CHAPTER III

RESEARCH METHOD

In this chapter, the researcher describes several important aspect relate to the research method. It consists of the research design, data and data source, technique of data collection, data verification, and data analysis.

A. Research Design

Research design refers to how the research is conducted. In this research, the researcher uses a descriptive study using qualitative approach. According to Ary *et al* (2010:29), qualitative research seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data. Furthermore, Arikunto (2010:3) defines descriptive research as a research that has purposes to investigate a condition, situation, event, activity, etc, and the result is presented in the form of research report. So it can be said the qualitative study is dealing with information expressed in words-descriptions, accounts, opinions, and feelings.

Descriptive study was chosen as research design because the researcher wants to give more detail explanation of the information obtained. In this research, the researcher explores more explanation about the teacher's practices in teaching speaking. The position of the researcher was an observer and interviewer. By using this type of design, the researcher could elaborate more of the result of the observation and interview done to investigate the practices

done by English teacher in teaching in and out of the class in form of English extra-curricular activity.

B. Data and Data Source

1. Data

The term data refers to information, especially facts or numbers, collected to be examined and considered and used to help decision-making. Ary (2006:454) stated that data in qualitative research deals with the form of word or picture rather than numbers and statistics. In this study, the data selected were the English teacher's practices in teaching speaking. In depth, the researcher focuses to find the information about the material, the technique, and the assessment in teaching speaking in and out the classroom. Hence, the data in form of:

a. Observation note

b. Field note

c. The statement as the result of teachers' interview

d. The documentation

2. Data Source

Data source is a source where data were taken from. It means data sources are as the subject of a research. According to Arikunto (2002:129), there are three resources of the data namely person, place, and paper. Accordingly, to identify the data source easier, the researcher classified the subject into three kinds of subjects:

1. Person: informants of the interview, they are one of English teacher of MAN 3 Blitar, first grade students of MAN 3 Blitar, the member of English Study Club program of MAN 3 Blitar.

2. Place: object of observation, namely MAN 3 Blitar which cover the teaching speaking activity in the classroom and out the classroom as the extra-curricular program.

3. Paper: documentation sheet, it includes the archives of MAN 3 Blitar, the lesson plan, syllabus, and assessment sheet.

In selecting the subject of this research, the researcher uses some qualifications. First, in selecting the English teacher as the main subject the researcher look at the teacher competencies and her long experiences in teaching English. Among the English teachers of MAN 3 Blitar, she has the higher background of formal education that is Magister of English Education. In addition, the English teacher who is chosen as the subject also has active participation in English program conducted in MAN 3 Blitar. It is verified by her position as the coordinator of English extra-curricular program. Secondly, in selecting the secondary data source the researcher do preliminary observation. Pre-liminary observation which is done in form of interview with the English teacher, the researcher found that the first grade students give entire program relate in English development program of MAN 3 Blitar. In specifically, there are some classes which called as bilingual class. This class is such an excellent class

which is contains of the students who have high interest and competence rather the other students. The term bilingual class is taken as the name of this class because it is as the realization of the educational goal of MAN 3 Blitar where this program is expected to be able to mastering foreign language. Among the bilingual classes, the researcher takes X-Science 1 to be observed because of some factors. First, it is nominated by the English teacher. Then, they are also known as the active students. In addition, X science 1 is as the winner of English fun day which is known as an annual English competition of the first grade student.

C. Technique of Data Collection

The important step in conducting research is collecting data. The data contain the necessary information of the research problem. The technique of data collection used by the researcher stated as follows:

1. Observation

Observation method is a system to get data by doing survey and making notes systematically. Observation is done to get information about human behavior as like in reality. As Ary *et al* (2010:431) stated that the goal of observation is to understand complex interactions in natural setting. In addition, Patton (2002:4) also stated that 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.

In this research, the researcher observes the process of teaching and learning speaking of MAN 3 Blitar. Furthermore, the researcher observes the process of teaching English in and out of the class. The researcher takes a role as a non-participant observer who did not involve into the students' activities. Then, the researcher notes down any actions taken by the teacher and students as well as identified the practices of teaching speaking. The observation was done tree times on 04th, 18th, and 19th April, 2017.

2. Doing In-Depth Interview

Interview is one of the most widely used and basic methods for obtaining qualitative data. In more detail, Ary *et al* (2010:438) gives definition of interview concern with the use that:

Interview may provide information that cannot be obtained through observation, or they can be used to verify observations. Furthermore, an interview has the advantage of supplying large volumes of in-depth data rather quickly.

There are three kinds of interview; they are unstructured interview, structured interview, and semi-or partially structured interview. Based on three kinds of interview, the researcher uses unstructured and semi-or partially structured interview. Unstructured interview refers to the process of interview in which the questions arise from the situation. The interview is not planned in detail. The researcher asks questions when the opportunity arises. The informant or the interviewee may not even realize that he or she is being interviewed. In conducting unstructured interview, semi structured interview the researcher only used or carried a list of questions that was planned before

doing interview and the interviewer may modify the format or questions during the interview process.

In this research, the interviewees are the English teacher of MAN 3 Blitar, Coordinator English extra-curricular of MAN 3 Blitar, and the students of MAN 3 Blitar. The researcher uses interview to gain the deep information from the subjects related with the research problems. The interview with the English teacher was done on March, 30th 2017 and April, 18th 2017. It has the purpose to find the teacher practices in teaching speaking at MAN 3 Blitar. The interview with the students was done on 18th and 20th April, 2017. The purpose of this interview is to find out the extracurricular program of MAN 3 Blitar relate to English learning. In addition, to get the additional data about teacher practices in teaching speaking on extracurricular program, the researcher conducted the interview with the coordinator of English extracurricular program and also with the member of English study club on April, 27th 2017.

3. Making Field-Notes

The most common method of recording the data collected in qualitative research is field note. Bogdan and Bicklen (1982) in Moleong (2013:209) have a notion that field note is written note about what the researcher has heard, seen, and thought in order to collect the data and reflect toward the data in the qualitative study. In this context, Moleong (2013:209) also states that in founding science or theory is should be

supported not only from memory or thought, but also concrete data or data gotten from the field.

By using field note, the researcher takes some brief notes during the process of observation and then later expands her account of the observation. It contains of two components: (1) *The descriptive part*, which includes a complete description of the setting, the people, and their reactions and interpersonal relationship, and accounts of events (who, when, and what was done). (2) *The reflective part,* which includes the observer's personal feelings or impression about the events, comments on the research method, decisions and problems, record of ethical issues, and speculations about data analysis.

In connection with the technique, the researcher made note during conducting research with the aim to illustrate what has been seen, heard and felt in the field. In this study, the collected data through making field note was related to the teachers' activities in taking effort supporting to the students' learning. Moreover, field note was made to obtain data in term of students' performance which involved their attitudes during speaking practices.

4. Doing Documentation

Documentation is the much to use to support other instruments in collecting data. Rely on Ary *et al* (2010: 442); the term document refers to a wide range of written, physical, and visual materials. In this qualitative research, the researcher used documents to obtain an understanding

phenomenon related to the study. This method is used to get the data which cannot take by using other methods. This statement is strengthened by Guba and Lincoln (1981) in Moleong (2013:217) that document is the rich and stable source.

Documents may be personal, such as autobiographies, diaries, or may be official such as files, reports, or documents of popular culture such as books, film, and videos. According to Ary *et al* (2010:442), documents can be classified into four categories: (1). Public record, (2). Personal documents, (3). Physical materials, (4). Researcher-generated documents.

In this way, documentation was used as an instrument with the purpose to reveal the teaching speaking at MAN 3 Blitar either in intra-curricular or extra-curricular program.

D. Technique of Data Verification

In this research, the trustworthiness of data analysis need to be checked in order to convince the readers that the research data obtained is valid. In this research, the researcher uses technique Triangulation to verify the data. Bogdan & Bicklen (1998:101) stated "Triangulation is used to convey the idea to establish a fact that needs more than one source of information". Denzin in Moelong (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.

2. Methodology Triangulation

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

3. 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.

4. 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 and source triangulation. The researcher collected the data by doing interview to the some informants or sources. Moreover, the researcher

used various methods include interview, observation, making field note, and documentation to collect the data.

E. Data Analysis

After getting the data, researcher displays the data then followed by verified data which based on the researcher needed in answering the research problem then analyze the data. 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 other. It means that, data analysis is a process of editing, coding or classifying the data. By using data analysis it was easier 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.

The data of this research are analyzed by using Miles and Huberman theory of qualitative data analysis. Miles and Huberman (1994:10) defined analysis as consisting of three steps: data reduction, data display, and conclusion drawing.

a. Data reduction

Data reduction was a process of selecting, focusing, simplifying, abstracting and transforming the data that appeared in written-up field notes or transcription. So, in this study, the transcription from the interviews and observation notes were being filtered by focusing the answers based on the research problem. The data unrelated to the problem were reduced.

Whereas, the data which appropriate to the teaching speaking at MAN 3 Blitar were transcribed and arranged.

b. Data display

According to Miles and Huberman (1994:11) data display was an organized assembly of information that permitted conclusion drawing and action taking. It meant that data display was a form of analysis which described what was happening in the natural setting so that it could help the researcher to draw a final conclusion. By doing the data display, the researcher would be easy to understand with what the phenomenon that happened and prepared what the next activity based on the data that had been understood.

Here, the data were presented in the form of narrative sentence which divided into some parts relate with research problems. First part relates to the teaching speaking process in the classroom. Then, the next part relates to the teaching process out of the classroom in form of English extra-curricular program.

c. Conclusion drawing

The last step of the data analysis was conclusion drawing. In this step, once the data had been displayed, the researcher made conclusions based of the information obtained from the research. In this study, the researcher read the data presentation to get into deeper understanding of the topic being studied. After that the researcher concluded her interpretation of the finding. The conclusion is the final finding of the research process.