

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **3.1 Research Methodology**

This present study is a descriptive case study that is used to describe an intervention or phenomenon and the real-life context in which it occurred (Yin, 2003). It is a qualitative study with a descriptive case study approach that aims to get an in-depth understanding about a single case risen of the researcher (Gog, 2015). The further findings will provide descriptive explanation about the focus target of research which can answer the formulation of the problem.

Descriptive case study design is also typically involve the researcher to take the data by focus individual and/or group interview with semi-structured interview as the guidelines (Bradway et al., 2017; Neergaard et al., 2009; Sandelowski, 2000). It is appropriate that the present study choosed individual interview to collect the data and provides semi-structured interview as the interview guidelines.

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

The research was conducted in the junior high school located in Tasikmalaya, West Java, Indonesia. This school was choosen because of three considerations: (1) The cooperative learning are oftenly used by the teacher in this school; (2) The students with cooperative learning method treatment by the teacher have positive academic progress and attitudes

(3) The researcher had experienced as pre-service teacher at this school for two months.

There were three students with average age of 13 to 14 years old in different gender and levels as the participants in this research were interviewed. The levels are divided into high, medium and low of students' academic performances in English learning. The recruitment of the students were followed the school ethical's clearance.

### **3.3 Data Collection Technique**

The data were collected through semi-structured interview in order to get the information regarding to my research questions. Alvehus (2013) stated that the interviewer should prepare open-ended questions which can open the discussion and avoiding kind of yes or no questions (Gudinge, 2019 p. 13). *Bahasa* were used in the interview in order to make the communication runs easier for the students. The procedures of collecting the data, firstly the researcher asked for permission to the school and concerned parties, who are the participants. After getting the permission and agreement, the researcher collected the data through interview to the students by visiting their houses one by one because the face-to-face learning at school was still not allowed due to pandemic situation.

### **3.4 Data Analysis Technique**

The data from the interview were transcribed. Then, the data were analysed using Braun and Clarke's (2006) thematic analysis. This kind of analysis provides flexibility for the researcher to discover the most suitable

themes that represent the findings and the aims of the study. This analysis consists of several stages as follows:

**3.4.1. Familiarization with data:** It is important to make the researcher become very familiar with the data. The recorded interview will help the researcher to play the event repeatedly and see which parts had not been clearly heard on the previous reviewing. In this phase, researcher play the main point of the data taken repeatedly to get clear review. Here are the example:

Durations	Interviewer	P2
00.00 - 00.07	Okay..good afternoon P2	Good afternoon, Maam
00.07 - 00.20	Now, I am here to ask your experiences during group learning or cooperative learning activities in English learning in classroom. I want to know about your experiences. Hmmm.. If there are the questions you don't understand just tell me.	Okay, Maam.

00.20 - 00.40	So, what do you do with your friends in group after receive the task by the teacher?	We do it, finish it all.. we share our opinions
00.40 - 00.47	What do you mean “sharing opinions”?	Our opinions to answer the questions
00.47 - 01.12	What if there are your friends who don't want to answer or they get difficulties to understand and answer	Hm..yaa.. we invite them to do it.. we teach them if they don't understand yet..hmmm ya..we help them
01.12 - 01.30	So, after that, do they always ask you about the answers?	They can do it by themselves..
01.30-01.42	And now, if the condition is you are who needs the help..what do you do?	I ask to the other..I ask how the way I have to do this task..
01.42 - 02.15	What do you think about the cooperation in group learning?	We can complete each other..if there are friends who are still wrong, we correct

		it..we can compare the opinions..
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### 3.1 Familiarization ofn the Data

**3.4.2. Generating initial codes:** In this stage, the data were highlighted by different colour to distinguish it from each codes. **Red** reflects positive interdependence, **Green** reflects promotive interaction, **Yellow** reflects individual accountability, **Blue** reflects social communication and **Grey** reflects group processing.

Codes	Participants	Excerpt
Positive Interdependence	P1	<i>....we complete each other, if there were wrong things anyone who knows got it fix.</i>
Promotive Interaction		<i>It is just like we invite them, we persuade them such as, "let's ask for help than we can accomplish it together" just like that, Maam.</i>
Individual Accountability		<i>...later on they can do it by themselves after they were given explanation and they understood.</i>

Social Communication		<i>Because we can distribute our opinion and strengthen our relationship with other friends.</i>
Group Processing		<i>We divided the task given and we accomplish it together.</i>

Table. 3.2 Highlighted codes

**3.4.3. Searching for themes:** The researcher focused on the general or broader level of themes and it involves sorting the codes into potential themes in order to make the researcher be easy to analyze it later.

Students' Learning Engagement	Effective Communication	Students' Cooperation
Individual Accountability	Promotive Interaction	Group Processing
	Social Communication	Positive Interdependence

Table 3.3 The process of searching for the themes

**3.4.4. Reviewing themes:** In this phase, the researcher ensured the following themes are the appropriate ones to use. It is also defined the relationship among the themes. The researcher had to do tight sort to avoid replacing the themes.

<b>Discovering Partners as Supportive System on Learning</b>	<b>Improving Self-Learning Ability</b>
Promotive Interaction	Individual Accountability
Positive Interdependence	Social Communication
Group Processing	

Table 3.4. The process of reviewing potential themes

**3.4.5. Naming the themes:** This stage involves the tighter themes and it is as the final sortir. This step is to capture what each theme about and what aspect of the data each theme captured. The themes were named as the representation of its following sub-themes. Those themes further became the findings of this research.

<b>Discovering Partners as Supportive System on Learning</b>	<b>Improving Self-Accountability in Learning English</b>
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Table 3.5 The process of naming the themes

**3.4.6. Producing the final report:** It is the final step. This stage involves final analysis and write the report by providing strong evidence of each themes.

### 3.5 Research Schedule

No	Description	Jan 2020	Feb 2020	Mar 2020	Apr 2020	May 2020	June 2020	July 2020	Aug 2020	Sept 2020
1	Research proposal writing	■	■							
2	Research proposal examination			■						
3	Data collection				■					
4	Data analysis					■	■			
5	Report							■	■	
6	Thesis Examination									■

Table 3.6 Research Schedule