

CHAPTER III

RESEARCH METHOD

This chapter presents the research method that was used in conducting this study. The decision covers research design, setting and subject of the study, data and data sources, method of collecting data and instruments, and method of data analysis.

A. Research Design

The researcher was conducting a systematical process to get the answer and solution of certain problems or questions logically, which is called as a research. In this part, the researcher employed research design descriptive qualitative to analyze and to describe the teacher creativity in creating English speaking environment at Islamic Senior High School Darul Hikmah Tawangsari. Descriptive qualitative research is a method of research which is aimed to get naturally understanding about particular phenomenon of human behavior or social setting and to describe the fact and characteristics of the object or subject systematically and accurately without seeking any relation among variables or linkage among different elements (Ary, 2000; Sugiyono, 2010).

The researcher used descriptive design because this study was focused on the particular place or behavior of group that was specifically conducted in the second grade of Senior High School students. The researcher also began

to investigate of what teacher creativities are and followed by observing such situation of English language classroom and how speaking environment naturally happened. In this case, the researcher conducted interview and observation while taking documentation and making field note so that the result would be in the form of descriptive or narrative, not in numerical form.

B. Setting and Subject of the Research

In this part, setting means place and time the researcher conducts this study. The researcher chose two classes of the second grade of Senior High to be observed because there are only two classes, those are science and social classes. The taken time was April, 21th up to May, 15th 2015. The observation was conducted during the active day of school. It could be in the morning or afternoon. The schedule of English lesson are twice a week, on Tuesday and Saturday. The researcher therefore would sit in the school during investigation on those days.

In qualitative study, the subject means the one who was chosen or whom the data are collected from. In this study, English teacher was taken as the subject and students as the informants who are taught by the teacher. The English teacher is only Mr. X, the one who teaches second grade of Senior High School students. The teacher could provide information related to the data needed about characteristics of teacher creativity in creating English speaking Environment. The researcher as well took some students as informants till the saturated data founded.

C. Data and Data Source

Data are kind of information that show the answer of research questions, those can be “the rough materials researcher collects” (Bogdan & Biklen, 1998). Data in this research were qualitative data which were written through words by words, including statement or dialogue in the form of descriptive or narrative as the data taken from interview transcript, observation sheet, and field note. The data were also in the form of picture gotten from the documentation, including lesson plan, syllabus and photos shoot. Besides, the additional data were in the kind of recorder, such as video or audio, to gain the deeper information.

Data sources are the information of where or whom the data are taken from or the subject where the data acquired from (Arikunto, 2002). The data in this research were taken from English teacher as primary data source and students as secondary data sources. The teacher was the main source because the focus of the study was his creativity. While students, they were taken to support the data about the reality happened during the process of daily English language teaching in the classroom. As the result, both teacher and students would answer all research questions related to the study. Other sides, the additional data taken were lesson plan and syllabus which functionally completed the research findings.

D. Technique of Data Collection

In this research the data related to the proposed formulation of research problem were collected by applying three methods of collecting data: interview, observation, and documentation. Those are subsequently followed by three research instruments: interview guide, observation sheet and document. The researcher kept seeking the information continually as far as the data was getting saturated. Those methods are explained below:

1. Observation

Observation is conducted by learning the behavior, setting and interaction and how connection of those meaning embedded in the field (Ary, 2000; Sugiyono, 2010). There are two kinds of observation, namely participant observation and non-participant observation. Participant observation means the researcher involves him/herself in the field and conversely for non-participant observation. In this case, the researcher used participant observation to dig up information about the specific area of second grade classroom of Senior High School. It is important for the researcher goes through by herself and be involved with the subject directly in natural setting. Before doing observation, the researcher necessarily arranged the concept of what the point would be investigated. The researcher further monitored, noted, and recorded of what being noticed. Observation sheet as the instrument is needed to collect the appropriate data based on the topic area, specifically teacher creativities in creating English speaking environment.

Observation was the way the researcher conduct for first run before doing interview. Practically, there were two classes of second grade students, namely science and social classroom. The researcher in consequence monitored both of the class the teacher taught and verily needed to have an equal observation to compare between them. But it did not occur as the plan that the researcher only had three times to go over the class. It was twice for science classroom and once for social classroom based on the real observation. The researcher thus did not compare between them vividly but only got them in comparison on how the teacher taught. The clear sight of classroom observation was written in the form of field note.

2. Interview

Interview is the way of asking or giving information or exchanging idea of particular topic in a particular meeting that two or more people gathered as the meaning of response to communication (Sugiono, 2009). There are three kinds of interview: unstructured interview, semi-structured interview, and structured interview. In unstructured interview, there is no specific systematical question to be asked toward the respondent. Conversely, in doing structured interview, the direction of interview is clear based on the prepared list-questions. The last, semi-structured is the combination of both structured and unstructured interview. The researcher firstly arranges the set of questions to be proposed and it is continued to the next unpredictable developed question.

In this case, the researcher used semi-structured interview. Before conducting interview, the researcher prepared some different questions to be proposed to the respondents, teacher and students. The point of interview reflected on the research problem and observation. It is hopefully able to linkage the connection among interviewee statement to the real situation. The researcher as the interviewer would ask some information to English teacher about his creativity in creating English speaking environment and also some students who is taught by the teacher in the classroom to support the data completion. In conducting interview the researcher needs an interview guide as the instrument to make the data more vivid. Interview guide is the list of question prepared before conducting interview. The researcher made 28 questions proposed for teachers and 22 questions for students. While doing interview, the researcher took a note as well as recorded the conversation that would be processed as data, namely interview transcript.

Firstly, the researcher conducted in-group interview with 8 students on Friday, April 24th 2015. It was done in a holiday as the researcher merely has an occasion during that time. It seemed difficult to conduct interview one by one because the time was limited in Islamic boarding house. The researcher then proposed 10 questions in the first meeting time which developed to have more questions based on the observation the researcher conducted in the beginning before doing interview. In the next day, the researcher had an interview with the English teacher on Saturday. Actually

this time was the last opportunity for the researcher to conduct observation, yet the teacher suddenly suggested to do interview with him. The proposed questions given were 28 which consist of three aspects, including 14 for general information, 8 for creative dimension, and 6 for environmental aspect.

For the last interview, the researcher had 12 new questions to students. It was done two weeks later since the researcher did interview with the teacher for the reason that the school held examination. The new question emerged from the last observation and interview which to complete the research question and to get saturated data.

3. Documentation

Documentation is kinds of document, including written form, physical or visual materials that classified into three types: personal document, official document and popular culture document (Ary, 2000). Personal document is about individual or private, such as autobiographies and diaries. Besides, official document is about organizational reports such as files and memos. Next popular culture document is books, films, and videos. In this part, the researcher took some official documents, including lesson plan, syllabus, and other related document for example photos or videos of classroom activities. The lesson plan was only the current lesson plan the teacher used to teach during observation.

E. Technique of Data Analysis

Data analysis is systematically process of seeking and systematizing the data that compiled with the reason to be more readable and easier to be presented in a conclusion through some steps: “working with data, organizing them, breaking them into manageable units, synthesizing them, searching for patterns, discovering that is important and what is to be learned, and deciding what you will tell others” (Bogdan and Biklen, 1998). In other word, analyzing means the following process of reducing, organizing, managing, synthesizing, searching, discovering, summarizing and interpreting the data that finally explained by statement or symbol.

The data in this qualitative research would be analyzed in inductive method. It is about demanding the researcher understanding in examining and interpreting the data from the specific to general conclusion. The data acquired from interview, observation and also documentation about teacher creativities in creating speaking environment are collected and analyzed into some steps of inductive method proposed by Miles & Huberman cited in Sugiono (2009) and Ary (2010), those are as follows:

1. Coding the data

In the first step, the large amount of data collected started grouping or organizing in the same classification by reading over and over. It can be categorized based on the same unit and placed into the same code. The researcher thus did not use the inapplicable data.

2. Reducing the data

In reducing the data, the researcher made tighter the coding categorized to summarize based on the research problem. Then, came to choose and selected the important data needed to make clearly drawing of the most appropriate finding topic. Hence, the practical and effectual data chose to qualify the answer of research question.

3. Displaying the data

The most common method in displaying qualitative data is in the form of narrative essay, even if so many forms of graphic or table can be used. In this process, the researcher wanted to explore the data to be easier to read before drawing conclusion by displaying data.

4. Interpreting the data

The last step is making the temporary conclusion after generalizing each connection among categorical of displaying data and explaining the fixed findings which have been verified. The researcher accordingly made use of the findings and topic discussions to be concluded.

F. Technique of Data Verification

In qualitative research, the common technique to cross-check the data become valid is called “triangulation”. The validity and reliability of the data gained from combination of different aspects, those are theories, data sources, and methodologies which the aim is to extend the deeper understanding of what being studied in the field (Bogdan & Biklen, 1998; Sugiyono, 2009). In

this study, the data were taken from two kinds of triangulation. In the beginning, the researcher used data collecting technique triangulation which demanded the researcher to conduct some different techniques in collecting data to the same sources or informants. Hence the researcher used three methods, including doing interview, observation and taking documents from the informants. The researcher next used data source triangulation to come to saturated data. The researcher chose more than one data source that was the teacher and some students.