2009). Malik and Hamied (2014, p.183) mentioned that “qualitative research focuses on gaining a rich and complex understanding of a specific social context or phenomenon rather than generalization to other geographical areas or populatio^s”. In addition, qualitative method has more advantages in giving details of specific phenomenon and subjects by forthcoming the problems directly with flexibility for the researcher to select the way of doing the research (Alwasilah, 2002). In addition, qualitative research deals with both product and process, describing how things happen and how students interact with their classmates and their teacher in the classroom (Fraenkel, Wallen, and Hyun, 2012).

Qualitative research in the form of case study was applied in this research to describe the use of video in teaching speaking for junior high school students and the responses to it. Qualitative research supports or modifies existing findings in the literature (Creswell, 1998). Moreover, it is a qualitative case study because it is vary in terms of ethnography in that the researcher provides an in-depth

exploration of a bounded system (e.g., an activity, an event, a process, or an individual) based on extensive data collection (Creswell, 2007).

This study was purposed to investigate the use of video provide supports for junior high school students in speaking English and to reveal the students' responses to it. It was important for the researcher to participate in the study to perceive the participants' activities within the setting provided in the classroom sessions. Interview session was also required in getting students' responses to the use of video in teaching speaking. It can be concluded that a case study is appropriate to be applied in this study.

3.2 Research Site and Participants

This study was conducted in a seventh grade classroom of a junior high school in Kabupaten Bandung, West Java, Indonesia. The research took place in one class which was 7A. The reasons for choosing this school were because this school is quite near from where researcher stays. In addition, the school gave an uncomplicated access for the researcher to conduct the research since researcher had passed pre-service teacher at that school.

The participants were the seventh grade students of a Junior High School in Kabupaten Bandung that took part in observation and interview session. For the research purpose, 38 students from class 7A were selected.

3.3 Data Collection

To gather the data, the researcher used two instruments to explain the use of video as an instructional medium provides support for students in speaking English and students' responses toward the use of video in junior high school. The instruments used were observation and interview. Each technique will be described below.

3.3.1 Observation

In this research, the researcher was a part of English learning activity and observed the students' interest and behavior in English language learning especially in their speaking activity. A participant observer is an observational role adopted by researchers when they take part in activities in the setting they

observe (Creswell, 2012). The observation was also intended to know how video provides support for students in speaking English.

The researcher observed all of the activities done by the participants during the lesson included the nature of students' conversation during the lesson, speaking activity, sharing with friends about the video given, discussing the video. The result was elaborated descriptively and supported by some evidences to strengthen the result.

3.3.2 Interview

The interview session was conducted face to face and used semi-structured interview where the aim is to find out specific information of the entity being studied. Semi-structured interview is a verbal questionnaire which is rather formal than the other types of interview and it contains a series of questions designed for obtaining a specific answer from the respondents (Wallen as cited in Nursanti 2016).

The first step was transcribing data from the interview session to help researcher in processing the data. The second step was categorizing the data based on the research question provided. The identity information was in a confidential and the data from the interview session is attached in research paper. The result was elaborated descriptively based on the result of the interview session.

There were twelve students selected randomly for the interview session. The aim of selecting twelve students in this interview was to gain better and deeper understanding based on different views of students towards the use of video in teaching speaking activity.

The interview was conducted in bilingual (English and Indonesia) to facilitate the students especially when they have difficulties in word selection or vocabulary mastery to express their thoughts. Here are the list of questions which were made by researcher and has been validated to one of bahasa Indonesia lecturers,

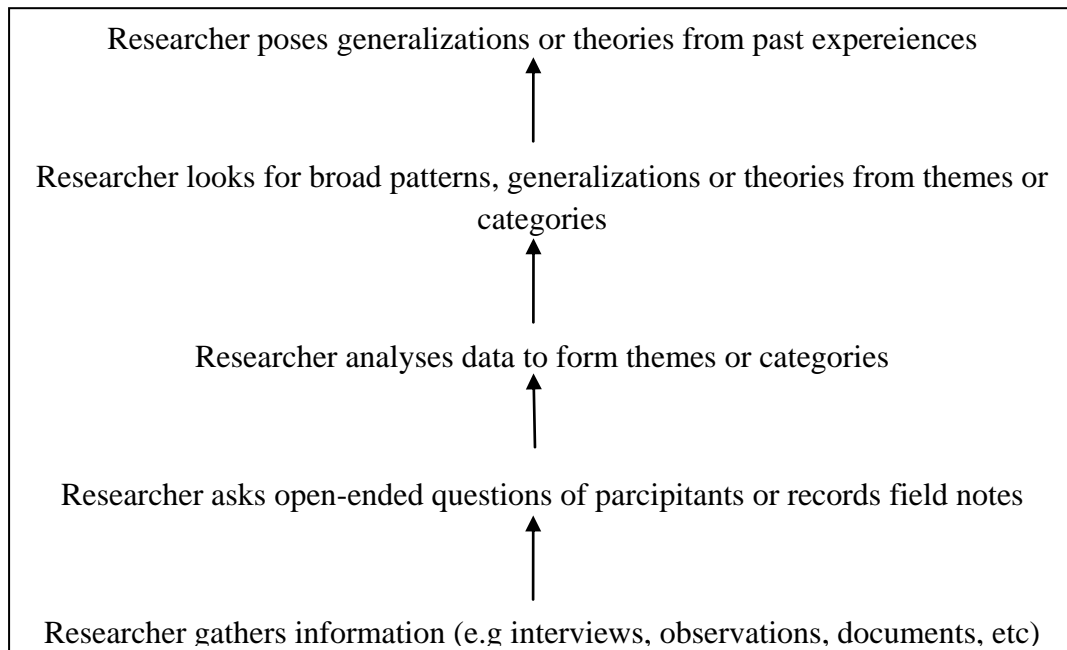
- 1. Apakah kamu menyukai bahasa Inggris?*
- 2. Apakah kamu senang dengan pembelajaran menggunakan video?*

3. *Bagian manakah yang paling kamu senangi?*
4. *Apakah penggunaan video mempermudah kamu dalam berbicara bahasa Inggris? Jika iya, mengapa?*
5. *Apakah penggunaan video membantu kamu dalam memahami materi?*
6. *Menurut pendapatmu, mengapa video dapat membantu atau mempermudah kamu dalam berbicara bahasa Inggris?*
7. *Apakah belajar dengan menggunakan video dirasa menyenangkan bagimu?*
8. *Apakah kamu menjadi lebih antusias apabila guru menggunakan video dalam kegiatan pembelajaran?*
9. *Berdasar pada pengalaman dan perasaanmu, apakah kamu menjadi lebih aktif setelah menonton dan mendengar video yang guru tampilkan di kelas? Bila iya, mengapa?*
10. *Bagaimana penjelasan guru di kelas mengenai materi yang disampaikan?*
11. *Video manakah yang paling kamu sukai? Mengapa?*
12. *Media apa yang paling kamu senangi dalam pembelajaran bahasa Inggris?*

3.4 Research Procedure

This research was done through several steps. This research was adapting inductive approach. In inductive approach, a researcher will collect particular observations data in the form of premises, then from these particular premises researcher makes a general conclusions about all the phenomenas based on the collected evidence (Malik & Hamied, 2014).

Figure 3.1
Inductive Logic of Research in Qualitative Study



Taken from: Malik & Hamied (2014, p.185)

There are several stages related to this research, as it is described bellow:

1. Selecting instruments for the research. There were two instruments used to explain the use of video provide support for students in speaking English and students' responses to it in junior high school. The instruments were observation and interview. Both instruments have been validated before it was used in the study. Below is the schedule of research implementation in the school

Table 3.1 Research schedule

No	Date	Instruments	Activities
1	28 th September 2016	Observation	Data Collection
2	5 th October 2016	Observation	Data Collection
3	12 th October 2016	Observation	Data Collection
4	14 th October 2016	Interview	Data Collection

2. Data collection (Observation). The observation was done three times during this research. There was an external observer to help researcher conducting the observation. The observation focused on the use of video as well as the teaching and learning process in the classroom.
3. Data collection (Interview). The interview session was conducted out of the class time to get a better result. The questions covered on the used of video and their interest in learning after using the video in the classroom. This session was employed using bahasa Indonesia to get a better and deeper answers.
4. Data analysis. The analyzed data were from observation sheets and interview session. There were six observation sheets and twelve questions asked to the students. The results of interview session were transcribed.
5. Presentation of the data in the research. The findings and discussions of the data were presented in three sections related to the research questions.
6. The findings and discussions concluding based on the data collected.

3.5 Data Analysis

In this research, observation and interview data were both elaborated descriptively. Both of them were used as the sources of informations from the research. The observation was comprehensively described to explain how the use of video provides support for students in speaking activities. It also covered on how the sequences of teaching and learning done and provided deeper understanding on the activity done related to the use of video. The interview result was used as a supportive source to prove and strengthen the data from the observation.

3.5.1 The Analysis of the Observation

Students' interest and behaviors in English language learning was observed, especially in their speaking activities. Classroom observation was intended to inspect the natural of the participants' behavior (Hadi, 1986 cited in Sugiono, 2009).

All of the activities done by the participants were observed during the lesson included the nature of students' conversation during the lesson, sharing with friends about the given video and answering the question related to the video. The result of the observation sheet elaborated descriptively supported by some evidences to strengthen the result.

3.5.2 The Analysis of the Interview

The interview session was employed to reveal students' responses to the use of video as an instructional medium provides support for students in speaking English. Then, this session was also meant to strengthen the data taken from the observation. The results of the interview session showed students' attitude and responses to the use of video as an instructional medium in teaching speaking activities.

A semi-structured interview was carried on to obtain more details from the participants. Fourteen students were interviewed with bilingual language to avoid misunderstanding that can lead to a misinterpretation of the data. This session was done in the last meeting and outside of the teaching and learning session.