

CHAPTER III

RESEARCH METHOD

In this chapter researcher presents the discussion about research design, data and data sources, technique of data collection, technique of data verification and data analysis.

A. Research Design

Before the researcher discussed further, it was better to know the definition of research first. According to Cresswell (2012:3) Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue. Based on the theory this research used qualitative approach, Crug and Schluter (2013:4) defined that qualitative research typically focuses on one or a few piece(s) of evidence and analyses it in detail and with a view to a variety of its characteristics. It means that the data collected was not in the form of numbers, but the data derived from interviews manuscripts, field notes, 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 and thorough. Therefore the use of a qualitative approach in this research was the match between empirical realities with the prevailing theory used descriptive method.

In this research, the main point of this research was to collect and to accumulate the basic data in descriptive way. It is intended to describe about the teaching strategies used by English teachers in teaching English at Muslim Wittaya Phuket School. The researcher needed some appropriate instruments to collect the data. The researcher selected the interview and also observation as the instruments. This research was generally used to make a description systematically to a certain facts.

B. Data and Data Sources

Data is any information that answer the research question. This research focused to describe the result of conducting a certain activity for the subject and the forms of this data are teachers' behavior, teachers' utterances and students' responses in teaching English in the selected school. So, the teacher here supplied the teaching strategy

Data source is source where the data are collected. In this research, data sources are English teachers.

C. Technique of Data Collection

The technique of data collection used by the researcher stated as follows:

1. Observation

Ary et al (2010: 431) defined that observation is a basic method for obtaining data in qualitative. 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 status of a phenomenon is determined by observing not by asking.

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 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 English teachers in teaching English. This method conducted to see firsthand what strategies applied in English course for students' Muslim Wittaya Phuket School and to observe directly in teaching and learning English language.

To reduce the research's biases on February 1st 2015, the researcher validated the observation sheet to her advisor. The researcher considers that her advisor is the expert one. Before having consultation, the content of observation sheet was the learning circumstance (for instance: setting the class, making group, media etc.) and also the findings on teaching and learning (consist of pre activities, main activities and post activities). After got suggestion from the advisor the learning

circumstance divided into a. classroom management, b. teacher mastery on teaching materials, c. the strategy used/implemented, d the way to implement the strategy, e. the strength of the implemented strategy, f. the weakness of the implemented strategy, g. the students' response on the implemented strategy, h. the teacher's emotion on using the strategy (such as satisfied, happy regret etc.). Furthermore, the findings on teaching and learning is same as before (consist of pre activities, main activities and post activities). The observation sheet can be seen in appendix 1.

2. Interview

Ary *et al* (2010: 438) Interviews may provide information that cannot be obtained through observation, or they can be used to verify observations. Based on the objectives of research, it can be used to validate the data from the observation. According to Ary *et al* (2010: 438), there are three kinds of interview as follows:

- a. Unstructured interview. In this type of interview, direction of interview greatly is guided by respondents' answer nether of researcher. So, the direction of interview is difficult to be predicted.
- b. Semi-structured interview. This interview starting by general idea from researcher but during conducting interview didn't use the questions that were arranged previously.

- c. Structured interview. The direction is interview is guided by general idea of researcher from question list that were arranged previously.

Based on the types of interview explained above, the researcher used unstructured interview. In this research, before conducting interview the researcher brought general idea by some questions that were prepared before. The targeted interviews conducted by researcher directly were English teachers of Muslim Wittaya Phuket School. The information would be applied on the subject of this study related to what strategies implemented in his/her teaching English. Finally, the researcher recorded their answer and then wrote the result of that recording.

To reduce research's prejudices on February 1st 2015, the researcher validated the interview guide. The researcher considers that her advisor is the expert one. The researcher's advisor approved her interview guide. The interview guide can be seen in appendix 2.

D. Technique of Data Verification

In this research, the trustworthiness of data analysis need to be checked in order to reduce the research's biases and prejudices. In this research, the technique used is triangulation to check the trustworthiness of data.

Based on Denzin (1978) cited in Miles and Huberman (1994:267) classifies there are four kinds triangulation, those are triangulation by method, by data source (which can include person, place, time, etc.), by researcher and by theory.

Triangulation based on methods, the data verification was done by employing two methods. They are interview, and observation. The observation is over when the found data had already become saturated data.

Triangulation based on data source. The interview conducted at March 4th 2015, and the observation conducted at February 6th, 12th, 16th, 17th, 18th, 19th, 20th, 23rd 2015. The subjects were English teachers and the place was Muslim Wittaya Phuket School.

Triangulation based on theory. The researcher used theory by Sadker (2005) and Kindsvatter (1996).

E. Data Analysis

Maxwell (2005:95) describes this process as follows: “The experienced qualitative researcher begins data analysis immediately after finishing the first interview or observation, and continues to analyze the data as long as he or she is working on the research, stopping briefly to write reports and papers.” Ary *et al* (2010:481) states that data analysis is the most complex and mysterious phase of qualitative research. 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. The researcher must organize what he or she has seen, heard, and read and try to make sense of it in order to create explanations, develop theories, or pose new questions. It is an important step in part of the research because it aims to examine the validity and reliability of the collective data. In this research, the researcher use only one way that is qualitative and the researcher also use inductive method. This method starts from general to specific. According to Miles and Huberman (1994: 10) data analysis as consisting of three concurrent follows of activity:

1. Data reduction

Data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up observation sheet or transcription. In this case the writer reduced the data that have been taken from the field, to make easier for the writer to draw conclusion.

2. Data display

A display is an organized, compressed assembly of information that permits conclusion drawing and action. In this step the process of choosing data simply in the form of words, sentence, and narrative in

order that the data collected is mastered by researcher as the basic to take appropriate conclusion. In this research, the data were displayed consist of the information about teaching strategy used English teachers in teaching English and its implementation in the EFL. In data display, the researcher arranged data systematically in order to get the conclusion as the finding of the research.

3. Conclusion Drawing and Verification

Since the beginning of the research, the researcher made temporary conclusion Furthermore, it was brought to the perfect conclusion. Making conclusion was the process of drawing the content of data collected in the form of good statement and having clear data. The conclusion drawing could be revealed the strategies implemented by Thai English teachers at Muslim Wittaya Phuket School. Verification means testing the provisional conclusions for their validity suggest that after getting the data, it is analyzed continuously and verified about the validity. The researcher used triangulation based on Denzin (1978) cited in Miles and Huberman (1994:267).