

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

This research uses qualitative research with a case study method. This is because this study aims to explore and describe student-centered learning in the implementation of a think-pair-share method in asking for and giving opinions in eighth grade at a private junior high school in Kudus. Descriptive-qualitative research is the design of this research. Descriptive research is study that focuses on describing variables without changing their characteristics, incidence, or distribution.¹ The case study approach can be used in research when the goal is to obtain details on the application of "decision," along with the intention why it is implemented and the result of the implementation.² The research topic was in line with the objective of the case study approach.

B. Research Setting

For this research, the research setting is MTs. NU Banat Kudus Academic Year 2021-2022, which is located on Jl. KHR. Asnawi No. 30 Pejaten, Damaran, Kota Kudus District, Kudus Regency, Central Java. Researcher chose this private school because it is a private Islamic school for the most popular female students in Kudus. In addition, MTs. NU Banat is also an outstanding school with many national and international championships that have been won in various academic and non-academic fields.

C. Research Participants

The participant in this research is an English teacher (female) who teaches eighth grade students of MTs. NU Banat Kudus. She has taught at MTs. NU Banat Kudus for more than 6 years and 6 months. She is a graduate of Semarang State University (UNNES) S1 and S2 at Sebelas Maret University Surakarta (UNS). In addition, there are students of class VIII-A, with a total of 40 students, who become participants in this study.

¹ Donald Ary, Lucy Cheser Jacobs, and Asghar Razavieh, *Introduction To Research In Education*, 2nd ed (USA: Holt, Rinehart and Winston, Inc., 1979).

² Robert K. Yin, *Case Study Research and Applications: Design and Methods*, *Journal of Hospitality & Tourism Research*, vol. 53, 2001, <https://doi.org/10.1177/109634809702100108>.

Subject preference in qualitative research is determined; participants are selected who may best reveal the research questions and reinforce comprehension of the phenomenon under research. Decisions concerning the election of participants in this study are based on research questions that are suitable to the level of understanding of the phenomenon under study; they are regarding the implementation of the Think-Pair-Share method in asking for and giving opinion material in the eighth grade.

D. Instruments and Data Collection Technique

Data collection techniques are one of the crucial steps in research because it aims to obtain important data about the research. There are three data collection techniques used by the researcher, there are observation, interviews, and documentation.

1. Observation

One type of data collection used frequently in qualitative research approaches is observation. Observation is section of data collection in research. Observation is an activity or process of observing someone or something intelligently or gathering specific data.³

At this observation stage, researcher conducted research started on July 27, 2022, at MTs. NU Banat Kudus in the eighth grade. Before the lesson started, the researcher did an introduction in front of the class, and then the lesson started at 07.40. Furthermore, the researcher made observations during the learning process by asking for and giving opinions using the think-pair-share technique. Researcher observed how student-centered learning in the implementation of the think-pair-share method was used by the teacher during the learning process with the activity steps written in the lesson plan that had been create formerly. Researcher also observed the interactions between teachers and students throughout the learning process. In the observation process, the researcher also took notes on important information and things that needed to be asked later during the direct interview. In addition, the researcher also took some pictures and videos during the observation.

³ Malgorzata Ciesielska, Katarzyna W. Boström, and Magnus Öhlander, "Observation Methods," *Qualitative Methodologies in Organization Studies* 2 (2017): 33–52, https://doi.org/10.1007/978-3-319-65442-3_2.

2. Interview

The interview is an action that require the interviewer and the person to be interviewed, where the interviewer gives several questions that the interviewee must answer. In an interview, the responder and interviewer converse face-to-face or over the phone to gather data.⁴ So the interviewer must collect data by interacting with or communicating directly with the interviewee. Interviews can be conducted face-to-face or electronically.

The interview stage was held on Monday, August 13 at 11.05 a.m. in the administration office. Researcher conducted interviews with Mrs. Nurul Istiqomah, who is an English teacher in the eighth grade. In the interview process, researcher conducted interviews using Indonesian. It aims to get wealthy and deeper information about teachers' opinions and views about student-centered learning through the implementation of the think-pair-share method by asking for and giving opinion materials. The interview went smoothly, with 19 questions related to the observation activities that had been carried out previously. To enable repeated listening to the data, all interview sessions were audio recorded.

3. Documentation

Apart from observation and interviews, information can also be obtained through documentation. Documentation refers to a variety of written, physical, and visual elements, comprising what other authors may refer as the "artifacts". In carrying out the documentation method, researcher collect data by recording existing data by taking pictures and videos. Researcher took pictures and videos during the learning process of asking for and giving opinions using the think-pair-share method. Documentation is carried out at the same time as the observation activities. The documentation method functions so that the results of observations or interviews can be trusted.

E. Research Data Validity

The research findings need to be validated. There are three techniques to validate the research findings: checking, triangulation, and auditing.⁵ The researcher used triangulation to validate the

⁴ Ary, Jacobs, and Razavieh, *Introduction To Research In Education*.

⁵ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Pearson, 4th ed. (USA, 2012).

research findings. There are four types of triangulation: data triangulation with multiple researchers, theory triangulation, and methodological triangulation.⁶

At the research data validity stage, researcher used methodological triangulation. Researcher not only made direct observations but also conducted interviews. The researcher used a structured interview because the questions were asked in a specific order to ensure that no information was missed. It aims to examine the truth of the information acquired during observation and provide a complete picture of certain information. In addition, the researcher also used lesson plans made by the teacher to compare the data from the observations.

F. Data Analysis Technique

After the required data is collected, the researcher will analyze the data. There are several types of activities to analyze data in qualitative research. The data analysis in qualitative research can be divided into three steps: data reduction, data display, and conclusion drawing or verification. Data reduction is a "form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that a final conclusion can be drawn and verified."⁷

At this stage of the data analysis technique, the researcher carried out data reduction. The researcher summarizes all the data obtained, including observations, interviews, documentation, lesson plans, and PowerPoint files for learning materials. After summarizing the data, the researcher chose and focuses on the data to be used. The selected data is related to the research focus, namely the steps taken during the implementation of the think-pair-share method and the challenges faced by students during the learning process. After reducing the data, the researcher used display data in the form of narrative text to explain the data so that it is easy to understand, then proceed with concluding. In qualitative research, the characteristics of the conclusion are temporary, but if the conclusion can be proven with validity and consistency when the researcher returns to the field, the conclusion is credible.

⁶ John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. 4rd Ed., SAGE Publications, Inc., 4rd ed., 2014.

⁷ Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, SAGE Publications, Inc., 2nd ed. (USA, 1994).