CHAPTER III
RESEARCH METHOD

In this chapter, the researcher presents some points. They are Research Design, Subject of the study, Data Collection, Research Instruments, Data Analysis and Technique of Data Verification.

A. Research Design

Based on the purpose of the research. The researcher used qualitative approach. According to Moleong (2002) added Qualitative research is a particular tradition in the social sciences that fundamentally relies on the observation of humans in their own flock and relating to these people in their discussion and terminology. The qualitative method in this study is the most convenient approach for this research. It explored more the English teachers' belief about CLT at KMI Gontor. It also tried to investigate and understand the implementation of CLT at KMI Gontor.

This Research Method explained the key findings of qualitative data analysis which is collected through the face-to-face in-depth interviews among KMI Gontor teachers who have regularly taught English to KMI Gontor students. The raw data has gotten, they were coded and analysed to generate the core themes and patterns, which represented the most relevant data to this research' objectives file.

The design in this study was case study. A case study approach has been applied in order to obtain real deep information. Richards (2011) said that a case study can be referred to various like; an individual, a small group, an organisation, an institution, community, or even a country as well.

In this study, KMI English teachers from different classes had been chosen. A case study focused the researcher to reach in-depth and real information from some chosen KMI English Teachers, the English teachers' belief about CLT at KMI Gontor and the implementation of CLT at KMI Gontor.

B. Subject of the study

The subjects of this study are KMI Gontor English teachers. The teachers who chosen had been known a lot of teaching experience in English teaching. Several contacts had done toward the Language Division and Secretary of Pondok Gontor. After permission was given to conduct the interviews and gather the documents. The researcher took the main data. These data was collected in KMI Gontor Ponorogo. Initially teachers were contacted by asking and telephoning to get the approval to participate in this study. Finally, five interviews were conducted.

1. Subject Selection

Five teachers had been selected from five different classes for in-depth interviewing. They were invited to participate from English teachers at KMI Gontor. English teachers became subjects, they who had been recomended from Kyai (Head of Pondok Gontor) to share information. They also who had taught long and had lot of teaching experiences at KMI Gontor. The other categories to select were education experiences and education background. Another way was by KMI gontor secretary devition recomendation. There were teachers who graduated from overseas country and who graduated in Gontort hem selves. The graduates from Gontor were

they who had graduated from Darussalam university of Gontor (UNIDA-Gontor). While the subject who recomended from KMI gontor secretary devition because Pondok Gontor agenda was full, so they recomended some teachers who were able to share data and informations. It showed different point of views of the same topic and working environment was heard.

Table 3.1 **The Subject selection**

No	Subject	Education experiences	Education Background
1	Subject 1	More than 20 years teaching experience at KMI Gontor	UNIDA-Gontor Graduates and Overseas Graduates
2	Subject 2	17 years teaching experience at KMI Gontor	UNIDA-Gontor Graduates and Overseas Graduates
3	Subject 3	5 years teaching experience at KMI Gontor	UNIDA-Gontor Graduates
4	Subject 4	4 years teaching experience at KMI Gontor	UNIDA-Gontor Graduates
5	Subject 5	4 years teaching experience at KMI Gontor	UNIDA-Gontor Graduates

Each interview took approximately twenty-five to thirty minutes. The interviews were organized and five teachers were interviewed all smoothly. The interview of this research was an individual face-to-face interview and the semi-structured interviews were used in order to fulfil the aims of this research study. The interview held in Friday. It happened because only that day for holiday.

The interview data that collected from the five teachers were recorded, written and transcribed before being identified and transformed into categories. There are three data analysis procedures with interviews:

categorising, coding and content analysis (Burns, 1997). Bryman (2012, p. 568) further explains that "coding entails reviewing transcripts and/or field notes giving labels (names) to component parts that seem to be of potential theoretical significance and/or that appear to be particularly salient with in the social worlds of those being studied".

C. Data and Data Sources

The data of this study are as follows:

1. Data

   Data is information collected by the researcher that should be appropriate with research problem.

   Data in this study are gathered by the researcher through in-depth interview and observation. The interview conducted with KMI English English teachers. It is the teachers' belief of CLT at KMI Gontor and Implementation CLT at KMI Gontor.

2. Data Sources

   Suharsimi Arikunto (2008) suggested that the sources of data in a qualitative study is the subject of where the data can be obtained. The rest is additional data such as reading documents and others. In line with this, Lofland (2009) argued that, the main data sources in qualitative research are words, and actions, the rest are additional data sources such as documents portfolio and others. In qualitative research, data are taken from many different sources. Sugiyono (2009), divided data sources into two, as follows: As follows:

   a. Primary data

Primary data in this study are gotten by the researcher directly. The data that included on primary data are: the English teachers at KMI Gontor could be collected.

b. Secondary data

Secondary data is the data that are gotten by the researcher indirectly. The data that included on secondary data are: the Pondok Gontor Profile, Wardun, Gontor books, sylabus and lesson plan made by the teachers. From this documentations the researcher can analyse about the teachers' belief of CLT at KMI Gontor and Implementation CLT at KMI Gontor.

D. Data Collecting Method

Data collection method is the method that is used by the researcher to collect the data. Therefore, the researcher used interview, observation and documentation to collect the data.

1. Interview

Semi-structured in-depth interviews will be implemented. Where the respondents have to answer pre-set open-ended questions. It used to know the English teachers' attitudes while adopting CLT in KMI Gontor, to investigate the possible of CLT, and to identify the natural of English teaching strategies they have applied in their English teaching practice.

The preparation of interview involves arranging the interview guidelines based on the research problem. It consist some questions related the teachers' belief about CLT at KMI Gontor and Implementation of CLT at KMI Gontor. The questions are addressed to the key subject who has knowledge in implementing CLT. To conduct this interview, the researcher

meets with Secretary Division Pondok Gontor to get permission. The researcher used a recorder to record the interview process. After getting the data, it transcribed into written transcript as evidence to have a valid instrument in writing this research. Besides, the researcher rechecked the information and cross check the information to verify the validity of data.

2. Observation

The researcher used this technique to see real phenomena around KMI Gontor related to the title. The researcher used observation to enrich interview techniques. The researcher used video. This visual recorder contained the teaching and learning process in the class and several part of their daily activity at KMI pondok gontor. The procces of recording data had been taken in June, 2020. The researcher had graduated at Gontor University before. So the researcher know and can take moments when English language activities are used in communication at KMI Pondok Gontor

The researcher conducted observation to get the data in the field. According to Spradley (in Sugiyono, 2009) define three components of object observation, the explanation are as follows:

a. Actor: are the people who are involved to give all the information needed by the researcher. Actor involved the English teachers at KMI Gontor

b. Activity: It consist people act that will be investigated. The activity that would be investigated was CLT in KMI Gontor which holding English for Communication.

In this study, the researcher observed the English teacher and KMI Gontor Students activities at KMI Gontor.

3. Documentary

To complete the data, the researcher needed some documents to be analysed. The documents got various and had personal characteristic, it included autobiographies, diaries, and letters; such as files, report and etc (Ary, Et, al., 2010).

E. Research Instruments

This research, the researcher will use the instruments;

1. Interview

The interview which is Held is Semi-structured in-depth interviews that will be implemented by giving *direct question uses question List*. Individual face-to-face interview had been held. To make sure that the whole interviewees' answers and to anticipate miss information in interpreting their answers, the researcher used a recorder to record the interview process. After getting the data, it transcribed into written transcript as evidence to have a valid instrument in writing this research. Besides, the researcher rechecked the information and cross check the information to verify the validity of data. All data had been taken from the English teachers at KMI Gontor.

An interview is focused on an English field and they are concentrated on interviewees' perspectives. It focused on the understandings the English teachers'belief about CLT at KMI Gontor and the implementation of CLT at KMI Gontor. Interview record had been done

from may 15, 22 and 29, 2020 and 12, 19 and 26, june 2020. Interview held in Friday. Using this day because KMI Gontor teachers got holiday on that day.

2. Observation

    After collecting the data information through the semi-structure in-depth interview, Researcher used check list. The researcher used Check list to make data unmissable. The researcher observed any relevant information dealing with the research problems. Then the researcher used record the visual video to complete observation. This visual recorder contained teaching and learning process and daily life communication using English. In this moment, the researcher stay several days to observe the students physical movement or behavior of the students' daily activities. The researcher had graduated from Gontor University before, so the researcher can understand the English communication daily activities. This research method was used by the researcher to clarify the result of the Semi-structure interview that had done first. In short, it was used to find the triangulation of data techniques.

3. Documentary

    The raw data that had been gotten, they were coded and analysed to generate the core themes and patterns, which represented the most relevant data to this research' objectives file. The researcher used some documents to suport interview and observation. The researcher took some documentaries like Profile of gontor, Wardun of gontor, gontor journals, gontor books material, Notes, teacher schedule daily and lesson plan

developed by the teacher itself. From these data, the researcher processed

the finding to answer research problem on how the teachers' belief about

CLT at KMI Gontor and Implementation of CLT at KMI Gontor.

F. Data Analysis

After the data were collected through conducting interview, observation

and Collecting Documentaries. Then the data are analysed. In analysing data,

the researchers used *critical analysis*. It is used to analyse something desired in

field data. It is also to see the teachers' belief about CLT at KMI Gontor and

Implementation of CLT at KMI Gontor every day.

Data analysis in qualitative research is a time-consuming and

difficult process because typically the researcher faced massive amounts

of field notes, interview transcripts, audio recordings, video data,

reflections, or information from documents, all of which must be

examined and interpreted.

In analysing the data, the researcher used the inductive method.

Inductive thinking proceeds from the specific to the general. Understandings

are generated by starting with specific elements and finding connections among

them. To argue inductively is to begin with particular pieces of evidence, then

pull themtogether into a meaningful whole (Hatch, 2002).The data analysis for

the present study is done by applying the procedures suggested by Spradley

(1980) covering;

1. *Domain analysis* (The process begins from identify the main domain in

order to understand the domain which has three processes; identify the main

domain, separate the data and non-data, and describe the domain in detail vertically and horizontally).

Domain analysis involves an activity of searching the larger units of cultural knowledge. The purpose of this analysis is to understand the domain, it has three process as follows; identify the main domain, separates the data and non-data, and describe the domain in detail vertically and horizontally (Spradley, 1980: 35). The process begins from identify the main domain. The data that has been collected consist of data and non-data. The main domain that should be analysed consisting of teachers' belief about CLT at KMI Gontor, whole activities at KMI Gontor correlate with English teachers' belief. The data that gathered from observation and interview determine into the utterances which considered as teachers' belief about CLT at KMI Gontor and implementation of CLT at KMI Gontor and non-data did not correlate with it are omitted.

Table 3.2 domain analysis

Data Source	Focus data/domain
Teachers	Teachers' belief about CLT at KMI Gontor
Teachers	The implementation about CLT at KMI Gontor

In conclusion, analysis domain was done by separated the data which containCLT and not ofCLT. The main domain was gathered from interview and observation.

2. *Taxonomic analysis.*Taxonomic analysis is the second steps in this analysis technique.Taxonomicanalysis refers to a classification system that inventories domains into a flowchart or the pictorial representation to help the researcher understand the relationship among domains.

Taxonomic analysis refers as a classification system that inventories domains into a flowchart or the pictorial representation to help the researcher understand the relationship among domains (Spradley, 1980). In this study, taxonomy analysis will use to classify the data and apply data coding on the classification. The data that analysed in analysis domain are classified into two groups; teachers' belief about CLT at KMI Gontor and implementation of CLT at KMI Gontor.

Table 3.3 taxonomic analysis.

Focus data/domain	Data Classification
Englis teachers' belief about CLT at KMI Gontor	Teachers' soul with spirit to do whole activities at KMI Gontor
	Caracter building education at KMI Gontor
	Religious Norm Belief Attitude Toward the Behavior, Subjective norm, Perceived Behavioral Control
Implementation about CLT at KMI Gontor	Various activities done by whole components at Pondok Gontor.

3. *Componential analysis.* Componential analysisis systematic search for attributes (component of meaning) associated with cultural symbols). In this analysis, the researcher connected component to the category that have been classified into analysis taxonomic. The process begins by searching the component of data classification. The predictions of components are performed in the table below.

Table 3.4 componential analysis

Focus data/domain	Data classification	Component
Englis teachers' belief about CLT at KMI Gontor	Teachers' soul with spirit to do whole activities at KMI Gontor	- Motto of Gontor - 5 Spirit of Gontor - Islamic Motivation
	Caracter building education at KMI Gontor	- 5 Spirit of Gontor - Kyai Recommendation - Islamic Prophet order
	Religious Norm Belief Attitude Toward the Behavior, Subjective norm, Perceived Behavioral Control	- 5 Spirit of Gontor - Kyai Recommendation - Islamic Prophet order - Student center
Implementation about CLT at KMI Gontor	Various activities done by whole components at Pondok Gontor.	- CLI - LAC - LC - Public Speaking - Peer Speaking - Language week - Language Motivation - Micro Teaching - Giving New Vocabularies

4. *Cultural Theme analysis*. Cultural theme analysis conducted by developing themes that go beyond such as inventory of domains to discover the conceptual themes that members of a society use to connect these domains. Cultural theme analysis is the final process in analysis technique. Cultural analysis conducts by developing themes that go beyond such as inventory of domains to discover the conceptual themes that members of a society use to connect these domains (Spradley, 1979: 185). The process is by interpreting whole categories pattern to the cultural context. The steps are as follows:

a. The researcher determined the current domain.

b. Find the reason why taxonomic analysis can be connected systematically.

Conducting analysis theme by referring the domain and classification taxonomic to connect with the context, thus the researcher can find the interpretation appropriately.

G. Technique of Data Verification

Ary et.al (2010) proposes four standards for data trustworthiness:

1. Credibility

Credibility is a process and the result are acceptable. Some of the criteria in assessing research are long, detailed observation, triangulation, a debriefing, cross-site analysis, comparing with the results of others studies, and member check. How to obtain a level of confidence in the result are:

a. Extend the period of observation allows an increase in the degree of confidence that the data collected, can learn the culture and be able to examine information from respondents, and to build confidence among respondents researchers and also the confidence of researchers themselves.

b. Continuous observation. To find the characteristics and elements in a situation that is very relevant to the issue or issues are being investigated, as well as focusing on these thing in detail. Triangulation is the examination of the validity of the data that utilizes something other than the data for checking purposes or a comparison against the data.

Figure 3.1. Triangulation Data Sources
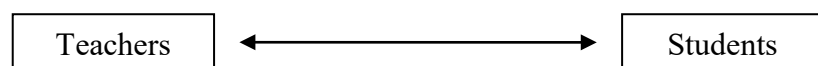
| Teachers | ⟷ | Students |

The Figure 1 above implies that the data of the study will be collected from two difference data sources; the teachers and students. Consequently those data will be triangulated from data sources point of view.

Figure. 3.2Triangulation Technique / Data Collection Methods
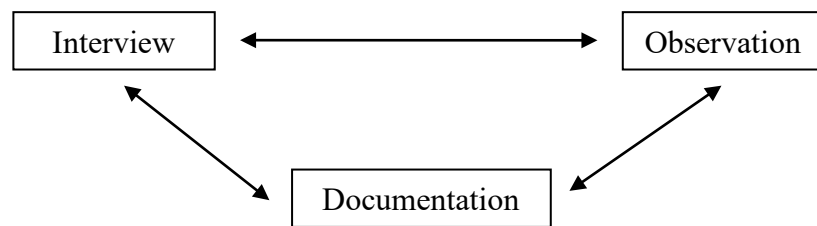
Interview will be used to collect the data from KMI English Teachers and students by doing Semi-structured in-depth interviews that will be implemented by giving direct question uses question List. Individual face-to-face interview will be held.

Observation will be done by observing KMI Gontor teacher English activities, it can be known by observing in the classes and the dormitory or daily live activities.

Documentation Will be done by taking data as ; Note, Journal, Table and books which has relation in the research. The documents will be used to enrich and complete the interview and observation method.

a. Peer debriefing (Discuss with others) that exposes the result of temporary or final results will be obtained in the form of analytical discussion with colleagues

b. Hold member check is to examine the possibility of different allegations and develop check the analysis by applying it to the data, as well as by asking questions about the data

2. Transferability is the result of this research can be applied to the other situations. In order the finding can be transferred to other institutions, the data will be presented in details

3. Dependability

Dependency is whether the result of the study refers to consistency level researchers in collecting data, shaping, and using concept when making interpretation to draw conclusions.

4. Conformability

Conformability is the result of research can be verified that the result of the study in accordance with the data collected an included in the report field. This is done by discussing the results with people who do not participate and are not interested in research with the aim that the results can be more objective.