

CHAPTER III

RESEARCH METHOD

This chapter describes some aspects that are used to do the study. They consist of research design, subject of the study, data collection technique, and data analysis technique.

A. Research Design

This research was typically design as qualitative. Quantitative research strives for testable and confirmable theories that explain phenomena by showing how they are derived from theoretical assumptions.¹ This qualitative used because the researcher want to know the real phenomena happened in single gender classroom itself. The researchers analyze the data based on the real situation in that class. A researcher might interview students at various grade levels about their experiences in the classroom to try and understand their perceptions on the classroom climate. By searching for themes and patterns in the data, the researcher could attempt to answer the question about how is the classroom climate in that class. The researcher is also use observation and documentation to analyze the real situation of the phenomena. While type of research, the researcher choose case study which is collecting the whole data through looking for the depth information and involve all the document or some informant sources in a context.²

The researcher collects the data from direct observation in class. The researcher uses the observation because it is useful for the researcher to know the real situation and condition of the class. Besides, the researcher does a survey to know about their perception in the classroom. The sample of data chooses randomly. So, the researcher takes that data based on one of the

¹ Ary, et.al., *An Introduction to research in Education*, (New York: Richards and Winston, 1972),

² John. W.Creswell, *Qualitative Inquiry And Reserch Design:Choosing Among Five Tradition*
(London: SAGE Publications, 1998), h.61

teacher there. What are the class and what level it is, that should be the teacher's class.

The data triangulation that be used is source triangulation and methodology triangulation. Source triangulation is refer to compare the validity of the phenomena based on difference time and instrument in qualitative method while method triangulation is recheck the validity based on the source of data which same research method.³

B. Subject of the Study

These researcher takes place in MTsN Krian which the data are collected from some classes of Ms.Multazimah which is in grade of 8th. The subjects in this research are:

1. The participant of those classes
2. The curriculum coordinator of this school
3. Single gender classroom of MTsN Krian

In this study, the researcher uses the male and female classes which 2 female classes and 2 of male classes.

C. Research Location

This research held on one of the Pare English Program class of 8th grade students in MTsN Krian, Jl. Junwangi No.1, Junwangi, Krian, Kabupaten Sidoarjo, Jawa Timur 61262, and Indonesia. The researcher chooses this school because this school has a bit different which use the dual academic model of single-gender. Some of school in Indonesia use classic model which is school and classroom both are single gender. But, in dual academic model, the model of school is integrated but segregated classroom. Then, the researcher limits the sample which is one class of female students and one class of male students which consist of mix ability students. This class is taught by mrs. Multazimah. The researcher observes the whole activities of the class and also doing some interview for the students.

³ Lexy J. Meleong, *Metodologi Penelitian*, Ibid, h.330

D. Data and Source of Data

One of the considerations about choosing the research problem is a readiness of the data resources. The data of qualitative view understands the present phenomena. While data resources is a subject where data got.

1. Data

In this research, the researcher needs some data to engage the research with a good result. For the study purpose both primary and secondary data are used. The primary and secondary data have been collected to cover every aspect of the study. Data that should be used and need to the writer are:

a. Primary Data

Primary data are data that were previously unknown and which have been obtained directly by the researcher for a particular research project. Primary data is a data that can be found directly from its resource through interview, observation and specific instrument which is made with purposeful reason. There are three main methods that can be used to collect primary data, and the method/s that you decide upon are determined by the type/s of data you need. The methods are:

- The survey method
- The observational method.

While the primary data of this research is The primary data of this study is the data forms of classroom climate in learning speaking of single gender classroom model which use those kind of two method both of survey and observation. Survey method use questionnaire as an instrument to gain the data about students' perception in classroom. While observational method use an observation checklist as the instrument to get the real information about the classroom climate in single gender classroom of MTsN Krian.

b. Secondary Data

Secondary data is the data that is got from indirect sources which is including formal archives that is useful information from the secondary data. The secondary data of this research are:

1. The history of single gender classroom in MTsN Krian
2. The data of the teacher in MTsN Krian
3. The data of total amount of the students.

To gain the data this is appropriate for the researchers' necessities; the researcher should get some sources of data.⁴ The data resources that can be used are:

c. Informant

Informant is the people who can give information about the situation and condition of research background which have much knowledge about the object of the researcher.

d. Document or achieves

Document is the data resources about something which is about note, transcript, magazines, newspaper, journal and etc about single gender classroom and its system. Those can be the information about the classroom, school area, environment, and the other document that might be useful to this research.

e. Book

The researcher also needs many books regarding with single gender classroom and the classroom climate itself. The researcher also needs so many books which talk about the learning speaking and its method or strategy.

E. Data Collection Technique

In this study, data were collected by techniques of conducting survey and doing observation. First, the researcher spread the questionnaire in those 4 classrooms and then the researcher involved in classroom observation.

⁴ Lexy Moleong, *Metodologi Penelitian*, Ibid, h.186.

1. Observation

Observation is the process of collecting data through direct viewing. So, the researcher get information about the data with the real situation of the research object. Donald Arcy defines observation is a basic method for obtaining data in qualitative research and is more than just “hanging out.”⁵ So, the researcher know the situation and organization directly. The researcher does not just doing the interview and gets the information from others, but directly know the situation.

Qualitative observations rely on narrative or words to describe the setting, the behaviors, and the interactions.⁶ The goal is to understand complex interactions in natural settings. There are some specialized approaches to observation, such as interaction analysis (sometimes used in small group or classroom settings).

In observation, the researcher uses the type of observer as participant. So, researchers may interact with subjects enough to establish rapport but do not really become involved in the behaviors and activities of the group. Their role is more peripheral rather than the active role played by the participant observer. Their status as observer/researcher is known to those under study.

In this research the writer uses an observation to get the data about

1. System maintenance and change
2. Personal Growth
3. Relationship

The type observations used by the researcher are field note, observation checklist and documentation using video or audio recorder.

⁵ Ary, et.al., *An Introduction to research in Education*, (New York: Richards and Winston, 1972),

⁶ *ibid*

2. Survey

The survey method gains the data about student perception of their classroom climate. A major task in survey research is constructing the instrument that be used to gather the data from the sample. The two basic types of data-gathering instruments are interviews and questionnaires.⁷ In this study, the researcher focuses on the questionnaire use only which is used to gain the data about students' perception in classroom. To find out a perception, we can measure it with questionnaire that uses scale. As stated by Windayani that scale is generally can be used to measure attitude, perception, value and interest⁸. The questionnaires were spread in some classes which have been decided as the sample of this research. Because researchers generally cannot survey an entire population, they select a sample from that population which is should be represent all the type of classroom in that school. Probability sampling permits you to estimate how far sample results are likely to deviate from the population values.⁹ The classrooms of this research are 2 classes of female and 2 classes of male.

F. Research Instrument

Instrument is the measurement tool in the research for knowledge, skill, feel, intelligence, or attitudes.¹⁰ Some instruments that is used by the researcher to support the data collection technique are:

a. Observation Checklist

Observation checklist is a tool that can be used to classify the data based on the theory. When observations are made in an attempt to obtain a comprehensive

⁷ Ary, et.al., *An Introduction to research in Education*, (New York: Richards and Winston, 1972), page. 371

⁸Windiyani, Tustiyana., *Instrumen Untuk Menjaring Data Interval, Nominal, Ordinal, dan Data Tentang Kondisi, Keadaan, Hal Tertentu dan Data untuk Menjaring Variabel Kepribadian*. (Jurnal Pendidikan Dasar Vol. 3 No. 5, 2002) P. 203

⁹ Ibid, page. 379

¹⁰ Ahmad Nailul Fawaid. *The Use of Brain Gym Technique to Improve Students' Speaking skill at MTs Mithlabul Huda Gresik*. (Surabaya: UIN Surabaya) Page.35

picture of a situation, and the product of those observations is notes or narratives, the research is qualitative. The simplest device used is a checklist, which presents a list of the behaviors and characteristic that are to be observed. The observer then checks whether each behavior is present or absent. The behaviors in a checklist should be operationally defined and readily observable. The observation checklist is about the three dimension of classroom climate then the researcher can easily classify how the classroom climate there is.

The checklist is adapted from the Farmington University “Classroom Climate Observation Checklist” and will be analyzed by the theory of classroom climate level that had been used by Herminia N. Falsario, Raul F. Muyong¹, Jenny S. Nuevaespañain in their research entitle “Classroom Climate and Academic Performance of Education Students “. The Observation checklist is consists of 12 items related with students relationship (involvement, interaction and cohesiveness), personal development (competition and task orientation), and teacher system maintenance (innovation and control).

b. Questionnaire

The role of questionnaire is getting much information about single gender classroom and also its impact to the learning process in student’s self-perception. So, the data should be from the student’s which are observed in class. The model of questionnaire is close ended questionnaire with 4 options that are (never, rarely, sometimes and often) which be observed as (high, moderate, negative or low) classroom climate. This questionnaire was adapted from the research of Victorya Dempsey which title “A Chilly Classroom Climate? A Mix Method from Warren Wilson College”. There are 14 points that 1-6 points is about relationship with getting information about involvement, 7-10 is about personal development which getting information about the students’ competition in class. The last 11-14 is about the system maintenance of teacher.

G. Data Analysis Technique

The stages of data analysis technique for qualitative research are: organizing and familiarizing, coding and reducing, interpreting and representing. According to Cresswell the organizing and familiarizing stage can be related to data managing, reading/memoing, and describing. The coding and reducing stage can be related to classifying and interpreting. Interpreting and representing stage can be related to representing and visualizing.

a. Organizing and Familiarizing

In this step, the researcher makes a transcript from video and recording. Once transcriptions have been completed, continue to read and reread the data. Until the researcher are thus familiarizing with the data, the research write notes or memo. After making note, the researcher review and make a list of information.

b. Reducing and Coding

From the entire data that has been getting, the researcher classifies them with the coding system. The first step in coding is referred to as axial coding, open coding, preliminary coding, or provisional coding. The researcher read and reread the data and sorts them. When coding initially, use as many codes as needed. These reduced later. The researcher initially goes through all the data and identifies each unit (word, paragraph, sentence, etc.) with the appropriate code. That developed by Corbin and Strauss (2008) and Creswell (2007) strategy. Reducing data means to choose and focus on the main topic of the research.¹¹ To reduce data in this study, the researcher coded data as follows:

- a) Categorizing the data as the relationship of students' relationship in the classroom.
- b) Categorizing the data of students' personal development in classroom including how is the students' competition and task orientation.
- c) Categorizing the data of teacher's system maintenance of classroom.

¹¹ Sugiyono, Metode Penelitian Pendidikan: Pendidikan Kuantitatif, Kualitatif, dan R&D. (Bandung: Alfabeta Bandung, 2012), 338

c. Interpreting and Representing

The quality of the interpretation depends on the background, perspective, knowledge, and theoretical orientation of the researcher and the intellectual skills the researcher brings to the task. Case studies present a detailed view of a case using narrative, tables, and figures.

d. Data Display

1) **Survey Data**

- Firstly, the researcher spread the questionnaire in 4 classes which is consisting of 30 students for each.
- Secondly, to help the researcher in displaying the data of each result of each item of questionnaire, the researcher used percentages through this following formula:

Result

$$= \frac{\text{Total Item}}{\sum \text{Classroom Climate Dimension}}$$

- Third, the researcher displayed the percentage of students' perception of classroom climate among four classes in forms of charts and descriptive text.
- Finally, the researcher takes the average of student's percentage and decided the classroom level.

2) **Classroom Observation**

- Firstly, the researcher used the data tabulation of classroom direct observation including three dimension of classroom climate in 4 classes.
- Secondly, to help the researcher in displaying the data of each classroom climate occurrence which had been tabulated, the researcher used percentages through this following formula:

$$\text{Result} = \frac{\text{Total of each item occurred}}{\sum \text{of Participant}} \times 100\%$$

- Third, the data be analyzed and categorized with the level of classroom climate according to Rudolph Moos Theory which is used in a research conducted by Helmenia N Falsario as follows:

Range of Mean	Description
90 – 95	High (Positive)
85 – 89	Moderate
80 – 84	Negative
76 – 79	Poor

H. Validity of the Data

After the researcher get the data, the researcher make a data validity as follows:

1. Further observation

The researcher makes a further observation to the single gender classroom. Hope by doing this step, the researcher gets valid data with good transparency information from the informant.

2. Triangulation

Structural corroboration uses different sources of data (data triangulation) and different methods (methods triangulation). A combination of data sources, such as interviews, observations, and Questionnaire, and the use of different methods increase the likelihood that the phenomenon under study is being understood from various points of view. In data triangulation, the researcher investigates whether the data collected with one procedure or instrument confirm data collected using a different procedure or instrument. The researcher wants to find support for the observations and conclusions in more than one data source. Convergence of a major theme or pattern in the data from these various sources lends credibility to

the findings. Methods triangulation uses more than one method. The researcher uses those two types of triangulation data which hope that the researcher get the valid data.

I. Research Stage

This research is structurally conducted as following stages:

1. Preliminary Research

In order to clarify the problems linked to this research, the researcher began this study by conducting preliminary research since February 20th – 25th, 2017. This preliminary research gave great information to the researcher about the situation and condition in class during the learning process that probably giving useful information for this research. Through this step, the researcher could also ensure and figure out the real phenomenon about classroom climate in single gender model at 8th grade students of MTsN Krian.

2. Designing Questionnaire

Questionnaire is a tool for getting the data about how students' perception in learning inside their classroom. The researcher believes that students are one of the essential parts of the class that having a great experience and feeling the class condition every day. Students will give the researcher information about the classroom daily habit or situation according to their experience. The questionnaire was adapted from a dissertation which title 'a chilly classroom climate' by Victoria Dempsey. It is also validated by the expert of a lecture from English Teacher Education Department of State Islamic University Sunan Ampel Surabaya.

3. Designing Investigation

In this step, the researcher designed investigation for identifying the classroom climate in form of the observation checklist. The observation checklist was also

adapted from a school and classroom climate evaluation by Pianta. In term of getting validity of those instruments, the researcher made validation sheets which were validated by the expert of a lecture from English Teacher Education Department of State Islamic University Sunan Ampel Surabaya. Finally, after accomplishing the requirement of good instrument, the observation checklist of classroom climate was consisted of 12 items and the questionnaire was consisted 14 items.

4. Implementing Investigation

In term of investigating the classroom climate of Single gender classroom in learning speaking, the researcher began to observe the classroom climate through observation checklist. Before investigating by direct observation, the researcher spread the questionnaire to all the students in class.

5. Analyzing data

After obtaining data from some instruments used in this research, the researcher directly analyzed the data in attempt to get the answer of the research questions as stated in data analysis techniques above.

6. Concluding data

In term of getting the result of the research, the researcher concluded the findings. The conclusion of this study became the final report of this study.