

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **3.1 Research Method**

The research method in this research was a descriptive case study. A descriptive case study aims at presenting a detailed, contextualized picture of a particular phenomenon. Descriptive case studies are used to describe phenomena and the real-life context in which they occur (Yin, 2003 *as cited in* Baxter, *et al.*, 2008, p. 548). This research design was chosen because this study describes and focuses on how the teacher teaches English to junior high school students. In this case, the descriptive theory was used to investigate the depth of the case. In this study, the researcher focused on how the teacher teaches English in the classroom. In addition, this study described the issue of the teacher-centered and student-centered approaches on students' perception.

#### **3.2 Research Setting and Participants**

The study took place in one of Junior High Schools in Tasikmalaya, West Java, Indonesia. This school was selected due to researcher's experience of three-month teaching internship and also because of institution permission.

The participants were one male and two female of 9<sup>th</sup> grade students (which designated as low, middle, and high based on their English competency). The level of the students is determined from studying the transcript of the school grades. Also, these students were recruited to represent the other students in English class. They were recruited because they had a good engagement in

English language learning in the classroom and also, they had willingness to become participants. Moreover, the affordable access and the school policy allowance enabled them to become this research participant.

### **3.3 Technique of Data Collection**

The data collection of this study used semi-structured interview. It was carried out through voice recording using a cell phone to investigate students' perception on the teacher-centered and student-centered approach that was used by the teacher to teach English in classroom. In conducting the interview, the researcher interviewed the participants. Furthermore, the interview guideline was designed with several topics to pose the questions. A semi-structured interview was used to explore participants' thoughts, feelings, and beliefs about a particular topic (Dejonckheere & Vaughn, 2019). The topics were related on students' perception on teacher-centered and student-centered approach that used by teacher to teach English in class including teacher-centered and student-centered approach, teacher's role, instructional media, quality resources, monitoring, learning responsibility, evaluation process. In the semi-structured interview, a guide is used, with questions and topics that must be covered. However, semi-structured interview requires more than one answer word (Creswell, 2012). There were five steps of the interview (Creswell, 2012) used by the researcher:

1. Selecting the question for the interview
2. Creating interview guideline
3. Asking permission to gain access to the teacher

4. Conducting interview
5. After the interview, withdrawing slowly from the teacher and saying thanks to the teacher.

### 3.4 Technique of Data Analysis

The data was analyzed by Thematic Analysis. According to Braun and Clarke (2012) “Thematic analysis is a method for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across data set” (p.57). The reason why the researcher chose Thematic Analysis to analyze the data was because TA enabled researcher to interpret the data with a lot of flexibility and also made the researcher able to approach large data set (interview transcript) more easily by sorting them into broad themes (Braun & Clarke, 2006). There were 6 phases of Thematic Analysis (Braun and Clarke, 2006):

#### 1. Familiarising the Data

In this phase, the researcher read and re-read the data to familiarize herself with the data transcript related to the topic of this research about students’ perceptions on the implementation of teacher-centered and student-centered approaches in English language learning in the classroom.

**Table 1. Familiarising the data**

| Profile | Data  |
|---------|---|
| I:      | Bagaimana cara guru Anda mengajar?  |
| P1:     | Guru <i>ngejelasin</i> materi dari buku, kadang guru <i>nampilin</i> video pake <i>projector</i> . Biasanya kalo udah <i>nyampein</i> materi guru bertanya ngerti apa |

|     |   |
|-----|---|
|     | <i>engga</i> soal materi yang di <i>sampein</i> baru deh guru meminta siswa <i>ngerjain</i> tugas   |
| I:  | Apa yang guru Anda lakukan sebelum pembelajaran di kelas?   |
| P1: | Absensi, salam, membahas materi sebelumnya. Guru mengintruksikan siswa untuk membuka buku untuk dilihat dan dibaca ulang terkait materi sebelumnya. Jika siswa merasa belum paham, guru akan membahas ulang. Guru melanjutkan materi jika dirasa siswa sudah paham terkait materi sebelumnya. |

## 2. Generating Initial Codes

After being familiar with the data, the researcher classified the data into several codes. The researcher correlated the data based on the aims of the research and then categorized using the initial codes that are colored to highlight students' perceptions on the implementation of teacher-centered and student-centered approach in English language learning in the classroom.

**Table 2. Generating Initial Codes**

| Profile   | Data   | Initial Code                          |
|-----------|--|---------------------------------------|
| I:<br>P1: | Bagaimana cara guru Anda mengajar?<br>Guru <i>ngejelasin</i> materi dari buku, kadang guru <i>nampilin</i> video pake <i>projector</i> . Biasanya kalo udah <i>nyampein</i> materi guru <i>bertanya</i> ngerti apa <i>engga</i> soal materi yang di <i>sampein</i> baru deh guru meminta siswa <i>ngerjain</i> tugas | Teacher-centered learning activities  |
| I:<br>P1: | Apa saja kegiatan pembelajaran di kelas?<br>Bercerita, berkelompok, berdialog antara siswa dan guru, mendeskripsikan objek, presentasi.  | Students-centered learning activities |

### 3. Searching for Themes

In this phase, the researcher analysed and classified the obtained-codes from the data into themes. The researcher identified the themes from the data that had been categorized and highlighted earlier in the second step.

**Table 3. Searching for Themes**

| Profile | Theme: Students-centered learning activities  |
|---------|---|
| P1      | Telling story, Collaborative learning (group work activity)<br>Dialogue, Describing objects, Presentation |
| P2      | Collaborative learning  |
| P3      | Students exploring materials from the book and mobile phone<br>Collaborative learning                     |

### 4. Reviewing Themes

The themes that appeared in the data were reviewed due to the frequency of the data that emerged. The theme that had less frequency of emergence was reduced. The researcher re-examined the themes that had been identified about students' perceptions on the implementation of teacher-centered English language learning in the classroom to ensure the placement of the code had been grouped into the appropriate theme.

**Table 4. Reviewing Themes**

| Themes  |
|---|
| <b>The implementation of teacher-centered and student-centered approaches</b> |
| Teacher-centered activities   |
| Student-centered activities   |
| <b>Students' learning engagement</b>  |
| Classroom discussion  |
| Collaborative learning  |
| Autonomous learning   |
| <b>Students' preferred teaching approaches employed by the teacher</b>        |
| Enjoyable classroom atmosphere  |
| Humorous teacher's character  |
| Motivating teacher's character  |

## 5. Defining and Naming the Themes

Besides the reduction of the data, in this phase, there was a combination of themes. The researcher decided the theme used to be interpreted and gave the name for each theme. The researcher determined and gave the name of the theme based on the data that had been acquired about students' perception.

**Table 5. Defining and Naming Themes**

| Themes  |
|---|
| 1. The implementation of teacher-centered and student-centered approaches |
| 2. Students' learning engagement  |
| 3. Students' preferred teaching approaches employed by the teacher        |

## 6. Producing the reports

The interpretation of the data was conducted in this phase. The researcher reported the result of this research that was about students' perceptions on the implementation of teacher-centered English language learning in the classroom.

### 3.5 Research Schedule

**Table 6 Research Schedule**

| Activities                         | Nov.<br>2019 | Dec.<br>2019 | Jan.<br>2019 | Dec.<br>2020 | Feb.<br>2021 | March<br>2021 | Dec.<br>2021 |
|------------------------------------|--------------|--------------|--------------|--------------|--------------|---------------|--------------|
| Tentative consultations            |              |              |              |              |              |               |              |
| Research Approval                  |              |              |              |              |              |               |              |
| Making the introduction            |              |              |              |              |              |               |              |
| Constructing the literature review |              |              |              |              |              |               |              |

| Activities                               | Nov.<br>2019 | Dec.<br>2019 | Jan.<br>2019 | Dec.<br>2020 | Feb.<br>2021 | March<br>2021 | Dec.<br>2021 |
|--|--------------|--------------|--------------|--------------|--------------|---------------|--------------|
| Deciding the methodology                 |              |              |              |              |              |               |              |
| Research proposal examination            |              |              |              |              |              |               |              |
| Collecting the data                      |              |              |              |              |              |               |              |
| Analyzing the data                       |              |              |              |              |              |               |              |
| Reporting the data and making conclusion |              |              |              |              |              |               |              |
| Final Thesis Examination                 |              |              |              |              |              |               |              |