

CHAPTER III

RESEARCH METHOD

This chapter presents research method used by the researcher in this study, including research design, data preparations (participants, types of data, sources of data, and inform consent), data collecting techniques, data analysis, and trustworthiness of the research.

3.1. Research Design

This research was designed to observe the benefits and challenges of using powerpoint in the classroom especially in english teaching. This research is qualitative research especially observational research. According to Miller (2016) observational study is the study that can give an experience and help the observer to get the key informants independently. It means, this research got the natural information that researcher will use it.

The primary objective of this research is to investigate to what extent the benefits and challenges of using power point in the classroom. To fulfill the aim of this study, the reseracher selected students' perceive in LB LIA that the teacher often using power point in the classroom to teach the students. The teacher gave three students as a recommendation to be the participant of this research student in the class. The students' qualification to be the participant of this research based on the high performace and low performace students in the classroom, in order to make rich data for this research. The researcher observed the class in three times and observed from the beginning to the end of the classroom.

3.2. Data Preparation

The several points in data preparation that researchers need to address it on the research. Those points are research setting and participants of research, types of data, sources of data, and informed consent.

3.2.1. Research Setting and Participant

The Setting of research is in LB LIA Yogyakarta on the Elementary level 3 class. Meanwhile, the participants of this study are by their teacher in the classroom as recommended students in the classroom. The participants in this study including the students of LB LIA especially on the class that using Power Point in the classroom on Senior High School until on the collage. This class is the intermediate class for the students that following the class by using power point in the classroom. The participant of this research is qualified into two types of the students. First, the students with high performance in the class, they are A and B. Second, the students with low performance in the class is student c. This qualification based on the observation of the researcher in the class of LB LIA Yogyakarta. The participants are on the 10th, 11th, and 12 of Senior High School and on the college of 5th semester and 8th semester. It is based on all of the students in Elementary level 3 class in LB LIA Yogyakarta mostly on grade the 10th, 11th, and 12 of Senior High School and on the college of 5th semester and 8th semester.

3.2.2. Sources of Data

The sources of data are getting from real world events. Cresswell (2009) stated that qualitative data would be acquired from many sources including setting the boundaries of the study, collecting information through unstructured or semi structured observations and interviews,

documents, and visual materials. This research use structured observation and interview. The data gathered from the participant in the classroom. Another data obtained from the observation in the classroom. The target of observation was the students of LB LIA Yogyakarta as a participant. Besides some documents, interview and videotape in the classroom.

In this study, the data will be using the observation by recording video, interaction with the students, and also interview and take a note for qualitative document for this research.

3.2.3. Informed Consent

After deciding setting, participant, data types, data sources of research, the next steps are dealing with informed consent as one of ethical issues. According to Creswell (2009) qualitative research to getting the data of the research need to make an approval letter and discuss the process that involved in securing permission, the aim of this steps is to protect the rights of human participant.

This is an important step to get the data in qualitative research. The researcher needs to get the approval letter because if not, this will be a sensitive impact for the participants. The participants need to know that they will be as an important thing in this research, so they will put themselves as well in this research. The first steps to get an approval letter for the researcher is asking permission in of official letter from UII submitted to the administration office of LB LIA Yogyakarta. After obtaining approval, the researcher confirmed to the teacher, Miss. Sarah as the teachers of Bahasa Inggris Class in LB LIA Yogyakarta. However, in the process of taking data the researcher needs to attach a consent later from Islamic University of Indonesia. It will used to sign for the class that the researcher will be observed. The participant will know the researcher and

will make the agreement and the researcher also ask permission to the participant to taking the data while recording the voice of the participant.

3.3. Research Instruments

One of the most important components in research design is research instrument it is gather to collect the data or information. Without research instruments data would be impossible to put in hand. Types of research instrument that used in this research are observations and interview.

3.3.1. Observation Transcript

This research are applied one observation technique. In the short interviews with the teacher, the researcher uses a list of observational statement for recording information while observing. In this study, researcher uses observation to observe the participant performance when the participant conducts the benefits and the challenges of the use power point in the classroom. Activities undertaken are the researcher takes an observational transcription through the participant activities that will be documented in the form of observational records. In this observation, the researcher made observations via video recording.

3.3.2. Interview Questions

This research used interview question asked individual case of the participants of this research. The content of the observational study questions should distinguish clearly among different types and level of questions and the levels of questions used are questions asked of the individual case.

Figure 3.3.2.1. - 3.3.2.3. Show the Interview Question Research of This Research.

Subject	Construct	Conceptual Definition	Componens	Interview Questions
The Benefits of Using Power Point in the Classroom	The Benefits of Using Power Point in the Classroom Mayer (2005); Greany (2005)	The Benefits of Using Power Point in the Classroom Mayer (2005); Greany (2005) <u>multimedia</u> is a combination of text and pictures that based on multimedia researchers and suggest to used multimedia to build mental representations from these words and pictures. It means, teacher used power point as a media can put some words and pictures on the power point as a combination that teacher usually used in the class, because power point is a multimedia too. Increased motivation, improvement in self-concept and mastery of basic skills, more student-centered learning and engagement in	<ul style="list-style-type: none"> • More understand • To build students' thought • Increased learning motivation • Improvement in <u>self-concept</u> (reading, writing, speaking, listening) • Mastery of basic skills • Engagement in the learning process 	<ol style="list-style-type: none"> 1. How do you feel the use of power point in the classroom in your learning? 2. In what way that power point is helpful for your learning? 3. How using power point help you to understand the material in the classroom? 4. How power point can stimulate your thought to the material on learning in the classroom? 5. How much excitement that you have when your teacher use power point in the classroom rather than she does not use power point in the classroom? 6. How power point help you to change your <u>self-concept</u> or to make your <u>self-concept</u> better? 7. How does your teacher use power point to teach listening? 8. How do you feel about that way of teaching?

Figure 3.3.2.1. Interview question construct of the benefits of the use power point in the classroom

		the learning process are the benefits for <u>students</u> , that used technology in the classroom.		<ol style="list-style-type: none"> 9. How does your teacher use power point to teach speaking? 10. How do you feel about that way of teaching? 11. How does your teacher use power point to teach writing? 12. How do you feel about that way of teaching? 13. How does your teacher use power point to teach reading? 14. How do you feel about that way of teaching? 15. How power point can engaged your learning in the classroom?
The challenges of Using Power Point in the Classroom	The Challenges Mayer (2005); Voss (2004)	The Challenges Mayer (2005); Voss (2004) <u>multimedia</u> is a combination of text and pictures that based on multimedia researchers and suggest to used multimedia to build mental representations	<ul style="list-style-type: none"> • Feel ignored • Too focus on the presentation • Not engaged 	<ol style="list-style-type: none"> 1. How do you feel the use of power point make you feel that you are ignored by your teacher? 2. In what way you feel that maybe sometimes your teacher too focus on the presentation rather than to you?

Figure 3.3.2.2. Interview question construct of the benefits and the challenges of the use power point in the classroom

		<p>from these words and pictures. It means, teacher used power point as a media can put some words and pictures on the power point as a combination that teacher usually used in the class, because power point is a multimedia too.</p> <p>The instruction or teacher too passive using power point in the classroom, students feel ignored because the <u>instructure</u> or teacher not using the power point as a media to teaching the students but too focused on the presentation on the power point.</p>		<p>3. How do you feel about the <u>engagement</u> when your teacher use power point?</p>
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Figure 3.3.2.3. Interview question construct of the challenges of the use power point in the classroom

3.4. Data Collecting Techniques

In this study, the researcher needs to some techniques during taking the data in this qualitative research. According to Creswell (2009) there are some steps to getting the data of the research they are observations, interview and documents.

3.4.1. Observation

Observation are the steps that the researcher can take a note of the field or individual activities that researcher got on the field and the researcher also records unstructured or semi structured way to the participant (Creswell, 2009). In this research, the observation was done in three times of the meeting in the classroom while the researcher takes a note to be an analysis data process beside the observation in the classroom. First, the observation on May 7th 2018 at 19.00-21.00 PM, the material on the power point is about traditional food. Second, the observation on

May 9th 2018 at 19.00-21.00 PM, the material on the power point is the same material with the previous meeting. Third, the observation on May 16th 2018 at 19.00-21.00 PM, the material is about comparison (what people doing and wearing).

3.4.2. Interview

In qualitative research, interview session to the participant to ask and answer related to the topic of this research. According to Creswell (2009) researcher involved unstructured and generally open minded questions to the participant to elicit views opinion from the participant while the researcher face to face to the participant to interview the participant by elephone, or engages in focus group interviews, with six to eight interviewees in each group.

Interview session is the important step for collecting data. The researcher makes an interview question based on the observation in the classroom. The teacher in LB LIA has given five students in the classroom to be a participants in this research. Some students that were selected are the students with the high performance in the class and some students are the students with low performance in the classroom. It will make the data of the interview to the participant will be rich and the data will be able to use for this research.

3.4.3. Documentation

Documentation is the important thing to support collecting data process. This research taking some documents they are recording, power point, lesson plan, pictures, and video during observations. It will help researcher to analyze the data for this research. This research was taking two teacher's material of power point presentation, pictures and videos as the documents of this research.

3.5. Data Analysis

In this research, data that was gathered from observation (Video Recorder), interview (teacher interview), and documents, then it was analysed by using interactive model .The approach of transcendental realism and the analysis components including data reduction; data display; and drawing or verifying conclusion.

3.5.1. Data Reduction

According to Goetz and LeCompte (1994) reducing and considering data describe conceptual basis of the study. In this study, data obtained from observations, interviews and documents. Therefore the researcher have to reduction the data. After the data collection got from the observation, interview and document, the researcher have to select the data that relevant with the study such as conceptual frameworks, research questions and appropriate data to choose. After all the data collected from observations, interviews and documents, the researcher focused on retrieving data from the point of view of observational transcript of the benefits and the challenges of the use power point in the classroom.

3.5.2. Data Display

Data display is one important things in qualitative research. To prove the data that the researcher got from the observation, interview and document. According to Miles and Huberman (1994) hold that data display is a critical and often underutilized means of analysis. Therefore display data is important to make sure and obtained the data that the researcher got from the observation, interview and document. Data display will make the data from observation, interview

and document more organized. In this case, the researcher uses narrative text as the data display the data that has been processed.

3.5.3. Drawing Conclusion

Drawing conclusion is also called data verification. According to Miles & Hubberman (1994) drawing and verifying conclusion of the data research are activity of drawing conclusion. First, the researcher will make a conclusion from the data that has been collected then the data will be matched with the conclusions of the next data. This is follows on the data reduction and displaying data.

3.6. Trustworthiness

Research design is supposed to represent logical set of statement, the quality of research design also can be judged according to certain logical tests. Supported by U.S. Government Accountability office (1990) as cited by Yin (2014), concepts that have been offered for these test include trustworthiness, credibility, confirmability, and data dependability.

3.6.1. Credibility

Credibility is one of important factors for building trust in some research. According to Merriam as cited in Shenton (2004) credibility is the equivalent concept of qualitative research. In the measurement of credibility there are some point that support researcher to be confidence that they have accurately recorded the phenomenon that has been studied. One of the points that will be used in this research is triangulation. Triangulation is the use of different methods of qualitative research that involve observations, focus group and individual interview. According

to Guba, Brewer and Hunter (2004) the use of different methods can compensate the individual limitations and exploits respective benefits. Another aspect of triangulation is to involve the various information. This is individual points of view and experience can be verified against others and, ultimately, a rich picture of the attitudes, needs, or behaviors of the people studied can be built on the contributions of a number of people.

3.6.2. Transferability

According to Merriam as cited in Shenton (2004) transferability is external validity that how far the finding of some research can be used on the other situation. Based on the finding on qualitative research that have a small environment individual that impossible to conduct with the other situation based on the findings and conclusions also related with this research for the teachers and students of the use power point in the classroom. The findings and the result and finding also become employed to the broaden situation and contexts.

3.6.3. Dependability

Dependability is directly process that have to be reported in details that will be useful for future researcher for repeat the work and gain same results. Thus, the research design may be viewed as a “prototype model”. Such in-depth coverage also allows the reader to assess the extent to which proper research practices have been followed. According to Shenton (2004) state that to enable readers of the research report to develop a thorough understanding of the methods and their effectiveness, the text should include sections devoted to: a) *the research design and its implementation*, describing what was planned and executed on a strategic level; b) *the operational detail of data gathering*, addressing the minutiae of what was done in the field; c) *reflective appraisal of*

3.6.4. Confirmability

Confirmability's concept is the qualitative investigator's comparable concern to objectivity. According to Shenton (2004) there are some steps that help ensure as far as possible that the work's findings are the result of the experiences and ideas of the informants, rather than the characteristics and preferences of the researcher. The role of triangulation in promoting such confirmability must again be emphasised, in this context to reduce the effect of investigator bias. Detailed methodological description enables the reader to determine how far the data and constructs emerging from it may be accepted. Critical to this process is the "audit trail", which allows any observer to trace the course of the research step-by-step via the decisions made and procedures described.