CHAPTER III

RE.SEARCH METHOD

In this chapter discussed about Research Method, Setting of the Research, Source of the Data, Technique of Collecting Data, Technique of Analyzing the Data and Trustworthiness of Data.

A. Research Method

Every research had its own research method that is determine based on the purpose of the study. This research designed as a qualitative research. This method is also called naturalistic inquiry (Sugiyono, 2006: 14) because it studies a phenomenon in the natural way. According to Sukmadinata (2012:72), descriptive research is research that describe and explains the phenomenon, natural phenomenon or human phenomenon. Descriptive research examines activities, characteristic, change, relationship, similarities and differences with another phenomenon.

The researcher wants to know about object, such as the nature of the object, the condition of the object, the number of the object, descriptive research is used by which he/she can explain the whole aspect of the object clearly and scientifically (Arikunto, 2006:25). Brumfit and Mitchell (1995:11) stated that descriptive research will aim at providing as accurate an account as possible of what current practice is, how learners learn, how teachers teach, what classroom look like, at a particular moment in a particular place. This research collected the data,

analyze them and draw a conclusion based on the data only.

Descriptive research provided an answer to the questions of how something happened and who was involved, but not why something happened or why someone was involved. Descriptive research provides a detailed profile of an event, condition or situation using either quantitative, qualitative or a combination of methods.

In conclusion, this research was a descriptive qualitative research. This research was qualitative since the data are in the form of words. Meanwhile, the research was descriptive one since the researcher use descriptive method. This was caused the researcher wants to describe about the classroom management in teaching English in the inclusive classroom at SMP Islam Al Azhaar Tulungagung.

B. Setting of the Research

1. Place of Research

This research conducted at SMP Islam Al Azhaar Tulungagung is one of Islamic school in Tulungagung which facilitates the students with special need to study in this school, it is called as Inclusive school. The location of SMP Islam Al Azhaar Tulungagung is on Jl. Pahlawan III/ 40, Desa Kedungwaru, Kec. Kedungwaru, Kab. Tulungagung.

There are many education programs in SMP Islam Al Azhaar Tulungagung, they are Tahfidzul Qur'an, Yanbu'a method, green school, inclusive education, GLS (Gerakan Literasi Sekolah), door

to door in the parent's house and Qiyamul lail, and extracurricular. This school is the only one school which helds inclusive education in Tulungagung.

In this school offers 3 classes of inclusive education, they are :

1. Full inclusive class

    Full inclusive class is the students with special need are gathered to study in the class with normal student. The students with special need are not accompanied by the inclusive teacher in the class, because their mind and attitude can adapt all of the material as normal student. So, the students with special need are ready to gather in the regular class or full inclusive class

2. Therapist class

    Therapist class is small class which includes two or three students who study in the class. In this class, the students with special need are given some therapists from inclusive teacher, because their mind and attitude are not control yet by them, so they have to do therapy to control their mind and also their attitude.

3. The accompanied class

    The accompanied class is small class which contains two or three students with special need. In this class, the students with special need have to be accompanied by inclusive teacher in every lesson, the inclusive teacher always sit beside them in every lesson that called as "shadow". So, when the students with special need do not understand

or confused with the lesson, they can ask the inclusive teacher directly.

2. Time of Research

The researcher conducted the research for month from March 2019 to July 2019. Here the list of activities which had been done.

3.1. Table of Research Schedule

Process	2019				
	Mar.	Apr.	May	Jun.	Jul.
Arranging Research Thesis Proposal	███				
Making of Research Instrument		███			
Research Activities (observation, interview, collecting data,		███	███		

analyzing data, composing research report).		�	▒		
Consulting the thesis to the advisor.		▒	▒	▒	▒

3. **Sources of the Data**

The source of the data in this research included events and informant. The definition as follows:

1. Event

   The event in this researcher was in the form of the teaching and learning activities in the classroom of English Subject in the eight grade and seven grade English teacher.

2. Informant

   In descriptive qualitative research was often called as respondents were people who gave the information for the research. The informant of this research was the headmaster as the English teacher and another English teacher of SMP I Al Azhaar Tulungagung. The English teacher would be the key informant of this research by interview.

4. Technique of Collecting the Data

In qualitative research, the researcher herself was the instrument, thus the researcher should had the theory and wide insight about what was being researched. Then, to get deep understanding about the object of the research, the researcher should used some techniques of collecting the data simultaneously (Sugiyono, 2006:15). Therefore, there were two techniques used in this research namely observation and interview.

a. Observation

Observation was the instrument of collecting data which is used to organize individual behaviors or the process of the activity observed in

real situation or simulation (Sudjana, 2005:109). This instrumentation was aimed to get data of the teaching learning process.

Through observation, the data collected was in the form of field notes. The observation was conducted in every meeting of English Lesson. This observation was used to watch activities or events which were related to the classroom management applied. It consists of the teaching learning processes in the class.

In this method of collecting data, the researcher observed the teaching learning process done by a teacher in the class and the researcher tried to find some phenomena or activities during the teaching learning process. Here the researcher was as the observer.

In this research, the researcher choosen participant

observation. It was a type of observation in which the writer is directly included in the activities of the objects observed. Susan in Sugiyono (2009:311) stated that in participant observation, the researcher observed what people do, listens to what they say, and participates in their activities.

In addition, the researcher in the observation, the researcher would be as passive participant. It mean that in the observation, the researcher presents at the scene action, but does not interacts or participates (Sugiyono, 2006:132)

b. Interview

Sugiyono (2006: 35) stated that interview was a face to face situation in which the researcher set out the elicit information or opinion from a subject. The most important data source in qualitative research was the informant (Sutopo, 2002:60). In this research, the interview conducted to collect information from English teachers.

Type of interview used in this research was semi structured interview. It was included to in-depth interview. In this type of interview, the researcher should prepared what the questions were, before did the interview and new questions may emerge depend on the progress of interview and situation. It was possible to added new questions out of the questions list if the writer gets new information out of question list that had been arranged. The aimed of this type of interview was to get detail information from the interviewee. Here,

the researcher as a interviewer tried to get interviewee's ideas and opinions relate to the problem of the research (Sugiyono, 2006:320).

5. Technique of Analyzing the Data

After got some data, according to Moloeng (2001:13), the next step the researcher should do in her/his analyzing data. Strauss and Corbin in Moloeng (2001:213) stated that the process of data analysis in qualitative research is as below:

"...data are broken into discrete part, closely examined, compared for similarities and differences, and questions are asked about the phenomena as reflected in the data. Through this process, one's own and others' assumption about phenomena are questioned or explored, leading to new discoveries."

In other words, analyzing was the process of arranging raw data in order to make the reader understand it easily. It is organizing, arranging in order,categories and basic arrangement so that the researcher can find themes and enable to hypothesis of research as what the data propose.

The technique of data analysis in this research was Miles and Huberman Model of data analysis. According to Miles and Huberman in Sutopo (2009:91), there were three main components of data analysis. They were data reduction, data display and conclusion.
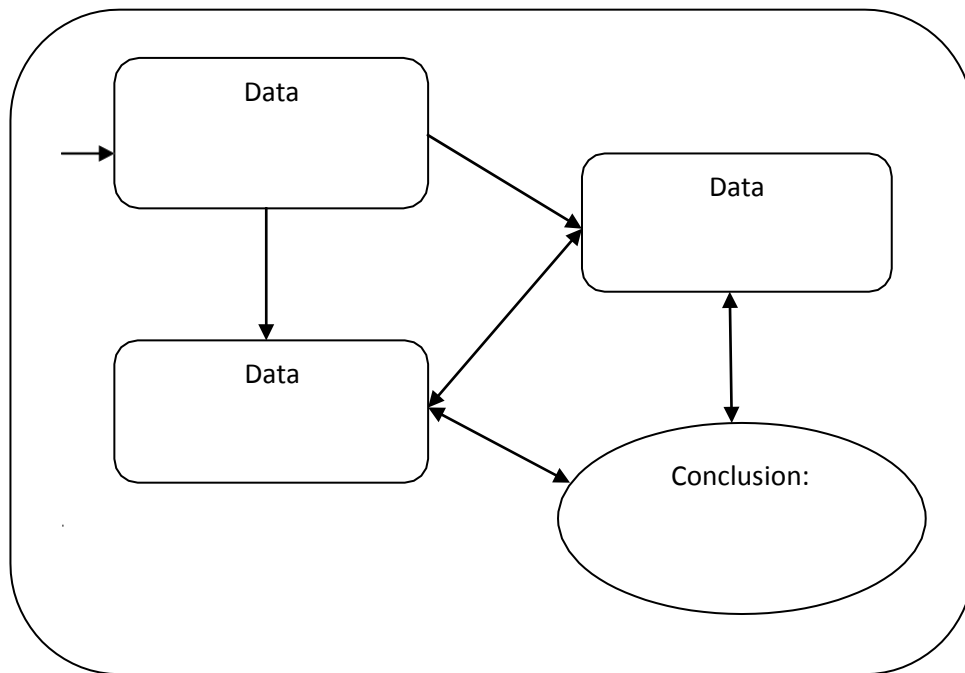
The technique can be drawn bellow:

Table 3.1. Miles and Huberman Interactive Models

a. Data reduction

Not all the obtained data of the research were important. It means
that the important information must be taken and unimportant
information must be ignored. In the process of the data reduction,
the researcher elected, focused, simplified, and abstracted the data in
the field note. The data reduction is done during the research
activities. In this case, the researcher reduced the information during
the research activities if the data is unimportant or do not support the
data of the researcher needed. When the researcher observed the
teaching learning activities in the class, researcher selected and
focused on classroom management applied.

b. Data display

Display the data means described the data in the form of description or narration. As the second component in analyzing the data, this technique was used in arranging the information, description, or narration to draw the conclusion. By display the data, the researcher considered what he/she should do, he/she can analyze or take the other action based on his/her understanding.

c. Conclusion

The third activity was draw conclusion. In this research, conclusion was drawn continuously throughout the course of the research. The researcher tended to accumulated and formulated his/her interpretations as he goes along. The researcher wrote up not only what he/she seen but also his/her interpretation of the observation.

6. Trustworthiness of Data

The data or information gathered from the research was in the form of documents, digital photos and data take from interview. To seen whether the research findings were credible or not, it should be check. The trustworthiness of the data could be done by participation prolongation, diligence of research, triangulation, colleague checking and sufficiency of references, negative cases analysis, and member check (Moloeng, 2001:175). In this research, the researcher used triangulation.

According to Moloeng (2001:178), triangulation was a technique of

examining trustworthiness of data by using something excluding of data to check or to compare the data. Triangulation was divided into four techniques:

a. Triangulation by using resources

   Triangulation by using resources means that the researcher would compare and recheck the credibility of information found in the observation with the data of interview and compare it with related documents.

b. Triangulation by using methods

   Triangulation by using resources means that the researcher would check the credibility of the data of the research and the data resources by using several data collection techniques and analyze them by the same methods.

c. Triangulation by using investigator

   Triangulation by using investigator means that the researcher would recheck the credibility of the data by his/her own research or other researcher.

d. Triangulation by using theory

   Triangulation by using theory means that technique of examining the data by finding standard comparison from an analysis explanation as a supporting data to get valid evidence of the research result.

   In this research, the researcher used triangulation by using resources. In this way, the researcher rechecked the information from observations and interviews and the data get to relevant documents.