

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses some aspects of research methodology. It presents research design, sample, data collection and data analysis. It also describes the establishing reliability and validity of this study.

#### **3.1 Design of the Study**

The research methodology used in this study was a case study. Merriam (1988) defined that a case study is an intensive, holistic description and analysis of a phenomenon, an institution, a person, a process, or a social unit. In addition, Tellis (1997) stated that a case study as a research method is common in social science. It is based on an in-depth investigation of a single individual, group, or event. Therefore, a case study was considered suitable in this study because it is solely focused on in-depth investigation of students' participation quality and its influential factors. This study was focused on a group of students in a class of grade XI in one of the private vocational schools in Bandung.

In this present study, there were quantitative and qualitative data; however, this study was dominated by a qualitative approach, that is hypotheses-generating, rather than hypotheses-testing. This study was to discover the quality of the students' classroom participation and its influencing factors and to related them to the existing theories rather than to test any theory.

### **3.2 Site and Participants**

The research site and people in this study were purposively selected. Since the most appropriate sampling strategy for a case study which is dominated by the qualitative approach is purposive sampling. This is in line with Chein (1981) in Meriam (1988). Sugiyono (2010) added that the samples were taken by using purposive sampling which is chosen with consideration for a specific purpose.

Research site in this present study was a private vocational school in Bandung. This school was chosen because the researcher obtained quite wide access into this school compared to other schools. A class of eleventh graders, consisting of 25 students, was chosen. The students were required to get involved in four observed meetings of English lesson. The meetings took place on February 18, February 21, February 25, and March 4 2011. The selected sample is aimed to maximize information, not to facilitate generalization (Lincoln and Guba, 1985, as cited in Sugiyono, 2010).

### **3.3 Data Collection**

To describe the quality of the students' classroom participation and the influencing factors, some techniques used as follows.

#### **3.3.1 Observation**

To obtain the data about quality of the students' classroom participation, the observation was chosen. Nasution (1988) in Sugiyono (2010) revealed that with

observation the researcher will be able to understand the context of the data in the overall social situation; hence it will be able to obtain a holistic or comprehensive view.

In addition, as Burns (1999) stated that videotaping provides data of the classroom interaction in verbal behavior and non-verbal behavior, the observation was video-recorded. It was video-recorded using a video-camera in order to get well-documented data of many details that happened during English teaching-learning process in eleventh grade class. Each observation lasted for 80 minutes. In the observation, the data were gathered by conducting a passive classroom observation. According to Sugiyono (2010), a passive classroom observation means that “the researcher is present at the scene of action but does not interact or participate”. The transcripts of observation are attached in appendix 1.

### **3.3.2 Questionnaire**

This present study used questionnaire to obtain the data of the influencing factors. Sugiyono (2010) stated that “questionnaire is an efficient data collection technique when researchers know for certain variables to be measured”. In this study, the questionnaire was designed based on Mustapha’s framework (2010) to measure the variables. It was used to obtain data about influencing factors of students’ classroom participation.

The questionnaire was close and open-ended questions. There were 16 questions in the questionnaire. Five processes were conducted dealing with the

questionnaire. After the questionnaire had been designed, it was first tried out to 20 students out of respondents. Next, some revisions were made. Then, it was distributed to the 25 respondents. Finally, the questionnaire was analyzed. The questionnaire sheets are attached in appendix 3.

### **3.3.3 Interview**

This study was aimed at gaining deep understanding about students' classroom participation quality and its influencing factors; therefore interview was suitable in this study. Stainback (1988) in Sugiyono (2010) revealed that interview provides the researcher a means to gain a deeper understanding of how the participants interpret a situation or phenomenon that can be gained through observation alone.

Sugiyono (2010) suggested two types of interview, structured and unstructured. In fact, structured interview was used in this study as it was considered to be beneficial. That was because structured interview is used as data collection techniques, when researchers have known exactly about what information will be obtained (Sugiyono, 2010). Therefore, the questions have been prepared before doing the interview to gain the data about students' classroom participation quality and the influencing factors which were asked to the English teacher in the school. There were 20 questions was designed for interview. They have been tried out to other English teacher out of respondents. The interview schedule can be seen in appendix 4.

### 3.4 Data Analysis

To analyze the data, discourse analysis (DA) is believed to be suitable for analyzing classroom discourse since the lesson transcripts could be analyzed systematically through its system of analysis. The process of analyzing data included transcribing the recordings of video, coding and analyzing the data, interpreting the data, and finishing the analyses. The data obtained from video-recording were transcribed in order to display the language used in the classroom. Similarly, Allwright (1988) suggested using transcripts and audio taped or videotaped as database for discourse analysis.

After transcribing all the activities in the classroom, the transcripts were coded using some labels as shown in Chapter II. Steps of this study procedure were as follows: (1) segmenting the transcripts based on each exchange; (2) labeling each move based on classroom discourse analysis framework; (3) coding and analyzing of students' linguistic elements. The linguistic elements which analyzed in this study were syllables, words, phrases, clauses, or sentences; (4) coding and analyzing of students' learning behavior. The learning behaviors which analyzed in this study were cognitive, affective, and psychomotor behavior. According to Suherdi (2008), there are two elements that have to be referred in measuring students' classroom participation quality, the students' linguistic quality and the students' learning behaviors during the teaching and learning process. The two elements that represent the students' classroom participation quality are depicted through the six columns as shown in **Table 3.1**.

Exc.	Mv	LE	LB	Speaker	Utterances
32	dk1			T:	Do you still remember how to express opinion?
	k2	Word	C1	Ss:	Yes..
	clfy			T:	How?
	rclfy	Phrase	C1	S1:	I think
	cf			T:	To express... apa?
	rclfy	Word	C1	Ss:	Opinion
	k1			T:	Opinion.
	k1				I think....
	a1:nv				(writing 'I think' in the whiteboard)

**Table 3.1** The Example of The Using Modified Version of the framework analysis developed by Suherdi

The six columns are number of exchange (Exc.), the move categories (Mv), the forms of linguistic elements (LE), the forms of learning behavior (LB), and the utterances of verbal and non-verbal data (Utterances). The analysis was focused on the students since the aimed of this study is to present the students' classroom quality in a class of grade XI in a private vocational school in Bandung. The coded transcriptions which had been analyzed of linguistic elements and learning behavior were then interpreted using Suherdi's (2008) framework. Suherdi's framework was described in chapter II.

After that, cross-check data was also conducted by considering both the questionnaires conducted to the students and interview conducted to the teacher. The questionnaires and interview result also was considered to gain the data of factors influence students' classroom participation quality. When the data from the questionnaires were completed, the data were analyzed quantitatively. The each

student's responses in questionnaires were scored 1. Then, total number in each question was summed. The following picture illustrates it:

Ps	(Number in questionnaire)									
	Questions									
	1		2a					2b		
	a	b	a	b	c	d	e	a	b	c
1	1			1		1				1
2										

Ps : Participants

**Figure 3.1** Data in Excel

The quantification of the findings was displayed into some tables, and then the phenomena were described from the tables. Alwasilah (2003) stated that display, i.e. table, flowchart, diagram, etc. enables the researcher to explain the interpretation. The data collections were triangulated one to another in order to obtain phenomena and presented them into deep discussion. The findings and discussion were put into conclusions and recommendations to illustrate the research as a whole. The tabulation of the questionnaires result can be seen in appendix 3.

### 3.5 Establishing Reliability and Validity

Validity issues are important in conducting a research. In qualitative research, findings or data is considered valid if there is no difference between the reported

researchers with what actually happened on the object (Sugiyono, 2010). Thus, to maintain validity in this study, some techniques are provided as follows.

### **3.5.1 Triangulation**

This study used triangulation technique. This technique refers to variation methods of data collecting (Alwasilah, 2003). In this study, some methods of data collecting such as classroom observation, interview, and questionnaire was used. The first method was used because the data are spoken discourse, which consist of many utterances. This method provided the needs of research in gaining data visually. The second method was utilized to confirm the first data whether there was same opinion in understanding the interaction between the researcher and the participants. And the last method was occupied to gain further information about participants' opinion toward the interactions occurred in the class, particularly to the objectives of research.

### **3.5.2 Member checking**

To prevent all misunderstandings, the respondents especially the teacher was asked to check the transcripts and the interpretation of data in order that validity of the research is able to achieve. Alwasilah (2003) proposed this technique in order to (1) prevent misunderstanding toward respondent' answer in interview; (2) prevent misunderstanding toward respondents' behavior during observation; and (3) confirm respondent's perspective toward what was happening.



### 3.5.3 Feedback

Feedback from others was needed in this research to prevent bias of research and identify the logical weaknesses of the research (Alwasilah, 2003). Alwasilah declared that in qualitative research, the more feedback from others, the more validity will be achieved. Therefore, the researcher asked feedback from her supervisor, experts of classroom discourse, and also some friends who interested in classroom discourse analysis.

