

CHAPTER III

METHODOLOGY

This chapter presents the research paradigm and approach utilized in the conduct of this study by discussing the methodology and the context in which the study took place. This chapter begins with a discussion of research design, elaboration of the teacher education setting as well as the teaching field setting, justification for the participants' selection, restatement of the research questions, and discussion of data collection methods, and elaboration of data analysis relative to the instruments used. This chapter ends with the trustworthiness issue.

3.1 Research Design

This research employs a qualitative method which focuses on the responses that will be given by the students toward pairwork activity. A qualitative research is a study about how individuals make meaning of their social world. This means that to understand phenomenon about what is experienced by research subjects such as behavior, perception, motivation, action and so on (Hesse-Biber, 2010). This research describes or understands phenomenon and answering question about students' responses toward pairwork activity used by the lecturer in speaking class.

3.2 Setting and Context

This research is conducted at two classes of speaking class (class A and class B) of the English Department in one of higher education in Kendari for three weeks during the second semester of the academic year of 2019/2020. As have been said by the speaking class students that their lecturer has been using the pair work activity for almost every meeting.

The researcher has done a pre-observation on 18, October 2019. It showed that the teacher were teaching about the students' daily activity in the classroom.

At the beginning the teacher started the class by greeting, he said "good morning and how is it going everyone?", the whole class along with smiling. The teacher then gave a small activity to the students by asking them to write about any topic with the friends next to them, but before that, the teacher provided examples.

The next, lecturer allowed students to mix in Bahasa if they do not know what to say the word in English. When the students were writing, the lecturer walked around while checked the students were working. Students' were enthusiastic, active, and enjoy when the lecturer paired them. After the students finished the task, the lecturer asked them to share their ideas with their friends. The lecturer encourage the students by saying Come on!. Then students started talking.

After that, the lecturer again gave comments to the students works. When the activity has done, the lecturer then ask students to recall previous task about daily activity. But before that, the teacher shows a video from Youtube. Then the

teacher asked the students to talk about the daily activity (slow and cooperate), the teacher encourage the students to talk even wrong (started by left side to right side) at the working time, the lecturer walked around while watching the students were talking to each other. Those students were talking actively when the lecturer pleased them to work in pairs, although when talking time they caused much noise in the class and some of them did not talk seriously. All students were talking actively, after that the lecturer stepped and appreciated the students by saying “You guys are wonderful”.

However, because the students not showed great expression in talking time, the lecturer again asked the students to repeat by improving their talking expression (starting from the right side), after that the lecturer stopped the students’ talking and appreciated them by saing “100% good”. After that the teacher closed the class by showing a video from Youtube and asked the students to always practice talking.

3.3 Participants of the Study

The participants of this research are the second semester English Department students in one of higer education in Kendari. There are 21 total of the students who participated in this study (5 male students and 16 female students). The reason for choosing these students since they have freshly experienced on pair work activity in the first semester and according to the course schedule of the their second semester, they face the same lecturer as in the previous semester. Therefore, purposive sampling is used in this research, based

on the criteria that the participants have reported that they have been involved with pair work activity in their speaking class, for almost every meeting during the first semester.

3.4 Data Collection

The researcher collects the data through questionnaire sheets. It is used in order to gain the response from the students toward pair work work activity in the speaking class.

3.4.1. Questionnaire

In this research, the researcher uses a questionnaire to identify the data to know how students' response toward pair work activity that is used in speaking class to obtain information that can be relevant for this research. The researcher uses the questionnaire to get specific data that could not be done by interviewing all the students and to avoid bias.

The data collection tool that is used in this study is a twenty-item questionnaire with a 5-Likert scale (adapted from Nini, 2019) there are understanding on the context of Macromedia Flash, the clarity of learning instructions and information, the suitability of the display Macromedia Flash, Motivation, Interest, curiosity, ask questions, and respond to questions. Therefore, The questionnaire had designed to know the Students' responses towards pair work activity, which consist of seven indicators, they are understanding, clarity, Motivation, Interest, curiosity, ask questions, and respond to questions. In

addition, there are five categories in the questionnaire they are strongly Agree which is scored as (1), agree with score (2), Neutral is scored (3), Disagree with (4) and then Strongly Disagree (5).

In collecting the first data, the researcher converts the questionnaire into Google form and distribute questionnaire via online (by share the link to the whole participants on Whatsapp) as more efficient way in this pandemic (COVID-19). Then, the students fill the questionnaire at their home while the researcher gives them time to answer the Google form in a week.

3.5 Instrumentation

In this study, there is an instrument used in gathering data. It is a form of questionnaire.

3.5.1 Questionnaire

A questionnaire is a series of questions asked to individuals to gain useful information from the respondents about a given topic. When it properly constructed and responsibly administered, questionnaires become a vital instrument by which statements can be made about specific groups or people or the entire populations. Moreover, questionnaire is considered as a valuable method of collecting a wide range of information can be obtained from a large number of individuals, often referred to as respondents. A questionnaire is an instrument of a study that is used to gather information through the respondents' written responses to a list of questions (Ary, Jacobs & Sorensen, 2010). In this

research, the researcher designed a questionnaire (adapted from Nini, 2019) to students of the English Department in the second semester academic year 2019/2020. The researcher decided to use questionnaire because it is easier to administer (especially when done online), it allows participants more time to formulate responses, and it does not need to be transcribed (Friedman, 2012)

The questionnaire contains 21 items questions in a likert scale form, it includes a list of predetermined answers which respondents can choose. In giving their response, the respondents indicate their opinion by clicking or putting a mark on that position on the scale which most represents what they feel.

Table 3.1. The Questionnaire Blueprint of students' response toward pair work activity in speaking class.

| Variable | Dimension | Indicators | Number of Items | |
|-----------|-----------|---------------------------------|--------------------|--------------------|
| | | | Positif statements | Negatif statements |
| Responses | Cognitive | Understanding toward Pair Work | 1, 2, 3, 9 | 4, 6, 8 |
| | | Clarity of learning instruction | 5 | 7 |
| | Affective | Motivation | 10,12 | 11 |
| | | Interest | 13 | 14, 15 |
| | | Curiosity | 16 | 17 |
| | Conative | Asking | 18 | 20 |
| | | Respond to question | 19 | 21 |

To answer the first research question about what are the students' responses toward the use of pair-work activity, the researcher design liker scale questions items to be distributed to the students of English Education Department

at the second semester students. Respondents are asked to respond to each statement in terms of their degree of agreement or disagreement.

3.7 Data Analysis

As have discussed above, this research used a descriptive qualitative method. In so doing, the data in this research is analyzed qualitatively, which explaining, describing and interpreting the result of this research through words and sentences as the answer to research questions. So it can be understood and described for readers. (Flick, 2014) describes the process of analyzing the data as the classification and interpretation of linguistic or visual material to make statements about implicit and explicit dimensions and structures of meaning-making in the material and what is represented in it.

3.7.1 Questionnaire

After collecting the data from the questionnaire, the researcher analyzed and interpreted the data of the questionnaires that have fulfilled by the respondents. It uses steps proposed by (Miles & Huberman, 2014) which are collecting all the data of the questionnaires which have fulfilled by the participants/respondents, and then analyzing the data by data reduction, Data display, and conclusions. The steps in analyzing the data can be seen below (Miles & Huberman, 2014)

3.7.1.1 Data Reduction

The data reduction in this study means summarizing, choosing, focusing on important informations that have collected by the questionnaire and eliminating unnecessary information. Reduction is done on the students' response questionnaire result. The steps of analyzing the data as follows:

- a. Creating scores for each answer option by applying Likert scale (Windiyani, 2012)

Table 3.2. Table score

| Students respond category | Score of each items | |
|---------------------------|---------------------|----------|
| | Positive | Negative |
| Strongly disagree | 1 | 5 |
| Disagree | 2 | 4 |
| Neutral | 3 | 3 |
| Agree | 4 | 2 |
| Strongly agree | 5 | 1 |

- b. Calculating the frequency of the respondents who choose strongly disagree, disagree, neutral, agree, and strongly agree on each positive and negative items.
- c. Calculating the total score of each items and the percentage. The researcher used the following formula based on Lijana, Panjaitan, and Wahyuni (2018), to calculate the results:

$$\% \text{ SRV} = \frac{\sum_{i=1}^n \text{SRV}}{\text{NRSMaximum}} \times 100\%$$

Information:

% SRV = the percentage of student reponse value

$\sum_{i=1}^n \text{SRV}$ = total score of student response on each item questions

SRV Maximum = $n \times$ best score option ($n \times 5$, n is the total of the repondent)

- d. Interpreting the percentage of student response on each item questions by categorizing (Nini, 2019), as follows:

Tabel 3.3. The Percentage Category of Students' Responses

| % Student Response Value (SRV) | Category |
|---------------------------------------|-----------------|
| $80 \geq \%SRV > 100$ | Very High |
| $60 \geq \%SRV > 80$ | High |
| $40 \geq \%SRV > 60$ | Low |
| $20 \geq \%SRV > 40$ | Very low |

3.7.1.2 Data Display

After the data reduction, the next step is to display the data. The result of students' response data from the questionnaire, better presentations are one of the main ways for valid analysis including: various types of paragraph, matrices, graphs, networks and charts. (Miles & Huberman, 2014)

3.7.1.3 Conclusion

Lastly, is to conclude the result of the data. A conclusion in a quailitative research are meanings that emerge from other data that must be tested for their authenticity, robustness and suitability, that is their validity. (Miles & Huberman, 2014)