CHAPTER III
RESEARCH METHODOLOGY

This chapter discusses the method of the study related to research design, research subject, data collection and data analysis.

3.1 Research Design

This study uses descriptive research design. According to Ary (2010), descriptive research is designed to obtain information concerning the current status of phenomena, and it is directed toward determining the nature of situation as it exists at the same time of study. It generally requires a well-controlled setting. Ary (2010:22) stated that quantitative approach uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. In contrast, qualitative research, focuses on understanding social phenomena from the perspective of the human participants in natural settings. Moreover, mixed approach involves the use of both quantitative and qualitative in a single study (Fraenkel, 2009:557).

The writer uses a descriptive qualitative research design because the design is suitable with the purpose of this study, that is to get the real description about the student’s perception of powerpoint presentation used by teacher in learning English, the advantages and disadvantages of powerpoint presentation used by the teacher in learning English.

This study uses qualitative approach in getting the data about the student’s perception of powerpoint presentation used by the teacher in learning English, the
advantages and disadvantages of powerpoint presentation used by the teacher in learning English.

3.2 Research Subjects

Research subject is a person being targeted to be investigated by researcher. In this research, the subjects are 30 students in second grade at SMPN 3 Batu. They are chosen because, based on the writer preliminary study second grade especially I class at SMPN 3 Batu have problem in learning English. Therefore, the writer wants to know students’ perception of powerpoint presentation used by the teacher in teaching and learning English.

3.3 Data Collection

Data collection comprises the technique, instruments, and procedures employed in the research.

3.3.1 Technique and Instrument to Collect Data

To collect data, the researcher uses questionnaire, and interview.

3.3.1.1 Likert Scale

Likert scale is one kind of questionnaire which has the same function as questionnaire. According to Ary (2010:209), “Likert scale (a summated rating scale) assesses attitudes toward a topic by presenting a set of statements about the topic and asking respondents to indicate for each whether they strongly agree, agree, disagree or strongly disagree”. It means that Likert scale is used to indicate the assessment or judgment about an action by giving the statements and asking them to respond it by using those indicators, from “strongly agree” to “strongly
disagree”. Each response is associated with a point value, and individual’s score is determined by summing the point value of each statement. For example, the following points values are typically assigned to positive statements. SA=4, A=3, D=2, SD=1. An example of a positive statement is “poor people are untiled to get the same health insurance as rich people”. Score 5 or 4 on this item would indicate a positive attitude toward equal health insurance for poor people. A high total score across all items on the test would indicate an overall positive attitude or respond.

In this study, the Likert scale is given to students, and it is written in Bahasa Indonesia to avoid the student’s misconception and misunderstanding. The Likert scale is used to obtain the data about students’ perception of powerpoint presentation used by the teacher in learning English.

3.3.1.2 Interview

According to Ary (2010:438), interview is divided into three types: structured, unstructured and semi structured interview. Structured interview is designed for the specific purpose of getting certain information from the subjects. It means that the interviewer makes a list of questions that will be asked to the interviewee. Unstructured interview is an interview which is a conventional type of interview in which the questions arise from the situation. It means that the interviewer gives the questions to the interviewee spontaneously based on the situation. The last, semi structured interview is combination of both structured and unstructured types. It uses a list of questions to explore the topic more detail.
3.4 Procedure of Data Collection

In collecting the data, the researcher follows the step below to ease the process of data collection.

1. preparing questioners;
2. distributing questioners to the students;
3. collecting students answer;
4. preparing the interview guide;
5. interviewing the English teacher;
6. writing/record the English teacher answers;

3.5 Data Analysis

After collecting the data, the researcher analyzing with the following steps:

1. Classifying all of the data that had been collected from questionnaire and interview based on statement of the problems;
2. Describing the mean score of each students’ answer by using mean score formula bellow:

\[ \bar{x} = \frac{\sum x}{N} \]

Where:

\[ \bar{x} = mean \]

\[ \sum = sum \ of \]
\( X = \text{raw score (each student score)} \)

\( N = \text{the items of the Likert scale} \)

3. Finding the mean score of each student.

4. Making the categories of students’ perception based on the range of scale criteria below:

<table>
<thead>
<tr>
<th>Range of Scale</th>
<th>Students’ Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td>66-80</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>51-65</td>
<td>Agree</td>
</tr>
<tr>
<td>36-50</td>
<td>Disagree</td>
</tr>
<tr>
<td>20-35</td>
<td>Strongly Disagree</td>
</tr>
</tbody>
</table>

5. Making categories by classifying the frequency of the students who had same score;

6. Counting the mean score of all students answers by using the mean score formulate below:

\[
\bar{x} = \frac{\sum fx}{N}
\]

Where:

\( \bar{x} \) = mean

\( \sum \) = sum of

\( X = \text{raw score} \)

\( N = \text{total students} \)

\( f = \text{frequency} \)
7. Classifying and tabulating the students’ perception;

8. Describing the students’ perception of powerpoint presentation used by the teacher in learning English;

9. Describing the advantages of powerpoint presentation used by the teacher in learning English;

10. Describing the disadvantages of powerpoint presentation used by the teacher in learning English.

11. Interpreting the data and making conclusion.