

CHAPTER III

RESEARCH METHOD

This chapter presents research method of this study. It covers discussion about research design, subject of the study, setting of the study, technique of collecting data, data analysis, and validity of the data.

A. Research Design

This research is conducted to know the answer about a related problem. This study belongs to qualitative research. Before explaining more about the design of this research, it is better to know the definition of the research itself. According to Hilwanas cited from Nasir (2005:12) states that research is a study method conducted through scientific and perfect survey toward the problems to get the solution of the problem. The other meaning of the research given by Kerlingeras cited from Cohen and Manion (1994:4) states research as the systematic, controlled, empirical, and critical investigation of hypothetical propositions about the presumed relations among natural phenomena. Beside, qualitative research is a research which yields the descriptive data in the form of written or oral words from observing people and behavior (Moleong, 2002:3).

The design of this research that the researcher has been conducted is descriptive qualitative research design. Descriptive research is designed to obtain information concerning the current status of phenomena (Ary, 1985:322). In this research, the researcher described about the implementation of UKBM in applying

SKS as a 21st century learning at 4th semester class at SMAN 2 Blitar in the academic year of 2018/2019 for mastering English.

B. Subject of the Study

The subject of this research was an English teacher who teaches in 4th semester class, and some students of 4th semester class in the academic year of 2018/2019. The main subject of this research was an English teacher at SMAN 2 Blitar who teaches the class for 4th semester. Besides, the researcher also collected data from some students of 4th semester class to strength the data. The English teacher and also some students of 4th semester class provided information about the implementation of UKBM in applying SKS as a 21st century learning at 4th semester class for mastering English.

C. Setting of the Study

This study was conducted in SMAN 2 Blitar. This school is located at Jalan Ciliwung No. 396 Blitar. SMAN 2 Blitar is one of Senior High School in Blitar that already used education system of 21st century era. This school has been applied Semester Credit System as implementation of the newest curriculum since year 2014/2015. SMAN 2 Blitar is the first referral school in Blitar that gives example for another School in Blitar, Kediri, Tulungagung, and Trenggalek. As an obligation, this school applies Semester Credit System.

D. Technique of Collecting Data

In this research, the data were collected through observation, and interview. The techniques were applied to investigate the implementation of UKBM in applying SKS as a 21st century learning at 4th semester class for mastering English. The research instruments were observation checklist and interview guide.

1. Observation

Observation deals with how the people act and how the things look (Fraenkel, 1996:446). Observation is used to get the data about how does the practice of English teaching applying SKS as a 21st century learning at 4th semester class and the application of Independent Learning Activity Unit (UKBM) of English teaching in Semester Credit System as a 21st Century Learning at 4th Semester Class. It means that by holding the observation, the researcher will know the implementation of UKBM in teaching English for students that include in school which applies Semester Credit System (SKS) and integrated with 21st century learning in this era. There are three kinds of observations that can be done by the researcher those are the researcher will act as a participant, non-participant and semi participant. However, in conducting this research the researcher acted as a participant. As a participant, the researcher saw the activities closely. The researcher joined the classroom and observed how the teacher teach, how the teacher practice the strategies to

motivate the students, students' responses, and also the condition of teaching learning process in the classroom.

The researcher used observation checklist as the instrument to provide a clear focus of observation. Observation checklist was developed by focusing the English teaching activity implementing the UKBM. Besides, the researcher also make field note. It was consist of brief descriptions in note form and provide a summary of the implementation of UKBM in teaching activity as a whole.

Observation was conducted at SMAN 2 Blitar on February, 25th 2019 at 9 am- 10.30 am. Teacher that has been observed by the researcher was an English teacher who was teaching in Social class 4.5. Besides, the researcher also observed teaching learning process and students' condition in the class. The researcher used a hand phone, and tripod as media for conducting this observation.

2. Interview

Interview is conversation with certain purpose (Moleong 2011:186).

The interview is addressed to an English teacher about how is the implementation of UKBM during the teacher's practice in English teaching of 4th semester class, and the students to know how far English teacher teach and motivate them.

According to Arikunto's classification (2002:156), there are three kinds of interview as follows:

- a. Unstructured Interview. In this type of interview, the interviewer carries out the interview with no systematic plan of questions.
- b. Structured Interview. The interviewer carries out the interview by using a set of questions arranged and advance.
- c. Semi structured Interview. The interviewer uses a set of questions which are developed to gain the specific information.

Based on the ideas above, in this research, the researcher used semi structured interview. By applying this technique, the interview will be more relax and flexible. Beside, this interview has done in this research is in-depth interview. This interview is aimed to get the data deeply.

In this case, the researcher used interview guide as the instrument. It was developed by using interview blueprint to make the researcher easier in creating the interview guide and provide the consistency of the focus in this research that was the implementation of UKBM in teaching activity. During the process of interview, the researcher used audio tape to record the interview. It enables the researcher to keep the information safely (Creswell, 2012). Audio tape is convention and reliable, the original data is available at any time. Audio tape is the best way to record the process of interview.

This part of data interview present to know about the implementation of UKBM at Social class 4.5 at SMAN 2 Blitar on February, 25th 2019 at 10.30 am-11.48 am, March, 1st 2019 at 1 pm-1.51 pm, and April, 12th 2019 at 7 pm-8 pm.

E. Data Analysis

According to Bogdan as cited from Sugiyono (2011:244) states that data analysis is the process of systematically searching and arranging the interview, transcript, filed note and other materials that the researcher accumulates to increase the understanding and to enable the researcher to present what the researcher has discovered the others. The technique of data analysis in this research will use qualitative approach. This approach is a technique to analyze data from the field of the study to the form of words or symbols. According to Miles & Huberman as cited from Sugiyono (2011:246) the data analysis consists of three concurrent flows of activities, those are:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. The steps in analyzing data that have done in this research were: first of all, the researcher collected the data by conducting observation in the teaching and learning process, and interviewing English teacher and some 4th semester class students. Then, the researcher transcribed the data that have been

gotten from observation and also interview. The data must refer to the formulation of research problems.

2. Data Display

In this step, the process of showing data simply in form words, sentence, narrative, table, and graphic in order to the researcher mastered in the data collected as the basic of taking appropriate conclusion. In this research, the researcher displayed the transcript of the data in the form of narrative and description.

3. Conclusion Drawing

Since in the beginning of this research, the researcher made a temporary conclusion. In this step, the conclusion verified to the notes taken, furthermore, it is brought to the perfect conclusion. In this research, the researcher used temporary conclusion and final drawing conclusion to make the validity of the data.

F. Validity of the Data

Trustworthiness of the data can be seen from credibility, dependability, and also transferability. Credibility is defined as the confidence that can be placed in the truth of research findings (Halloway & Wheeler, 2002; Macnee & McCabe, 2008). Credibility establishes whether or not the research findings represent plausible information drawn from the participants' original data and is a correct

interpretation of the participants' original views (Graneheim & Lundman, 2004; Lincoln & Guba, 1985).

According to Bitsch (2005), dependability refers to “the stability of findings over time”. Dependability involves participants evaluating the findings and the interpretation and recommendations of the study to make sure that they are all supported by the data received from the informants of the study (Cohen et al., 2011; Tobin & Begley, 2004). Dependability is established using an audit trail, a code-recode strategy, stepwise replication triangulation² and peer examination or iterator comparisons (Ary et al., 2010; Chilisa & Preece, 2005; Krefting, 1991; Schwandt et al., 2007).

Transferability refers to the degree to which the results of qualitative research can be transferred to other contexts with other respondents – it is the interpretive equivalent of generalizability (Bitsch, 2005; Tobin & Begley, 2004). According to Bitsch (2005), the “researcher facilitates the transferability judgment by a potential user through ‘thick description’ and purposeful sampling”. This means that when the researcher provides a detailed description of the enquiry and participants were selected purposively, it facilitates transferability of the inquiry.

In qualitative research, there are some techniques that can be used to increase the research data validity; they are triangulation (Sutopo, 2002:78).

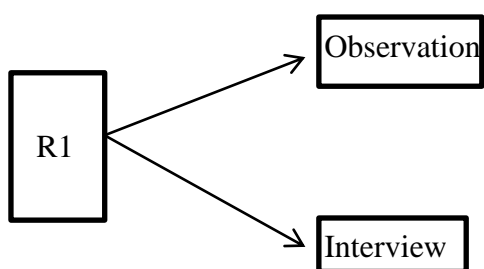
1. Triangulation

Triangulation is a technique to check the validity of the data which uses something else to be the comparison toward the data (Moleong, 2008:330). Denzin (in Lexy, 2008) states that there are four triangulation techniques: 1. Source triangulation, 2. Investigator triangulation, 3. Methodological triangulation, and 4. Theoretical triangulation.

The purpose of triangulation is to increase validity of findings. In this study, both data source and methodology triangulation were used. Data sources triangulation is a process in which various sources of data collecting are used. In this present study, the sources of data referred to the teacher as subject, and students as informants.

The researcher used methodological triangulation in this study referred to the use of more than one method in collecting data, they were observation and interview. In addition, it was designed to investigate the practice of the English teacher implemented functional communication activity. Techniques of triangulation used by researcher were described in the following figure:

Figure 3.1: Methodology Triangulation



From those types of Triangulation Method, Triangulation was done by combining some data collection methods. As stated above, in this research the researcher employed methodology triangulation. The researcher used methodology triangulation in order to check the credibility of the data by using different techniques such as observation and interview. Observation is done first then conduct interview.

Figure 3.2: Data Source Triangulation

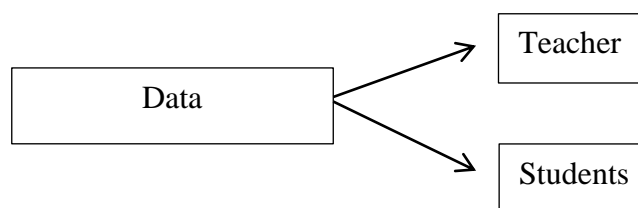


Figure 3.2 above showed that the data was taken from the teacher as the subject and students as informants. Source triangulation used different source to get the same data. It is used to check the information which is gotten in different time and tool. It could be conclude that the data of research question was triangulated from data source point of view.