

CHAPTER III

METHODOLOGY

This chapter presents the methodology of the study as follows: research design, settings, research questions, data collection, observation, reflective journal, interview and data analysis.

A. Research Design

The study used descriptive qualitative which is a method that does not test the hypothesis but only describes the information as it is in accordance with the variables under study.⁴⁶

This qualitative study used to describe phenomenon about students response which focus on cooperative learning. Besides, this study includes research with a qualitative approach in which the data is stated as natural, not changed in the form of symbols or numbers in order to find the truth behind objective and sufficient data.

B. Settings and Context

This study was conducted at SMAN 1 Kendari for 4 weeks. It started at the first semester of academic year of 2018/2019. Each week has 2 different English classes called Bahasa Inggris Wajib dan Bahasa Inggris Lintas Minat. The research team had been allowed to teach in both classes. Therefore, there were 8 meetings, starting, on Tuesday, 22 January 2019 until Friday, 15 February 2019.

⁴⁶ Ronald L. Jackson II, Darlene K. Drummond and Sakile Camara, "What Is Qualitative Research?", Routledge Taylor & Francis Group, Vol. 8 (1), 2007, p. 23.

When the researcher in the classroom, the researcher founds students have variety responses towards cooperative learning. There are some students like to work with their friends and the students are very enthusiastic in a group. Besides, there are some students who did not want to work in group of 3 to 4 people. The students only want to work with their pair. However, cooperative learning has many models. In cooperative learning the students can work in group of 5 to 7 people and work in large groups or competitions.

C. Participants

The participants in this study are students of the class X MIPA E at SMAN 1 Kendari. It was consisted of 36 students including 12 male students and 24 female students. All students are 15 to 16 years old. In this class, there are many characters that the students have. There are students who are very active in the class and the students are very enthusiastic to study English. The students are very like to do an assignment with their friend. The researcher observe that when the teacher gives the students assignment and the students has to do individually, it will take a long time. However, when they do an assignment with their friends, it will finish faster than working by individually. The researcher chose the student by purposive sampling because the researcher did the preliminary study since did PPL at X MIPA E.

D. Research Procedures

Qualitative data analyses as follows; review all data available from various sources, data reduction, arrange reduction data results into units, categorizing data units while making coding, test the validity of the data, data interpretation in

changing temporary results becomes substantive theory by using certain methods and conclusions.⁴⁷

E. Instrument of the Study

In collecting the data, there are two instruments had been used, such as, reflection and documentation.

Firstly, reflective journal is used to increase motivation, enhance creativity, and develop metacognitive awareness. Therefore, with reflective journal the students can easy and feel free to tell what they feel in learning process. Reflective journal like the students write a diary because tell their feeling without force from other people.

Reflective journal in this research become a main data. In the reflection, there are five questions that the student has to answer it in Indonesia language. There are two options that the student has to choose between “yes” and “no” and the student has to give their reason why the student choose it.

Secondly, documentation is conducted every moment in learning process. Documentation also becomes a data sources to support a main data. Then, documentation has a purpose to document all of the activity in the class. The researcher uses a camera to help in documenting what the student do in the class.

F. Data Collection

In this research there are several ways to collect the data for the present study.

⁴⁷Hosseini Nassai, “Qualitative and Descriptive Research: Data Type Versus Data Analysis”, Editorial, Vol. 19 (2), 2015, p. 130.

1. Reflective Journal

The students were given guidelines in writing their reflective accounts prior to the journal writing activities because the guidelines address some aspects of reflection in the language classroom.⁴⁸ The guideline of reflection related to the students' response towards cooperative learning in English classroom. After learning process, the teacher gives the researcher time about twenty five minutes to give the students reflection in the class. The students were asked to write their reflection after learning in Indonesian because reflective journal writing demands linguistic, cognitive, and socio-cultural comprehension.⁴⁹ The researcher shares the reflection to the entire subject in this research. After all of the students have done, the researcher collects the reflection.

2. Documentation

Document is a record of events that have passed. When evaluating documents is not to consider the data as “necessary precise, accurate, or complete recordings of events that have occurred. Documents can be in the form of picture writing, or monumental works from someone.⁵⁰ The results of research from observations or reflection will be more reliable if supported by the existence of documents. In this research, when the teacher begun the class the researcher always takes video all of the activity that the student doing in the class.

⁴⁸ SittiNurfaidah, “Three attitudes of a reflective teacher”, *Research and Innovation in Language Learning*, Vol. 1 (1), 2018, p. 41

⁴⁹ *Ibid.*

⁵⁰ Glenn A. Bowen. “Document Analysis as A Qualitative Research Method”, *Qualitative Research Journal*, vol. 9 (2), 2009, p. 30.

Sometimes, takes a picture all the activity in the classroom until the class has finish.

G. Data Analysis

In terms of analyzing the data, the researcher used content analysis. Content analysis was analyzing systematic classification and counting of the units into description based on its features.

The data analysis techniques used in this study, namely;

The first is data collection. There are many strategies that can use to collect the data such as, interviews and artifacts.⁵¹ But, in this research data collection is done by searching, recording, and collecting data through documentation and observations.

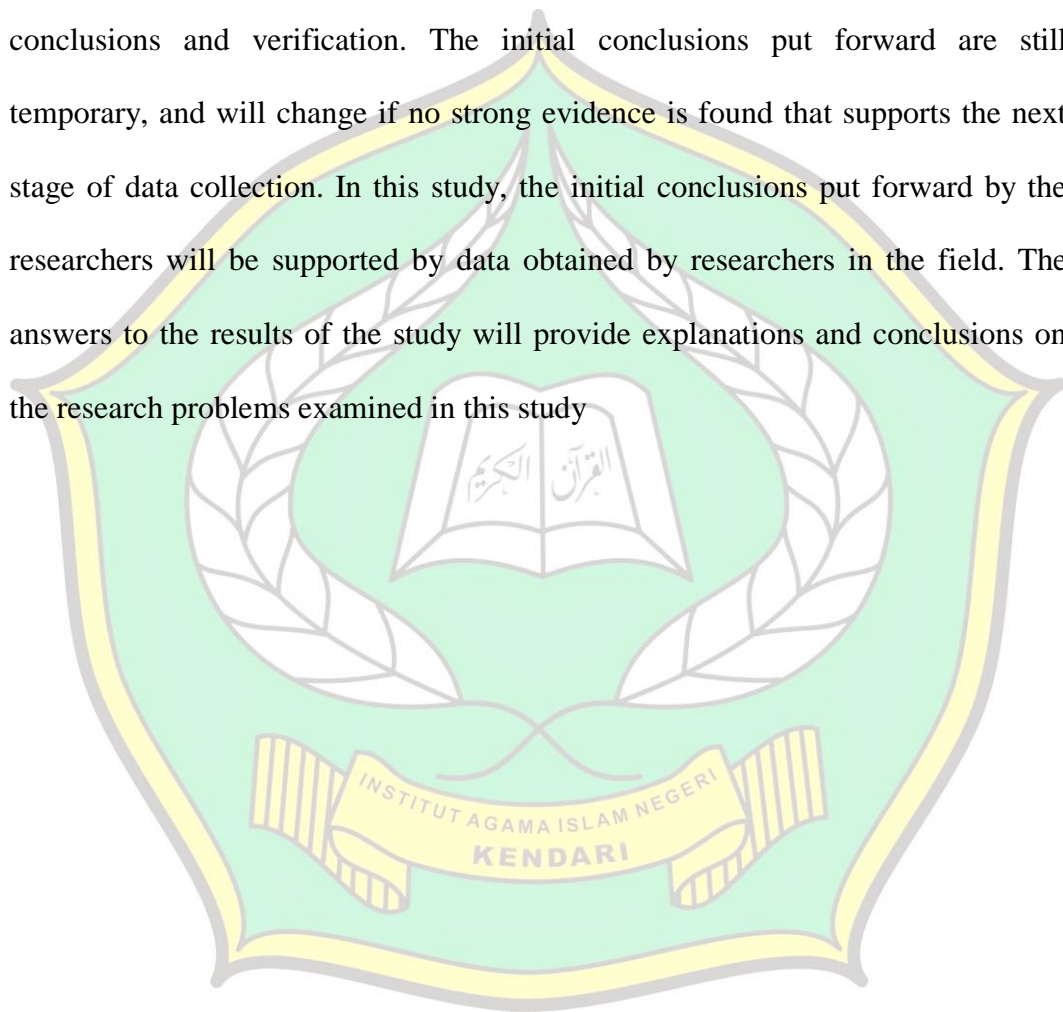
The second is data reduction. The amount of data obtained from the field is quite large, so that it needs to be carefully and in detail. Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns.

The third is data presentation. After the data has been reduced, the next step is to display the data by coding. In coding data, the researcher use reflection of the students after learning process. Students' reflections is made in the form of data and decoded according to questions about students' response. Coding data, it will make it easier to understand what is happening, plan further work based on what

⁵¹ Donald E. Polkinghorne, "Language and Meaning: Data Collection In Qualitative Research", *Journal of Counseling Psychology*, Vol. 52 (2), 2005, p. 142.

has been understood.⁵²In coding the data, the researcher found some findings that the researcher can interpret the data in research finding in chapter four. Furthermore, the presentation of the data is done to make it easier for researchers to be able to describe the data.

The fourth is conclusion and verification. The next step is drawing conclusions and verification. The initial conclusions put forward are still temporary, and will change if no strong evidence is found that supports the next stage of data collection. In this study, the initial conclusions put forward by the researchers will be supported by data obtained by researchers in the field. The answers to the results of the study will provide explanations and conclusions on the research problems examined in this study



⁵² Michael J. Belotto, "Data Analysis Methods for Qualitative Research: Managing The Challenges of Coding, Interrater Reliability, and Thematic Analysis", *The Qualitative Report*, Vol. 23 (11), p. 2624.