

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

As defined by Merriam and Tisdell (2016), qualitative research aims to understand how people interpret their experiences, how they form views of the world, and what meaning they assign to these experiences. Qualitative research investigates individuals' perspectives and experiences in complex situations using a holistic approach rather than dividing them into small parts.

Descriptive design, as also described by Merriam and Tisdell (2016), aims to systematically describe the facts and characteristics of a particular phenomenon, or the relationship between events and phenomena. Descriptive research provides an in-depth understanding of various aspects of a phenomenon, including its attributes and context, without trying to change or manipulate existing variables.

In this study, a descriptive qualitative approach is chosen to analyze the perceptions of English teachers in grade XI TKKR at SMKN 8 Medan. This design allows the researcher to explore how teachers perceive the use of different seating arrangements in supporting English language learning, as well as the challenges they face in using these arrangements.

B. Data and Source of Data

According to Sekaran and Bougie (2016), qualitative data consists of information presented in words or descriptions obtained from interviews,

questionnaires, observations, or existing information collected from various sources. In this study, data were collected through interviews and documentation with two English teachers who taught in grade XI TKKR at SMKN 8 Medan. These teachers were chosen as participants because they were the only English teachers in this research setting and had experience managing seating arrangements.

C. The Participants of The Study

The participants of this study were two female English teachers who teach in grade XI of the Beauty and Hairdressing Department at SMKN 8 Medan. The first participant, with the initial Z, was 39 years old and had 14 years of teaching experience. The second participant, with the initial NS, was 42 years old and had 15 years of teaching experience. Their insights and experiences provided valuable qualitative data for the research.

D. Instruments of Collecting Data

The instruments for collecting data in this study include an interview guideline and documentation. A data-collection instrument refers to the materials that are prepared to structure the process of data collection (Berg & Lune, 2016). These instruments are essential for gathering information related to the research topic and for understanding the specific context being analyzed.

The interview guideline was designed to explore the teachers' perceptions regarding the use and challenges of seating arrangements, featuring structured questions that promoted open-ended responses for deeper insights. Documentation consisted of photos of the classroom condition and recorded interviews, which served as additional evidence to enrich the analysis.

E. The Technique of Collecting Data

The data collection for this research utilizes three techniques, which are in-depth interview and documentation. These methods are chosen to gather relevant data regarding the research objectives.

a. Interview

In this study, the researcher used in-depth interviews, also known as semi-structured interviews, to collect primary data. This technique allowed the researcher to guide the conversation with key topics while giving participants the freedom to elaborate on their experiences and views (Given, 2008). In-depth interviews provided flexibility, enabling the researcher to introduce topics of interest and ask follow-up questions to gather more detailed insights. This method helped to obtain rich, detailed information without restricting participants to predetermined responses. The interviews were conducted with two English teachers who teach in grade XI TKKR, Beauty and Hairdressing Department at SMKN 8 Medan, focusing on their perceptions of seating arrangements and the challenges they faced with different seating layouts. Four interview questions were asked to explore these issues in more detail.

b. Documentation

Comprehensive and accurate documentation is important for informed and effective use of data; thus, data should be accompanied by file and contextual documentation that describes how the data are created, including sampling and fieldwork practices, and how they will be prepared for

analysis (Given, 2008). The content of each data file, such as an interview, is clearly documented, including information about who is being interviewed, when, and where. Additionally, photographs, reports, and recordings will be sorted.

During this research, data were obtained through photographs and recorded interviews, ensuring a thorough documentation of findings. Documentation was conducted to obtain a clear picture of classroom conditions, which could be used as a consideration in determining seating arrangements. This involved collecting data or visual information, such as photos of classroom situations, including room size, number of students, available equipment, and the current arrangement. The main goal was to identify the challenges that teachers faced in managing seating arrangements in the classroom.

F. The Technique of Analyzing Data

In this research, data were analyzed using the Interactive Model by Miles and Huberman (1994), which consisted of three main components, including data reduction, data display, and conclusion drawing and verification. These steps occurred interactively and continuously throughout the research process, ensuring systematic data processing and analysis. The steps involved in this process were detailed as follows:

1. Data Reduction

Data reduction involves selecting, focusing, simplifying, and transforming raw data from the interviews and documentations. In this

research, data reduction began as soon as data were collected, with the researcher identifying and prioritizing information that aligned with the research objectives. Unnecessary or redundant data were removed. The researcher decided which data to code and which patterns to highlight, making it easier to organize and understand the information.

2. Data Display

Data Display involves organizing and presenting data in a structured format to facilitate analysis and conclusion drawing. After the data were reduced, they were arranged in tables to provide a clear overview of the collected information. This visual representation enhanced the researcher's ability to identify relationships and patterns within the data. In this study, the data display focused on the teachers' perceptions of the use of different seating arrangements in supporting English learning and the challenges faced by teachers in implementing these arrangements in the class.

3. Conclusion Drawing and Verification

The researcher drew conclusions based on the key findings regarding teachers' perceptions and the challenges related to the use of different seating arrangements in supporting English learning in grade XI TKKR at SMKN 8 Medan. At first, the conclusions were incomplete, but as more data were analyzed, the researcher checked and improved them using existing theories and new information. This verification process was important to ensure that the conclusions were reliable and valid. Throughout the study, the researcher reviewed the data for coherence and correctness before

finalizing conclusions about the teacher's perception and the challenges the teachers faced in using different seating arrangements.

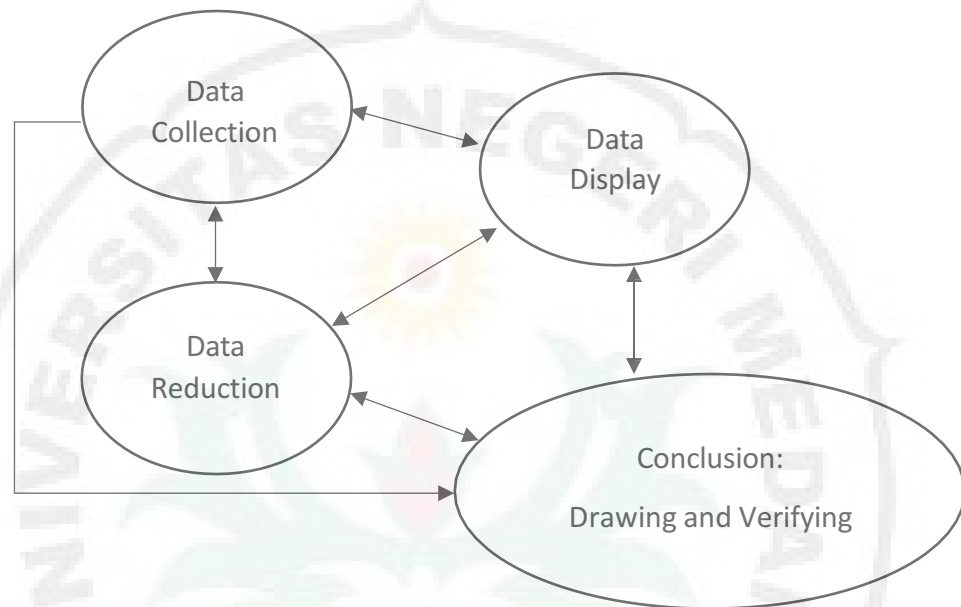


Figure 3. 1 Components of Data Analysis: Interactive Model