

CHAPTER III

RESEARCH METHOD

This chapter, the researcher explains the research method. It consists of research design, subject of the study, setting the study, technique of collecting data, data analysis and validity of the data.

A. Research Design

In this part present what the design had used to conduct a data. Research design was very crucial in a research, because the research design contain strategies and steps that was pursued in collecting research data. Research design is divided become two, that are quantitative and qualitative. In this case, the researcher chose qualitative research design. Qualitative research design also has common procedures to conduct a data in many disciplines, psychology, education system and social sciences, Hossein (2015:129). Besides that, Qualitative research to understand and explore phenomenon that is considered as a problem by individuals or groups.

The researcher used descriptive qualitative research, where the researcher chose descriptive design as a method to explain and describe objects in accordance with reality. The descriptive method was chosen because the data analysis was presented in a description. This study analyzes students' feelings when make mistakes in the English teaching process. With this qualitative research method, researcher could investigate the feelings of

tutors in teaching English, especially when they make mistakes in the delivery of material at the Al-Barokah Patianrowo modern boarding school.

Qualitative descriptive research is a study that describes phenomena naturally without being given a treatment. So that the author would describe the real situation and conditions, namely the feelings of students when making mistakes in the process of teaching English. To achieve this goal, researchers developed several research techniques to collect data. These techniques are in the form of interviews with students or English tutors and language tutors, as well as documentation which provides evidence that the researcher actually conducted the interview.

B. The researcher's involvement

At this stage the researcher communicated with the ustadzah who oversaw the Language field named Ustadzah Nurul. From she was able to recognize the object of research, she told what problems the object faced until the researcher met the object for the interview. Researchers cannot immediately mingle and communicate intensively to the object due to the pandemic, where the Al-Barokah modern boarding school does not allow outsiders to enter the modern boarding school area.

C. Subject of study

The subject of this research was teacher and students in the Modern Boarding School of Al – Barokah. The main subject of this research was the students who have role as tutor in English learning. The choice of this subject was because she had made a mistake in delivering English material, which caused feelings of fear and embarrassment to face her students. In addition, he also lacks interest in English but still has to be responsible for teaching English as a dedication at the Al-Barokah Patianrowo modern cottage.

D. Setting of The Study

The researcher chose Modern Boarding School of Al – Barokah Patianrowo as a place for research conducted. This location in the Ngepung village, Patianrowo, Nganjuk. Modern boarding school of Al – Barokah is one of a boarding school that apply bilingual system in the learning process. Although the location in the countryside, modern boarding school Al – Barokah does not reduce the quality of learning for students.

The modern Islamic boarding school Al - Barokah has made English as one of the mandatory languages that are used daily. To ensure that all students use English, all parties in the boarding school, starting from the old board members, to administrators who are still in grade 5 or grade 2 high school. They supervise and guide all students to keep using English during the week of English.

In addition to students, guidance is also given to tutors who teach English. The ustadz who oversee the Language field provide guidance to tutors in preparing English language materials. In this case the language counsellor act as advisors to the material made by the tutor. The Language counsellor is also a place to express feelings when the tutor has problems about learning activities in class, especially learning English. When mentoring about English material, the Language counsellor always emphasizes the structure of the language used, not the content of the story or learning. This is expected so that tutors are ready to provide material to students and can provide knowledge properly according to principle.

E. Technique of Collecting Data

In doing some research, the researcher used some methods and instruments in order the work could finish easier, more efficient and more effective. Then, the instrument is tolls that used in collecting data to get and have good result. In this study, the researcher chose some technique to collect a data that are interview and documentation. The techniques were used to analysis the phenomenon of students who have role as teacher in Modern Boarding School of Al – Barokah Patianrowo.

1. Interview

It is a list some question is used to get information needed for the research. Interview is a conversation with certain intentions, that conversations are performed by two parties that are the interviewer who

asks questions and interviewee that give answers to that question (Lexy, 2017:186). Interview can be done face to face with informant, to facilitate the writer when unable make direct observation with the informant.

The researcher did interview on September 4th,2020 with the tutor, her name is Anisa Researchers conducted interviews from 01.30 pm to 03.30 pm outside the boarding school area, precisely in front of the boarding school gate. This is due to a pandemic so the boarding school does not allow outsiders to enter the boarding school area. However, previously the researcher had communicated with the ustadzah in the Language section about this research and its object.

On October 11th, 2020 researchers conducted an interview with the Language counsellor. Given the pandemic situation, interviews will initially be conducted online with caregivers and language counselors. However, due to the busyness of the boarding schools for exam preparation and so on, the resource person changed to another language tutor, who also went directly to supervise the students' language learning and tutor preparation to teach English. He is a Ustadz Bagus. Therefore, there is a long distance between the interview with the language tutor and the language tutor. As before, this interview was conducted at the coffee shop from 01.00 pm to 02.30 pm.

In this case, the researcher used interview guide as research instrument. The interview guide facilitated the researcher to find information in depth, and stay focused on the research problem, that is

student's feeling when do mistake in teaching English. Researcher during interview process, the researcher used handphone as tape recorder so that the information obtained still accurate according to the informant's explanation and could be listened repeatedly. The target of interview was student who become tutor in English learning and language counsellor in modern boarding school Al – Barokah Patianrowo.

| No. | Tujuan | Pertanyaan |
|-----|--|--|
| 1 | Untuk mengetahui kesan pertama Ketika siswa menjadi tutor Bahasa Inggris | - Bagaimana perasaan anda ketika pertama kali mengajar Bahasa Inggris? |
| 2 | Untuk mengetahui kejadian kesalahan penyampaian materi yang dilakukan tutor | - Apakah anda pernah melakukan kesalahan penyampaian materi Ketika pembelajaran? - Bagaimana kejadiannya? |
| 3 | Untuk mengetahui perasaan tutor ketika melakukan kesalahan penyampaian materi | - Bagaimana perasaan anda ketika menyadari melakukan kesalahan tersebut? - Bagaimana perasaan anda Ketika siswa menyadari anda melakukan kesalahan? - Pernahkah anda merasa down Ketika melakukan kesalahan penyampaian materi? |
| 4 | Untuk mengetahui respon siswa, teman sesama tutor dan ustadz/pembimbing bahasa ketika tutor melakukan kesalahan penyampaian materi | - Bagaimana respon siswa Ketika anda melakukan kesalahan? - Bagaimanakah pembimbing/ustadz Ketika mengetahui anda melakukan kesalahan penyampaian materi? - Pernahkah ada teguran terhadap hal tersebut? - Bagaimana respon teman sesama tutor menanggapi hal tersebut? |
| 5 | Untuk mengetahui tindakan tutor | - Ketika siswa tidak menyadari adanya |

| | | |
|--|--|---|
| | kepada siswa setelah melakukan kesalahan penyampaian materi | kesalahan penyampaian materi apa yang anda lakukan? |
| | Untuk mengetahui tindakan untuk mengatasi permasalahan yang tengah dialami | - Bagaimana diri anda menghadapi permasalahan tersebut? |

Table 3.1. Interview Guide for Tutor

| No. | Tujuan | Pertanyaan |
|-----|---|---|
| 1 | Untuk mengetahui proses pemilihan tutor Bahasa Inggris | - Adakah klasifikasi khusus untuk menjadi tutor Bahasa Inggris? - Bagaimana proses pemilihan tutor Bahasa Inggris tersebut? |
| 2 | Untuk mengetahui persiapan siswa menjadi tutor Bahasa Inggris | - Adakah kegiatan pembekalan atau diklat sebelum siswa menjadi tutor Bahasa Inggris di dalam kelas? |
| 3 | Untuk mengetahui respon pembimbing ketika ada tutor yang melakukan kesalahan penyampaian materi | - Pernahkan anda menjumpai tutor melakukan kesalahan dalam penyampaian materi Bahasa Inggris? - Bagaimana anda menyikapi hal tersebut? |
| 4 | Untuk mengetahui solusi yang diberikan oleh pembimbing | - Ketika ada tutor merasa down bagaimana solusi yang anda berikan? |

Table 3.2. Interview Guide for Language Counsellor

F. Data analysis

After collecting data, the researcher analysed all the data have obtained. Data analysis is done after obtaining the data based on the methods and instruments that have been used before, to answer the problem in the research that will later be submitted through data presentation. The purpose of data analysis is to narrow and limit the findings in the field, then arrange it regularly so that become more meaningful and understandable. Data analysis techniques in this study used a qualitative approach. Data generated from

qualitative research are generally in the form of word and action, while as additional data can be in the form of photograph, document or written data source and statistic.

Data analysis activities through a qualitative approach means reviewing the data obtained from the field so that it can be understood by researchers and others. According Rijali (2018:85) qualitative data analysis activities cannot be separated from the activities of data collection, data reduction, data display and conclusion of research results. The qualitative data development procedures are as follows:

1. Data collection

In this step the researcher collected data related to student's feelings when teaching English in the modern boarding school Al-Barokah Patianrowo. Researcher collected data through interviews with English tutor and language counsellor. The interview process was carried out in two stages, first with an English tutor on 4 September 2020 from 01.30 pm to 03.30 pm located in front of the main gate of the Al - Barokah modern cottage area. Furthermore, the researcher conducted an interview with the Language advisor on October 11, 2020 at 01.00 pm to 02.30 pm at a coffeeshop in Patianrowo sub-district. From the interview process, the researcher obtained data in the form of recorded interviews.

2. Data reduction

In this step the researcher chose the data that relevant and irrelevant with the focus of the study. Besides that, the data also simplified, tidied

up, arranged and discarded incorrectly. The process, the researcher analysed the data that has been obtained in the field, then focused according to the focus of the study that student's feeling when do mistake in delivering English teaching in modern boarding school Al – Barokah Patianrowo. The data collected by researcher was obtained from the interview process to students who became tutor and language counsellor. The data that has been collected is then transcribed by re-listening to the recorded interviews. Then the important ones are selected according to the focus of the research, and the themes and patterns are found so that can be systematically drawn up. After the data is compiled, the researcher can find out how students feel when convey the material incorrectly, the process of selecting and guiding the tutor then the solutions given.

3. Data display

In this step, the researcher shew data in the form of words, brief descriptions, charts, and narratives so that the researcher could master the data collection techniques that finally agree with the closing. In this study, the researcher presented data about students' feelings when making mistakes in teaching English in modern boarding school Al-Barokah Patianrowo in the form of narrative descriptions and descriptions.

4. Conclusion drawing

The final step is drawing conclusions from the findings and verifying the data that has been taken previously. The researcher made conclusion

and verification from data collected. This step was done to make data become simple and clear in order can understand easily.

G. Validity of The Data

At this step, the researcher conducted a test by matching the data obtained from the English tutor and language counsellor at the Al-Barokah modern cottage. The data obtained by the researcher were transcribed and sorted according to the focus of the research, namely the feelings of students when made mistakes in the process of delivering English material. After that, the data from the tutor is adjusted to the data obtained from the Language counsellor. From the data obtained, the researcher found similarities between what the tutors and the English tutor and language tutor said.