

CHAPTER III

METHODOLOGY

This chapter presents an overview of the Methodology of the Research. It consists of Research Method and Design, Data and Data Sources, Time and Place, Instrument of the Research, Data Collecting Procedure, Data Analysis Procedure, and Research Procedure.

3.1 Research Method and Design

This research aimed to investigate the building process of altruism in English language instruction in junior high school. In particular, this research is intended to investigate how is building character of altruism in English classroom activities at junior high school.

Referring to answer the questions above, this research used case study research design. Case study is a type of qualitative research focused on an in depth investigation of individual or case of group with the extra extreme unique or characteristic (Creswell, 1998; Ary et al, 2005). Case study research design is used to investigate the building process of altruism phenomenon which occur in English language instruction including in pre-activities, whilst activities, and post-activities. Thus, this research used the single case design which implies one unit of analysis or the case itself (Yin, 2003).

3.2 Data and Data Source

The data is one of the important matter in the research. The data could be the facts, or number found by the research as the result. The data must be relevant with the research aim and research question. The data in this study were several activities occurred during pre, whilst and post classroom activities. The data are teacher's utterances, student's response, teacher behavior, student's behavior during classroom activities. It can be seen in detail, as follow:

No.	Source of data	Data classification					
		classroom activities			Utterance s	Action/behavior	Students' Response
		Pre	Whilst	Post			
1	Observation school A						
2.	Observation school B						
3.	Observation school C						

Table 3.1 data and data source

3.3 Time and Place

This research was conducted from first week of May until fourth week of May in 2018 to conduct observation, documentation, and interview. From the fifth week of May until first week of June will be used to analyse and elaborate the interpretation of the data. This research was conducted in three junior high schools which are in Bandung, Bogor, and Jakarta.

3.4 Data Collection Techniques

Referring to the research Questions, the researcher collected the data with techniques which made the research run well (Creswell, 2012), namely

observation. To answer sub research question of how is building altruism character in pre, whilst and post classroom activities.

a. Observation

Observation sheet is used to observe the praxis of English language instruction in pre-activities, whilst activities, and post activities. Observation sheet used in this research is the type of field notes. Field notes is a method of data collection by making any notes as a records contain any situation happen in the research take a place. It contains of school identity, class identity, altruism aspect and notes. And then, if there is findings related to the altruism, check list can be given to the column and fill the notes. For observing the altruism aspects in pre-activities, whilst activities, and post activities of English language instruction, some characteristics of altruism aspect are developed based on theories by Eisenberg and Mussen (1989), Durkheim (1990), Cohen (2005), Pilliavin (1981); Myers (2012). The example is given below.

Day & Date		:	
Class & School		:	
NO	THEMES	DETAIL	NOTE
1	social care	Caring	
		Helping	
		sharing possession	
		Volunteering	
		Aversive arousal reduction	

Table 3.2 Field Note

3.5 Instrument of the Research

This single case research used observation as the instrument to collect the data (Creswell, 2012). In observation, the use of observation sheet is needed. In observation sheet, the researcher should develop the indicator as the specific aspect which can be found in the praxis of english language instruction. The indicators are developed based on some scholars idea about altruism by Piliavin et al (1981), Eisenberg and Mussen (1989), Durkheim (1990); and Cohen (2005), and Myers (2012).

ALTRUISM BLUE PRINT (PILIAVIN ET AL, 1981; EISENBERG AND MUSSEN, 1989; DURKHEIM, 1990; COHEN, 2008;)			Theories
NO	THEMES	DETAIL	
1	social care	Caring	Full of affection, full mercy (Durkheim, 1990) prosocialbehaviour including comforting (Piliavin, 1981)
		Help	helping others (Durkheim, 1990) helping (Piliavin et al, 1981)
		Sharing	sharing (Piliavin, 1981; Durkheim, 1990; EisenBerg and mussen, 1989)
		aversive arousal reducing	aversive arousal means the way how to reduce unpleasant experience and negative emotion caused by other's distress (Batson & Powel, 2003 ; Feign et al, 2014)
		voluntaring	Voluntary (Cohen, 2005) Voluntary (Piliavin et al, 1981)

Then from the theories, it is narrowed down to indicators for observing altruism behaviors in classroom activities. The indicators are as follow.

ALTRUISM BLUE PRINT (PILIAVIN ET AL, 1981; EISENBERG AND MUSSEN, 1989; DURKHEIM, 1990; COHEN, 2008;)				
NO	THEMES	DETAIL	CODE	There are.....
1	social care	Caring	A 1	Comforting other school member
			A 2	listening to others problem
			A 3	paying attention
			A 4	praying school member health
			A 5	checking on students difficulties in learning process
			A 6	asking school member condition who does not look well
			A 7	asking school member who is absent
			A 8	asking school member to visit sick people
		Help	A 9	giving any possible help
			A 10	offering solution
			A 11	learning materials about offering help and asking help.
			A 12	helping each others
			A 13	help to erasing the white board
		Sharing	A 14	sharing stationaries
			A 15	sharing text book
			A 16	sharing dictionaries
			A 17	sharing projector
		aversive arousal reducing	A 18	sharing food and beverage
			A 19	making friends with anyone despite the differences
			A 20	reminding students to stop bullying
		voluntaring	A 21	working cooperately in team work
			A 22	invite the school members to donate in charity.
			A 23	invite the school member to volunteer them self in charity activities.
			A 24	Following school regulation
			A 25	answer question voluntarily
			A 26	volunter to set up the projector
			A 27	volunter to keep the projector

Table 3.3 The example of Observation Sheet

3.6 Data Analysis Procedure

The data analysis in case research was an iterative process, it means that when the first data already collected, then it continuous to be the emergent insights and the next data collection can be collect subsequently (Haas, in Lorio, 2004). After collecting the data used observation and interview, the data analysis procedure of this research were follow Miles and Huberman steps in analysed the data (1994). The procedure of analysed the data in qualitative consisting of three activities, namely; data reduction, data display and data interpretation.

3.6.1 Data Reduction

In analysing the data in qualitative method, data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data which appear in written or transcription (Miles and Huberman, 1994:10). Data reduction used to reduce the useless data which does not contain of altruism indicators which developed based on some theories mentioned previously. The transcription data of observation focus on the data which shows altruism aspect. After transcribing the data, only data which contains altruism indicator is used. If the data containing altruism aspect, it counted, specified and examine. Meanwhile, the transcription data of observation which does not contain altruism indicator are reduced. An example of data reduction step is as follows.

NO	DATA	REDUCE CHECKLIST		DATA REDUCTION
		YES	NO	
1	“Students, what time is it? Eh, look. Who threw the rubbish? Pick it up”		✓	“Who throw the rubbish? Pick it up”
2	“Who just crossed by? Hey, don’t disturb my students. hush..hush.. okay. Who is absent today?”		✓	“Who is absent today?”

Table 3.4 Example of Data Reduction

3.6.2 Data Display

Miles and Huberman (1994) stated that data display supported the research in making conclusion. The analysis presented in recognizing the altruism behaviour and then, altruism behaviour which appears composed and be specified according to the indicator. Here is an example of data display.

NO	DATA REDUCTION	REDUCE CHECKLIST		DATA DISPLAY
		YES	NO	
1	“Students, what time is it? Eh, look. Who threw the rubbish? Pick it up”		✓	Who threw the rubbish? Pick it up
2	Who just crossed by? Hey, don’t disturb my students. hush..hush..	✓		

Table 3.5 Example of Data Display

3.6.3 Data interpretation

After analysing the data, it was interpreted according to criteria in indicator of altruism in order to make conclusion. The result of the table analysis used to identify of building character of altruism process in the classroom. Next, describe, make the interpretation of the data, present the

data in narrative to answer the research question and convey the findings of the analysis. Here is an example of data interpretation.

No.	Source of data	Data Classification					
		classroom activities			Utterances/n on verbal activities	Indicators	Students' response
		Pr e-	Whil st-	Post-			
1	Observation school A	√			Who is absent today?	A7 (asking school member who is absent)	There are Dedi, Nia, and Riska, Miss.
2.	Observation school B		√		Students share the textbooks	A15 (sharing text book)	
3.	Observation school C			√	Who can help me erasing the whiteboard?	A13 (helping erasing the whiteboard)	Student help erasing the whiteboard

Table 3.6 Example of data interpretation