CHAPTER III

RESEARCH METHOD

This chapter presents about the research design, subject selection of exemplary teachers, data and data sources, technique of data collection, technique of data verification, and data analysis.

A. Research Design

This study used qualitative approach based on the characteristics of having a natural setting, using the human that is the researcher as the primary instrument, dealing with data that are in the form of words rather than numbers and statistics, and analyzing the data inductively as cited from Ary et al (2010: 424). Qualitative research is a process of research conducted properly and in accordance with the natural objective conditions on the ground without any manipulation, as well as the type of data collected primarily qualitative data (Arifin, 2012:140). The research design used in this study is descriptive qualitative. As cited from Syamsuddin and Damaianti (2006: 24) a descriptive research is intended to explain the current phenomena by using numbers to portrait the characteristics of an individual or group. Based on Ary et al (1985:322), "Descriptive studies are designed to obtain information concerning the current status of phenomena". This study focuses on describing the use of ICT in English instruction at some schools.

B. **Subject Selection of Exemplary Teachers**

This study studied about the using of ICT in English instruction by exemplary teachers at MTsN Aryojeding, SMPN 1 Ngantru, and SMPN 2 Sumbergempol. The researcher came to school and interviewed with some English teachers about the using of ICT in English instruction. The researcher chose one of English teacher who fulfill the criteria of exemplary teacher. The criteria of exemplary teacher who used the researcher in this study are: the teacher who used many techniques to facilitate learning, using media of ICT in teaching English, the teachers who update with the new media, communicate high expectations for students in meeting objectives, and design a well-functioning classroom.

C. **Data and Data Sources**

In this descriptive qualitative study, the data are in the form of words. The qualitative inquirer deals with data that are in the form of words or pictures rather than numbers and statistics (Ary et all, 2010:424). In this research, the data is selected about ICT that in the form of information. Data that are in form of information are gotten by researcher from interview transcript (result of interviewed with some teachers and students) and documents (some photos).

Data sources in this study are the exemplary teachers who use ICT in their instruction and a number of students at MTsN Aryojeding, SMPN 02 Sumbergempol and SMPN 1 Ngantru. Not all English teachers used ICT in

English instruction. So the researcher used criteria for exemplary English teachers, they are: the teacher who used many techniques to facilitate learning, using media of ICT in teaching English, the teachers who update with the new media, communicate high expectations for students in meeting objectives, and design a well-functioning classroom. From some teachers, the researcher obtained information about what ICT is, how do the teachers apply ICT in English instruction? From the students, the information included how the students' responses towards the using of ICT in English instruction.

D. Technique of Data Collection

Technique of data collection deals with how the researcher collected the data. The data in this study are collected by conducting interview with some teachers and students of MTsN Aryojeding, SMPN 1 Ngantru, SMPN 02 Sumbergempol and studying their documents'.

Interview is a conversation which has certain purpose. It is done by two people, namely interviewer who ask questions and interviewee who give answer to that questions (Moleong, 2008: 186). Ary et al. (2010: 438) stated that interview is used to gather data from people about opinions, beliefs, and feelings about situations in their own words. The interview was done to get information from interviewing with three students who used ICT in English instruction, every school was one student. And three teachers who using ICT in teaching English, each school was one exemplary teacher. The first interview was done with the teacher and student of MTsN Aryojeding, conducted on June 16-17th 2016. The next interview was done with the

teacher and student of SMPN 1 Ngantru, conducted on June 16th 2016. And then, interview was done with teacher and student of SMPN 02 Sumbergempol, conducted on June 20th 2016. Interviewing students was done to get the data about students' responses towards the use of ICT in English Instruction. Interviewing the teacher is intended to dig out information about the ICT used and how the ICT used in English instruction. Instrument used in this interview is interview guide.

Documentation is a set of documents provided on paper, or online, or on digital or analog media, Ary et al. (2010: 431) stated that qualitative observations rely on narrative or words to describe the setting, the behaviors, and the interactions. In this study, the researcher gets the documentation from some photos from the teachers when they used ICT in English Instruction. The data collected from interview and documentation are ICT applied in English instruction, the teachers' responses towards the use of ICT in English instruction, and the students' responses towards the use of ICT in English instruction.

E. Technique of Data Verification

In this study, the researcher used triangulation to verify the data. Moleong (2008: 330) stated that triangulation is data verification technique using something that could be in the form of theory, source, etc. which is used only as checking needed or comparing the data. It is also stated by Ary et al. (2010: 498) that the use of multiple sources of data, multiple observers, and/or multiple methods is referred to as triangulation. Triangulation is data

verification technique that using something. According to Denzin (in Moleong 2008) stated that there are four kinds of triangulation techniques: data source triangulation, methodology triangulation, investigator triangulation and theoretical triangulation. Triangulation of data sources is certain of the truth informant through a variety of methods and sources of data acquisition. For example, in addition to interviews and observations, the researchers could uses participant observation, a written document, an archive, official records, notes or personal writings and photos. In this research, the researcher used triangulation with data sources to verify the collected data that are from interview with three English teachers and three students and documentations in the used of ICT in English instruction.

F. Data Analysis

In this study, the researcher used technique of data analysis based on Miles and Huberman (1994) cited Sugiyono (2014: 247-252) which is involving three steps: data reduction, data display, and conclusion drawing/verification.

1. Data Reduction

The first step in analyzing qualitative data involves data reduction. Data reduction means summarizing, choose the basic things, focusing on important things, look for themes and patterns (Sugiyono, 2014:247). Firstly, the researcher collected data about the use of ICT in English instruction through interview and documentation. The researcher then transcribed the data. The irrelevant data which were not related to research

questions were discarded. The irrelevant data is the data no relation with the theme of the study but related to the research. Next, after collecting and reducing the data, the researcher displayed those data in the form of descriptive.

2. Data Display

    The second step is data display. A display is an organized, compressed assembly of information that permits conclusion drawing and the action (Miles and Huberman, 1994). In the process of the reducing and displaying the data, it was based on the formulation of the research problem. The formulation of the research problems are: 1) How do the teachers apply ICT in English instruction? And 2) How do students' responses toward the use of ICT in English instruction?

    This step is done by presenting a set of information that is structured and possibility of drawing conclusions, because the data obtained during the process of qualitative research usually in the form of narrative, thus requiring simplification without reducing its contents. After displaying the data, a conclusion is drawn.

3. Conclusion Drawing/Verification

    The third step of qualitative data analysis is conclusion drawing and verification. From the start of data collection, the qualitative analysis is beginning to decide what things mean is noting regularities, patterns, explanations, possible configurations, causal flows, and propositions (Miles and Huberman, 1994). Conclusions are also verified as the analyst proceeds. The conclusion drawing is started after the data were collected

by making temporary conclusion. In the other words, it can be said that the conclusion is analyszed continuously and verified the validity to get the perfect conclusion about the using of ICT in English instruction at MTsN Aryojeding, SMPN 02 Sumbergempol and SMPN 1 Ngantru.