CHAPTER III

RESEARCH METHODOLOGY

This section describes the methodology used regarding the student negative response in English classroom instruction. It povides the research design used in this study, data and data source, setting and subject, and the procedures used to collect data. To ensure the data classroom observations and interviews is also applied. It is then ended by showing how to analyse the data and the thrustworthiness.

A. Research Design

The primary purpose of this study is to explore the student negative response in English classroom instruction. The researcher employs descriptive design with a qualitative study. This research category is appropriate to implement in this study, due to the data obtained is descriptive data in the form of factors contributing student negative response. Bogdan and Taylor in Moloeng, (2006: 3) proposes that the descriptive qualitative is a research procedure that inquires the description data in the form of written or oral words of the people and behavior observed.

Moreover this study is in the context of language teaching in which investigate the student voices and experiences responding negatively in the classroom activities in the natural setting, accordingly, descriptive research design can provide valuable information. Richards (2003: 59) proposes that descriptive research design is well-organized method to find out perspective in language

learning. It explores the complexities and conundrums of the immensely complicated social world that experience in natural setting.

B. Data and Data Sources

The data of this study are video recordings, statements, handbooks, documents, and dialogues. Meanwhile, the data source are English students' voices and experiences concerning factors contributing negative responses in the classroom.

C. Setting and Subject

The setting is at English Education Department, State Islamic Institute of (IAIN) Tulungagung in the fourth semester and third semester. This setting is appropriate by some considerations in order to find the data concerning students' negative response in English classroom instruction especially the one in which applying active learning (students are engaged in classroom activities). *First*, this institution is the only university in Tulungagung which accredited B and to be the favorite campus. It can be shown from the biggest number of the students who offer to register in this campus compared from State Islamic Institutes in Indonesia (*jumlah pendaftar terbanyak kategori IAIN secara nasional pada seleksi UMPTKIN tahun 2018* cited from iain.ac.id, 10/07/18). Moreover, English Education Department in this institution is predicated to be the third best department in faculty of tarbiyah and teacher training (*jurusan yang tidak dapat menjadi pilihan nomor dua dalam pendaftaran seleksi mandiri* cited from iain.ac.id/humas, 10/07/18). This department has also regulated to place the student by conducting classroom placement test.

Second, this classroom applies and accomplished active learning instruction. It is found out after reviewing the course outline and identifying the activities during a semester. The criteria of active learning theory intended in this study is based on Demonburn (2017: 279-281). He conveys several activities in active learning instruction: 1) make individual/group presentations to the class; 2) be graded on class participation; 3) solve problems during class; 4) answer questions posed by the instructor during class; 5) ask the instructor questions during class 6) preview concepts before class by reading, watching videos, etc. In this classroom observed had done all of the criteria proposed by Demonburn (2017). *Fourth* the researcher considers the availability of time, cost, and place. *Fifth*, I had experienced and involved studying in this institution and in this classroom, therefore the researcher knows how well it is compatible with this study.

To maximize the data, the selecting subjects of this study uses snowballing. Subject was established when I had started to investigate in the field and during this study was ongoing. I decided the subjects, who are best representatives to give information in the scope of negative response. The subjects selected ever responded negatively during classroom activities which recognized by their behaviors that rejected in learning process. Shekar et.all. (2015:597-609) define students' negative-response behavior referred to as willful not-learning, school refusal, disengagement, alienation, apathy, noncompliance, attitude or defiance. Hendrickson (2012: 38) specifies negative-responses behavior overcome by the students such as discussing out of topic with their peers, playing mobile phone, sleeping, always looking the watch or gazing the windows, busy to make

up her appearance, doing the works which are not related to the subject, eating in the classroom which actually not allowed by the teacher, disturbing their peers by whispering or tapping parts of the body, mumbling, fanning her/himself with the textbook, reading novel, daydreaming, sleepy (yawning), often getting in and out class, and laughing with their peers.

The next step to select the subject of this study considers students participation in classroom. Negative response can and does occur even in the "best" students, those who sincerely want to learn the material and active participation but frequently happen for students who lack of participation in classroom (Tolman and Kremling 2017: 5). Therefore considering the students' participations in classroom is important to select the representative subject. To know students' participation, Shore's (2018) states students' active participation if they speak up in class, they learn to express their ideas in a way that others can understand. When they ask questions, they learn how to obtain information to enhance their own understanding of a topic (teachingpost.com 23/07/18).

To perceive the subject criteria for students' negative-response behavior, I conducted pre-observation. This held on 14 April 2018. Pre observation was established using video recording in order to catch all of the activities happened in the classroom especially the form of students' negative-response in learning process. I then watched video recording repeatedly to point the students who were best representatives to be the subjects of this study in accordance of their negative-response behavior. Not only finished in the form of students' negative-response behaviors, pre observation was also used to determine students' participation according to Shore's (2018). Needless to say, pre observation was

administered to select the subject criteria in the form of students' negative-response behavior and students' participation.

Finally, the students who I held would be investigated further pertaining to factors contributing student negative response. The selected students were then confirmed to the teacher. They were confirmed their participation and resistance in classroom activities. The teacher approved my decision by showing the student score and point of participation. The teacher also showed all of students' final scores in order to be alternative subjects to attain the redundancy.

The data gathered from student A and student B were not come to the need of this study. I asked to them to recommend student who might obtain more information. Student A opted student C and also student B select student D to be investigated. The recommendation was matching to my notes concerning student negative-response behaviors and teacher recommendation. I went to the next subject and investigated.

After finishing student C and student D, I decided to finish deepening the data. The data acquired from student C and student D was sufficient, the data was already saturated. As proposed by Sugiyono (2014: 303-304), the addition of subject is stopped when the data has saturated. The important of qualitative research is the "complete and certainty" of information acquisition with the diversity of variations that exist, not the big number of subjects.

D. Research Instrument and Data Collection Method

The research instrument used in this study is the researcher (myself). Nevertheless, after the research focus has cleared, I developed simple research

instrument in order to fill the data and compare with the previous data. The previous study reviewed conveys five factors that might to be the origins why student respond negatively (Weimer, 2002: 150-153; Brookfield, 2006: 218-224; Seidel 2013: 586-595). Those are poor self-image as learner, fear of foolish image in public, student is more threatened, poor interaction with peers, and instructor misbehaviors. While the data collection method was accomplished by observation and interview.

1. Observation

The type of observation conducted in this study was non-subject observation since the researcher played a role of a non-subject observer who visits a site and record notes without being involved in the activities of the subjects (Cresswell, 2012: 215). In order redaction, this type calls passive participation, the researcher is present at scene of action but does not interact or participate in the activities being observed (Sugiyono, 2014: 312).

By doing observation, it was expected that I will have the opportunity to get as much information as possible to identify students' negative-response behavior. Hendrickson (2012: 38) states students' negative-responses behaviors such as discussing out of topic with their peers, playing mobile phone, sleeping, always looking the watch or gazing the windows, busy to make up her appearance, doing the works which are not related to the subject, eating in the classroom which actually not allowed by the teacher, disturbing their peers by whispering or tapping parts of the body, mumbling, fanning her/himself with the

textbook, reading novel, daydreaming, sleepy (yawning), often getting in and out class, and laughing with their peers.

Unfortunately, there was a difficulty in carrying out the observation. It was true that several behaviors of interest occur rapidly in an educational setting. Then, this kind of behavior may be missed by the observer while doing the observation. Therefore, video-recording was utilized as the primary strategy in gathering and collecting the data needed in this study in order to get the behaviors that were not covered through direct observation. When conducting classroom observation the researcher noted some finding and was accompanied by one person to video-record.

Observation and video-recording were conducted twice, which were started from 14 May 2018 and ended 15 May 2018. Those observation were considered sufficient or complete in this study in order to point out students' negative-response behaviors and develop the available subjects. In the third observation, I had no more different information or activities concerning the students' negative response behaviors, shortly, in this opportunity, the data had been redundancy.

After the observations, the video-recording consisting the behaviors of students' negative response in English classroom instruction were transcribed. All names of both teacher and students participants related to the data were changed to ensure anonymity and confidentiality. Following the receipt of the transcripts reviewed were analyzed to determine the subjects being further investigated why they resist or respond negatively during classroom activities by interviewing.

2. Interview

In depth interview is the primary data collection method in this study to delve the factors contributing students' negative response. Staniback (1988 in Sugiyono, 2014: 318) asserts interviewing to be the foremost method to gain a deeper understanding of how the subject studied interpret activity, situation or phenomenon gained through observation. Semi-structured interview was employed in this study. It is intended to give much greater freedom to ask, in case of need, supplementary questions or even to omit certain questions if the situation so requires (Sugiono, 2014: 317). Notwithstanding, since this is a semi-structured interview, I still considered to follow some predetermined questions below.

Table 3. Guideline for Interview Questions

Interview Questions	
Types	**Questions**
Poor self-image as learner	Could you tell me your experiences in which underestimate you in lack of intelligence or commitment? What are they? Why do you say that? How far those experiences influence your learning in classroom instruction?
Fear of foolish image in public	Do you think public voices on your image especially your good competences is important? What activities do you do to keep your good image? Why do you do that? What happens if the public knows your competencies aren't really good? How do you encounter that?
Feel of more threatened	Could you tell me the threats you faced in your classroom from your teacher, classmates or others? What are they? Why did they occur? How do you react them?

Poor interaction with a peers	Do you like talk with your friends or you prefer to sit quietly and individually? Why do you prefer that? What are the factors that destroy your interaction? How do you react that?
Instructor Miss-behavior	Could you tell me the teacher behaviors that you experienced inappropriate? What are they? How do you react them?

The interview process was started after interpreting the classroom observation and video-recording transcripts. The interview was conducted through direct meeting and indirect meeting using whatsapp calling and personal chat which held from 10 to 14 July 2018. The interviewing setting and condition administered in relax way while drinking coffee, eating snack, watching television, discussing besides this topic when felt bored, etc, so that, framing close relationship between the interviewer and interviewee. It was intended that no information or data was hidden.

Most of the interviews were conducted in Bahasa Indonesia and Bahasa Jawa because it was better understood by the students. They were also more comfortable giving their responses in their mother tongue. There are twice direct meeting for interviewing student A and student B while interviewing student C and student D were carried our once. Therewith, interviewing through whatssapp calling and personal chat were established to clarify and/or deepening some missing information in direct meeting interview.

The interview process which conducted by direct meeting was recorded by audio recorder. The use audio recorder was intended to help the interviewer in gaining the more detailed data during the interview. Walker (1985, in Nunan, 1992: 153) several strengths of the use of audio-recording in obtaining the data needed from interview process. They are preserving the actual language of the

interviewee, the data can objectively be recorded, the data characteristic is natural, it records interviewer's contributions as well, and the data can be re-analyzed after the interview. Cosenquently, the data obtained from this instrument were in the form of interview notes and audio-recording. The audio recording was transcribed and analyzed to answer the research questions.

E. Data Analysis

The data in this study consisted of the information obtained from classroom observation which is documented by video recording and students' interview transcriptions. Data analysis was performed when data collection was in progress and after completion in a given period. When conducting interview, I had held analysis toward the subject responses, (if the subject responses were insufficient, I continued to another questions until the data was credible). Data analysis used are based on Miles and Huberman (1994: 10-12) data reduction, data display, and conclusion drawing/verification.

Data gained from interview and observation were quite a lot, hence it was needed to write in detail and accurate. Thus, analyzing data through *reducing data* was required. Miles and Huberman (1994: 10) define data reduction refers to the process of selecting, focusing, simplifying, classifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. The data reduction/ transforming process continuous after observing and interviewing until final report finished. I organized the data into files and folders in my personal computer and started transcribing data from classroom observations and interview. After that, I sorted and stored these data into my database. To familiarize myself with the data collected, I read through all the data such as

scripts several times, made margin notes and made sense of its overall meaning. After that, I reduced the data in which not related to student negative response and the need of this study.

After reducing the data the next step is displaying the data. Miles and Huberman (1994: 11) asserts data display is an organized, compressed, assembly of information that permits conclusion drawing and action. I displayed the data by pulling out, comparing and contrasting for emerging and recurring themes to find similarity in themes and differences in factors that affected the students selected to be the subject. Those are in the form of narrative text of student voices on factors contributing student negative response.

The next step is conclusion drawing and verification. Miles and Huberman (1994: 11) proposes from the start of data collection, the qualitative analyst is beginning to decide what things mean-is nothing regularities, patterns, or explanations, possible configurations, causal flows, and propositions. I drew the conclusion by verifying continuously during the data collection method occurred until found the valid and consistent data. Then, the data were interpreted. Following the conclusion drawing, I presented an in-depth picture of this descriptive study by using narrative in the discussion.

F. Trustworthiness

To ensure trustworthiness, the researcher must find ways to control biases through the process of inquiry. Ary (2002: 353) states many ways to establish the accuracy and trustworthiness of the findings. In this study employs confirmability, transferability, dependability, and triangulation.

1. **Confirmability**

In this study, to establish confirmability, the audit trail is applied. All the videotaped classroom observations and transcripts of all interviews are available and can be externally reviewed to ensure that the data, data analysis and interpretation are grounded in the events of inquiry rather than the researcher's personal constructions.

2. **Transferability**

To do this effectively, readers need to know as much as possible about the original research situations to determine whether it is similar to their own. I have provided some characteristics of this study, such as how to select the subject and setting, in order to be considered if applying this study. Faisal (1990 in Sugiyono, 2014: 377) suggests to transfer or apply the naturalistic study, the most important you have to review the characteristics of subjects studied and setting.

3. **Dependability**

In this study, dependability is maintained by the process of reviewing research instruments by the advisor and the teacher in English language teaching. While to cross check the dependability of interview, the transcripts were distributed to the subject to ensure that the data, and the observation transcript were reviewed by the leader of the class.

4. **Triangulation**

The triangulation used in this study was combining the various data collection techniques and data sources. It is intended to comprehend deeply of what the subjects delivered. Stainback (1988 in Sugiyono, 2014: 330) points triangulation does not aim to determine the truth about some social phenomenon

rather the purpose of triangulation is to increase understanding of whatever is being investigated.

I used different techniques of data collection method, i.e. participant observation, in depth interview, and documenting (video-recording and audio recording) for one subject. While triangulation of data source, I conducted interview with the different subjects. With this triangulation could build on the strengths of each type of data collection while minimizing weakness in any single approach (Sugiyono, 2014: 332).