

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents design of the study, settings, researches question, technique of data collection, and followed by technique of data analysis.

A. Research Design

This study used a qualitative method. It was defines qualitative research as a type of research that saw to dig up information in depth and is open to all responses in teaching media.¹⁰² This research tried to asked people to express their reflection in use of teaching media. Qualitative research aims to explain the phenomenon profusely through deep data collection. Research this prioritizes the size of the population. If the data collected is deep and could explain the phenomenon under study, it is not necessary to look for other sampling. Thus, researcher chooses research instruments they were reflection and documentation that plunge directly in the field. Therefore, qualitative research is subjective and the results were more casuistic. This qualitative study used to describe phenomenon about students' response which focus on use of the teaching media in English class.

¹⁰² Lexy. J. Moleong, "Metode Penelitian Qualitativ", PT Remaja Rosdakarya, Bandung, 2011, p. 6.

B. Setting and Context

This study was conducted at SMKN 1 Kendari for 6 weeks. It started at the first semester of academic year of 2018/2019. The research team had been allowed to teach in one class. When the teacher taught in classroom, the students did not attention to the material. Some of them, they just play with their smartphone and some of them talking with their friends. However, when the pre-service teacher taught in classroom the use of teaching media, the situation in classroom become interesting and the students gave more attention in learning.

C. Participant

The participants in this study are students of the class XI Akuntansi A5 at SMKN 1 Kendari. It was consisted of 34 students including 9 males and 25 females. All students are 15 to 16 years old. The researcher chose the student by purposive sampling because the researcher did the preliminary study since did PPL at X MIPA E. Besides, this class is chosen because students have variety responses in teaching media. There are some students like various media in learning.

D. Data Collection

This sheet uses two instruments in collecting data that are observation and students' reflection.

1. Documentation

Documentation are carried out in the classroom by looking directly at the teaching taking place in the classroom. This documentation is done as long as the

researcher conducts the teaching in the classroom until it is finished. Observations carried out continuously as many as 6 meetings by looking at and videos things related to the media. Documentation those multiple types of data are the varied nature of qualitative data which can help the writer to establish the complexity of the phenomenon.¹⁰³

Researchers chose this instrument since documentation can help researchers in analyzing and observing class atmosphere and can see directly the students' sparkling on the media used by the teacher in the classroom. This instruments just a support to the study in explanation of the result. This documentation is done on every Monday day from 7.15-10.00 WITA. The reminder is conducted in class by noting important things related to the researcher's topic. The documention schedule steered the tracks for data collection in link for writing out notes and keywords which were later logged in the reflective journals.

2. Students' Reflection

Reflective practice is increasingly used across disciplines that involve personal and behavioral change, such as education, nursing, psychology, and social work. In business disciplines, reflective practice is only used in the field of management.¹⁰⁴ The reflective practice helps students' link knowledge with practice and develops a sense of ethical management. Reflections on this study

¹⁰³ Tanti Sukmahidayanti, "The Utilization of Instructional Media in Teaching English to Young Learners", *Journal of English and Education*, Vol. 3(2), 2015, p. 94.

¹⁰⁴ Ichii, R & Ono, A, "Business students' reflection on reflective writing assessments", In D. Wache and D. Houston (Eds.), *Research and Development in Higher Education: (Re)Valuing Higher Education*, Vol. 41(4), 2018), p. 103.

were carried out in the classroom at the end of the study which was given about 15 minutes. Reflection as a critical component of service learning is used the experience in learning. In the journal reflective, the students used the critical reflection in answer the question reflection. Reflective journal writing offers students the opportunity to communicate with their instructors with confidence and motivation because there is no anxiety associated with judgment or assessment.¹⁰⁵

The reflection was in the form of questions related to the research topic. Reflection was given directly to students to be answered outside the class. Provisions of reflection to students were shared 3 times, the first reflection was reflection that is not related to the topic of researchers and reflections 2 and 3 are reflections related to the topic. A reflection related to learning was done by students in class. In reflection, students answered media questions that leading to students' responses to the media used in class.

E. Data Analysis

Analysis of data is done by looking at the data that has been collected and coding. Data analysis is doing in writing and answering questions that have been provided by the teacher. Data collection is done by sorting out answers that are appropriate to the needs of the researcher. In analyzing the data, it used steps proposed by Creswell which are: (1) collecting data, (2) preparing data for analysis,

¹⁰⁵ Park, C, "Engaging students in the learning process: The learning journal", *Journal of Geography in Higher Education*, Vol. 27(2), 2003, p. 183–199.

(3) reading through the data, (4) coding the data, (5) and coding the text for themes and description to be used in the research paper.¹⁰⁶

When the editing was completed, a conclusion presented systematically. Coding did not constitute the totality of data analysis; however it is a method to organize the data to underlying messages portrayed by the data may become clearer to the researcher. The kind of coding data is use the coding the text for themes and description to be use in the research paper. Coding is an interpretive activity and therefore it is possible that two researchers will attribute two different codes to the same data.¹⁰⁷

Strauss and Corbin suggest three stages to the process: (1). Open coding, (2). Axial coding, (3). Selective coding. Coding data was done when students' reflections had been collected on the teacher. Students' reflection is made in the form of data and decoded according to questions about the media. It was as the pivotal link between data collection and explaining the meaning of the data.an emergent coding technique drawn from grounded theory methodology.¹⁰⁸ Coding approaches were selected as prototypical extremes, where one attempts to identify the meaning within a text without any preconceptions and the other uses a purposefully developed framework as a means to draw out meaning. Open coding was identified as a method of generating a participant-generated 'theory' from the data and template coding was identified as a tool for framing data into a coherent

¹⁰⁶Tanti Sukmahidayanti, "The Utilization of Instructional Media in Teaching English to Young Learners", *Journal of English and Education*, Vol. 3(2), 2015, p. 95.

¹⁰⁷Charmaz, K, *Constructing grounded theory: A practical guide through qualitative analysis*, (Sage, Thousand Oaks, 2006), p. 46.

¹⁰⁸Erik Blair, "A reflexive exploration of two qualitative data coding techniques", *Journal of Methods and Measurement in the Social Sciences*, Vol. 6(1), 2015, p. 17-18.

construct through the application of an established 'language'. in coding data applied coding to the transcript of focus in students' reflection.¹⁰⁹



¹⁰⁹*Ibid.*, p. 18