

CHAPTER III

RESEARCH METHOD

This chapter describes some steps used in conducting research. It consists of six sub topics, those are; research design, research setting and subject of research, key of informant, research instrument, data, and procedure of research.

A. Reseach Design

The research design of this research was descriptive design with qualitative approach. According to the William (2006: 129) qualitative research does not involve counting and dealing with number but is based more on information expressed in words descriptions, accounts, opinions, feeling, etc. This research use qualitative approach it means that the data collected is not in the form of number, but the data derived from interviews manuscripts, field note personal documents, record memos, and other official documents. So, the purpose of qualitative study was to describe the empirical reality behind the phenomenon in depth, detailed, thorough.

In this study, the descriptive research was done in the classroom and out of the classroom, and the main point of this research is to collect and to accumulate the basic data in descriptive way. The focus of this research was to find out how the selected EFL teachers (novice and certified teachers) who were considered as professional teachers teach English Foreign Language (EFL) at MTsN 1 Tulungagung by involving the method and media to teach.

The research tried to get deep data and information about the object by giving detail data and information.

B. Setting and Subject of the Research

1. Setting of the Research

The place of this study is MTsN 1 Tulungagung which is located in Jl. Ki Hajar Dewantara, Beji, Kec. Boyolangu, Kab. Tulungagung.

2. Subject of the Research

The subject of this research is the students in the second grade in Class 7.1 of MTsN 1 Tulungagung, there were 30 students consisting 14 males and 16 females as the subject of the study

C. Key Informants

Every research has certain informant to be interviewed. The informant was chosen to get the information about the selected EFL teachers (novice and certified teachers) who were considered as professional teachers teach English Foreign Language (EFL) at MTsN 1 Tulungagung by involving the method and media to teach.. The way to chose the key informant is by using purposive sampling. Purposive sampling is based on specific purposes of the research where the researcher used personal judgement to select the informant (Fraenkel, 2001:34). In conclusion, the informant of this research is the headmaster, the English teacher, and others teacher. The data information of key informant can be seen in appendix 1.

1. Headmaster

The headmaster was interviewed to get the information about professional teacher especially in using method and media at MTsN 1 Tulungagung. The headmaster able to give their perspective of the English teacher about the professionalism.

2. English Teacher

English teacher was interviewed to get information about how the way they teach to know whether they have been professional or not. Moreover, it is also used to get the information about the kind of method, technique, and media used in teaching English.

3. Other Teachers

Information from others teacher is needed to know how the perspective to English teacher for being professional in teaching.

D. Research Instruments

The kinds of instruments for this research are; observation checklist, interview guide, and list of documentation. Observation checklist was used to observe teaching learning process and school environment. Interview guide was used to prepare the interview questions given to key informants. List of document is used to collect the documentation from the field that is needed to support this research.

E. Data

1. Data Collection Technique

According to Arikunto (2010: 161) data is a result of recording researchers either in the form of facts or figures. Data collection aims to obtain valid data to support success in a study. Data collection techniques in this study, namely observation, interview, and documentation.

To do the observation, researcher came to the school and asked permission to headmaster and English teacher. Then, the researcher joined to the classroom and followed the teaching learning process. During the teaching learning process, researcher took a note of the activities.

To get the data from interview, researcher prepared the interview questions first. Then, making an appointment with headmaster, English teacher, and others teacher. When meeting, the researcher recorded the interview.

To get the documentation, researcher made a list of what documents needed. After that, asking permission to get those documents from the administration and English teacher.

2. Data Analysis

Data analysis is done at the end of each learning. Data analysis technique used in this research is qualitative data analysis technique. Miles and Huberman (in Sugiyono, 2009: 91) explain that “in data analysis activities there are three activities, namely data reduction, data presentation, and conclusion”.

Data reduction means summarizing, choosing the essentials and focusing on the things that matter. Thus the reduced data will provide a

clearer picture and will allow researchers to perform further data analysis. After the data is reduced, then the next step is the presentation of data. Presentation of data in this study form a table. Furthermore, the table will be described in the form of a brief description. Presentation of data will make it easier for researchers to understand what will happen and what will be done next.

The next step, the conclusion. The initial conclusion is a tentative conclusion and will change if strong evidence is found to be available in the next data collection stage. As for the conclusions in qualitative research is a new finding from the results of the overall research in the form of description or description of an object that previously did not exist.

The results of this data analysis will serve as the basis for determining the success of the provision of action and the basis for carrying out the next action, if the provision of the previous action is unsuccessful. Based on the data analysis will be found which need to be improved for the implementation of the next action.

F. Procedure of the research

Description of the four stages listed in the spiral cycle Kemmis and Mc Taggart.

1. Planning

Planning stage is an early stage in the research conducted. The action plan undertaken to draft the implementation of which will be applied. Planning includes curriculum action to establish the basic competencies that will be delivered to students through online games. Next create a lesson plan (RPP), set up instruments of this research were observation sheet to observe the activities of teachers and students when learning is taking place, preparing learning media associated with the material, making sheet group work and student worksheet to be used in each lesson. These are steps in planning

a. Socializing the Research problem

The researcher come to school and meets the students who will be taught and the teacher also the headmaster to socialize the research program.

b. Providing strategy

The researcher provides the game used in this program, that is Scrabble Game. The researcher learned the game in order to be able to apply the game in the classroom.

c. Designing lesson plan

The researcher writes the plan of the implementation of research in form of lesson plan which consists of standard of competence, basic competence, indicators, objectives, teaching

method, teaching procedures, learning procedures, learning sources, and assessment procedure.

d. Preparing of the criteria of success

The criteria of success are set to see whether the implementation of scrabble Game technique is successful or not. The predetermined criteria of success in this study are: first, the students' participation and active in vocabulary activity. Second, the students' achievement in mastering vocabulary is improving.

2. Implementation

The next stage is the implementation. In the action stage, observers began monitoring the actions performed. In accordance with the plan that there is collaboration, then the implementation phase of this action can be done by the teacher or researcher. In this research, the implementation of activities is a researcher and teacher.

3. Observation

Stage of observations were made simultaneously with stage of implementation of the action. This activity is done carefully as to its content of action, action, nor the consequences arising from such action. At this stage, the emphasis is on the problems that will be used as the basis for a stage of reflection to come. The objective of the observations to identify, record, documenting the changes that occur as a result of planned

actions. The data collection techniques at the stage of observation is through observation sheets that have been prepared.

4. Reflection

Reflection is a stage in which the researchers to evaluate what has been done, which is reviewing with fixing deficiencies that exist in the learning process. Reflection made after the observation phase implemented. The results of this reflection activity used as consideration for learning in the next cycle with various revisions and improvements.