

## **CHAPTER III METHODOLOGY**

### **A. Methods and Forms of Research**

This research uses descriptive qualitative research and phenomenological research. Qualitative Descriptive is a design that aims to be a comprehensive summary and generally convey what is experienced as a group or individual (Lambert & Lambert, 2013). In more detail, this research design describes phenomena in the field that are specifically observed. Descriptive qualitative research for data collection focuses on what is found when the research involves structured interviews, open interviews, individuals, and groups. Experts use a qualitative descriptive design to make a description of the research, in a systematic manner, there are factual data of all the characteristics and relationships between the phenomena investigated (Nazir 1998, 63 quoted by Mulyadi, 2012). Phenomenological research is also part of this research methodology. Phenomenological research is research that describes individual experiences of existing phenomena. According to Cohen 2000 (Quoted by Dowling M, C.A. 2012), the primary purpose of phenomenology is to describe phenomena or from a theoretical view of something. This research aims to lead to a life experience.

### **B. Place and Time of Research**

This research was conducted at SMK Negeri 1 Mempawah Hulu which is located on Jalan Raya Karang-Sompak, Jangkang District, Landak Regency, West Kalimantan Province. In addition, this research was conducted on November 3, 2022.

### **C. Subject of Research**

On the subject of this study, data were collected using purposive selection. Purposive Selection, also known as Purposive Sampling, is a sampling technique that deliberately selects individuals to understand a central phenomenon based on specific goal withdrawals (Cresswell 2012). The sample used has several combinations of probability methods with effective and

efficient approaches. There were around 8 schools in West Kalimantan registered in the research sample which consisted of several regions including Sambas Regency with 2 schools, Melawi Regency with 2 schools, Landak Regency with 1 school, Kubu Raya Regency with 1 school, Sanggau Regency with 1 school, and Pontianak City Regency with 1 school. This research was conducted based on where the researcher was directly involved in the scene while participating in the school field introduction practice (PLP II), especially at "SMK Negeri 1 Mempawah Hulu" while the other 7 schools were based on the exchange of information from research experience from a group that took part in the same research spread across the school where they practice teaching.

For more details, see the table below:

**Table 1.1 list of junior high school**

<b>NO</b>	<b>Junior high School</b>	<b>Region of Origin</b>	<b>Respondent</b>
1	SMPN 1 KUBURAYA	Kabupaten Kuburaya	Total of Respondents: 6, consisting of school principals, deputy heads of curriculum, deputy heads of student affairs and 3 teachers
2	SMPN 1 TANAH PINOH	Kabupaten Melawi	Respondents:3. Namely school principals, vice curricula, teachers.
3	MTSN DARUL AMIN	Kabupaten Kota Pontianak	Respondents : 5 . namely, Deputy Head of Curriculum, Deputy Head of Student Affairs, TU staff, 2 regular teachers.

**Table 1.2 list of senior high school**

<b>NO</b>	<b>Senior High School</b>	<b>Region of Origin</b>	<b>Respondent</b>
1	SMAN 01 TELUK KERAMAT	Kabupaten Sambas	Respondents: 3, school principals, vice curricula, student affairs representatives
2	SMAN 1 TANAH PINOH	Kabupaten Melawi	Respondents: 3, principals, vice curricula, teacher
3	SMAN 1 JANGKANG	Kabupaten Sanggau	Respondents: 3, principals, vice curricula, teacher
4	SMKN 1 MEMPAWAH HULU	Kabupaten Landak	Respondents: 5, principal, vice principal, deputy student affairs, 2 teachers

5	SMAN 1 SEMPARUK	Kabupaten Sambas	Respondents: 6, school principals, vice curricula, 4 teachers.
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The total number of respondents from 8 districts is 34 respondents. Which consists of school principals, vice curricula, teacher assistants, TU staff and teachers who teach in the schools studied.

#### **D. The Technique of Data Collection**

Data collection tool in this study uses two tools, namely:

##### 1) Interview

In collecting information at school, in this case, the researcher conducted a structured interview, in which the interviewer asked written questions and asked these questions directly to the interviewees. According to Qu Sandy, Q., & Dumay, J. (2011:243), The interview includes the processing of how to ask where the purpose of the question has a context that "differs in the level of emphasis, in the choice of arena or research boundaries, and in terms of the specific objectives of the information sought" because in general, the interview method can be said to be the art of asking questions and differentiating the answers of respondents. The most important thing using interviews is that this method provides a useful way for researchers to understand the existence of other people's worlds, it is just that the understanding constraints are different for each respondent. And although the interviewer and the respondent being interviewed seem to speak the same language, the meaning of their words may mean completely different things. Interviews are the main method of data collection, cases in grounded theory studies have raised the difference between observation and interview methods, the main thing in phenomenological research is interviews (McMillan & Schumacher, 2014:373).

##### 2) Observation

Observation is also very important as the observations we make both of objects or activities that are felt directly and then processed from ideas and knowledge that we take before. Observational research can also provide direct results through indirect social interaction. The strength of this study is our performance in finding out what actually happened in a

setting rather than what participants reported to us. According to (Ciesielska, Boström, and Ohlander, 2018) Observation may be felt everyday as observing behavior and the material environment but it is different in the scientific method, this cannot be separated systematically, and certainly scientifically. How to collect observational data can also be done using; Writing descriptions in which the researcher summarizes the outline of the observed places, both people and the environment, and video recording, although unfortunately this technique is the attitude of the closest person to act unnaturally in front of the camera (Musab and Prof, Christian Bach 2014: 255).

a. Participan Observation

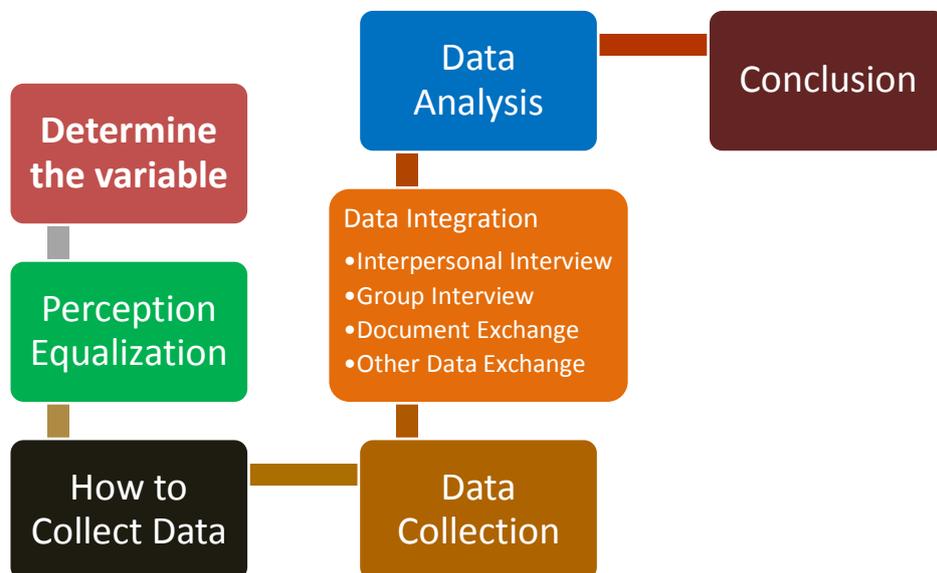
Observation participants are observations made by researchers who are directly involved in the activities carried out every day, and this research is assessed accurately because researchers can experience the local conditions firsthand (Sugiyono, 2017: 145 cited Ningrum & Syarah, 2018: 127). Researchers will see and spend their time and participate in working with local communities, and this research does not have formal steps as conditions when managing it because researchers have seen the phenomena that are being processed (Laurier, 2010)

b. Non Participant Observation

This study uses non-participant observation data collection techniques. According to "Sugiyono (2017: 145) quoted by (Ningrum & Syarah, 2018: 127) Non-participant observation is that in participant observation the researcher is directly involved with the activities of the people being observed, then in non-participant observation, the researcher is not involved and only as an independent observer."

In the non-participant observation technique, the observer is not directly involved in the activity or situation being observed but makes observations from outside. In researcher case, researcher conducted participatory observation in one school, while in the other

seven schools, researcher assigned other people as observers to carry out non-participant observations. Non-participant observation techniques are often used in research where the researcher wants to obtain data about behavior that might change if the observer is directly involved in the activity or situation being observed. The advantages of non-participant observation techniques are that researchers can obtain objective and accurate data about the circumstances or activities being observed without influencing or changing the behavior of the people being observed.



**Pictue 1.1. Flowchart of Procedure of Gathering Data**

### **E. Tools of Data Collection**

Data collection tools process instrument methods designed by researchers to collect, measure and analyze each type of data. The instrument as a tool in using data collection methods is a means that can produce a result, below will explain what data collection tools were used in this study. In this study, researchers used observation and interviews as data collection techniques while; Field Notes, Interview Guidance, and Recording Tools as data collection tools.

a. Field Note

Field Notes are draft data written during interviews conducted by researchers with teachers in schools. As made by Phillippi and Lauderdale (2018) "Field notes have various functions as data collection, especially in terms of; developing bold and context-rich research descriptions, meetings, interviews, focus groups, and valuable contextual documents". The results carried out by researchers were collected from recordings that had previously been carried out and recorded in a recorded manner.

b. Interview Guidance

Interview Guidance is a guideline that contains steps for the contents of questions that have been structured and have been mastered by the researcher before starting to ask questions of respondents. The use of Interview Guidance is to maintain the purpose and direction of the topic that the interviewer wants to bring. According to (Tracy 2019: 143) Interview guidance is a list of less formal questions, and focuses more on questions flexibly depending on the situation and participants. The interview form is attempted to be written in detail, complete with a series of questions according to what you want to study beforehand. Researchers used 2 participants with the same interview points including: Leaders, and Teachers in obtaining data on student improvement at school. Perlu peneliti tegaskan bahwa khusus Interview Guidance peneliti tidak hanya mengulas questioner yang berkaitan dengan variabel peneliti, tetapi juga mengulas questioner variabel dari interview Observer Non Partisipant. Sehingga adanya tukar informasi dimana peneliti dan Tim mendapatkan data yang sudah dibagi secara per-variable di sekolah yang diamati dan sekolah yang bukan diamati secara langsung (khusus untuk 7 sekolah lainnya), untuk field note dapat dilihat pada Appendix pg.

c. Recording Device

The recording device is a modern technology that facilitates research because in addition to practical and efficient use, with a recording device, the researcher will not lose any information that was previously

written or heard from the respondent's answers. Recording interviews is very important because the recording method will not always be good enough in the form of time and summarized information because the amount of data is very large - That is the use of interviews with recording devices in the form of video and audio but what is carried out must be by the requirements of the respondents (Alsaawi, 2014).

## **F. The Technique of Data Analysis**

In this study, researchers used thematic analysis and cross-check analysis.

### **a) Thematic Analysis**

Thematic analysis is a method of analyzing data patterns in qualitative data. This is also emphasized by Clarke & Braun (2015) Thematic analysis is a method for identifying, analyzing, and reporting patterns of the meaning of qualitative data. Thematic Analysis is useful in identifying the respondent's perspective. Thematic Analysis research has a useful role as a flexible research tool and its rich, detailed, and complex information (Vaismoradi et al, 2013:400). Why is his research called Flexible? This is because "research questions both from sample size and constituency, data collection methods and even deep approaches can raise expectations" Clarke & Braun (2015:2).

Regarding the steps of Thematic Analysis Braun & Clarke, (2006: 87) quoted by Vaismoradi, M., Turunen, H., & Bondas, T. (2013: 402) define there are 6 steps in compiling Thematic Analysis, to make it easier for the reader To understand these steps, the researcher describes based on the table below.

**Tabel.2.1 Processes of data analysis in  
Thematic Analysis Steps**

<b>Analysis phases and their description</b>	<b>Descomposition</b>
Familiarising with data	Transcribe data, read and reread data, take notes initial idea
Generating initial codes	Coding pulls features from data in a systematic manner across the entire data set, structuring data relevant to each code
Searching for themes	Laying out the code into a potential theme, gathering all the relevant data each potential theme
Reviewing themes	Checking if the themes work in relation to the coded extracts and the entire data set, generating a thematic map.
Defining and naming themes	Ongoing analysis to refine the specifics of each theme and the overall story that the analysis tells, results in clear definitions and a name for each theme
Producing the report	Last chance for analysis. Life choices, interesting sample extracts, final analysis of selected extracts, linking back analysis for research questions and literature, producing analysis report

With the table above, the researcher has prepared well in paying for coding which was carried out jointly between the researcher as a

participant observer and 7 other people as non-participants, when determining the arrangement of Interview Transcripts, and Observation Transcripts which can be seen in the Appendix pg 65-94.

b) Cross-case analysis

Cross-case analysis is a method that helps researchers compare similarities and differences in events in case studies from the activities they observe (Cruzes et al., 2015). With Cross-Case it is hoped that researchers will be able to describe the factors that combine to contribute to the results of cases, be able to find or build explanations why in one case there are differences from one another and be able to find unique findings and be able to further articulate concepts, hypotheses, and theories. (Khan et al., 2008).

## **G. Data Validity Check**

Regarding the validity of the data, the researcher processes two checks for the validity of the data collected, including:

1. Credibility Test

Credibility Test Evidence supports to prove the data that has been found by researchers during the research carried out. For example, interview data were obtained from interview recordings. Visual data for communication with respondents, as well as descriptions of a situation, need to be supported by photos. Data recording aids in qualitative research, such as cameras, and audio and video recording devices are needed to support the credibility of the data that has been found by researchers in reliable research reports.

2. Test the credibility of the data by member check

Member check is the process of checking data obtained by researchers to data providers as resource persons, the purpose of member checking is to find out to what extent the data obtained is in accordance with what is provided by the data provider. If the strength found is agreed upon by the data provider, it means that the data is valid, so it is more credible/reliable,

but if the data found by the researcher with various interpretations is not approved by the data provider, the researcher needs to hold discussions with the data provider, and if the difference is sharp. Then the researcher must change his findings and must adjust to what is provided by the data provider. So the purpose of member checking is so that the information obtained will later be used by data sources or informants. Implementation of member checks can be done after the data collection period is over, or after obtaining findings or conclusions.

#### **H. Procedure of Collecting Data :**

##### **1. Determine the Variable**

The variables of each study are the researchers' key ideas when collecting data information in the form of characteristics or attributes of an organization that functions in measuring observations and variations in the answers of individuals or organizations studied (Creswell, 2012: 112). Therefore, the variable can be said to be the object of research observation. Variables will not be separated from the research problem; this is where the role of the researcher must reveal the understanding of the questions during the research.

##### **2. Perception Equalization**

Perception is a summary of each data relationship obtained from the experience of the subject. Slameto (2010) quoted by Dananjaya and Kusumastuti (2019) provides a statement that "Perception is a sensing process related to the process of reconciling messages or information into the human brain both from experience through relationships between individuals". Therefore, the process of encapsulating information experience is very useful in finding consensus perceptions.

##### **3. How to Collect data**

According to McMillan & Schumacher (2014: 482) The function of data collection is to get answers to research questions, both the type of data and what samples need to be collected. Data collection was carried

out in this study by conducting interviews and observations in 8 schools using audio recording data and photos as material for research data.

#### 4. Data collection

The quality of the evaluation results of a finding is based on data that has been collected and needs to take time. This is as stated by Creswell (2011: 9) "Collecting data means identifying and selecting individuals for study, obtaining their permission to study them, and gathering information by submitting asking people or observing their behavior." This data collection uses 2 observations, namely: participant (where the researcher is directly involved in the field) and non-participant comment (where the researcher is not directly involved in fieldwork), this activity is a process of collecting, measuring, and analyzing accurate data, with non-participant observation has the advantage that the data will be obtained.

#### 5. Data Integration

##### a. Interpersonal interviews

At this stage the observer asks personally for what has been researched by other observers in his school.

##### b. Group interviews

In this stage, observers gather in a group to discuss and exchange information about the concept of each variable that has been studied

##### c. Document exchange

After the stages were carried out, the exchange of documents was carried out so that we could find out the results carried out by the researchers, here the researchers exchanged research results documents.

##### d. Other data exchanges

Here, other data exchanges are also carried out, so that the research is more complete, but researchers in this case only focus on data related to the matter being studied.

## 6. Data Analysis

If the data has been obtained, the researcher just needs to analyze the data. Creswell (2012:10), Data analysis consists of "separating the data" to determine individual responses and then "putting them together" to summarize them. As for the strategy in data analysis studied by researchers, it is necessary to carry out with the main objective an objective description (providing a retrospective), regarding data synthesis and then identifying the general analysis used (McMillan & Schumacher, 2014: 361). We need to understand this data analysis activity so that we can easily interpret and understand it clearly and precisely.

## 7. Conclusion

Make conclusions from the data that has been observed by all observers from 8 schools. Concluding precisely and easily understood, this conclusion is so that we know the intent and purpose of the data we obtained at the time the research was conducted.

### I. Research Schedule

The researcher will do the research and collect data on Augustus until November. The schedule and planning that the researcher will explain using table below:

**Table. 3.1 Research Schedule plan**

Date	Activity
Monday/01/August/2022	Determine each research variable, via zoom. Discusses what must be seen, assessed and monitored when plunging into the field.
Monday/01/August /2022	Perception equalization, via zoom. Equate the perception of each observer. And determine various indicators of variables.
Tuesday,9 August-Wednesday,9	Collecting data, at this stage the

November/2022	researcher interviews the teacher regarding the questions that will be asked based on the questions concerned with the questions that have been determined.
Saturday,25- Friday, 31/March/2023	Data integration, where activities are carried out with other researchers who research other schools. Personal interviews were conducted with each researcher, and group meetings were held to ask about the results obtained at the schools they studied.
Sunday,02- Wednesday,5 /April/2023	After obtaining the data then analyzing the data, where the data that has been obtained will be understood. We need to understand this data analysis activity so that we can easily interpret it clearly and precisely.

#### **J. Criteria of Research**

The sample data in this study is a reference that will measure Expectation in School in each different school. In the case below, the researcher suggests several aspects of the criteria which can be seen based on the table below.

**Table. 4.1 Table of Criteria High and Low Expectation**

<b>Indicator</b>	<b>Criteria</b>	<b>Tingkat Kategori</b>
High Expectation All Round	Students who enjoy the learning process in class.	High Expectation
	Application of adequate Learning Media, such as Computers, Infocus, Laboratory Rooms, etc.	
	The existence of teacher cooperation is the expectation of the school principal	
	Lack of adequate media and spectacle of students in learning.	Low Expectation
Communicating High Expectation	Student achievement is increased by arguing.	High Expectation
	Students feel passive in communicating.	Low Expectation
Providing Intellectual challenge	Students can develop learning materials.	High Expectation
	Students feel Doubt or Shame	Low Expectation

We can align the table above with the comparison presented According to Sammons, P. (1995) Criteria related to High Expectation has several characteristics that can be seen such as High Expectation All round which beliefs in an emphasis on academic achievement, student progress is often monitored, and where there is an environment orderly, conducive to learning, and the principal's expectations of teacher performance, Communicating High

Expectations which sees positive reinforcement of students as a reference for their ability to respond and Providing Intellectual challenges related to reciprocal relationships between students who respond to learning materials. So the researcher simplifies with broad meanings such as academic achievement (by seeing students enjoy the learning process), an orderly environment, conducive to learning (viewing from learning media that is conducive to schools), the principal's expectations of teacher performance (seen from the existence of teacher cooperation ), positive reinforcement of students (student achievement increases with opinion), mutual relations between students (students can develop learning materials).

Associated with Low Expectations for students related to their hampered learning process. Obstacles related to the lack of learning media will have criteria that affect teacher professionalism and even learning becomes less effective and efficient (Hasanah, N.2015: 462). While the other criteria, if almost as good in the High Expectation All Round Indicator, Communicating Hope and Providing Intellectual Challenges, namely; there is an attitude of shame and lack of confidence in the ability of students. According to Dewantara (2016). Factors causing communication barriers as their speaking skills are due to feelings of shyness, anxiety, and lack of confidence so they are passive. An inactive attitude due to shyness and passivity of students is the challenge for teachers in fostering students' abilities in class.