

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter presents and discusses some aspects of the research methodology. This chapter explains of type of research design, subjects of study, data and data source, technique of data collecting, technique data verification, and data analysis. The explanation of the each item would be discussed as follows:

#### **A. Research Design**

Seen from procedure of research activities conducted by the author for this thesis, it indicates that the researcher uses qualitative research. Brown and Rodgers (2003: 15) state that qualitative research approach is typically the label for non-numerical research and quantitative research approach is a numerical research, a data conversion is needed for this approach. It means that the data collected was not in the form of numbers, but the data derived from interviews manuscripts, field notes, personal documents, record memos, and other official documents.

Moleong (2013:4) quoted the definition of qualitative is research procedure that produces the descriptive data such written word or spoken words from people or activities that can be observed. The approach used in this study is descriptive qualitative approach, it means that the data collected in the form of words, images, and not the numbers, which is derived from the results of observations, interviews, and notes the report documents. It is that the qualitative approach did not use quantitative data support, the emphasis is not on the study hypothesis, but it was an attempt to answer the research questions through formal

ways of thinking and argumentative. There are some characteristics of qualitative research. Asmadi Alas has written them as follows:

1. Qualitative research has natural setting as the data source. Qualitative researcher does the research at a particular setting because of context oriented. The researcher assumes that human behavior is significantly influenced by setting where the behavior occurs, and the researcher thinks that human behavior can be understood well if it is observed in the setting the behavior occur.
2. Researcher as the research instrument. Researcher is the main research instrument, so that the researcher can adjust to the facts in the field.
3. Qualitative research is descriptive. In the qualitative research, the data collected is in form of words or pictures instead of numbers.
4. Qualitative research tends to analyze the data inductively. Qualitative research searches the data to make an abstraction based on the facts or information collected.
5. Qualitative research prefers process to result of the research. How do people agree with an opinion? How can terms or labels used? How can an opinion accepted as common sense? Qualitative research answers those questions by focusing on the process.

This study focused in describing the students' response toward English language teaching strategy and learning process at the SMAN 1 Kampak Trenggalek. It also described the problem and solutions of the teacher in learning process. Based on such things it can be argued that, qualitative research method

was conducted intensively, researcher participated long time in the field, noting carefully what happens, perform reflective analysis of various documents found in the field, and make a detailed research report.

## **B. Setting of the Research**

### **1. Setting of place**

The research took the data of students from first grade of SMAN 1 Kampak Trenggalek. It is located on Trenggalek Street, East Java. The selection of the school as the research setting is based on the research purpose. SMAN 1 Kampak has mastered the vision and mission to attract students', so that the students are interested in attending the school. His vision is: "create the people who are noble intelligent, high achieving and self-reliant". And one of its mission is: "form a school community that is innovative and excel in all areas of academic and nonacademic".

Moreover, the teacher thinks that she needs media or strategies which increase student's motivation in learning English. The teacher also said that in her teaching process the students never provide full attention when the teacher teaches or explained any material which concerned with reading skill. Based on that, the researcher thinks that the selection of this school has benefit for the research.

### **2. Setting of Time**

This research is conducted on 12<sup>th</sup> -26<sup>th</sup> March 2019. Before to the study conducted, researcher have conducted a pre-research on the 12<sup>th</sup> March 2019. During the pre-research time, the researcher observed the

situation of the students, the classroom, the school and the teaching learning activity. This research was conducted at the first grade of SMAN 1 Kampak Trenggalek, in academic year 2019/2020.

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

The subject of the study is the first grade students of SMAN 1 Kampak Trenggalek. In one classroom, for the first grade there are 30 students in class. The class consists of 16 male students and 14 female students. This study aims to describe how the teaching strategy is used by the teacher and how response of the students. The object of the study in this research is the students' response toward English language teaching strategy and learning process of the first grade students of SMAN 1 Kampak Trenggalek in 2019/2020 academic year.

### **D. Data and Data Sources**

#### **1. Data**

Data were any information that answers the research question. This research focused to describe the result of conducting a certain activity for the subject and the forms of this data are teachers' behavior, teachers' utterances and students' responses in teaching English in the selected school. So, the teacher here supplied the teaching strategy. The researcher also analyzed the qualitative result that have been in the questionnaire and interview.

Primary data source is source of data is the data sources related to the subject of this study that was taken through the researcher directly. In

this study, the primary data source can be obtained from the conducting of observation, interview and documentation gotten from the subjects of this study who are the English teachers, the students and the documentation at the SMAN 1 Kampak Trenggalek.

## **2. Data Sources**

The sources of both primary and secondary are from students, and the document as the supporting data at first grade students of SMAN 1 Kampak Trenggalek. The primary data was taken from questionnaire. On the other hand, the secondary data obtained by the copies of documents that related to the students' response toward English language teaching strategy and learning process in language learning and form of interview.

According to Moleong, (2013:157) the main source of data in qualitative research is the words, and actions, the rest is additional data such as documents and others. Related to it on the part of this type of data is split in words and actions, the source data is written, and documentation. In this study the researcher selects a data source from the informants, events, documents:

### **1. Informants**

The informant is part of population where the researcher must take the sample from the informant to get the data. The informants were the English teacher, the students and vice chairman of the curriculum.

As the first source of informant, here vice chairman of the curriculum. For the second is researchers chose the English teacher who educates in the first grade named Mrs. Eni Istanti S.Pd. For the third source of information is students from first grade themselves. The researcher chose several students as the informant about the teaching learning process in class.

## 2. Event

The event is the learning process in class where the researcher did the observation. In this research, the event was the process of teaching learning at the first grade students of SMAN 1 Kampak Trenggalek.

## 3. Documents

Document is the previous event note in a form of writing, picture or other monumental works from a certain people. The document is such as lesson plan and syllabus.

## **E. Technique of Collecting Data**

Technique of collecting data was the primary step in research because the first goal in research was to answer the research questions. The data would contain the necessary information of the research problems. Without knowing the technique of data collection, the researcher would not acquire the data which appropriate with the data standard that settled. The data were collected from interview, observation and questionnaire. The researcher recorded all of data and make transcript

of the data. Next, the researcher read carefully and analyzed data that had been transcript.

According to Creswell (1994:148) that “The data collection step involve (a) setting of the boundaries for the study, (b) collecting the information through observations, interviews, documents and visual materials, (c) establishing the protocol for recording information”. From the explanation above, the techniques of collecting data used by researcher in this study are observation, interview, and documentation. The detail information can be classified as follow:

**Table 3.1 Table of Collecting Data**

<b>RQ</b>	<b>SUBJECT</b>	<b>INSTRUMET</b>
RQ 1	Students IPS-3 of Tenth Grade at SMAN 1 Kampak Trenggalek	Questionnaire
RQ 2	Students IPS-3 of Tenth Grade at SMAN 1 Kampak Trenggalek	Interview Guideline

#### 1. Observation

According to Heigham and Croker (2009: 166) observation is the conscious noticing and detailed examination of participants” behavior in a naturalistic setting. Ary *et al* (2010: 431) defined that observation is a basic method for obtaining data in qualitative. The qualitative researcher’s goal is a complete description of behavior in a specific setting rather than a numeric summary of occurrence or duration of observed behaviors. In this

observation activity, the current status of a phenomenon is determined by observing not by asking.

Observation gives important contribution to descriptive research because certain types of information can be obtained through direct observation. This method was used to collect information about English teacher in teaching English. The way in doing observation were: 1) The researcher prepared the observation sheet, 2) The researcher joined the classroom, and 3) The researcher observed teachers' strategies were teaching English in the classroom. This method was used to get any information about students response toward English teaching and learning process.

Observation can be used in the social sciences as a method for collecting data about people, processes, and cultures. Observation, particularly participant observation, has been the hallmark of much of the research conducted in anthropological and sociological studies and is a typical methodological approach of ethnography. This method is used in the study of researcher to obtain geographical in Senior high school Kampak and also to get data about the process of teaching and learning in first grade of SMAN 1 Kampak Trenggalek. Related with the problem statement of this study, the observation was to identify the students response toward English teaching and learning process.



## 2. Interview

The interview is a conversation with a certain intent that conversations carried out by the two parties, namely the interviewer ask questions and interviewed who gave the answer to that question Lexy, (2013:186). In the study, researcher prepares several questions to give for the informant, e.g. teachers and students who aim to obtain information about the teaching and learning of students, and also to find out problems and solutions faced by teachers and pupils in the process of English teaching and learning process in class.

Based on the objectives of research, it could used to validate the data from the observation. According to Ary *et al* (2010: 438), there were three kinds of interview as follows:

- a. Unstructured interview. In this type of interview, direction of interview greatly is guided by respondents' answer nether of researcher. So, the direction of interview is difficult to be predicted.
- b. Semi-structured interview. This interview starting by general idea from researcher but during conducting interview didn't use the questions that were arranged previously.
- c. Structured interview. The direction is interview is guided by general idea of researcher from question list that were arranged previously.

Based on the types of interview explained above, the researcher used unstructured interview. In this research, before conducting interview the researcher brought general idea by some questions that were prepared before. The targeted interviews conducted by researcher directly were English teaching of SMAN 1 Kampak Trenggalek. The information would be applied on the subject of this study related to what strategies implemented in his/her teaching English. Finally, the researcher recorded their answer and then wrote the result of that recording.

To reduce research's prejudices on February until March 2019, the researcher validated the interview guide. The researcher considered that her advisor is the expert one. The researcher's advisor approved her interview guide.

For the instrument of collecting data, the researcher used an interview guide. Interview guide is list of question which formulated to be used to get information needed for the research through interview between interviewer. In order to get validity and credibility of the instrument, the researcher asks the expert teacher to help validating the interview guide. In this time, Dr. Susanto, SS., M.Pd (English lecture in IAIN Tulungagung) was chosen to be a validator of the writers instrument and Eni Istanti S.Pd. (English teacher in SMAN 1 Kampak) as a validator of the second in writers instrument.

### 3. Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. They are used by students to reflect about their learning process. In this study, the researcher used the questionnaire to identify the data to know how students' response toward English language teaching strategy and learning process to obtain information that could be relevant for this research.

According to Zarinpoush & Gumulka (2006), there are two types of questionnaire based on the way to answer the questionnaire. They are an opened-ended and closed-ended questionnaire, because the respondents just choose the answer. The types of questionnaire were multiple choice, there were questions about linguistic problems and non-linguistic problems. In this study, the researcher used closed-ended question was the form of multiple choice.

### 4. Documentation

According to Moleong (2013: 217) documentation is already used for a long time in research as a source of data because in many ways the document such as data source utilized to test, interpret even to assess the validity of the data. In the study, the researcher got the document from the lesson plan and the syllabus and all materials used in teaching English.

The researcher used this technique to support the data collection from observation and interview. After get data of students on English learning from interviews and questionnaires. Then the data can be used to conclude how much students respond or enthusiasm towards English language learning in the classroom. The data must be valid and reliable, so the researchers first test the questionnaire to students whether students feel difficulties with the questionnaire that has been made, and the questionnaire must also be guided by several sources.

#### **F. Technique of Data Verification**

Verification is the process of checking, confirming, making sure, and being certain. In qualitative research, verification refers to the mechanisms used during the process of research to incrementally contribute to ensuring reliability and validity and, thus, the rigor of a study. These mechanisms are woven into every step of the inquiry to construct a solid product (Creswell, 1997; Kvale, 1989) by identifying and correcting errors before they are built in to the developing model and before they subvert the analysis.

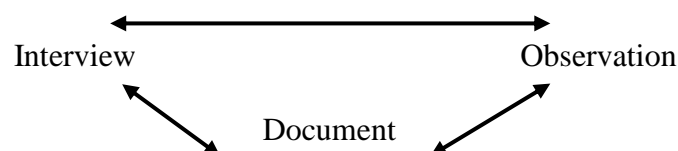
In this research, the trustworthiness of data analysis need to be checked in order to reduce the research's biases and prejudices. In this research, the technique used is triangulation to check the trustworthiness of data. Based on Denzin (1978) cited in Miles and Huberman (1994:267) classifies there are four kinds triangulation, those are triangulation by

method, by data source (which can include person, place, time, etc.), by researcher and by theory.

To check and test the validity of data about students' response toward English language teaching practice in classroom at SMAN 1 Kampak Trenggalek then need some of the technique, that is:

### 1. Triangulation

Triangulation is a technique of checking the validity of the data who utilize something others outside the data for checking purposes or as a comparison to the data (Arikunto, 2002:330). Triangulation is the most common technique used to test the validity of qualitative data. In the application, the researcher compared the observed data with the interview data were then compared again with the data of the related documentation.



***Picture :Triangulation of Data Collection technique***

### 2. Extensive of research

In qualitative research, the researcher is the key instrument. Therefore, the participation of researcher are crucial in data collection (Moleong, 2004:175). In the process of checking the validity of data by extending the presence of researchers also undertake research with interviews of the research object (teachers and students) by come directly to their house to get a more in-depth information with more familiar and

more relaxed atmosphere because it is not affected by the rigid atmosphere of the school.

## **G. Data Analysis**

The data obtained from the results of the interview, observation, questionnaire, and documentation were analyzed to draw conclusions. According to Meleong (2010: 280), data analysis was the process of managing the data, organizing it into a good pattern, category and basic unit.

Maxwell (2005:95) described this process as follows: “The experienced qualitative researcher begins data analysis immediately after finishing the first interview or observation, and continues to analyze the data as long as he or she is working on the research, stopping briefly to write reports and papers. Data analysis in qualitative research is a time-consuming and difficult process because typically the researcher faced massive amounts of field notes, interview transcripts, audio recordings, video data, reflections, or information from documents, all of which must be examined and interpreted.

First of all, on data entry and storage were the process when the researcher asks participants how the students response at SMAN 1 Kampak Trenggalek. Next, the researcher did interview by tape-record. After that, segmenting, coding and developing category system, the researcher listened recording carefully in several times to more understanding and make a transcript in the research. Then, researcher read

transcript of the data that have made and analyze every line in transcript. Then, identifying relationship, the researcher read all interview transcribe to find out the relationship with them. Finally, the researcher had a plan to construct table to report result. So forth, corroborating and validating result by discussing it with supervisor.

The researcher have to organize what he or she has seen, heard, and read and try to make sense of it in order to create explanations, develop theories, or pose new questions. It's an important step in part of the research because it aims to examine the validity and reliability of the collective data. In this research, the researcher use only one way that is qualitative and the researcher also use inductive method. This method starts from general to specific.

The collected data obtained from the result of observation, interview, questioner and documentation draw in conclusion. Moreover, data in qualitative research involved narration of the findings. In the other words, in qualitative the data were presented descriptively. There are three steps in analyzing data. Miles and Huberman (1994: 11-12) state, "the data analysis consists of three kinds of activities such as; data reduction, data display and drawing conclusion.

#### 1. Data reduction

Data reduction means summarizing, choosing and focusing the important thing of the data. It is intended to find the patterns of the finding based on the social phenomena that happen in the field. Here

the researcher reduces the data from the entire data taken from the observation. It can be from the document and interview from the teacher and student. The reduction is to get the data based on the problem statement.

The process is selecting, abstracting, and transforming interview transcriptions, lesson plan, syllabus, and material. The data was summarized, sorted, and organized. As data collection proceeds, further episodes data reduction occur (writing summaries, coding, theasing out themes, making clusters, making partitions, writing memos). The data reduction/transforming process continues after fieldwork, until a final report is completed.

The selecting which the researcher selected the entire data from the observation, interview and documentation, in abstracting, the researcher tried to make the data as simple as possible to be more focus with the problem. While transforming where the researcher transformed the document into one plot which represented the transcript, lesson plan, Syllabus, and the material.

## 2. Data display

The data display is organizing and the self-describing data from the reduction. This step is an attempt to assemble back all data obtained from the field during the activities in progress. After the researcher presented the data, the researcher analyzed the data. In this step the researcher describes the results from the problem statement.



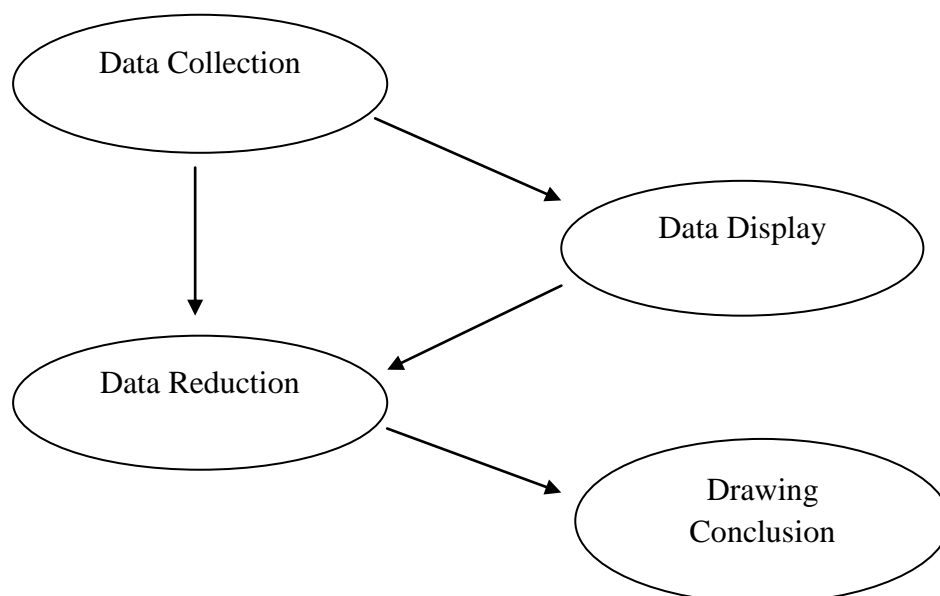
Researcher describes all results of observation, interview and documents with details.

### 3. Drawing conclusion

The conclusion of a study is a research finding. Here, the researcher makes the conclusion from the study to direct answer the problem statement of this study. The researcher draws the conclusion on her last research. The answer itself is taken from the analysis of the data. On this research, drawing the conclusion was conducted by comparing data between observation, interview, and documentation. People usually called it “Triangulation Technique”.

The conclusion in qualitative research was a new discovery that could be an answer to the research problem. The conclusion was in the form of the description of the object of this study. Finally, in this step, the researcher got the result and conclusion of the research.

Data analysis according to Miles and Huberman:



*Adapted from Sugiyono 2005*

Step in analyzing data in this research were: 1). The researcher collected the data through interview, observation, questionnaire, and documentation. Then, the researcher selected by referring to the formulation of the research problems in the study, 2). After collecting and reducing the data, the researcher displayed those transcript data in the form of narrative. Finally, in this step, the researcher could get the result and conclusion of the research in the form description of the subject of this study.

In this study, the researcher obtained findings in answering research problems, among others, the description of the English teaching method used by English teacher in SMAN 1 Kampak Trenggalek, then supporting practice and activities were carried out by students at SMAN 1 Kampak inside and outside the classroom.