

## CHAPTER III

### RESEARCH METHODOLOGY

In order to answer the research questions in this study, here are several aspects that need to be expanded. This chapter covers the methodology used in conducting the research and getting the answers from research questions in chapter I. Therefore, this chapter consists of research design of the study, the site, the respondents, the research procedure, data collection techniques and data analysis.

#### 3.1 Research Design

To answer the research questions of the study, this study applied the qualitative research design. Gay (1996) explains the purpose of qualitative research is to understand the certain phenomenon in depth based on the participants who are involved in the research. In other words, this kind of research design offers insights into the certain issue and supports to develop ideas, hypotheses and also to uncover the tendency of thought, opinion and even could dive deeper into a problem. Since the present research is to take a look at how far the implementation of reward enhances students' motivation and also to discover the students' responses toward the implementation, this kind of design seems applicable to use.

Qualitative was suitable for collecting information since the researcher elaborated and emphasized to seek the extent to which students' motivation were activated by the implementation of reward. The research results were directly taken from the participants' views and attitude of past events. That means, the result of the study was likely to be individual interpretation, subjective and broad.

The study focused on implementing rewards that might give contribution to the students in enhancing their motivation in English learning. The researcher applied observation sheet, the questionnaires, and the interview for this study. These instruments were expected to be able to explore students' responses toward the rewards the teacher used in teaching English. Besides, in order to obtain detailed understanding and to get extensive information, this study applied descriptive qualitative method. Creswell (2009) explains descriptive qualitative is aimed to

investigate the detail phenomenon in the field, such as the participants, places, and events in the setting in qualitative approach.

Descriptive qualitative is a study designed to portray the respondents in an accurate and thorough way. This kind of method is all about describing and exploring the participants who are involved in the study. Moreover, this kind of method can be provided a description and explanation of beliefs, behaviors, and meaning in context which is specific (Wu & Volker, 2009). In addition, one characteristic of collecting data from this approach is to observe the participants' behavior by appealing their activities.

### **3.2 Site and Respondents**

This study took place in one state junior High School in Bandung. The school was selected for some reasons. First, it was selected because of its accessibility. Second, it was chosen because the school is opened to conduct research and studies. Third, the researcher was a pre-service teacher in that school. Moreover, based on the researcher's experience in teaching English in that school, the students' motivation in learning English were considered low and less-enthusiasm.

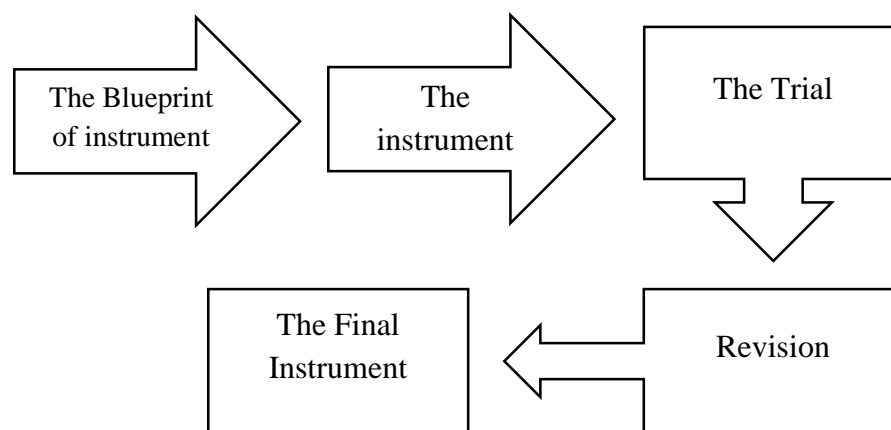
This study involved ninth grade students who are Indonesian native speakers. The researcher of this study took a role as the observer and implementator. The study was conducted in order to describe how far the students' motivation in learning English through the implementation of reward and to discover students' responses toward the rewards the teacher used in teaching English.

### **3.3 Data Collection**

In order to obtain detailed information and understanding about the topic, the data of this study were collected through observation, interview, and questionnaires. Murray (2012) states that the study is considered compatible using qualitative research if the data of research are collected through one or more of the following; questionnaires, interview, observation or focus group transcripts. The instruments of the research were adopted by the previous researchers and all of the instruments were formulated to explore students' responses to the implementation reward.

As stated earlier, qualitative research is a design that describes an event that exists naturally. In order to describe the phenomenon in a certain event, the researcher needs the instruments in gaining information. Therefore, classroom observation, questionnaires and interview took part as the instruments of the study to help the researcher in gaining data. The instruments are beneficial to answer the research questions and to verify the hypothesis.

The steps taken by the researcher in developing the research instruments can be seen in the following chart.



**Figure 3.3.1 The scheme of Developing Instruments**

Several steps were prepared by the researcher in developing the instruments. The first step was the blueprint of the instrument. That means, the researcher made a scheme of instruments first, which included variables, indicators, number of items of the questions. Then, the instruments were presented in scale and tested before collecting the actual data. Several items of the instrument were revised and afterwards the instruments were ready for research.

In addition, to validate all the instruments, the researcher managed to ask guidance to the lecturers. The two lecturers have been in the field of psychology and English for foreign language for about more than five years. Moreover, they were judged capable in evaluating the research instruments due to the validators had experiences in conducting and guiding a research regarding motivation. All research instruments have also been tested first. Therefore, the instruments in this study can be considered valid and feasible for use.

### 3.3.1 Classroom observation

One of the instruments of the study, which applied in this study was a classroom observation. Observation is a compatible instrument for collecting data naturally from the object which are observed (Mack, 2005). Observation is useful to observe the event, process and also to obtain deeper understanding from the participants' point of view that might be not revealed from the questionnaires or interview (Alwasilah, 2001). With the observation, a researcher is able to find the real state that happened on the certain occasion. Through the observation, the researcher is able to gain information accurately, naturally and thoroughly.

The function of this instrument in this study was to allow the teacher as a researcher in gaining feedback, reaction and evaluation directly from the objectives. It was also to find out how extent the students got involved with the material during teaching and learning process since the rewarding system had started. From the classroom observation itself, the teacher could also observe and evaluate some of variables that could be measured visually and naturally, which proposed by Makmun (1996) and Jones (2009). It covered students' frequency of participation, confidence, positive body language, responsibility, achievement qualification, persistency, fortitude and tenacity.

The procedures of implementing the instruments, the students learned English subject as usual in the classroom. On the other hand, in this setting, the students had known that teacher would deliver rewards during teaching and learning process. It was also called as expected tangible rewards where the students had already noticed they could obtain a reward for doing something in the certain situation (Deci, Koestner & Ryan, 1999). The teacher observed the classroom within four meetings and note taking was conducted during the processes of observation. In addition, this instruments has been undergone by the validation process.

The data were gathered by using recorded observation over the 9<sup>th</sup> grade students. The researcher acted as a participant observer to observe the teaching and learning process and the students took a role as the participants of the study. Since a participant observer might bring up the subjectivity of the result of the study,

therefore, the researcher asked the real observer (i.e. experienced teacher) to take part as the observer as well in terms of avoiding bias. It is suggested by Rejandran (2001) that the researchers consider using external observer to help them in observing the class while teaching and learning process occurred.

### 3.3.2 Questionnaires

Questionnaires were used to prove and reinforce the result of classroom observation that had been done before. Questionnaires are beneficial in obtaining and collecting basic data of the participants, supplying data to be analyzed, assessing the test that has been set and providing information thoroughly (Lumley, 2005). Moreover, the questionnaires are known as a series of structured questions arranged by the researcher with the aim of gathering information from the participants.

In relation to that, the questionnaire is a kind of research instrument that consists of several questions which prepared for the participant in order to elicit their feeling, experienced, perceptions and beliefs. Closes-ended questionnaires in a Lickert's scale form were used in this study. The questionnaires focused on student behavior occurring since the rewards were implemented by the teacher during the English class.

The questionnaires were formulated to target students' motivational disposition related to their current foreign language course, English. The function of the instrument in this study was to measure the objectives' variables. Several items were adapted from Jones (2009) and Makmun (1996). It covered students' frequency of participation, students' confidence, positive body language, responsibility, achievement qualification, persistency, fortitude and tenacity.

The questionnaires were given to all of the students as the participants of the study after the practice of teaching with the implementation of reward had been done. The participants were able to choose one of the four options provided. This kind of questionnaires, the respondents had a limit to answer (i.e. not too broad). In addition, the aim of this instrument was to specify and indicate some of the students' variables with their own personal point of view which had observed directly by the teacher before. The language used in these questionnaires was students' first

language, Bahasa Indonesia. Moreover, questionnaires instruments has been undergone by the validation process.

### **3.3.3 Interview**

The interviews were used as the final instrument in this study. It was used to see the final results and the suitability of research findings that have been obtained in advance through observation and questionnaires. According to Creswell (2008), the interview is an applicable and suitable method in order to obtain detailed information in qualitative research. Furthermore, the interview is conducted with the intention of getting in depth information directly from the participants on the field (Alwasilah, 2002).

Semi-structured interviews were used in this research due to the researcher had the issue and several questions to be covered. The order of the questions could be changed depending on the direction of the interview.

The function of the interview in this study was to collect the story or information beyond the respondents' experiences. It could be pursued in-depth any kind of report nearby the topic. In other words, the researcher probed and prompted deeper information into a given condition and situation. The interview could function as a test tool for the stability and correctness of data obtained by other methods.

The interview covered several questions in regards students' attitudes, perceptions, feelings and opinion about their current English course. It started from general and basic questions in order to get students' confidence and to help them feel comfortable during the interview. The interview was conducted face-to-face where the researcher asked several questions directly to the interviewee.

The students' interview was conducted after the researcher conducted the observation and the questionnaires. There were five to six students that would be interviewed. They were selected based on the acquisition of their score; two students who got the highest score, two students with the average score and two students who had the lowest score in the class. The researcher invited them to do a small talk about teacher's motivational strategies. In addition, this instrument has been undergone by the validation process.

From the interview section, the students were expected to provide accurate information and express their ideas and perception freely about the reward that they already had witnessed in learning English. In addition, students' interview used students' first language or Indonesian language, to facilitate them expressing their feeling about the issue widely.

The researcher provided an audiotape recording. It is supported by Creswell (2008) that recording the conversation can get more accurate data. That means, the researcher has a stored data that would help him/her to access the recording again when he/she is needed. Lastly, the data of the interview, the conversation with students was transcribed.

### **3.4 Research Procedures**

To collect the data of the study, there were several procedures that must be done by the researcher in order to get the data and answer research questions of the study.

The procedures consist of:

1. Preparing Lesson Plans

In this study, the researcher provided three lesson plans that would be applied for students. The lesson plans were designed by the researcher as a participant and observer for four meetings.

2. Teaching process

After composing the lesson plans, the researcher was conducted the teaching process in the class for about four meetings.

3. Observing the class

During teaching process, the researcher and external observer needed to collect the information through observation. Therefore, the observers need observation sheets. The observers used an observation sheet which was provided by the researcher. In addition, the researcher used video recorder and the recording would be converted into transcriptions. Transcription was used in the research in order to understand how the participants settle the perspectives (Alwasilah, 2002).

4. Administrating Questionnaires

The researcher distributed the questionnaires to the students after the teaching process was completely done. The questionnaires were distributed to all the

participants of this study and the participants in this study were ninth grade students of junior high school.

#### 5. Administrating Interview

The researcher administered the interview for the students. The interview was conducted through face-to-face and would be addressed for 6 students as the representative of the class. The participants of the interview were two students who had the highest score, two students with the average score and two last participants were students who had the lowest score in the class.

### **3.5 Data Analysis**

Due to the data collected from the interview, classroom observation, and questionnaires, this study used descriptive qualitative analysis as the tool analysis. By reason of the characteristics of descriptive research design is to describe, observe and explore the phenomenon in depth; therefore the data were elaborated descriptively.

#### **3.5.1 The Analysis of Observation**

The data of observation was analyzed from the recorded videos and the observation sheet that was filled by the teacher observer and the external observer. During the teaching-researching process, the whole situations in the classroom were recorded. The recorded videos were beneficial for the researcher to see the factual and the real situation if needed. In conducting observation, the researcher and external observer were trying to find out the students' behavior toward the implementation of reward in English class. The observation results from the teacher observer's and the external observer were compared. Then, all the results of classroom observation were coded and categorized which elaborated descriptively.

The classroom observation included students' conversation in the class, their participation in the activity, how extent they got involved with the material during the activity, and how their attitude toward the reward (i.e. enthusiastic or not, interested or uninterested, like or dislike, etc.)



### 3.5.2 The Analysis of Questionnaires

The questionnaires were formulated with the objective of finding out how far the motivation of the students were motivated by the rewards and figuring out the students' responses to the implementation of rewards given by teachers in motivating students in learning English. It concerned on students' encouragement, behaviors, whether the students would easily be motivated or not, as well as the rewards could be bait for them to uplift their engagement in learning English. Then, the writer categorized any kind of rewards that consider more effective in enhancing students' motivation. Afterward, the researcher analyzed the data from questionnaires, and the conclusion could be drawn to answer the research question.

Closes-ended questionnaire in Lickert's scale form was used in this study to gather the information needed that embraces for different categories. The responses from the questionnaire were categorized into four kinds of score as explained below:

**Table 3.5.2.1**

#### Responses Categories of Questionnaires

Categories	Strongly Agree	Agree	Disagree	Strongly Disagree
Scores	4	3	2	1

The scoring guideline used percentile formula to analyze the data. The formula used in analyzing the data can be seen as follow:

P = Percentile

F = Frequency of students' answer

N = Respondent

$$P = \frac{F}{N} \times 100$$

### 3.5.3 The Analysis of Interview

The interview was analyzed by using several steps which proposed by Grieffee (2012). Firstly, the data of the interview of students was transcribed into written

text. It helped the researcher in processing the data. Secondly, the researcher read the transcript for several times to understand and familiarize the topic. Thirdly, the written data were coded and elaborated descriptively related to the students' motivation through reward. Then, the result was elucidated in relation to the research questions and the relevant literatures.