

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research design used in conducting this research. More specifically, it describes the method of investigation, the participants, data collection, and data analysis.

3.1 Objectives of the Study

The core of the study is to convey the implementation of participation point system in English teaching and learning. It hence becomes the focus of the study which was conducted to investigate:

1. In what ways is the Participation Point System (PPS) implemented in the classroom?
2. What are the problems faced by the teacher who uses the Participation Point System (PPS)?
3. In what ways do the students respond to the Participation Point System (PPS) method?

3.2 Method of Investigation

This study use Qualitative method since the purpose of the study is give explanation and description about the use of Participation Point System.

3.3 Participants

The study uses purposive sampling. It means the resources of the data were selected because they have some criteria to be chosen.

The study was conducted in SMP Balai Pendidikan Pengajaran Islam Bandung in seventh grade class.

3.4 Data Collection

To answer the research questions, the writer collected data from various sources. The data of the research were collected through participant observation, interviews, and questionnaires.

3.4.1 Classroom observation

In this study, the researcher uses nonparticipant observation. She chooses the role of *observer-as-participant*. The researcher will not get involve in activity, She only observes the situation and activity connected to the research question. This research would be held more or less for three meetings.

The points that will be investigated are 1) teacher Participation Point System implementation 2) the natural and psychology reactions of the student 3) problem occur in implementing Participation Point System

3.4.2 Interviews

Interview is conducted to observe what can not be observed by self-report data. To explore what is in the sample mind is the purpose of interviewing (Frankael and Wallen)

For this study, the interview was addressed to the teacher to find out their opinion about teaching by using participation point system and to find out the problems they

encounter in the implementation of participation point system in her English teaching. The interview was conducted after the participation point system was given.

3.4.3 Questionnaires

Questionnaire is ‘a set of questions that a lot of people are asked as a way of getting information about what people think or do generally’ (Macmillan English Dictionary : 2002). In this study, the aim was to find out the problems they encounter in the implementation of participation point system in their English learning and to recognize the students’ responses of the use of participation point system .

In this study, the writer administered two types of questionnaires, open-ended questionnaires. Close-ended questionnaires usually take a multiple-choice close-ended and form for the questions. Meanwhile, open-ended questionnaires are those that allow the participants to give their own opinion of the questions given.

In completing the close-ended questionnaires, each student should choose one of the options given (strongly agree, agree, disagree, and strongly disagree) in responding to each statement. The options have the following scale.

| | | | | |
|-----------------------------|----------------|-------|----------|-------------------|
| Category of Response | Strongly Agree | Agree | Disagree | Strongly Disagree |
| Score | 4 | 3 | 2 | 1 |

Table. 3.1 Scores of Questionnaire Response

This form of questionnaires consists of 12 positive statements with the framework as follows:

| | | | |
|--|----------------|--------------------|--------------|
| | Aspects | Item Number | Total |
|--|----------------|--------------------|--------------|

| | | | |
|----------|---|-------------------|-----------|
| 0 | | | |
| | Response to the implementation of participation point system . | 1 and 2 | 2 |
| | Response to the importance of learning English using participation point system . | 3, 4, and 5 | 3 |
| | Response to the lesson content given in learning English using participation point system . | 6, 7 and 8 | 3 |
| | Response to the role of the teacher in teaching and learning English using participation point system . | 9, 10, 11, and 12 | 4 |
| | Total | | 12 |

Table. 3.2 The framework of the questionnaires for the students

Moreover, the statements of the close-ended questionnaires are shown in the table which can be seen at appendix 1

3.5 Collecting Data Procedures

There are some steps that are applied in collecting the data. The steps are as follows:

- Finding out some theories and concepts related to the research: general characteristics of fifth grade of elementary school students, nine to eleven years old; children development; and participation point system .
- Conducting the observation, first to third meeting, where the writer took part as a non-participant observer to investigate the teacher and students' learning activities.
- Administering the questionnaires to the students after holding the observation.

- Carrying out the interview with the teacher.
- Organizing and analyzing the data obtained
- Drawing some conclusions

Furthermore, in this data collection, the writer provides an example of the lesson plan from the first meeting that she used in the classroom. There are three steps in every meetings of the lesson plan: pre-activities, core activities, and post activities which is elaborated as shown at appendix 2:

3.6 Data Analysis

After collecting the data from the observation, the interviews, and the questionnaires, the data collected would be analyzed as follows:

3.6.1 Participant Observation Analysis

The data from the observation in the class will be written down in notes. The notes would be analyzed to find out the implementation of participation point system (PPS) and the problems the teacher and the students encountered in the implementation of participation point system in the class, and the student's response toward PPS. The data collected would be classified into some categories: that will be shown at appendices.

3.6.2 Interview Analysis

The data from the interview was recorded through a tape recorder, so it would be easier to capture and learn what happened during the interview. Then, the writer made transcript of the interview and analyzed it. The aims of the interview are to investigate teacher' response toward the implementation of participation point system and to find out the problems she encountered.

3.6.3 Questionnaire Analysis

After all the data from the questionnaire have been collected, the students' answer from the first part, close-ended questionnaires, the writer then calculated the students' score.

Then, she found the percentage of the score by using the formula below:

$$\text{Percentage} = \frac{\text{Total participants who answer an item (fo)}}{\text{Total participants (n)}} \times 100\%$$

In interpreting the result percentage, the writer referred to a reference noted in Suryadi as cited in Resmiati (2007, p. 40). The following are the interpretations for each percentage:

| | |
|--------------------|----------------------------------|
| 00.00% | = none |
| 00.15% – 24.99% | = a few students |
| 25.00 – 49.99% | = nearly half of the students |
| 50% | = half of the students |
| 50.01% - 74.99% | = more than half of the students |
| 75%.00 – 99.99% | = nearly all of the students |
| 100% | = all of the students |

Meanwhile, the second part, open-ended questionnaire, would be analyzed by classifying the students' answers of the problems they encountered in the implementation of participation point system .

3.7 Analysis Procedures

The data of this research are analyzed by using descriptive qualitative analysis. Based on Miles and Huberman (1994), researchers can use the three concurrent flows of activity: data reduction, data display, and conclusion drawing, in analyzing the data.

3.7.1 Data Reduction

Data reduction means the process of selecting, focusing, simplifying, abstracting, and transforming the data that emerge in written-up field notes or transcriptions. Furthermore, as the data collection proceeds, the next steps of data reduction is done, such as: writing summaries, coding, teasing out themes, making clusters, making partitions, and writing memos. The process of data reduction occurs continuously from collecting the data, during and after the data collected, until a final report is completed.

In this study, the data collected from observation, interviews, and questionnaires would be selected, focused, simplified, abstracted, and transformed, even before the data actually collected.

The data achieved would be focused to answering the research questions. Therefore, they would be coded into some classifications based on the research questions: the implementation of participation point system in English teaching and learning of SMP Balai Pendidikan Pengajaran Islam Bandung; the problems the teacher encountered in implementing participation point system; the problems the students encountered in the

implementation of participation point system in their English learning; and the students' responses to the implementation of participation point system in their English learning.

3.7.1.1 Data Display

The second step in analyzing data according to Miles and Huberman (1994) is data display. They states that 'looking at display helps us to understand what is happening and to do something-either analyze further or take action-based on that understanding.'

In qualitative research, the data can be displayed by using many types of graphs, charts, matrices, and networks. However, the most common form for displaying qualitative data in the past has been extended text (Miles & Huberman: 1994).

In this study, the observation would be display in an extended text to describe the implementation of participation point system in the fifth grade of SMP Balai Pendidikan Pengajaran Islam Bandung. Furthermore, the interviews and questionnaires result would be displayed in some tables and graphs.

3.7.1.2 Conclusion Drawing

After reducing and displaying the data from observation data, interviews and questionnaires, the writer then made an interpretation on the data analyzed. Eventually, some conclusions relate to the research questions is drawn: the implementation of participation point system, the problems encountered by the teacher and the students and student's response toward the implementation of participation point system, Furthermore, the recommendation for further research would be drawn in the last chapter.