

CHAPTER III

RESEARCH METHOD

This chapter discussed the research method used in this study. It covers the discussion of the research design, setting and subject of the research, data and data sources, technique of data collection, technique of data verification, and method of data analysis.

A. Research Design

The research design of this study is Case Study with qualitative approach. This is a specific research project to “seek to discover and understand a phenomenon, a process, or the perspectives and world views of the people involved” (Merriam, 1998, p.11). Then, Qualitative research enables the researcher to view the informants holistically within their natural settings without limiting the focus of the research to one or two variables (Taylor & Bogdan 1998:8). According to Ary, (2010: 454) Case study is a study focuses on a single unit to produce an in-depth description that is rich and holistic. The single unit here means can be an individual, a group, a site, a class, a policy, a program, a process, an institution, or a community. In a case study, the investigator observes the subject’s reaction to naturally occurring events. Based on this definition, the researcher investigates how the lecturer lesson plan, implementing strategy, then the lecturer evaluate the students.

The purpose of case study, According to Stake (2005), states that the purpose of case study is to express the uniqueness of case. That case as the reason for the researcher takes this strategy to be researched. So the purpose and the

main focus of case study is the case of research. Then everything which related with the case such as: concern with nature, activities, function, history, environment, another thing that give influence to the case should be researched. Thus explaining and understanding concerning with the case can be reach in deep and comprehensive.

This study uses case study it is because the researcher want to express the unique case. The uniqueness of this case is this strategy the only used for teaching cross cultural understanding in language classroom. Then, this strategy is the combination of two teaching technique so, it become a new teaching model in classroom. This study would explain deep information about learning gallery in term of teaching plan and teaching implementation by using learning gallery in cross cultural understanding course.

B. Setting and Subject of the research

1. Place and Time of the research

Sukardi (2005:14) states that “the place of research is place where the process of study which is used to get the problem solving of research”. The research was conducted in Iain Tulungagung exactly in third semester of english education department by getting information from snowball process. The researcher tried to find where the places of teaching cross cultural understanding by implementing learning gallery. The researcher looked at the primary study that it was conducted in Iain Tulungagung. So the researcher takes Iain Tulungagung as the place of this study. Therefore, there are five classes taught cross cultural

understanding by implementing learning gallery. They are class A, B, C, D and E of third semester.

Time of this study is taken by the research during finished this study, starting from October up to November 2016. The researcher comes in to the class doing the observation one a week often on Monday at first or up to fourth periods. So the researcher has little suitable time in observed the subject because the focus is actually on the lecturer. Then, starting from December 2016 up to April 2017 the researcher has several meeting with the informant to have deep interview about the subject of this study. They are on Wednesday, 22 February and Thursday, 28 February 2017.

2. Subject of the research

The subject of this study is taken by having qualification as the subject. The qualification of the subject, who provided information to answer research questions of this study. The subject also is implementing learning gallery for teaching cross culture understanding in third semester students of English department. So the researcher took third semester of English education department as subject of this study.

C. Data and Data Sources

The qualitative research deals with data that are in the form of words or pictures, rather than numbers and statistics (Ary, 2006:454). In this research the data is about how the learning gallery lesson plan, how learning gallery is

implemented, and how is the learning gallery evaluate in teaching Cross Culture Understanding of students at third semester of Iain Tulungagung.

There were three forms of data. The first is transcript lecturer's interview that was recorded by Researcher during conducting interview. The second are gathered from the observations filled by the researcher in the class and the last is documentation in the form of course outline of the cross cultural understanding course. All the data would answer the research question of this study.

Data source is source where data were taken from. In this study, the data sources are from: The result of interview with lecturer, the result of Observation in the Cross Culture Understanding class and from the course outline of the course.

D. Technique of Data Collection

According to Ary (2006:425) most Qualitative studies, data collecting and data analysis take place simultaneously. It means that the researcher did not wait until all the data were collected before interpreting them. In this research the data collecting methods applied by researcher are:

1. Interview

Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about particular topic (Esterberg, 2002). According to (Ary, et.al, 1972:480) interview is one of the most widely used methods for obtaining qualitative data.

The interview here is conducted for Lecturer of cross culture understanding class; the lecturer name is Mam Dr. Erna Iftanti, M.Pd. This interview is conducted to get more data about Learning Gallery and the implementation of learning gallery in teaching cross culture understanding.

The researcher prepared some questions that asked (Interview Guide in Appendix 1) to the lecturer and recorder to record the conversation in asking and answering question. Then, the researcher asks the questions that had been prepared while recording. The last, the researcher wrote the result of interview. This interview is done in two times because the limitation of time:

The first Interview is done on Wednesday, 22 February 2017. This interview takes for about seven minutes, in the Formal situation. Place of doing this interview at the Lecture Office in IAIN Tulungagung. This interview run well although takes in limited time.

The second Interview is on Thursday, 28 February 2017. This interview takes for about forty minutes, in the Formal situation. This interview runs well with a good condition, the place of taking this interview at the Lecture Office in IAIN Tulungagung.

2. Observation

Observation is techniques of obtaining data through direct contact with a persons or group of persons. Observation means the action of process of closely observing or monitoring or someone (Hornby, 2002:233). According to Ary, (2000:474) Qualitative observations rely on narrative to

describe the setting, behaviors, and the interactions. It means that observation is systematic way to collect the data before understanding and interpreting them.

Observation used to collect the information about lecturer and students activities during implementation of learning gallery; it has been done one a week during two months. In the process of observation the researcher used Video and writes note for helping the researcher in taking data during observation.

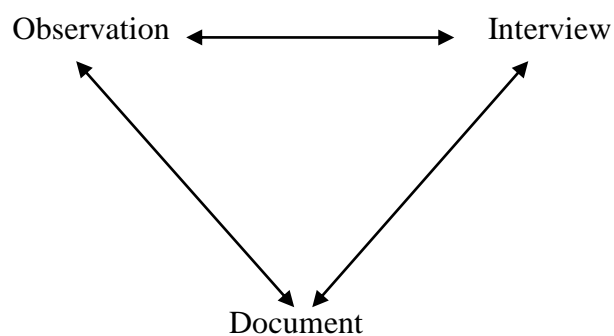
This observation done by the researcher five times during October up to November, and it takes one observation a week. There are class B, C, and E class as the place of this observation. The researcher takes B, C and E class because these classes have the same day in having cross cultural understanding course. More information of observation can be seen in appendix 4.

E. Technique of Data Verification

In qualitative research, there is a common technique that is usually used to increase the research data validity that is called Triangulations. “Triangulation is defined as technique of collecting data by combination of some different data sources” (Sugiono, 2009:83). In this study the researcher used technique triangulation. According to Sugiyono (2013:241) state that “Technique triangulation is to examine credibility data that done by checking data from the same source within different technique”. So, the researcher check the data of this

study from the same source that is lecturer of cross cultural understanding within different technique.

The way to implement this technique triangulation in this study is the researcher got data from observation, then, the researcher checks data with result of interview also check the data with the document that is course outline of the course. See the picture 3.1 below!



Picture 3.1 Technique Triangulation

F. Method of Data Analysis

Method of data analysis is the way how the data is analyzed. Bogdan in (Sugiyono:2013) states that Data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others. So, analysis data in this study is the researcher activities in the process of accumulate information.

Ary et al (2010:283) stated the data analysis in this research can be broken down into four stages; they are Coding, Data Reduction, Data Display, and Drawing Conclusion or Interpretation. Those can be explained as follows;

1. Coding

The first stage in analyzing qualitative data here involves coding. Coding is analogous to getting ready for data provide. In this stage, after get the data, the researcher collected the data. After all data are collected, the researcher places all units having the same coding together. It was easier to read the data.

In short, by coding all the data we gathered, we can underline the significant data that are appropriate with topic of this research. Thus, it was easier to read the data before the data is reduced.

2. Data Reduction

The second step of the data analysis is data reduction. It is the process of reducing the data occurring repeatedly. Reducing means summarizing, then, taking the main point of the data that will be findings of this study. In this part, the researcher reduced data that appropriate with the subject of this study. After reduced the data, the researcher input the data to be displayed.

3. Data Display

After data reduction, the next step is Data Display. This is the process of displaying data in the form of essay, so the data are more

understandable. By looking at displays will help us in understanding what is happening and what are going further from the subject.

4. Drawing Conclusion

This is the last step of data analysis that is drawing conclusion. In this part, the researcher began to see what the data is. The researcher examines all entries with the same code and then merged these categories and finding the connection among the categories. Finally, the researcher got the result and conclusion of this research.