

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter explains the method of the research. The researcher presents the discussion about research design, data and data sources, techniques of data collection, techniques of data verification, and data analysis.

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

In this research is used the qualitative research design. According (Bogdan and Taylorin (2010:165) qualitative research is research yields the descriptive data in the form of written and oral words from observing people and behavior. It is method in focus, involving an interpretive, naturalistic approach to its subject matter. Generally, qualitative method is the method that is used to investigate the problems which are not arranged with using statistic procedure. In this case, the researcher used descriptive qualitative design which mainly aims to analyze and describe the phenomenon about the teacher's strategies in motivating students of seventh regular class at Junior High School 01 Ngunut Tulungagung to learn English. For that reason, data will be collected consist of interviews to get the information, direct observation in the classroom and documentation of the students' worksheet.

#### **B. Data and Data Sources**

In conducting a research, the researcher needs data to answer the research questions.

## 1. Data

The data of this study belong to qualitative data. It consists by informant with the English teacher and students of seventh regular class at Junior High School 01 Ngunut Tulungagung, direct observation in the classroom and documentation of the students' worksheet.

## 2. Data source

Data source is source where the data are collected. The sources of data are very significant in the research. The researcher can not get information without knowing sources of data. The sources of data are subjects where the data could be acquired. In this case, qualitative data were taken form some source.

The data sources are:

### a. English Teacher

In this result, the English teacher of Junior High School 01 Ngunut Tulungagung was taken as the source of the data that provide the researcher about a lot of data concerning with teacher's strategies in motivating students to learn English.

### b. Students

In this research used interview for the students. For that reason as the source of the data that provide the researcher to know the English teachers' strategies to motivate students to learn English. The researcher were taken to interview the students by knowing from students' abilities and motivation to learn English with diverse abilities in the classroom. Especially for students at

seventh E regular class in Junior High School 01 Ngunut Tulungagung. This class consists of 33 students.

### **C. Technique of Data Collection**

In qualitative research, there are some techniques to get the data validity. The technique of data collection used by the researcher stated as follows:

#### **1. Interview**

Interview is conversation with certain purpose Johnson (2011:186). Interview is some ways to collect information using some list questions and answer directly or orally. Information by the English teacher and students' regular class were done as dominant strategy for the data collection. Beside that from Esterberg: 2013 interviews are two people meeting to exchange information and ideas through question and answer, so that can be constructed meaning in a particular topic.

According to Cresswell, 2006: 156 there are three kinds of interview, as follows:

#### **a. Unstructured Interview**

In this type of interview is a conversation type of interview which questions arise from the situation. The interviewer carries out the interview with no systematic plan of questions. The interview was not planned in a detail a head. So, the direction of interview is difficult to be predicted.

b. Structured interview

In this type of interview is starting by general idea from the researcher, that the schedule for the specific purpose of getting data information from the subjects. The interviewer carries out the interview by using a set of questions arranged and advanced.

c. Semi structured interviewed

In this type of interview in which the area of interest is chosen and questions are formulated, this interview uses a set of questions which are developed to gain the specific information.

In this research, the researcher used the structured interview to collecting the data because the interviewer carries out the interview by using a set of questions arranged and advanced. To get the appropriate the data, the researcher began by interviewing with the English teacher in regular class at Junior High School, Mr. Priafandi, S.Pd, then interviewing several students. The students of regular class are very various in their motivation in learning English or perhaps in all the lesson is also very different from other classes. Because they are not same with excellent class. They are very various students, such as in the level of intelligence, motivation especially, behavior, interesting in the lesson also varies greatly. So, the researcher chosen four students to be interviewed in the classroom to get the data needed based on the instrument. The selection of these subjects by an English teacher based on varied students in English language skill. The English teacher chose the students who are good in English to students who do not understand English well.

To reduce research's prejudices on Saturday, February 8<sup>th</sup> 2020, the researcher validated the interview guide. The researcher's advisor approved her interview guide. After that, the researcher was doing interview with the teacher and students on Tuesday, February 18<sup>th</sup> 2020. The topics of the interview guide that the researcher did interview to the English teacher and the students are about teachers' strategies in motivating students to learn English and to know the English teachers' strategies can contribute to motivate students in learning English in seventh E regular class at Junior High School 01 Ngunut Tulungagung. The interview guide can be seen in appendix 1.

## 2. Observation

Ary (2010; 431) defined that observation is a basic method for obtaining data in qualitative design. 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 statuses of a phenomenon is determined by observing to confirm data from information by interview.

According to Meleong (2008: 145) 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. Observation is a system to get the data by doing survey and making a filed notes systematically about phenomenon being presented. In the case, the researcher observed in the classroom to getting information about how to know the English teachers' strategies to motivate students can contribute in learning English.

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 in the classroom, 3) the researcher observed teachers' strategies were teaching English in the classroom, and 3) The researcher observed teachers' strategies were teaching English in the classroom. This method was used to get any information about teaching strategy used by the English teachers in teaching English course for students' regular class in Junior High School 01 Ngunut Tulungagung and to observe directly in teaching and learning English language.

In this research, the researcher observed the students learning English process in the classroom to verify the students' answer from interviews. This observation was conducted when the students finished to learn English in the classroom. In this case, the researcher observed directly to get the data in teaching and learning English process at the seventh E regular class of Junior High School 01 Ngunut Tulungagung in the academic year of 2019/2020. The researcher take notes to write down the types of teachers' strategies to motivate students in learning English used by the teacher while doing teaching and learning English process in the classroom. By conducted the observation, the researcher can know if students' answer in interview transcript was correct or not. Before the instrument (observation guide) was used, it was validated by expert validation and user validation (from the English teacher). The researcher conducted the observation

sheet in the classroom on Thursday, February 27<sup>th</sup> 2020. Furthermore, the observation sheet can be seen in Appendix 2.

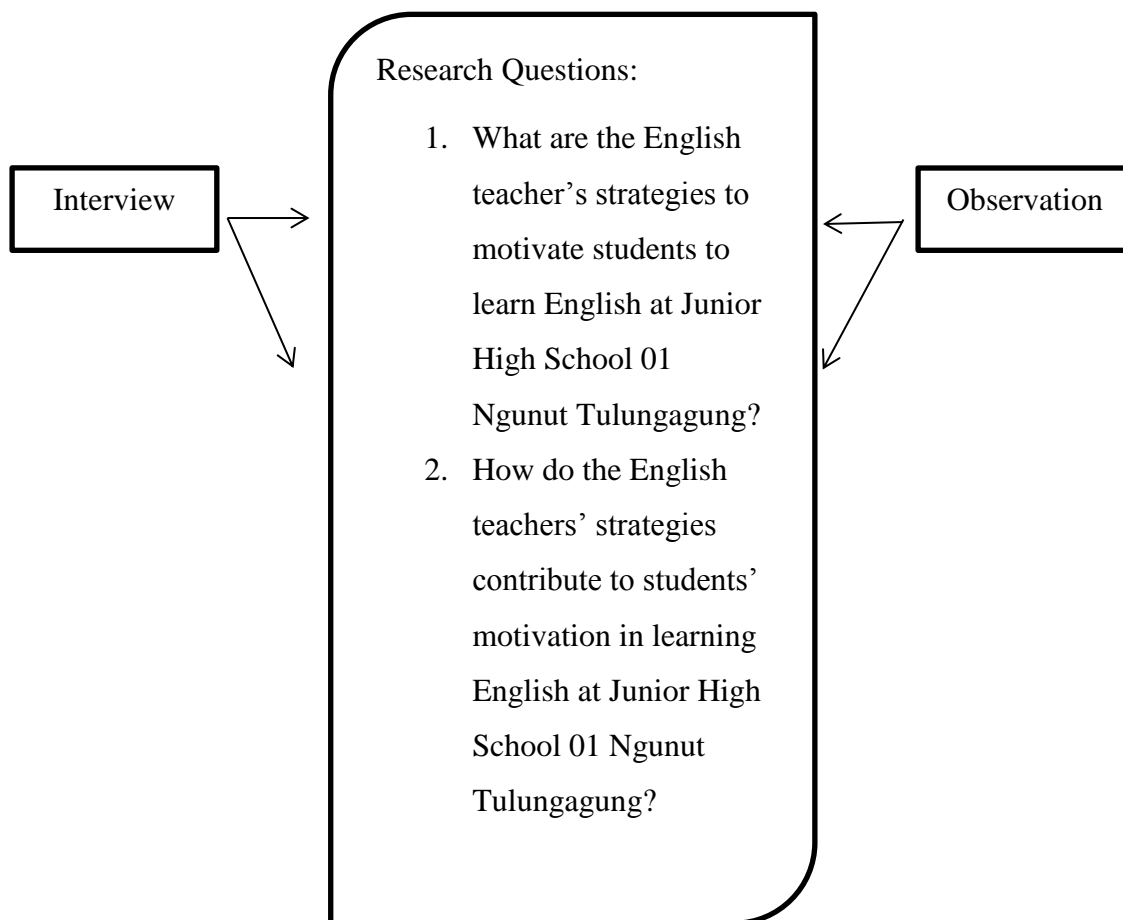
### 3. Documentation

According to Ary (2011:482) documents refers to support data of interview and observation reveals that “the terms documents refer to a wide ranges of written, physical, and visual materials, including what others authors may term artifact”. From that, the researcher can conclude that documentation is a process of decoding data from the documents. Document is important to collect data. Documentation of this research is field notes. According to Bogdan and Biklen (1998:57) document refers to the materials such as photographs, videos, films, memos, letters, diaries, clinical case records and memorabilia of all sort that can be used as supplemental information as part of study whose main data source is participant observation or interviewing.

## **D. Technique of Data Verification**

### 1. Triangulation

In qualitative design, to make data valid, the researcher used triangulation techniques. Triangulation is not the combination of different kinds of data, but rather than attempt to relate different sources of data. Triangulation is qualitative cross-validation (Ary, 2010: 273).



The data of this study have been triangulated by interview with the asking and answering teacher and students, and observation in teaching and learning English process in the classroom at Junior High School 01 Ngunut Tulungaguung. The information collected from interview is cross checked with the information from observation in the classroom at seventh E regular class.

In qualitative research, there are some techniques that can be used to increase the research data validity, they are triangulation (Sutopo, 2002:78):

a. Source Triangulation

Source Triangulation used different sources of data to get the same data.

b. Methodological Triangulation



This triangulation can be done by researcher by collecting the same data but using different technique or method of collecting data. The emphasize is on the use of different data collecting method and more over to be pointed to the same data source to test the data validity. For example is to increase the data validity about someone's skill in a certain case, the researcher use questionnaire, and then conducting an interview to the same informant and then the result are tested by observing the informant skill in the real activity.

c. Investigator Triangulation

Investigator Triangulation means that the validity of the research in some parts of all can be tested by some other researchers. From some researchers' point of view and interpretation to be all information got and collected in the notes, and it is hopes there will be the same interpretation that can increase the research validity.

d. Theoretical Triangulation

It is held by researcher that used perspective more than just one theory to discuss the research problem.

From that result, the researcher used methodological triangulation to crosschecking the research data validity. Besides the researcher test the data with making a interview, and the researcher can also directly go to field notes by observation to know the fact and the true of our data.

## **E. Data Analysis**

According to Ary (2011: 213) data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that researcher accumulate to increase understanding and to enable the researcher to present what the researcher has discovered to other. It means that, the researcher should analyze and present of the data in order to make the reader know which steps taken in the processing of arranging data. In this case, the researcher used qualitative approach. According to Dorney 2003:119 qualitative research design could be in form of words or symbols. The qualitative refers to the technique to analyze data from the field of study to the form of words or symbols.

That the result, this analysis used inductive method and used data analysis that started from the particular facts, the concrete things to get the conclusion by drawing the particular facts and thins to the general one. (Miles and Huberman, 2010: 156) mentions three steps in the data analysis, consist of as follow data reduction, data display, and conclusion drawing and verification. This explanation bellows are:

### **1. Data reduction**

Data reduction is a process of choosing and focusing in research thought a tight selection, focusing of research, making summary to the collected data and organizing the data to be analyzed. All of the data gotten from the field are simplified to find which data appropriate with research problems.

From the data was collected from interview with each subject in different occasion. From interview, many information arise even some of those are not needed information. The result of interview showed how the teacher used strategies to motivate the students to learn English. Many answer comes from interviews. The data are in the form of interview transcript, observation, and also documentation. Beside that, the data needs reducing. So, in this step the irrelevant data is reduced and the needed data is included. Just not it, from some strategies that used how can contribute to the students to motivate in learning English by using interviews the students and doing observation in the classroom to check it.

## 2. Data display

Data display is a form of analysis that describe what are the happening in the natural setting so finally could be help the researcher to draw the final conclusions. Before going to check it, the data from the subject and instrument will be cross checked with the previous theory and also doing validation. From this research the data displayed in the recorded interaction which is transcribed. As the same as the process of reducing the data display, it based on from the formulation of the research problem. As the most frequent form of the data display was in the form of narrative text.

## 3. Conclusion drawing

Conclusion is the last step analyzing the data of this research. The context of this research, after doing the data was displayed, making a conclusion was drawn. There are two kinds of conclusion drawing that the researcher drawn in this study, they were temporary and final conclusion drawing. If the temporary conclusion

was valid in that was could answer the research problem being investigated in the study, and then the researcher was used it as final conclusion drawing. On the other hand, if it was not valid the researcher should repeat the process started from the data display in order to check whether the data in the lines with the formulation of research problems being investigated in the study or not. In the other words, whether data display answered the problems of this research being investigated in the present study or not. The conclusion in qualitative research is a new discovery that can be answered of the research problems. The conclusion is in the form of descriptive of the subject of this study. In that result of this analysis, the researcher could get the result and final perfect conclusion as the answer by the research problems.