**CHAPTER III**

**RESEARCH METHOD**

This chapter discusses the research method used in this study. It covers the discussion of the Research Design, Data and Data Source, Technique of Data Collection, Technique of Data Verification and Data Analysis.

1. **Research Design**

The research design of this research was descriptive design with qualitative approach. According to the Williman (2006:129), qualitative research does not involve counting and dealing with numbers but is based more on information expressed in words – descriptions, accounts, opinions, feelings, 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 Ngunut Senior High School. The researcher tried to get deep data and information about the object by giving detail data and information.

1. **Data and Data Source**
2. Data

Bogdan and Biklen (1998:106) define data as the rough materials researchers collect from the world they are studying. Data include materials the people doing the study actively record, such as interview transcripts, and participant observation field notes. The data of the research belong to descriptive-qualitative data. Those data are in the forms of the teachers’ information from English teachers to developing their professionalism, the teaching difficulties the English teachers face in the classroom and the kinds of strategies do they carry out to overcome those difficulties.

1. Data Source

Data Sources were sources where the data were taken from. In this research, the researcher used interview guide, observation sheet, field note, and document to collect the data. Therefore, the researcher got the data from:

1. Selected teachers (Certified teacher and Non-Certified) of SMAN 1 Ngunut who were considered as professional teacher in teaching EFL at SMAN 01 Ngunut. From the researcher investigated how they teach EFL, how they developing their career and their professionalism in teaching.
2. Selected students who can give information about the subject in teaching English.
3. Some documents of teaching like syllabus, lesson plan and all of activities during teaching-learning process.

In this research, the researcher made criteria of subject (English Teacher) who consider as professional teacher. Some criteria were taken from theories and some expert. In other word, the subject in this study could not be taken randomly. The criteria were as follows:

1. The teacher met in standard of teacher, the teacher that has four competences, pedagogic, personal, professional, and social competence. (National Department Education)
2. Never stop to learn, develop skills, and never ceases to work such as make PTK, teaching material, articles, etc.
3. Active, creative, and innovative to develop learning and always up to date on information or problem that occurs around.
4. Active in the organization of education activities like KKG, PGRI, and Scout. Bubb (2004:07).

Before determining the subject, the researcher decided to do pre-observation to know more about the subject profile. In this study the researcher limited the subject into 2 categories, the one is the English teacher that had been certified and the other one is the teacher not certified yet. Then, from the observation, it was possible for the researcher to obtain the administrative qualifications as the criteria to select the subject. Finally, from that process, the researcher got two teachers were considered as professional teacher in teaching EFL. They could be considered as professional teachers and always developing their professional because graduated SI from English Department, have experience in teaching English at least 10 years. They also included in trainings and education programs.

1. Certified Teacher (TI)

This teacher graduated S1 UNISMA in 1996. After she graduated he started to teach at SMAN 01 Ngunut. This teacher has been teaching English twenty one years and has been certifying in 2011. He taught in regular class. To improve her skills, she participated in some seminar about teaching English such as *International Seminar Education for Nation Character Building* and *National Seminar “Link and Match Pendidikan dan Ekonomi.* From the explanation above, she selected as subject of this research because T1 fulfill the criteria, such as she tried to meet the requirement standard of teacher in pedagogy, and professional competence. She was also active, creative, and innovative to develop learning and always up to date on information or problem that occurs around by using internet when she teaching English. Sometime she made the article and PTK to develop her knowledge and to increase activities in teaching learning process.

1. Non-Certified Teacher 2 (T2)

Similiar to T1 this teacher met the requirement in standard of teacher because she graduated from IKIP Kanjuruan in 1996. But there was difference between them, after graduating she started to teach in SMPN 01 Rejotangan and now she moved to teach in SMAN 01 Ngunut until now. Although she has not been certified, she always improving her skills, she also joined in some seminar such as: *Financial Intelegence #1.* As a teacher, T2 not only teaching in the classroom, she also active in extracurricular, she guide the students in art.

1. **Technique of Data Collection**

The data collecting method and instruments are needed to get data in the research. The data of the present research are collected through the three following methods, doing interview, and conducting observation in the classroom.

1. Doing Interview

Patton (2002) said that interview yield direct quotations from people about their experiences, opinion, feeling, and knowledge. The researcher talked and asked in relaxed situation and friendly way. When conducting interview, the researcher prepared a list of questions as guidance and incidental question to know how to selected teachers teach EFL, to know the teachers efforts in developing their professional, the difficulties in teaching, and to know how the solve it.

In collecting the data from interview, the researcher used steps as follow:

1. The research prepared some question that would be asked to selected teachers and students. The researcher also prepared recorder to record their answer.
2. The researcher asked and talked in a friendly way based on the questions that had been prepared.
3. The researcher recorded their answer

For the instrument of collecting data the researcher made an interview guide. Interview guide is list of question that is formulated by researcher used to get information that needed for the research through interview between interviewer and interviewee (teachers and students). In order to got validity and credibility of the instrument, the researcher asked help to the expert lecturers to validate the interview guide. In this time, Dr. Susanto, S.S., M.Pd. and Dr. Erna Iftanti, S.S., M.Pd. (English lecturers in IAIN Tulungagung) are chosen to be validator of my instrument. In this case the researcher made two kinds of interview; it is for English teachers and some selected students of SMAN 01 Ngunut. The researcher created 22 questions for the English teachers and 15 questions for the students. When the researcher validated interview guide, Mrs. Erna gave comment that the researcher should classified the question into some categories. Such as when the question included in pedagogic competence it must classified in it. Mr. Susanto gave comments in interview for the students. The researcher should omit the question number 1 and 11, because it is not necessary to interview the students. (See at appendix).

In this research, the researcher conducted free guide interview, before doing interview the researcher bring some question guide as outline about something want to be asked and the question can be develop depending on the situation in the field.

1. Conducting Observation

According to Patton (2002:4) the data from observation consist of detailed description of people’s activities, behaviors, actions, and the full range of interpersonal interaction and organizational process that are part of observable human experiences.

The way in doing observation, the researcher prepared the observation checklist, joined and directly observed the classroom, and took notes on the relevant events while the teaching-learning process was going on. In collecting the data, the researcher conducted non-participant observation, in which the researcher as the passive participant. It means that the researcher didn’t involve herself in the subject activities in the classroom. The researcher just observed the selected teachers when they teach in classroom.

1. **Technique of Data Verification**

The validity of the study is very important in a research. In qualitative research there are some techniques that can be used to make the research data valid. Bogdan & Bicklen (1998:101) stated “Triangulation is used to convey the idea to establish a fact that needs more than one source of information”. In this research, the researcher used triangulation to check the validity of data. Lodico (2006:266-267), explains that “Researcher will typically include more than one data collection technique to validate findings. These different data sources are later compered with another in a process called *triangulation*”.

Denzin in (Lexy 2008:330) revealed that there are four kinds of triangulations techniques: (1) source triangulation, (2) methodology triangulation, (3) investigator triangulation and (4) theoretical triangulation.

1. Source Triangulation

Source triangulation used different source to get the same data. It is used to check the information which is gotten in different time and tool. The emphasis is on the source of data not in data collection method or others.

1. Methodology Triangulation

This triangulation can be done by the researcher to collect the same data by using different techniques or method of collecting dat. The emphasis is on the use of different data collecting method and to point out the same data source to test the data validity.

1. Investigator Triangulation

Investigator triangulation means that the validity of the researcher can be tested by some other researcher. From some researcher’ point of view and interpretation to the all gotten data and collected in the research, and it is expected there will be the same interpretation that can increase the validity.

1. Theoretical Triangulation

This triangulation mean uses more than one perspective of theory to discuss the research problem.

From those types of triangulation method, the researcher used methodology triangulation because to check the validity the researcher used different method to get the same data. It means that, to get the validity of data in this research, the researcher not only conducted interview but also did observation, and made documentation so that data could be gotten.

1. **Data Analysis**

The final activities in a research are analyzing and interpreting the data collected and presenting the result. According to Ary et all (2010:481) stated “Data analysis in qualitative research is a time-consuming and difficult process because typically the researcher faces massive amounts of field notes, interview transcripts, audio recordings, video data, reflections, or information from documents, all of which must be examined and interpreted”

Meanwhile, Bogdan & Biklen (2006:157) reveals that “analysis involves working with the data, organizing them, breaking them into manageable units, synthesizing them, searching for patterns, discovering what is important and what is important and what is to be learned and deciding what you will tell to other. It means that, data analysis is a process of editing, coding or classifying the data. By using data analysis it was easer for the researcher in writing the report. The purpose of data analysis is to simplify the data so that it is easier for the researcher to interpret and make conclusion.

After seeing the definition above, the researcher started the study to collected data step by step to be analyzed based on that procedure. Firstly, the researcher read, studied and analyzed the collected data by editing irrelevant data with research question because only the relevant data that be analyzed. After editing data, the researched classified of data from interview, observation by compering and checking with research problem.

In this research, in analyzing the data the researcher used qualitative data analysis. This technique was used to analyze the data which cannot be counted. It means that this technique was used to make interpretation toward the result of research without using numbers. This data in this research was analyzed by using inductive method.

The researcher took the data not only from interviewing the selected teachers (certified and non-certified teacher) and their students but also conducting observation them in teaching. Beside that, the researcher also took documentation before making general conclusion. The application of inductive method was used to take the data from the real field research in teaching and learning activities. Thinking inductively was begun with specific thing and particular evidence than pulling them together to make general meaning.