CHAPTER III

METHODOLOGY

This chapter presents specific information in relating how this study will be conducted. It entails research design, settings and context, participants, data collection, observation, reflective journal students and data analysis.

A. Research Design

This research will employ the qualitative method because the main objective of this research is to know clearly students' perception towards media use in English instructional context. Based on the qualitative researh, on the analysis of qualitative data, it can be understood that this method focuses on data analysis and data collection. There are procedures that must be passed by researchers such as focusing on reflections of students who are coded. This is an important part in analyzing data where researchers are expected to be able to interpret data.[28]

B. Settings and context

This study was conducted at SMKN 1 Kendari. It started at the first semester of academic year 2018/2019. In this class there are thirty-one students, the male are five and the female are twenty-six. The choosen class is based on teacher demand because it is one of favorite class in SMKN 1 Kendari. So that, the researcher can do the research comfortably. There were 8 meetings in this classs with four topics. Before the pre-server teacher come, they inclined learned

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[28] Theron, *Coding and data analysis during qualitative empirical research in practical theology* 2015.

English based on the book. The material explained on the whiteboard and they asked to do the exercise on the book or translate the text. It was rarely using the media to support their learning, the result most of the students argue that English is a difficult subject. Besides, the English class only once a week, so the students could not get many knowledge in a meeting if the atmosphere in class designed like that.

C. Participants

This study was conducted in SMKN Kendari. There are thirty-one students, the male are five and the female are twenty-six. Participant chosen by purposive sampling because many researchers used this method. Then, after collecting the data it will be analyze by coding. It will be the important part in analyzing data where researchers are expected to be able to interpret data.[29]

D. Data Collection

In this part, the data was conducted by two tools such as observation and students' reflection.

1. Observation

Observation is done by observing students in class while teaching them the first material. Observations were made during 8 meetings in January to March. The main point that became the focus of the researcher was students' perceptions of the use of media in the classroom. Observation is used in social sciences as a method for collecting data about people, processes and behavior.[30]

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[29] Theron, *Coding and data analysis during qualitative empirical research in practical theology* 2015.

[30] Cohen, Manion, & Morrison, *Research method in Education*, New York: Routledge, 2011.

From this instrument, the researcher can analyze students' interest in the varied media each week. This research was conducted once a week on Thursday at 10.00-12.00 WITA. In addition, observations are made by recording important parts of the learning process such as student activities, use of learning media, use of games, giving questions and practice in front of the class.

2. Learning Journal Reflection

Reflection is a meta-cognitive process where we look back at things that one did, experience or learn, think deeply about it and use the knowledge or information that one get from it in the future. Reflective can be found in various aspects that involve personal and behavioral changes, such as education, nursing, psychology, and social work. In this section, the reflective were done in the classroom at the end of learning process which was given 10 minutes.

Reflection related about students has done in learning process in the classroom. In reflection, students answer the question of media which leads to students' perception to the media used in classroom.[31]

Reflection is a pedagogically and theoretically contentious concept in Higher Education. It incorporates multiple approaches that are open to interpretation and quite context specific. That said one thing most will agree upon is that it is a necessary part of quality practices in Higher Education which should happen at multiple points in the learning and teaching cycle (developing outcomes, constructing Unit of Study outlines, choosing learning and teaching methods, assessment, and evaluation). In this very brief introduction we have

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[31] Park, "Engaging Students in The Learning Process": The Learning Journal. p. 183-199, 2003.

drawn out some starting concepts and ideas for your benefit, as well as a list of useful references.

In simple terms reflection is a form of conscious response (some say a processing phase) to a situation or event, and the experiences within that situation or event. In our case this involves, but is not limited to, a learning and teaching situation/event, and can include all manner of formal and informal occasions that are often quite complex (for example: lectures, field trips, laboratories, practicum placement, tutorial, participation in an assessment task, group work, unplanned occurrences, responses to student or staff comments, world events, personal or internal feelings).

For the teacher and students' perception will include what they think, feel, do and conclude both at the time and/or after the experience. In this respect reflection is an active and aware process that can occur anytime and anywhere. It functions to help us, or our students, to re-capture, re-live, make sense of, think about, contextualize, and evaluate an experience in order to make decisions and choices about what we have experienced, how we have experienced, and what we will or won't do next.

3. Critical Reflection

Some use the terms reflection and critical reflection interchangeably. Those, for example, writing in the tradition of advocate a kind of *critical* reflection which is more cognizant of the various socio-cultural factors and subjectivities which impinge upon teachers and students.

The practice of reflection as viewed as ideologically transformative. Suggests that teaching is not an innocent practice and further that becoming aware

of our own assumptions about what we do and how we do it is both a puzzling and contradictory process. He further states that reflection becomes critical when its purpose shifts to firstly understanding "how considerations of power undergird, frame, and distort educational processes and interactions", and secondly, to near thing and questioning "the assumptions and practices that seem to make our teaching lives easier but actually work against our own best long-term interests". For example: assumptions about our work, our life, university life, students, learning and teaching, working in groups, society, knowledge, discourse, and power.[32]

4. Becoming A Critically Reflective Teacher

Whilst understandings and practice of reflection may show some commonality across arrange of disciplines and contexts, the addition of the qualifier *critical* to *reflection* often signifies a deeper consideration and focus upon:

- Recognizing and appreciating difference and diversity from a number of angles. (For example race, ethnicity, gender, class, culture, religion, disability, age) and how these factors impact on learning and teaching.

- Challenging and dealing with the taken for granted assumptions about teaching, learning, learners and the learning environment.

- Identifying and negotiating how power operates in an always contested learning and teaching context.

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[32] Brookfield, *Becoming a critically reflective teacher*. San-Fransisco: Jossey-Bass, 1995.

- Nurturing, facilitating and enabling a learning and teaching environment which challenges students to think critically and morally about a variety of issues.

- Initiating socially engaged lifelong and transformative learning.

5. Facilitating Student Reflection in Group Work

Some people are better reflectors than others and neither staff nor students possess innate skills to reflect. Many people when asked to reflect will simply describe what has happened, others will delve deeply into their own feelings and responses to given contexts thus engaging in more critical forms of reflection. There are also issues related to language ability, gender, ethnicity, and socio-economic status which may enhance or limit a person reflective ability, desire or confidence to reflect.

Although we would like to assume that all staff and students can or do reflect *critically*, *regularly*, and *effectively* upon their learning and teaching contexts their ability to do so will vary greatly. We should not expect all students to be able to reflect when asked to doit, nor will they all be able to do it in the ways that we would like them to. Many will enter with limited skills and abilities and will require guidance to become a good reflector, just as some of us may require additional guidance on reflective practices.

Teaching students *how* to reflect is consistently neglected in theoretical literature on reflection because it assumes that we all know how to reflect. Below we offer many resources and additional readings in order to further develop reflection skills, as well as some ideas for helping students to reflect, and a list of

learning, teaching and assessment methods commonly used to facilitate student reflection.

6. Tips on starting to reflect

If you desire to either more effectively or consciously reflect upon your own teaching practices and context swish to provide learning and teaching and/or assessment opportunities that require students to reflect upon their own learning or professional experiences and contexts, then you should:

- Consider your own ideas, beliefs, and values about reflection, as well as your current level of reflective skills and abilities.

- Avoid assuming that everyone knows what reflection is or how to do it.

- Research, gather information, appreciate and understand the diverse definitions, purposes, practices, processes and desired outcomes of reflection in the learning and teaching contexts (for both teachers and learners, and others such as employers, peers, managers).

- Develop a clear picture of how reflection can enable you to continuously monitor and evaluate your teaching and your learning and teaching environment.

7. Critical Reflection: Learning and Teaching Practices/Methods

The literature on reflection is extensive with many authors defining, explaining, using and advocating a diverse range of constructivist approaches that appear to have the worthwhile intention of drawing theory into practice. There is an assumption within the literature that there are different levels of reflection and different learning and teaching practices that may develop deeper understanding. The table below highlights a variety of quite specific reflective strategies and

methods expressed in the literature. From their different disciplines and contexts, the authors of this work discuss the use of reflection either to engage their students in deeper learning or to cultivate their capacity as enabled, self-aware practitioners in their professions.

D. Data analysis

Analysis of data is done by looking at the data that has been collected and coding. Data analysis 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. The collected data will be coding using Microsoft Excel. When the editing is complete, a conclusion will be made that is presented systematically

. Coding is a way of indexing or categorizing the text in order to establish a framework of the mastic ideas about it.[33] Coding data is done when students' reflections have been collected on the teacher. Students' reflection is made in the form of data and decoded according to many questions about the media. Coding as the pivotal link between data collection and explaining the meaning of the data.[34] A *code* is a descriptive construct designed by the researcher to capture the primary content or essence of the data. Coding is an interpretive activity and therefore it is possible that two researchers will attribute two different codes to the same data.[35]

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[33] Gibbs, *Thematic Coding and categorizing analyzing Qualitative Data.* SAGE Publications Ltd, London, 2007.

[34] Charmaz, *Constructing grounded theory: A practical guide through qualitative analysis, Sage*, Thousand Oaks, 2006.

[35] Theron, *Coding and data analysis during qualitative empirical research in practical theology,* 2015.

An Important Part of Data Analysis

Coding does not constitute the totality of data analysis, but it is a method to organize the data so that underlying messages portrayed by the data may become clearer to the researcher. Coding as the pivotal link between data collection and explaining the meaning of the data. A *code* is a descriptive construct designed by the researcher to capture the primary content or essence of the data. Coding is an interpretive activity and therefore it is possible that two researchers will attribute two different codes to the same data. The context in which the research is done, the nature of the research and the personality and interest of the researcher will influence which codes the researcher attributes to the data. During the coding process, some codes may appear repeatedly and that may be an indication of emerging patterns. These emerging patterns or similarity among the codes may give rise to categories. Coding is not only labeling, but also linking, that is, linking data to an idea. It is a cyclic process. By incorporating more cycles into the coding process, richer meanings, categories, themes and concepts can be generated from the data[36].

Practical Aspects of Coding

Coding data is helpful to type the data on the left two-thirds of a page and to leave the right margin open for notes. Whenever the topic of the data seems to change, the researchers can start a new paragraph. In writing down the data, researchers need to decide whether they want to give a verbatim transcription of

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[36] Charmaz, K., 2006 Constructing grounded theory: *A practical guide through qualitative analysis*, Sage, Thousand Oaks.

the interviews for their specific study.[37] It is the opinion of Smith and Davies that it is not always necessary and that the essence (*gist*) of the interview is sometimes sufficient.[38] Whilst reading the data, the researcher can do some 'precoding' by circling, highlighting or underlining significant words or sentences.[39] However, the author urges researchers to start the coding process whilst they are collecting the data, keeping in mind that the codes may change during later cycles. suggests that researchers should keep their research questions and aims of their studies in mind.[40] The following questions may assist them in their coding decisions:

- What are people doing? What are they trying to accomplish?

- Exactly how are they doing it? What strategies are they using?

- How do they talk about, characterize and understand what is going on?

- What assumptions are they making?

- What is going on here? What do I, as researcher, learn from these notes? What strikes me?

These questions correspond with aspects, that may be coded, namely activities or behavior, events, strategies or tactics, present situations, meanings, participation, relationships or interactions, conditions or constraints, consequences, settings and the researcher's own reflections.

Useful coding methods for Practical Theology

One of the approaches in qualitative research, has six coding techniques in its coding canon. Researchers normally use these coding methods during two

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[37] Saldana, *The coding manual for qualitative researchers, 2nd edn., sage*, London, 2013.
[38] *Ibid.*
[39] *Ibid.*
[40] *Ibid.*

coding cycles. During the first cycle, the data is split into segments and *in vivo* coding, process coding and initial coding may be used. During the second cycle, researchers compare codes, note emerging patterns and reorganize the data into categories by using the focused, axial and theoretical coding techniques. More detail on each of the six coding techniques follow, but it is important to note that researchers can use these coding methods also in non-grounded theory studies.[41]

In Vivo Coding

This method of coding is useful for beginner qualitative researchers, as the exact word or phrase of the participant serves as a code. In order to distinguish *in vivo* codes, the researchers put them between inverted commas. The researchers look for words or phrases that seem to stand out, for example nouns with impact, action-orientated verbs, evocative word choices, clever phrases or metaphors. *In vivo* coding can be the only coding method used during the first cycle of data analysis, but it may be limiting. Sometimes the participant says something in the best way and other times the researchers do it better. The following phrases serve as examples of *in vivo* codes: 'freshman year awful', 'found stuff out', 'wasn't trying so hard' and 'friends got closer'.

Process (Action) Coding

A process code is a word or a phrase that captures action. It is done by using gerunds ('-ing' words) as part of the code. Process coding is useful to identify an on-going action as a response to situations, or an action to handle a problem, or to reach a goal. As a process code usually conveys movement and

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[41] Saldana, *The coding manual for qualitative researchers, 2nd edn., sage,* London, 2013.

shows how things have changed over time, it helps the researchers to give a dynamic account of events. It conveys a trail of the participant's process, for example: criticizing rumours; not caring what people think; finding out who your real friends.

Initial (Open) Coding

Initial coding refers to the process of breaking the qualitative data down into distinct parts and coding these by using *in vivo* coding, process coding, and other coding methods. The researchers then examine these parts closely and compare them for similarities and differences. During this process, the researchers may already become aware of emerging categories and code them. It is important to remember that these initial codes and categories are tentative and may change as the analysis process progresses. After initial coding, the researchers need time for reflection by means of the writing of analytical memos.

Focused Coding

After initial coding, the researchers embark on focused coding by identifying the most frequent or significant codes in order to develop the prominent categories (it is linked to axial coding). He warns that the researchers should be aware that these categories do not always have well-defined boundaries and that the codes in a specific category may have different degrees of belonging. The researchers organize the categories hierarchically in main categories and subcategories in order to understand the relationship between them.

Axial Coding

The goal of axial coding is the strategic reassembling of data that have been split during initial coding. In the process of crossing out synonyms and redundant codes, the dominant codes will become apparent. The *axis* of the axial coding is a category.

During axial coding, categories are related to subcategories and the properties and dimensions of a category are specified. Central categories describe the key properties of the phenomenon, causal categories capture the circumstances that form the structure of the studied phenomenon, strategies describe the actions or interactions of people in response to the phenomenon, and consequential categories represent the outcomes of the actions or interactions. Thus, through axial coding, there searchers will be able to answer *when*, *where*, *why*, *who*, *how* and *with what consequences* questions.

Theoretical (Selective) Coding

It is the process to select the theoretical code or core category that functions like an umbrella that covers all codes and categories. It relates to all categories and subcategories. It addresses the *how* and *why* questions to explain the phenomena. However, this is not necessary for every qualitative study. In Figure 2 another example of sheds light on this aspect of coding.

The researcher coding the data by using Microsoft Excel by grouping students' answers one by one in the table based on each question asked. There are five questions asked to students including students' perception to learning media, benefits of learning media, weaknesses of learning media, advantages of learning media and suggest / advice of learning media.

Based on the questions, it appears that students' answers vary greatly, so I group each student who has the same answer. Then, the researcher calculates what percentage is generated from each of these answers, so that what can be seen is the majority of students' answers. It can help teachers improve the quality of learning in the classroom.

Data analysis is a process of inspecting, cleansing, transforming and modeling data with the goal of discovering useful information, informing conclusions and supporting decision-making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names and is used in different business, science, and social science domains. In today's business world, data analysis plays a role in making decisions more scientific and helping businesses operate more effectively.

Qualitative analysis data is a word that describes valid information that can help a researcher answer his/her question(s). It can come from many different sources: Notes/observations, Interview tapes and transcripts Newspaper clippings, Personal journal, and Surveys/questionnaires.[42]

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[42] Theron, *Coding and data analysis during qualitative empirical research in practical theology,* 2015