

## **CHAPTER III**

### **METHODOLOGY**

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

#### **3.1 Research Design**

This study uses qualitative research. Qualitative research aims to explain the phenomenon profusely through deep data collection. Hesse-biber (2010) defines that qualitative approach 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. Besides, in this qualitative descriptive, the topics developed to see how students' perceptions of pair work activity in the Speaking class that focuses on their activity of pair work implementation in English language teaching and learning.

#### **3.2 Setting and Context**

This study was conducted at the second semester of the academic year of 2020/2021. The participants are English Education Department at major one of higher institutions in Southeast Sulawesi especially at Speaking class Bwith31students in pandemic era.This research explore the perception that

explain about students' experience like the students' feeling, impression, behavior, motivation, activity, and so on.

### **3.3 Participant**

The participant of this study is from the students of Speaking Class B at the second semester. The participants in the English Education Department consist of 31 students, it includes 26 female and 5 male. They are chosen as the participants because based on the interviewed, class B have a very positive characteristic, even though some of them are have a good progress and some of them are have a good progress in speaking English. In the previous speaking class, some of them got A, got B, and got C. However, there are more students that cannot speak. Therefore, this can be as the interesting issue for the researcher to know how their perception of pair work implementation in the speaking class so there are more students who still cannot speak. Based on this issue, they had been the participants that were make the researcher can be more easily to do the research that related to the research topic to take a various kind of information.

### **3.4 The instrument of the study**

The data for the study collected using one instrument that is students' reflection (See appendix). The reflection was made based on the students' experience and indicators that researched such as how their perceptions about the benefit of pair work, the weakness, the strength, motivation, their

achievements, whether the students feel enjoy an excited in the learning process, whether they do the task well or not. This indicator was indicate in each reflection question about all of information needed that related to the research topic. For the instrument, there are eight questions that used by the researcher to dig deeper about students' experiences in using pair work, but in this paper were discussed about five questions which already includes research needs such as students' perception to the benefit of pair work activity, the advantages and disadvantages of pair work, whether by using pair work can make it effective to solve studets' problem in the classroom, and how pair work help students in improving students' interest in learning.

In the previous study reflective journals are used by researchers to determine perceptions and beliefs of preservice music teachers (Conkling, 2003; Valerio & Freeman, 2009). This is also line with Knapp (2012) that said that reflective journal entries allowed students to share their thoughts and ideas and provided the opportunity to reexamine both their past learning experiences and assumptions.

Based on (Kolb, 1984), Reflective journal writing can promote learning through in four stages, wherein the stage one, the learners actively experience certain activities such as a journal where they talk about a specific experience and reflect on that experience in stage two. In the third stage, learners think and try to explore explanations regarding the meaning of the experience. Finally, in the stage four, learners try to use their experiences, make connections with the new information to make decisions and solve problems resulting in better

interpretations, or understandings of their experiences. In this case, reflective practice helps students to connect their knowledge with practice to develop their idea.

In this research, the reflection questions are related to the research topic. Reflection was given indirectly through WA to students to be answered on Google form. In reflection, students answered questions that leading to students' perception of the pair work activity used in the class.

### **3.5 The technique of Data Collection**

The researcher collected the data by using one instrument. Whereas distribute reflection sheets that need to complete by the participants after they finished their class in one semester, which is they wrote their reflection about pair work activity that used in the class. The respondents only needed to address their experience, judgment and impression refer to the questions in the reflection. They were completed their reflections in Indonesian, not in English. All of the participants were given a week to complete their reflections that have been made by the researcher on Google form, then sent it on Google form.

### **3.6 The technique of Data Analysis**

Analysis of data had been done by looking at the data that had been collected and coding. Data analysis had been done in writing and answering questions that have been provided by the researcher through WA. The data collection had been done by sorting out answers that are appropriate to the needs



of the researcher. In analyzing the data, it used steps proposed by(Creswell et al., (2007) which are: (1) collecting data, (2) preparing data for analysis, (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. However, Hazari (2014) also argued that in categorize the students' perception includes their thought, belief, and feeling about person, situation, and event in the classroom.

The data collected from reflection. The researcher concludes the interpretation of the results in the form of written paragraphs. While gathering students' reflection that contains students' answers concerning their perception of pair work activity in the speaking class had been highlighted, collate and analyze through coding and categorizing it in similar meaning. The researcher was using the coding data in this research by using coloring data technique.

In coding, data applied coding to the transcript of focus in students' perception (Blair, 2015). Students' reflection was read and underline to clustering different topic into the column and even reducing categories in which related each other to another topic by reading forth and back to data. At the end, the data are assembling to display primarily analysis. The display of students' reflection is in a paragraph then interpreted to elaborate what the findings mean.

The coding example of the students' reflection as follow:

Example of data coding for Q1

			Jawaban			
No.	Nama	Q1 : bagaimana	Sangat	Sangat	Mengurangi	Mudah

		pendapat anda tentang aktivitas secara berpasangan di kelas speaking II?	efektif	mudah untuk berbagi ide	gugup	untuk memahami pelajaran
1.	S1	Menurut saya ini sangat efektif untuk melatih kemampuan berbicara mahasiswa secara individu karena kebanyakan mahasiswa memiliki kecanggungan untuk mengungkapkan pendapatnya kepada dosen tetapi lebih bebas mengungkapkan pendapat kepada teman kelas	1	1		
2.	S2	Bagus sekali pelaksanaannya. karena kita dapat berinteraksi dengan teman-teman			1	
3	S3	Lebih baik dari kerja sendiri.	1			

4	S4	Sangat efektif dalam diskusikarena akan meningkatkan kepercayaan diri mengungkapkan pendapat dan memiliki pandangan dari berbagai sisi.	1			
5	S5	Saya setuju dan saya menikmati proses pair work di kelas speaking II.	1			
6	S6	Menurut saya aktivitas kerja pair work atau kerja secara berpasangan sangat tepat dan bagus karena membantu kita untuk mengeluarkan pendapat, lebih rilex dan percaya diri.	1		1	
7	S7	Menurut saya penerapan pair work di dalam ruangan kelas lebih efektif. Karena mahasiswa cenderung lebih				

		berani berbicara dengan teman daripada dosen.	1		1	
8	S8	Menurut saya aktivitas ini sangat bagus karena bisa melatih kemampuan kita untuk berbicara dan saling berbagi ide ataupun pendapat	1	1		
9	S9	Sangat bagus jika adanya (pair work), karena ilmu yang kita dapat lebih banyak lagi, selain itu kita bisa berdiskusi tentang suatu pokok pembahasan sesuai pengetahuan masing" dan kita belajar cara menghargai pendapat orang lain.	1			1
10	S10	Menurut saya penggunaan aktivitas kerja secara berpasangan				



		sangat bekerja dgn baik karena mengurangi grogi.	1		1	
11	S11	<p>pair work adalah proses pembelajaran yang efektif karena kita dapat mengeluarkan, mengembangkan speaking kita tanpa rasa takut, malu, atau yang lain. Disebabkan kita berbicara dengan teman kita, tidak secara langsung dengan dosen. Karena yang kita ketahui sendiri banyak mahasiswa yang takut untuk mengeluarkan pendapat ketika langsung kepada dosen.</p>	1	1	1	
12	S12	I am totally into that method in learn	1			
13	S13	Saya sangat suka belajar di dalam kelas secara pair				

		work. Saya bisa mengutarakan pendapat maupun ide saya dan mendengarkan pendapat teman saya	1	1		
14	S14	Setuju	1			
15	S15	Menurut saya aktivitas ini sangat bagus karena kita bisa lebih berpikir keras dengan mengumpulkan segala ide-ide dengan beberapa orang dan menarik kesimpulan menjadi satu sehingga menghasilkan jawaban yang sangat menarik dan lebih logis.	1			
16	S16	Sangat memudahkan untuk sy dalam memahami pembelajaran				1
17	S17	Seru banget, dan kita lebih pede berbicara apalagi sama teman kelas kita sendiri dan bisa berfikir kritis	1			

18	S18	<p>aktivitas pair work sangat efisien dalam mengembangkan kemampuan speaking mahasiswa, dgn beraktifitas secara berpasangan mahasiswa lebih banyak berbicara dibandingkan pembelajaran biasa</p>	1			
19	S19	<p>Aktivitas ini sangat bagus untuk diterapkan dalam kelas karena sangat memudahkan mahasiswa untuk berbicara dan bertukar pikiran tanpa merasa malu malu lagi , dan pair work ini sangat cocok untuk pemula seperti kami yang kepercayaan dirinya untuk berbicara belum sepenuhnya ada.</p>	1	1	1	

20	S20	Menurut saya penggunaan aktivitas kerja secara berpasang sangat bagus untuk mengeluarkan pendapat kita.				
21	S21	sangat bagus dimana kita bisa lebih pede dalam belajar speaking dan melatih mental untuk lebih berani mengungkapkan apa yang ingin dikatakan	1	1		
22	S22	ini cukup baik jika teman kita komunikatif dan punya motivasi yang baik untuk belajar dan kita juga nyaman. apalagi menggunakan bahasa Inggris.	1			
23	S23	Sangat bagus	1			
24	S24	penggunaan aktivitas kerja secara				

		<p>berpasangan (pair work) dikelas speaking yaitu sangat memudahkan untuk berbagi ide, pendapat, atau mengekspresikan perasaan kami terhadap yang lainnya.</p>				
25	S25	<p>penggunaan aktivitas kerja secara berpasangan di kelas speaking II memiliki banyak manfaat seperti melatih percaya diri serta melatih skill penggunaan bahasa inggris yang telah dikuasai dan sangat efektif untuk membantu melekatkan hasil belajar pada benak mahasiswa.</p>		1		1
26	S26	<p>sangat memudahkan dalam</p>				



		berpasangan karena dapat bersharing sesama lain terutama dalam penambahan kosakata.		1		
Total			20	8	7	3

