

CHAPTER III

RESEARCH METHOD

This chapter discusses the research methodology in this study. It covers the discussion about research design, data and data source, technique of collecting data and technique of data analysis.

A. Research Design

Before conducting research, it is better to know what the meaning of research. According to George (as cited in Singh, 2016: 2) He defines research as the systematic and scholarly application of the scientific method interpreted in its broader sense, to the solution of social studies problems; conversely, any systematic study designed to promote the development of social studies as a science can be considered research, while Rusk (as cited in Singh, 2016) defined research as a point of view, an attitude of inquiry or a frame of mind. It asks questions which have hitherto not been asked, and it seeks to answer them by following a fairly definite procedure. By this definition, it can be concluded that research is a solution that provides information that aims to solve problems which are faced in the research process with information that have confidence.

In a research, the researcher should have specific planning to make the research run fluently, orderly, and appropriately. The researcher has to plan the steps taken in conducting research. This process in research is known as

the research design. Singh (2016) in his book stated that research design is a choice of an investigator about the components of his project and development of certain components of the design. Design of research does not consist of an ordered sequential step-by-step procedure. It is a planning stage of research which is usually made logically visualizing its practicability. The selection of research components is done keeping in view the objectives of the research. Then based on the objectives, in this research, the researcher used descriptive research with qualitative approach as the research design. According to Neuman (2014), Descriptive research is a research in which the primary purpose is to “paint a picture” using words or numbers and to present a profile, a classification of types, or an outline of steps to answer questions such as who, when, where, and how. In this case, the researcher wants to describe the object (the teacher and the students) what are their activities and how the activities occur, or might phenomena from the research field. It means that the duty of the researcher does not only describe the object only, but also the researcher has to find some activities from the research field.

The main point of this research is to collect and to accumulate the basic data in a descriptive way. It intends to describe the what and how is activity in the teaching writing and how are the student’s responses to the activity in writing class of the tenth-grade class at MAN 2 Malang in academic year 2018/2019.

B. Subject of The Study

This research was intended to know how the teaching practice in English writing class at the tenth grade of MAN 2 Malang. The researcher chose one teacher and students from two classes namely class 10 MIPA 1 and 10 MIPA 2 as the subject. The researcher chose Kholifah Nuraeni, M.Pd as the subject because she teaches English classes in a fun way and with various interesting activities such as dancing, singing. The next subject is the students from 10 MIPA 1 and 10 MIPA 2 classes taught by Mrs. Kholifah.

C. Data and Data Source

1. Data

According to Singh (2006: 94), Data means observations or evidence. The scientific-educational researches require the data by means of some standardized research tools or self-designed instrument. Data are both qualitative and quantitative in nature. In this research, the data are getting by the researcher from an in-depth interview with the English teacher, ask students to fill out questionnaire and do observation (about the English teacher and the students activities in the classroom during teaching and learning process), and supported by some documentation as follows the picture or video of the English teaching and learning activity in the classroom.

2. Data source

In this research, the researcher get the data from the English teacher, the class and the students. Singh (2006) stated that Descriptive research

typically uses larger samples; it is sometimes suggested that one should select 10-20 percent of the accessible population for the sample. In this research, the researcher took tenth grade as the population, there are five class at MAN 2 Malang including, X MIPA 1, X MIPA 2, X Bahasa, X Agama and X IIS in the average with 30 students each class. Then the researcher took two class as the sample, taking into account 10-20% of the population The sample including X MIPA 1 and X MIPA 2 which each consist of 31 students. Further, Sugiyono (2009: 308), divided data sources into two, as follows:

- a. Primary data is the data are collected by the researcher directly. It is included on primary data are the English teacher and the students of the tenth grade. From the English teacher, the researcher gets information about the teacher's activities on the teaching-learning process, the strategies to motivate the students. From the students, the researcher gets information about students response to motivation giving by the teacher on learning English writing.
- b. Secondary data is the data that are collected by the researcher indirectly. It is included on secondary data is the picture and video of the English teacher explanation, the English teacher's strategy to motivate the students, and the student's activity on learning English. From this documentation the researcher can explain about the English teacher and the students to the tenth-grade activities during teaching and learning process in the classroom and how is the student's

responses of the English teacher's motivation strategies in learning English writing.

D. Technique of Collecting Data

1. Interview

In this case, the researcher is going to interview the interviewee the English teacher and she must answer the entire question that has a relation to the teaching English writing that given by the researcher.

The first interview is conducted in Bahasa Indonesia. It makes the researcher easier to get the points of the problem. The questions that are asked to the interviewee as follows: The English teacher is one of the people who know the students characteristic and activities in the classroom. In the first section of the interview process, the researcher asked the English teacher about the teacher's motivation strategies to motivate the students on teaching-learning process, then the researcher asked the teacher's about the activities in the classroom and asked the students' learning English attitude of tenth grade generally. In the last section, the researcher asked about the problems are faced by the English teacher to motivate the students in the classroom. (See appendix 1)

And then in the second section of the interview, the researcher asks several questions which already about several reasons and the purpose of the teacher's strategy, the researcher also ask about the things/factors or indicators that inhibit motivating students. (see appendix 6)

2. Observations

In this research, there are some important things to be observed by the researcher such as the English teacher and the student's activities on the teaching-learning process, the English teacher strategies to motivate the students and the students learning English response in the classroom. (see appendix 4)

3. Questionnaire

According to Singh (2006: 191) A questionnaire is a form which is prepared and distributed for the purpose of securing responses. Generally, these questions are factual and designed for securing information about certain conditions or practices, of which recipient is presumed to have knowledge. Furthermore, he explains that using a questionnaire is easier than the use of other tools. It is also considered to be the most flexible of tools and possesses a unique advantage over others in collecting both qualitative and quantitative information.

Two commonly used types of questionnaire items are the unrestricted, or open form items, and the restricted, or closed-form items. Each type has its advantages and disadvantages, so the researcher must decide which is more likely to yield the data needed in a particular research project.

The open formed item is also referred to as the "Open-end", "Short-answer", or "Free-response" item because offer the question there is a space provided in which the respondent is asked to write his answer.

This type of item permits explanation, but responses can be difficult to summarize and tabulate. The responses also may be too brief, or the respondent may have omitted important information.

The closed-form item sometimes is referred to as the “restricted” or “structured” type. It consists of a question or a statement to which a person responds by selecting one or more choices, such as “Yes” or “No”. In one variation of this type, the respondent may be asked to underline award from the two or more alternatives. Another variation requires the ranking of choices. The close form item facilitates the tabulation and analysis of data. It also improves the reliability and consistency of the data. One limitation of this kind of item is that the respondent does not have the opportunity to explain why he has given certain responses, and this may be important in some kinds of research studies. The closed-form item also limits the scope and depth of responses, so its use in measuring attitudes, feelings and certain aspects of behavior may be limited. It is possible also that the answers from which the respondents must choose are not the proper ones for all of the individuals who are given the questionnaire.

In this case, the researcher used both of type of questionnaire, which consists of a set of ten close form questions and a set of six open form question (see Appendix 5). The questions are related to the result of observations and was discussed with experts so the data can be valid and reliable. The researcher distributed the questionnaire to both classes, X MIPA 1 and X MIPA 2, which consist of 31 students each class. But

because there are some obstacles, researchers could only distribute questionnaires to 26 students of X MIPA 2 and 30 students of X MIPA1.

4. Documentation

In this research, the documentation that taken by the researcher are the picture and video of the English teacher and the student's activity in the English class (see appendix 8). Documentation was done of spoken texts of the courses, taken and recorded the classroom interactions among students and the English teacher by using handy-cam and subsequently transcribing them into durative texts in order to get through the process of themes of the utterance texts based on segmentation and proposition in themes.

E. Technique of Data Verification

in order to be able to generalize the results beyond the confines of the experiment itself, the experiment should really reflect the situation. Sugiyono (2015:117) stated that the valid data is data that not different between the data reported by researchers with data actually happens on the research object. To check and test the validity of data about the practice of teaching writing at MAN 2 Malang, it needed some of the techniques, one of the techniques is triangulation.

According to Moleong (2004:178) “ Triangulation is technique of checking the validity of the data that utilize something others outside the data for the purpose of checking the validity or authenticity of data for comparison. The triangulation is done by the researcher by collecting the same data by using the different technique or method of collecting data. In this research, the researcher used methodology triangulation to investigate the teacher’s strategy in motivating the students to learn English writing, and to investigate the student’s response to the teacher’s strategy in order to check the credibility of the data. The researcher used different techniques to collect data such as interview, observations, and questionnaires.

Here the researcher conducted some interview to get clearer and deeper data and do observations to investigate the teacher’s strategy in motivating the students to learn English writing. Then to investigate the student’s response to the teacher’s strategy the researcher distributed questionnaires, do documentation and also directly go to the field to know the fact and the truth of the data.

F. Technique of Data Analysis

In analyzing the data Miles and Huberman (as cited in Walliman, 2011) suggested that there should be concurrent flows of action: the first is data reduction, the second is data display and the last conclusion drawing or verification.

Sugiyono (as cited in Fauzi, 2014) stated that the data obtained from the field amount is not little, it should be noted carefully and in detail. As has been described previously, the longer researchers were in the field (research location), so the amount of data will be more and more, complex and complicated. It is necessary for data analysis through data reduction. Reducing the data means summarize, choosing the key points, focusing on things that are important, look for themes and patterns.

Based on the explanation above, data reduction is the process of selecting, focusing, simplification, transparency of raw data that emerged from the field notes that researchers get from the pre until the end of the research in the field. Therefore, In this research, the researcher reduced the data that had been taken from the field which hadn't relation to the research problem. The steps undertaken by the researchers is the depreciation data by selecting important data then simplify. In this data reduction, researchers *performing in the process* (selected data) and *living out* (wasted data) either from the questionnaires, observations, interviews, and documentation.

The next step after analyzing the data is the data display. Data display itself is the process of showing data simply in the form of words, sentence, narrative, table, and graphic in order to the research mastered in the data collected as the basic of taking the appropriate conclusion. Miles and Huberman (as cited in Ernawati, 2011) state that "The most frequent form of display data for qualitative research data in the past has been narrative text".

In this study, the researcher used essay in displaying the data, because it was the most common data display used in qualitative research.

And the last step in analyzing the data is conclusion drawing or verification. The conclusion drawn can be started from a tentative conclusion which still needs to be completed. Meanwhile, conclusion drawing means testing the professional for their validity. In this research, the temporary conclusion became a final conclusion because the conclusion was supported by sufficient data in the field. The researcher got the final and perfect conclusion as the answer to the research problem.