

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher described the research method. It consists of research design, subject of the study, and setting of the study, technique of data collection, data analysis, and validity of the data.

A. Research Design

Research method dealt with how the research question purposed in the first chapter are processed with a particular method. According to Cohen, Manion & Morrison (2007:446), method is approaches used in educational research to gather data which are to be used as a basis for influence and interpretation, for explanation and prediction. It means that method is the way that used to discuss and examine the problem.

This research was conducted to know the answer about a related research problem. This study belonged to qualitative research. Before explaining more about the design of this research, it was better to known the definition of the research itself. According to Hilwanas as cited from Nasir (2005:12) who 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) stated research as the systematic, controlled, empirical, and critical investigation of hypothetical propositions about the

presumed relations among natural phenomena. Besides that, 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. According to John (2014:242), qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions from particulars to general themes.

Descriptive research is designed to obtain information concerning the current status of phenomena (Ary, 1985:322). In this research, the researcher described about the use of Jigsaw learning in teaching Pronunciation at English Club of MAN 3 Tulungagung as a sample.

B. Subject of The Study

The subject of this research was teachers and students at English Club of MAN 3 Tulungagung in the academic year of 2019/2020. The main subjects of this research were students at English Club of MAN 3 Tulungagung. The researcher also collected data with observe the teacher when teaching the class to support the data. The students of English Club class provided information about the use of Jigsaw Learning in teaching Pronunciation.

C. Setting of The Study

This study was conducted in MAN 3 Tulungagung. This school was located at Purwodadi, Tanen, Kec.Tulungagung, Kabupaten Tulungagung, Jawa Timur 66293. MAN 3 Tulungagung is one of senior high school in

Tulungagung that already used education system of 21st century era. This school has been applied Semester Credit System as implementation of the newest curriculum. MAN 3 Tulungagung is the last referral Islamic school that uses Semester Credit Sistem in Tulungagung. As an obligation, this school applied Semester Credit System.

D. Technique of Collecting Data

In this research, the data were collected through observation, interview and documentation. The techniques are to analysis using Jigsaw learning in teaching pronunciation at English Club of MAN 3 Tulungagung. The research instruments were observation checklist and interview guide.

1. Observation

Observation is conducted in natural settings that reflect the reality of the subjects' every day experiences (Gray DE, 2009:518). Observation is used to get the data from the use of Jigsaw learning in teaching pronunciation. It means that by holding the observation, the researcher could know apply and implementation of Jigsaw learning in teaching pronunciation. 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 teacher and students in teaching pronunciation by using Jigsaw learning.

The researcher used observation checklist as the instrument to provide a clear focus of observation. Observation checklist was developed by focusing in teaching pronunciation by using jigsaw

learning. Besides that, the researcher also made field note. It consists of brief descriptions in note form and provide a summary of the use jigsaw learning in teaching pronunciation activity as a whole.

The observation was conducted in English club of MAN 3 Tulungagung, because the students in this club are difficult to speak up and to pronounce well, so the researchers choose this place to conducted observation. The sample of this observation were the students of English club consists of 11 students that follow this observation. The observation was done by the researcher observed the teacher in teaching learning and condition of the students. From the result of observation, the researcher found that the teaching learning process in English club just focus on text, so it made the students feel boring and monotone when teaching learning process is ongoing. So, from the result of the observation, the researcher wants to give the teacher a strategy to teach students pronunciation at English club. Observation was conducted at MAN 3 Tulungagung, especially in English club on March, 14th 2020 at 13.50 a.m. – 14.30 a.m. Teacher that has been observed by the researcher was an English teacher in English club. Besides that, the researcher also observed the teaching learning process and student condition in the class. The researcher used phone as media for conducting the observation.

Table 3.1 Table of Teacher Observation Checklist

No	Indikator / Aspek Yang Diamati	Ya	Tidak
1.	Persiapan		
	a. Guru menyiapkan RPP		
	b. Guru menyiapkan media pembelajaran		
	c. Guru menyiapkan absensi siswa		
2.	Kegiatan Awal		
	a. Guru membuka pelajaran dengan salam		
	b. Guru berdoa bersama-sama dengan siswa		
	c. Guru menanyakan kabar murid hari ini		
	d. Guru memberi motivasi di awal pembelajaran		
	e. Guru menyampaikan tujuan pembelajaran		
3.	Kegiatan Inti		
	▪ <i>Explorasi</i>		
	a. Guru menunjukkan media pembelajaran yang akan di gunakan kepada siswa		
	b. Guru memberikan penjelasan bagaimana penggunaan media		
	▪ <i>Elaborasi</i>		
	a. Guru mengajak siswa untuk menggunakan media pembelajran		

	b. Guru memberikan intruksi kepada siswa untk menggunakan media pembelajaran yang sudah di tentukan dalam mengerjakan tugas		
	c. Guru membantu dan mengamati siswa saat menggunakan media		
	▪ <i>Konfirmasi</i>		
	a. Guru bertanya tentang pendapat siswa terhadap media pembelajaran tersebut		
4.	Penutup		
	a. Guru memberi ulasan serta kesimpulan terhadap pelajaran hari ini		
	b. Guru memberi motivasi di akhir pembelajaran		
	c. Guru mengucapkan salam penutup		

Table 3.2 Table of the Students Observation Checklist

No	Indikator / Aspek Yang Diamati	Ya	Tidak
5.	Persiapan		
	a. Semua siswa hadir di kelas		
	b. Semua siswa membawa buku materi yang akan di ajarkan hari itu		
6.	Kegiatan Awal		
	a. Semua siswa menjawab salam pembuka dari guru		

	b. Semua siswa berdoa bersama – sama		
	c. Siswa merespon saat guru menanyakan kabar siswa		
	d. Semua siswa mendengarkan saat guru menjelaskan tujuan pembelajaran dengan media yang telah di tentukan guru		
7.	Kegiatan Inti		
	▪ <i>Explorasi</i>		
	a. Siswa antusias saat guru menunjukan media pembelajaran yang telah ditentukan oleh guru		
	b. Semua siswa mendengarkan penjelasan materi dan juga media pembelajran dari guru		
	▪ <i>Elaborasi</i>		
	a. Semua siswa antusias mengikuti intruksi dari guru		
	b. Semua siswa antusias saat di ajak untuk belajar dengan menggunakan media yang di tentukan guru		
	▪ <i>Konfirmasi</i>		
	a. Siswa antusias merespon pertanyaan dari guru tentang pembelajran hari itu		
8.	Penutup		
	a. Semua siswa mendengarkan ulasan serta kesimpulan terhadap pembelajaran hari ini		
	b. Semua siswa mendengarkan motivasi dari guru di akhir pembelajaran		
	c. Siswa menjawab salam penutup dari guru		

2. Interview

Baverly (2009:16) mentioned that interviewing can at one extreme be structured with questions prepared and presented to each interviewee in an identical way using a strict predetermined order. At the other extreme, interviews can be completely unstructured, like a free-flowing conversation. Interviews can be face to face on person interview, it was useful when participants cannot be directly observed. Participant can provide historical information and allow researcher controlled over the line of questioning. Interview is a conversation with certain purpose (Moleong 2011:186). The interview is addressed to teacher and students about how the use Jigsaw learning during teaching pronunciation in the English Club class.

According to some experts (Edwards & Holland, 2013; Stuckey, 2013; Gill et al., 2008; Jamshed, 2014; DiCicco-Bloom & Crabtree, 2006) There are three common types of interviews include; structured, semi-structured and unstructured interviews. Unstructured Interview, in this type of interview, the interviewer carried out the interview with no systematic plan of questions. Structured Interview, the interviewer carries out the interview by using a set of questions arranged and advance. Semi structured Interview, the interviewer used a set of questions which are developed to gain the specific information.

Based on the ideas, in this research, the researcher used semi structured interview. By applying this technique, the interview were be

more relax and flexible. Besides, 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 to make the researcher easier in created the interview guide and provide the consistency of the focus in this research that is the use of Jigsaw learning in teaching pronunciation. 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.

The interview was conducted for the students of English club MAN 3 Tulungagung. In this interview the researcher focuses on the students respond when learnt about pronunciation by using Jigsaw learning. Interview was conducted online via WhatsApp, on March 21, 2020, because the virus of Covid-19 attacked in Indonesia. In this case, the researcher interviewed the students of English club of MAN 3 Tulungagung. The result of this interview could help the researcher to know that jigsaw learning could teach pronunciation in English club of MAN 3 Tulungagung.

3. Documentation

Analysis of documents, namely data collection techniques by studying the document such as attendance list of the students, syllabus

and field note. From the documents examined get the data can support this research. Beverly, (2009:19) documentation a wide range of written materials can produce qualitative information. These can be particularly useful in trying to understand the philosophy of an organization as may be required in ethnography.

According to Ary (2010:442) states that documentation is one data collecting method that get some information from written material such as book, magazine, document, curriculum, picture, etc. In this study the data was used by researcher to collecting information about the use of American video in teaching pronunciation in English club. The researcher also made lesson plan from teacher for teaching pronunciation by using jigsaw learning. The lesson plan based on English club activity, then the researcher tries to apply jigsaw learning as strategy in teaching pronunciation in English Club. The pronunciations that always appear in English club were stress, intonation and articulation.

E. Data Analysis

Data analysis in qualitative research can include statistical procedures, many times analysis becomes an ongoing iterative process where data is continuously collected and analyzed almost simultaneously. Indeed, researchers generally analyze for patterns in observations through the entire data collection phase (Robinson, 2004).

Bogdan as cited from Sugiyono (2011:244) stated 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 used qualitative approach. This approach was 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 were as follows:

1. Data Reduction

In this step the researcher chose which is relevant and irrelevant with the purpose and the research problem. The step is analyzing data that have done in this research. The researcher collected the data by conducting observation in the teaching and learning process, and interviewing some of students from English Club. Then, the researcher transcribed the data that have been gotten from observation and also interview.

2. Data Display

In this step, the researcher 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

The last step was drawing conclusion. The researcher made a temporary conclusion, then the conclusion verified to the notes was taken, furthermore, it was 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 could 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 triangulation 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 were some techniques that could be used to increase the research data validity; they are triangulation.

1. Triangulation

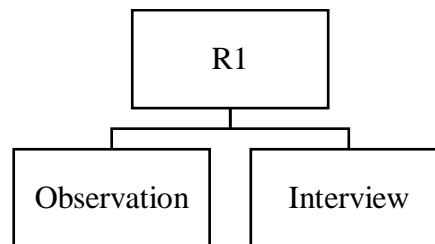
In order to analyzing the data, in this research researchers use triangulation technique. Triangulation is a technique to check the validity of the data which uses something else to be the comparison toward the data (Moleong, 2008:330). Denzin (in Lexy, 2008) states that there are four triangulation techniques: Source triangulation, Investigator triangulation, Methodological triangulation, and Theoretical triangulation.

The purpose of triangulation is to increase validity of findings. In this triangulation, the function was to compare the data interview with related the data observation, comparing the narration and comparing the data interview with related document. From this function of triangulation, it was confirmed from the result of the observation and

the interview of some students. From the observation of the researcher this observation could help the researcher to know what the teacher taught the students about pronunciation and students responds in teaching about pronunciation. From the interview of some students, this interview could help the researcher to know that jigsaw learning could teach pronunciation in English club of MAN 3 Tulungagung. 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. When the observation was done, then the researcher conducted an interview.

Figure 3.2: Data Source Triangulation

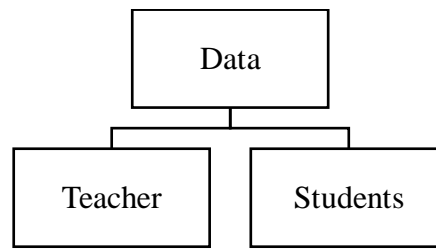


Figure 3.2 from the data source triangulation above, it showed that the data was taken from the teacher as the subject and the students as informants. The source of triangulation used in the different source to get the same data. It was used to check the information that was gotten from the different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