

CHAPTER III

METHODOLOGY

This chapter presents methodology such as; research design of the study, settings, participants of the study, technique of data collection, and also followed by technique of data analysis.

3.1 Research Design

This study used qualitative research which focused on students' responses toward Pairwork Information Gap activity. This research tried to ask the students to describe which one is better in the learning activity; study through collaboration with friends or self-educating. This qualitative research used to describe phenomena about students' responses which focused on the use of Pairwork Information Gap activity as the teaching strategy in English class.

3.2 Settings and contexts

This study was conducted in XI MIA.1 at SMAN 11 Kendari for three weeks. It focused on the second semester of the academic year of 2019/2020. Mostly, the students did not pay attention to the material during the teaching and learning process. Some of the students felt afraid to ask a question because they were shy to speak in front of their teacher and their friends. Most of them just kept silent, they did not have the mettle to speak or say something to their teacher and their friend. The student was easier to get bored when the teacher explained or gave them tasks.

3.3 Participants of the Study

The participants in this research were students of class XI MIA.1 at SMAN 11 Kendari. It consisted of 18 students; 9 males and 9 females. Their ages were about 16 years old. The researcher opted for the students based on their knowledge to understand the instruction when studying English and their participated in the learning process during the research. Besides, this class was chosen because the students were not enthusiastic to study English. Some of the students did not participate in the class fully they went outside the class if the English lesson started.

3.4 Data Collection

To get the data about the students' respond toward PIG, the researcher used the following: observation, questionnaire, teaching and also reflective journal. In this study, the researcher used (1) video recording to observe the students' activities in the classroom; (2) questionnaire to know their first impression about PIG; (3) teaching in the classroom to support the process of collecting data; (4) the last was using a reflective journal to get more detail about their respond about PIG.

In the first data, the researcher aimed to know the students' comprehension of Pairwork Information Gap activity. First of all, the researcher asked permission to the English to teach the students in the class. In the first meeting, the researcher taught and gave the lesson to the students. As long as the researcher gave the

lesson, there was another researcher who helped to record the students' activities in the classroom during the learning process. The researcher observed the students' activity based on the video recorded. After that, the researcher used the questionnaire to know the students' agreement about Pairwork Information Gap activity in the classroom. The researcher gave the students questionnaire and ask the students to fill the questionnaire. After that, the students filled the questionnaire by following the given guideline. The questionnaire consists of ten questions. The example of a questionnaire sees appendix one.

Concerning the use of PIG in the class, the researcher usually started with an ice breaker which related to Pairwork Information Gap. In the teaching and learning process, the researcher does not test the students' ability this was because this research focused on knowing the students' respond toward PIG in the classroom. The last was the use of reflective journals. In the reflective journal, the researcher gave five questions and this was given three times every end of the class.

3.5 Instruments of Study

This study used four instruments; observation, questionnaire, teaching, and reflective journal to collect the data that can answer the question from the research question.

3.5.1 Observation

The researcher observed the classroom by looking at the students' activity while throughout the teaching and learning process. In observation, the researcher recorded the students' activity during the lesson. After that, the researcher took note of the students' activity in the classroom. The observation exhibited the first condition and situation from the students in the classroom when they were learning with their English teacher. The researcher did the observation from the first meeting until the third meeting. The researchers opted for this instrument because it can help the researcher to analyze and observe the class atmosphere and can see directly the students' respond about the use of Pairwork Information Gap by the teacher in the classroom.

3.5.2 Questionnaire

After doing observation the researcher used the questionnaire to figure out the students' respond toward Pairwork Information Gap. The questionnaire was adapted from Jondeya (2011). It analyzed the effectiveness of using the information gap. The questionnaire aimed to obtain students' impressions about the use of the information gap before the research proceeded. It used Yes and No answer to avoid neutral perception. There were ten questions that the students should answer. The questions related to the students' respond to Pairwork Information Gap in the classroom. The researcher provided the students with the guideline. This helped the researcher to know the first impression or the first judgment from the students about Pairwork Information Gap activity.

3.5.3 Teaching

Teaching was one of the instruments that the researcher used in this research. The use of teaching in this research was to teach the student and to know the students' agreement about Pairwork Information Gap. In the teaching process, the researcher taught the students three times. Some preparation that the researcher should prepare was teaching media like a puzzle, picture, flashcard, worksheet and also the topic of material. The teaching procedure was as follows: The syllabus and lesson plan. The researcher made a lesson plan into three meetings. The material that the researcher used was cause and effect material related to the syllabus. To begin the lesson the researcher used ice breakers to catch students' attention. After that, for the main activity, the researcher continued teaching the material used PIG method. Every activities in the teaching and learning process the students never did their activity alone because in PIG method the students have to do their task with their pairs. The use of PIG in every activity in the material helped the students more active and enthusiastic to learn English in the class.

3.5.4 Reflective Journal

The last instrument was a reflective journal. In the reflective journal, the researcher gave some questions to the students. The use of a reflective journal was to know the students' respond about Pairwork Information Gap. The guidelines of the reflective journal were adapted from (Jondeya, 2011). In this reflective

journal, the researcher wanted to exhume more detail about the students' respond about PIG.

There are three kinds of questions in reflective journal. This present study only focused on five questions in every meeting. The first meeting asked the following question; (1) did students like the method used by the teacher in the learning process?; (2) what was the student's first impression toward Pairwork Information Gap method?; (3) After the students got PIG method, did it relate to the students' perception of this method?; (4) did Pairwork Information Gap activities can help the teacher to organize the teaching process?; and (5) is PIG really useful to make the students learn English in the classroom easier?

The second meeting asked the following question; (1) how did the student feel when the teacher uses PIG activity in class in the first meeting?; (2) did the student feel like they dislike the use of PIG in the classroom?; (3) did the student think that Pairwork Information Gap can help them understand the lesson in the classroom easier?; (4) what were the weaknesses and the strengths of PIG method?; and (5) did the student like the use of PIG in the subsequent meeting?

The last meeting asked the following question; (1) how did they feel if they were paired with someone that they not expect?; (2) did PIG make the student feel Enthusiastic to learn English in the class?; (3) what should the teacher develop to help the students learn English easier?; (4) was there a difference in the students' life after the students were taught with PIG method?; and (5) what did the student feel if the teacher stopped using PIG in the classroom?

3.6 Data Analysis

In analyzed of the data (Doughty & Pica, 1986) observed many classroom repetitions for (a) initiating topics during structuring moves, (b) ensuring adherence to a topic or completion of a task when students' attention wanders, or (c) offering feedback to students regarding the appropriateness of student responses. This research used a similar way as what Pica and Doughty did

The first step was the researcher analyzed the observation by looking at the students' attention throughout the teaching and learning process. The second step was analyzing the questionnaire that had been done by the student. The researcher categorized how many students knew Pairwork Information Gap activity. After that, the researcher analyzed the classroom situation. Here the students had given some activities.

After that, the researcher analyzed whether or not the students have a positive response to the use of FIG in the classroom. The last was analyzing the students' reflective journals. For this, the researcher coded the answer from the students to highlight the students' answers from the reflective journal. After that, the researcher categorized the best answer that's related to the research wanted about the question.

The next step is the researcher calculated the students' answers used table and diagram to know the consideration of the students' responses in the use of FIG. After the data analyzed completely, a conclusion presented systematically. Coding did not constitute the totality of data analysis; however, it was used to organize and interpret the data to underlying messages to become clearer.

