

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research of Method

The research methodology was the way of the researcher to get, collect, and gather the data for the research. Anne Lazaraton [from University of Minnesota] in Handbook of Research in Second Language Teaching and Learning explained that, "..., the research methods used to gather data are sufficiently understood and agreed upon."<sup>1</sup> Qualitative method was the methodology used in this research. "Qualitative research is a research methodology that attempting to control contextual factor, but rather seeking through a variety of methods, to understand things from the informens' point of view, creating a rich and in-depth picture of the phenomenon under investigation".<sup>2</sup> Qualitative research was also defined as a situated activity that locates the observer in the world, consisted of a set of interpretive, material practices that made the world visible. These practices transformed the world. It is served to the world into a series of representations, including field notes, interviews, conversation, photographs, recording, and memos to the self.<sup>3</sup> It shows that qualitative research cannot be limited. The researcher held an important part in presenting and serving data based on numerous carefulness. That is the reason why the researcher prefer to conduct the research in qualitative.

The researcher used case study for conducting this research. According to Nunan, it is most usefully as an intensive studies of a single unit or a small

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<sup>1</sup> Eli Hinkel, Handbook of Research in Second Language Teaching and Learning, 209.

<sup>2</sup> HosseinTavacoli, A Dictionary of Research Methodology and Statistic in Applied Linguistic. (Tehran: Rahnama Press, 2012), 515.

<sup>3</sup> Norman K. Denzin and Yvonna S. Lincoln, The Sage Handbook of Qualitative Research Third Edition (Thousand Oaks California: Sage Publications, 2005) , 3.

number of the cases<sup>4</sup>. Dawson R Hancock and Robert Algozzine stated that doing case study research means identifying a topic that lends itself to in-depth analysis in a natural context using multiple sources of information<sup>5</sup>. It is also described that in Introduction to Research in Education by Donald Ary et. al., case study has multidisciplinary roots (business, law, medicine), focuses on a single unit, produces an in-depth description, is anchored in real life, uses multiple data collection techniques, provides a rich and holistic description of context, issue, the time spent examining the “unit” is important<sup>6</sup>. This research focus on the interaction pattern in classroom, how do the elements interact each other. To sum up, data analysis techniques in qualitative research there is no sample such as in quantitative research. There are usually carried out to find out problem in depth from a research, it requires informers (respondents).

## **B. Place and Time of Research**

The researcher conducted the research started from Location of research is a place where research is done. The research was conducted at the second grade students at SMPN 1 Tirtayasa. The school is located at Sultan Agung Tirtayasa Street, Tirtayasa, Serang, Banten. The researcher was conducted the research started from 19<sup>th</sup> October 2020 up to March 2021. In conducting the actions, the researcher followed the English schedule of this school.

## **C. Participant of Research**

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<sup>4</sup> David Nunan, Research Method in Language Learning, (New York: Cambridge University Press, 1992), 81.

<sup>5</sup> Dawson R Hancock and Robert Algozzine, Doing Case Study Research: A Practical Guide for Beginning Researches, (New York: Columbia University, 2006), 15-16.

<sup>6</sup> Donald Ary, Lucy Cheser Jacobs and Christine K. Sorensen, Introduction to Research in Education, 452.

As the researcher was planned to investigate this research, so the participant of the research was the second grade students of SMPN 1 Tirtayasa. There were eight classes as the population and each class consisted of 23-27 students. In related to this research, the subject of the research not only comprised of students, but also a teacher. In this case, the researcher choosing class VIII G as the respondents consist 24 students, including 13 females and 11 males. The reason for choosing this class was because the classroom management is not neatly organized especially in seating arrangement among the other classes and also the students in this class always have passive interaction in learning process especially in EFL class. It was appropriate to the focus of this research analysis, seating arrangement for improving interaction in EFL classroom.

#### **D. Instruments**

In this research the instrument used are the following:

##### 1. Observation

The observation is done during the actions of the English teachers in teaching the English lesson in the classroom. Note was written based on the activity and situation to the observation checklist. This research used observation sheet as an observation instrument that contains the list of activity which may appear in the language classroom (see appendix I). The observation checklist was in the form of (Yes/No).

##### 2. Questionnaire

The next instrument of the research was questionnaire. Creswell states that questionnaires are forms used in a survey design that participants in a study complete and return to the researcher. Participants mark answers to questions and supply basic,

personal, or demographic information about themselves.<sup>7</sup> A questionnaire is suitable used on a research with large sample. In this research the purpose of the questionnaire was to find out the students' opinion about the teaching – learning process and teachers' performance in the classroom. The researcher asked the 24 students in the second class of SMPN 1 Tirtayasa to fill up the questionnaire.

### 3. Interview

This interview guide was created in this research in order to help and guide in conducting interview section. There are three common types of interview in qualitative research include: Structured interview, semi-structured and unstructured interview<sup>8</sup>. Structured interview is fully controlled by the interviewer<sup>9</sup>. The interviewer is the main controller in what is being looking for from the interviewee within having a set of guidelines which must be clearly observed by the researcher. While Semi-structured is similar to structured interview which an outline of topic and question are prepared by the researcher but it is within no rigid adherence, the atmosphere is depend on the response of the interviewee to the question laid across by the researcher<sup>10</sup>. The last is unstructured interview is controlled conversation that bend toward the interest of the researcher<sup>11</sup>.

Based on the description above, this study used semi structured interview. This study prepared some question related to the topic and then the followed up questions were depended on the interviewee responded. In making the question sheet of interview guide, this study referred of the foremost point inside the

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<sup>7</sup> J.W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th edition). (Boston: Pearson Education, Inc. 2012), 382.

<sup>8</sup> Edward and Holland, 2013; Stuckey, 2013; Gill et al., 2008 cited in Essa Adhabi & Christina, *Literature Review for the Types of Interview in Qualitative Research*. International Journal Of Education. Vo. 9, No. 3. 2017.

<sup>9</sup> Edward, "Literature Review for the Types of Interview in Qualitative Research".

<sup>10</sup> Edward, "Literature Review for the Types of Interview in Qualitative Research".

<sup>11</sup> Edward, "Literature Review for the Types of Interview in Qualitative Research".

classification of teaching strategy and challenges in implementing seating arrangement in the classroom that have been described above. This study held the interview to the 2 English teachers in SMPN 1 Tirtayasa. It is also to answer the second research question.

#### **E. Data Collection**

This research used the data collection technique to make the process of collecting the data more clearly. The data collection aims to gain the data which are relevant and needed to accomplish the research. To support the data for answering the first research question, the researcher used observation checklist. Observation checklist is in which the researcher takes field notes on the behavior and activities of the individuals at the research location. In this case, the researcher observed the whole process of teaching and learning English. Therefore, the second research question was searching how is the seating arrangements can improving interaction in EFL Classroom. In this case, the data was obtained through questionnaire and interview. To gain the data, the researcher asked the information to the two English teacher regarding to the problems they faced during the used of seating arrangement in facilitating classroom interaction. There were 2 different English teachers who were observed and interviewed in this study.

#### **F. Data Analyzing**

In data analysis technique, this research used descriptive analysis. It means that the data as analyzed and described narratively. After collecting the data from the instrument, then data will be analyzed. Creswell said that there some steps in analyzing the data which collected from observation and interview.<sup>12</sup>

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<sup>12</sup> Jhon W. Creswell. Research Design. Third Edition. Sage Publication. (United Kingdom. 2009). p. 184

### 1. Organizing and Preparing Data for Analysis.

In this step involves transcribing interview and typing up field notes and or sorting and arranging the data into different types depending on the sources of information. In this step, data from classroom observation were rearranged the data based on the research problem while the record of the interview was transcribed into summary. After collecting the data through observation, questionnaire, and interview, the result from the instruments were transcribing and then typing up the result depending of the sources.

### 2. Data Reduction.

This step is to obtain general sense of the information from the data which has been organizing. After generalizing the data from the source, the data was selected regarding to the relevant information and discarded the irrelevant information. Then the data were concluded into general information about seating arrangement and classroom interaction.

### 3. Coding Process.

In this step the data was into the aspect concept of each seating arrangement that used and also the problems happened in it. The result of classroom observation and questionnaire was coded based on the topic and the idea of the research, while the result of interview was code from general to the specific of the topic and or idea. And then the result of the findings is represented in the form of qualitative narrative. The result of the finding collected from questionnaire, interview, and classroom observation. The last step is making interpretation or meaning of the result of the finding. The result of the study will confirm past information or diverge from it. In this step, the result of the findings were compared or against to the related theory that the study used in the theoretical framework as the final result.

