

CHAPTER III

RESEARCH METHOD

This chapter presents research method in this study. It covers discussion about research design, subject selection, data and data source, technique of collecting data, technique of data analysis.

A. Research Design

Before conducting a research, it is better to know what the meaning of research is. According to Hilwanas cited from Nasir (2005:12) states that research is a study method conducted thorough scientific and perfect survey toward the problems to get the solution of the problem. It means conducting research to solve the problems which are faced in the research process. The other meaning of the research given by Moulyas cited from Cohen and Manion(1994: 40) says that:

“Research has best conceived as the process of arriving at dependable solutions to problems through the planned and systematic collection, analysis, and interpretation of data. It is a most important tool for advancing knowledge, for promoting progress, and for enabling man to relate more effectively to his environment, to accomplish his purposes, and to resolve his conflicts”.

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. Meanwhile, Ary (1985: 22) defines research as the application of the scientific approach to the study of a problem, it is a way to acquire dependable and useful information.

In this study, the researcher uses the descriptive research. The definition of the descriptive research given by Ary (1985:322) is “Descriptive research is designed to obtain information concerning the current status of phenomena.”

The design of this study is descriptive qualitative where the researcher tries to describe about the teacher’s ways in motivating the students in learning English at MTs Al-Islam Tulungagung

B. Subject Selection

The Subject of the study is the English teacher and all students in the second grade at MTs Al-Islam Tulungagungacademic year 2014-2015. There are one classes of the second grade; the class consist of nine students

C. Data and Data Source

1. Data

According to Arikunto (2006:118) states that “Data are all of fact and member that can be used by the writer as information, whereas information is the result of data process that used necessary.” It can be concluded that data is everything found by the writer in the field of the study which can be used to answer the research question of the study.

In this study, the writer uses qualitative data that are in the form of words rather than numbers and statistics. It consists of the dept-interview data among English teacher and students of MTs Al-Islam, the observation in the English class in teaching learning activities, field notes, documents, and record.

2. Data Source

Arikunto (2006:129) defines the data source “data source is subject from where the data can be taken.” To ease the understanding of the data source meaning, the writer classifies the data sources:

1) Person: is data source that gives data orally via interview. The informants in this study are English teacher and students in MTsal-Islam.

2) Place: is data source that shows the situation of the place (idle or move situation).

Idle situations are as like room, school equipments and teaching instruments.

Move situation is as like English class activities.

3) Paper: is data source that serves sign in the form of symbols, words, numbers, pictures and other symbols. In this study, the writer will use the syllabus of English lesson.

D. Technique of Collecting Data

According Arikunto (2006:118) data are all of facts and members that can be used by the researcher as information, whereas information is the result of data process that is needed to be used. And collecting data is standard and systematic procedure to get available data.

The data were collected through observation, questionnaire and interview. The techniques were applied to investigate the teacher’s ways in motivating the students in learning English

1. Observation

Observation is a process of collecting data which does not only focus on communication as interview but also the other objects around the research field (Sugiyono, 2011:145). In other words, observation deals with how the people act and how the things look (Fraenkel, 1996:446). Observation is used to get the data about how the teacher's way in motivating the students in learning English. It means that by holding the observation, the writer knows the teacher's way in motivating the students in learning English at MTS AL-ISLAM.

By holding the series observations eight grade class, the writer finds some data as follows:

The teacher always greets the students politely while smiling in opening the class. Although the students are very noise, the writer believes that they are able to understand their teacher's feeling from his voice. He asks the students condition. The writer sees that they are closed each other. Then the teacher starts teaching.

During the observation, the writer knows that the students seldom to read and write. They often listen and speak. Therefore, the teacher often explains the material rather than asks the students to read or write. Consequently, part of students can read fluently in English. The English teacher uses direct method to teach prohibitions and instructions and uses GTM to learn about lyric song.

The writer finds out that the teacher sometimes offers some materials to the students. It means that the students choose material that they want to learn at

the time. In the observation, the writer sees that the teacher offers them to sing an English song or to make conversation by using English. And they choose conversation by using English. The material is about habitual activities. The teacher asks about their activities before going to school. And the students respond the teacher's question as they can. Occasionally, they answer by Indonesian language and the teacher helps them to translate into English. The teacher seldom gives written test to the students. He scores them from the daily teaching learning process. The written test is only in semester test. The teacher informs that the students' skills in English especially speaking, listening and writing skills increase.

The students sometimes feel reluctant to do the teacher's task. Then, the teacher says to them not to be afraid in making mistake in English. The teacher says "jangan takut ya, gak apa-apa kalau salah nanti kitabetul kan, ayo coba!" After getting those utterances, the writer sees the students become brave to answer the teacher's question related to the meaning of some English words. Even, they look free and happy to learn English. In addition, they can answer the question well. After the students can do the task, the teacher always says 'good' and the students smile happily.

The English teacher in MTs Al-Islam Tulungagung has awareness to help the students when they get difficulty in learning English. He knows well about his job as a teacher of nine students where makes the students often get obstacle in learning English. For example,

the teacher gives guidance to the students related to the structure. The teacher explains that there are many words which have more than one meaning. For the example, the word 'like' has two meaning 'suka and seperti'. The teacher gives the example to them such as "do you like soto? Or are you like soto?" The teacher explains that "s + to be + like" means 'seperti'. The teacher gives question related to the meaning of "do you like soto?" The students answer that the meaning is 'apakah kamu suka soto?' and "what is the meaning of are you like soto?" and they answer "apakah kamu seperti soto?" All (nine) students and the teacher laugh together. The writer sees that the teacher's guide really help the students in learning English which make the students get ability to analyze the English structure.

One day, in the middle of observation, the writer finds that the English teacher of students in eight grades teaches the students to sing English song. He does the intermezzo when the students look not spirit full to join English. It help the students to feel relax, get new words and also help the students to pronounce the words. Then he asks the students about the lyric of song and instructs them to sing together. At first, the students just keep silent. Then, the teacher motives them to perform. Finally, they start singing a song. The writer admires them because they can do it well. The writer sees the students enjoy the song. After singing, the teacher leads them to translate the words into Indonesia. The teacher sometimes gives the beginning syllable for some words in order to make the students remember the meaning.

In this section, the teacher also interprets the prohibition and instruction structure and also asking and giving opinion. Fortunately, the students can learn the material well. They become able to utter the prohibition or instruction and ask or give opinion about something to the other friends correctly.

The writer ever acts as the English teacher to the class of eight grades. The writer joins to the class and selects congratulation utterances where the lesson is suitable with the syllabus of eight grade. The students respond well. They also memorize the kinds of congratulation words and the responds. The writer does not ask them to memorize. They do memorization by themselves. Then, the writer asks them to practice a short conversation by using congratulation utterances and the response when they get congratulations. They enjoy the lesson. It can be seen from their action to do conversation by using English. They can deliver the congratulation utterances fluently.

2. Questionnaire

Questionnaire is used to complete the data gained through observation.

In the questionnaire, there are questions that should be answered by the teacher, students and headmaster. The first questionnaire is given to the teacher to know the teacher's ways of motivating students in learning English. The second questionnaire is given to the students to know to what extent their motivation toward the English lesson as the impact of the teacher's ways to arouse the students' motivation. The third questionnaire is given to the headmaster to know the background of the school.

3. *Interview*

This interview was used to complete the data gained through observation and questionnaires. The interview is addressed to the English teacher about his ways in motivating the students in learning English and the students to know how far the English teacher motivate them

This part of data Interview presents to know about the meaning of the teacher's way motivating the students in learning English at MTs AL-Islam Tulungagung.

a. . In depth-interview to English teacher

The procedures are the writer visits the teacher at his office in MTs Al-Islam on 24 Marc 2015 at 09.30-10.30. Then the writer does depth-interview related to teacher's support in the English class.

Based on the result of the depth-interview with the English teacher of Junior High School of MTs Al-Islam Tulungagung, Tulungagung related to the motivation for the students are as the follows:

The English teacher is aware that "It is important to give the motivation for the nine students of eight grade in order to make them learn well. He also informs that the students of eight grade need to get motivation since they are often not confident. When they are shy and feel afraid to make false in saying English sound, they automatically face a serious problem to develop themselves. In addition, they sometimes do not understand what they learn. Therefore, the teacher always gives the motivation on his teaching. The teacher says that "before giving the motivation, he needs to know his students' background. He hopes he

can give the appropriate motivation to them. D (initial name) student likes singing the foreign song. So, the teacher always says to him that he must be the best in singing especially English song. He has to learn the English in order to be able to perform foreign song maximally. And for MHS and N (initial name) students who like singing too, the teacher motivate them as the same way as D.

The teacher also says that he needs to give not only motivation but also give guidance to students because they sometimes get difficulty of understanding the English. Consequently, the teacher gives the guidance for them in order to make them understand it. For example, they find out difficulty to pronounce the words then the teacher tries to help them by giving the example how to pronounce the words. Even, they ask the reason why English pronunciations are different from the writing. Then the teacher explains that English is different from Indonesia. English sometimes is not consistence between the pronunciations and its written words. For all, the teacher just wants to make the students can learn English well. He never wants to make the students are affraid to learn English.

The teacher also informs that the teacher task in complex. He needs to make a preparation before teaching in form of lesson plan, creating conducive atmosphere in teaching-learning activities, transferring the knowledge, determining the appropriate material which is suitable to the syllabus, and doing evaluation related to the students' progress. The lesson plan must suitable to the syllabus. The second semester syllabus of students in seventh grade focuses on announcement, prohibition and instruction, asking and giving opinion and congratulation rather than procedure text.

The teacher says that he always looks for the simple material for the seven grade students and delivers the material in simple and interesting way. He does not want to make a burdon for them. He believes that forcing or making the target is not good for his students. For example, he uses many kinds of media with support the material such as using tape to play the announcement, instruction and prohibition utterances, and using the text book (published by focus). If the students look bored to the lesson, the teacher sometimes change to sing English song. In fact, the students become interesting to learn English and of course, their English skills improve since the nice atmosphere in the class support them to master the lesson. the teacher evaluates the students in the teaching learning process and gives the writing test in every last of each semester. From this activities, the teacher knows well about the students progress in learning English.

b. In depth-interview nine students

Besides doing the depth-interview to the English teacher, the writer also does interviews with nine students in eight grade MTs Al-Islam class. From this depth- interview, the writer gets some information as follows:

It is not denied by nine student students in eight grade of MTs Al-Islam class that teacher's support is very important for them since the English is difficult to learn. They admit that they often get difficulties in understanding the material especially the words meaning. Therefore, they need help from the teacher. D, N and MHS (initial name) often ask the teacher about some words from English movie or English song at home. They feel happy when the teacher helps them to know the meaning of the words. Automatically, they get new vocabularies.

The findings (selected data based on the research question number 3 and 4 of this study) are collected from the depth-interview to nine student students of eight grade in MTs Al-Islam, the participant observation in English class at eight grade of MTs Al-Islam, observation field note and also students' second semester score. The findings are as follows:

In depth-interview to students

By conducting the depth-interview, the writer knows that all students are interested in learning English because English is International language which is learnt by society in the world. They have their own goal in learning English. MHS student learns English in order to make her able to speak with foreigner. She wants to communicate with the foreigner as the regular people do, while N student learns English to make him get good score in English and able to help his sibling related to English. He said that his brother often asks him about the meaning of the English words when he does his homework. Then D student says that he learns English in order to make him understand well about the foreign lyric songs. He wants to give perfect performance to sing western song. Besides understanding the foreign songs, he wants to help his younger brother to learn English. He does not want his brother underestimate him. He feels satisfied when he can help his younger brother to study English. MHS student prefers memorizing the vocabularies from the song and English cinema. She mostly spends her spare time to listen the music such as English song and wathing the western cinema. Then, he asks to the English teacher related to the words that she has not known yet. Then, she memorize those words. N student likes using English game such as puzzle. He

believes that games make him easy to remember the English vocabularies; D student likes memorizing and practice the words in the communication. In addition, they say that the nice atmosphere in English teaching learning is needed.

E. Technique of 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, field note, and other materials that researcher accumulates to increase the understanding and to enable the researcher to present what the researcher has discovered the others.

It means that the writer should analyze and present his or her data in order to make the reader know which the steps taken in the processing of arranging data.

The technique of data analysis in this research will use qualitative approach. According to Arikunto (2006), the qualitative data could be in form of words or symbols. It means that qualitative data is technique to analyze data from the field of the study to the form of words or symbols. The qualitative data of this research is analyzed by using inductive analysis method. It begins with particular piece of evidence, and then pulls them together into a meaningful whole. According to Miles & Huberman as cited from Sugiyono (2011:246), the data analysis consists of three concurrent flows of activities, and 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 in this research were: firstly, the writer collected the data through interview, observations, and documentations. Then the writer selected, transcribed the interview, made the field note of participant observation, and focused on the data by referring to the formulations of the research problems being investigated in the study. In other words, the irrelevant data should be discarded while the relevant data had to be included.

2. Data display

A display is an organized, compressed assembly of information that permits conclusion drawing and action. In this step, the process of showing data simply in the form of 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 study, after collecting and reducing the data, the writer displayed those transcribed data in the form of narrative. This displayed data were suitable to the research questions of this study.

a. Conclusion Drawing and Verification

Since the beginning of the research, the researcher made temporary conclusion. In the last step, the conclusion verified to the notes taken, furthermore, it is brought to the perfect conclusion. Making conclusion is the process of drawing the content of data collected in the form of good statement and having clear data. The conclusion drawing can be started from tentative

conclusion which still needs to be complemented. Verification means testing the provisional conclusions for their validity suggests that after getting the data, it is analyzed continuously and verified about the validity.

In this study, the writer used temporary conclusion and final drawing conclusion to make the data valid. The drawing conclusion was begun since the beginning of the research after the data were collected by making temporary conclusion. Finally, the writer drew the final conclusion. It can be said that the conclusion was analyzed continuously and verified about the validity to get the perfect conclusion.