CHAPTER III

METHODOLOGY

This chapter presents the methodology and research design which used to analyze the use of teachers' reinforcement strategies in English learning activities. The researcher used qualitative research design, specifically using case study method.

3.1 Research Purposes

This study was meant to investigate English teaching and learning activities in Junior high school. This study focused on teachers' reinforcement strategies that teachers' employed and students' response toward reinforcement strategies in English classroom activities.

The purposes of the research was to identify the kinds of teacher's reinforcement in the English learning activities and was to analyze students' response toward teachers' reinforcement strategy in English learning activities.

3.2 Research Methodology and Design

The researcher conducted this study by using a case study. Robert K. Yin defines "*case study research method as an empirical inquiry that investigation a contemporary phenomenon within its real life context; when the boudaries between*

phenomenon and context are not clearly evident; and which multiple source of evidence are used" (Yin: 1984). Case study refers to a detailed analysis of an individual case supposing that one can properly acquire knowledge of the phenomenon from intensive exploration of a single case. The researcher can receive knowledge about case through intensive exploration. The case study method is a specific field study of observation. Qualitative research is used to understand the phenomena that occurred in individual or groups to the social problems (Cresswell: 2007)

The data were gathered from classroom observation using observational sheet covering kinds of teacher's reinforcement strategies as the guideline to discover whether teachers already implement that or not. The participants observation was used since the researcher were not involved the observation. The involvement of an English teacher as the participant of this study were meant to make the conclusion drawn valid as a portrayal of the mastery of this teaching skill in SMP N 2 Central Jakarta. In addition, interview was also conducted to the students to validate reinforcement strategies that employed by the teacher in English learning activities.

3.3 Research Scope

This research focused on teacher's reinforcement strategies that employed in learning process in order to analyze students' response toward reinforcement strategies employed by teacher in English learning activities. The teaching and learning activities

in the classroom were observed and also analyzed in classroom interactions context in Junior High School at 8th graders in SMP N 2 Jakarta.

3.4 Research Time and Place

This research was conducted from April to May 2016. The classroom observation was conducted for at least five meetings in SMP N 2 Jakarta which is located in Jl. Mardani Raya, Central Jakarta. It was conducted at grade 8th.

3.5 Data and Data Source

The data of this research are teacher's verbal and non-verbal communication that showed reinforcement strategies and students' responses which were taken from class at 8th graders of Junior High School and transcribed by the researcher. The data sources are teacher and students. The researcher and the students also took the interview to validate the data. The respondent was one English teacher and thirty five students at SMP Negeri 2, Central Jakarta.

3.6. Instrument of the study

There were two instruments used in this study; classroom observation and interview.

3.6.1 Classroom Observation

The researcher used non-participation observation to gather data about teaching activities during classroom activities. The researcher sat on the back of the class, observed classroom activities, took some notes, and recorded the whole teaching and learning activities.

The observation was conducted for one teacher and was observed five meetings in one classroom. During observation, the researcher brought along the observation sheet as the guideline. The observational sheet and transcript could be seen in the appendix.

3.6.2 Interview

Interview is a form which the research asks questions, listens for the answer, and records them (Creswell, p. 394). The researcher used interview to the teacher and the students by asking questions which related to teachers' reinforcement during English learning activities.

Teacher's interview was conducted to reconfirm and dig out more information. The interviewee was the English teacher who teaches English grade 8.

Students' interview conducted to validate the data gained through the observation. The interview transcribed to dig out more information about teacher's

reinforcement strategies. The questions that asked were open-ended questions which can let students to give their responses more free rather than in the questionnaire. An open-form question, in which the students were encouraged to answer in his or her word at some length, is likely to provide greater depth of response (Best & Kahn, 1993: p. 252).

The interviewee was five students who were never absent during the English lesson because they were assumed to know well about teacher's behaviours in the class. Their comments would be useful in helping to know teacher's reinforcement strategies in the classroom and also as a means to improve students' response of reinforcement strategies employed by the teacher in SMP N 2 Jakarta.

3.7 Data Collection Procedure

The following steps used in collecting the data:

1. Choosing 8th graders Junior High School as the object of the study.
2. Choosing one class and taking an English teacher and thirty five students of that class to be participants of the study.
3. Asking teacher's permission to conduct the observation during his/her sessions.
4. Observing the reinforcement strategies that teacher used and observed student's response of reinforcement strategies employed by the teacher during teaching and learning activities.

5. Asking some questions to the teacher and also to the students to be interviewed as the triangulate data.

3.8 Data Analysis Procedure

The data analysis of the study were one teacher and thirty five students, the data were analyzed using the table of teacher's reinforcement strategies (Turney) and Affective domain (Bloom's taxonomy). These were the steps to analyze the data:

1. Transcribing the recordings in five meetings. The researcher used non-participant observation – sat on the back of the class.

2. Classifiying kinds of reinforcement strategies related to Turney (1983). Reinforcement strategies have six kinds; *Verbal Reinforcement, Gesture Reinforcement, Proximity Reinforcement, Contact Reinforcement, Activity Reinforcement*, and *Token Reinforcement*.

3. Categorizing students' responses towards reinforcement strategies that emploted by the teacher to identify affective domain based on Krathwol's theory toward the students' response itself. There are five levels on affective domain, they are *receiving, responding, valuing, organization,* and *characterization by a value* or *value set.*

4. Transcribing the interview both teacher and students.

5. Drawing the findings by using a chart or graph.

6. Concluding the result based on the findings.