

CHAPTER III

RESEARCH METHOD

This chapter presents methodology of the research. It covers the research design, data and subject of the research, technique of data collection, technique of data verification, and technique of data analysis.

A. Research Design

This study employed descriptive research design. Burns and Grove (2003:19) describe qualitative approach as “systematic subjective approach used to describe life experiences and situations to give the meaning”. In the study design was intended to obtain information of practice activity in Functional Communication Activity. The information showed the natural data from the fields through accurate description.

Many scientists such as Strauss and Corbin (1998:11) explained that qualitative methods can be used to obtain the intricate details about phenomena such as feelings, thought processes, and emotions that are difficult to extract or learn about through more conventional methods. Moleong (2011:6) adds that qualitative study as study aimed to understand a phenomenon about what is experienced by the subject such as behaviour, perception, motivation, action, etc.

Meanwhile, Stainback & Stainback (1998:1) distinguish characteristics of qualitative research is that calls for the investigator to enter into the lives of the persons being studied as fully and naturally as possible. The goal is to

gain an in-depth, holistic perspective of groups of people, environments, programs, events, or any phenomenon one wishes to study by interacting closely with the people one is studying. The researcher has chosen qualitative approach in this study because it was suitable with the topic. As stated by Karsar (2009), descriptive research is used to describe a current situation that existed in the past or exists now in the way it is. Applying qualitative approach, this study was conducted to observe and analysed the practice of CLT approach, especially the practice of functional communication activity by the English teacher implement share information activity and process information activity at MTsN Tunggangri.

This study aimed to describe “what exist” with respect to variables or condition in a situation. It provided a factual and accurate description of a situation of area. The researcher observed the classroom activity based on the presented topics. Using this design, the researcher described all of activities related to share information and process information activities in the class of eight of C at MTsN Tunggangri. The researcher did not give manipulation to the object of research because the researcher as the main instrument of the research.

B. Data of the Study

Data is very important thing in the research. Moleong (2011:157) defined kinds of data into words and behaviour, written documents, photos, and data statistics. Meanwhile, Ary (2006:454) suggested that in qualitative,

researcher attempts to arrive at a rich description of the people, objects, events, places, conversations, and so on. Data contains selected information needed based on research question. The data must be accurate and appropriate with the problem that is being observed. The data in this research were selected information and description about functional communication activity that applied in the class by the English teacher. The data in this study were in the forms of statements and description and they belonged to qualitative data.

Data were found from interviewing the teacher and students of eight grade of C at MTsN Tunggangri, dealing with the activity in the class during implemented of functional communication activity principle. It had been explained in the research design that the researcher used descriptive design with qualitative approach. Hence, the researcher explained the result of observation in the form of description.

C. Subject of the Study

Subject of the study refer to the data was taken. Data source is a source from where data is taken from. Arikunto (2006:118) mentioned that, the sources of data are subject where data can be gained. Data sources are some subjects that are possible to give information in order to give representative data. There are three classified data sources, they are place, persons, and paper.

In this research was intended to elaborate the teacher to students uses Communicative Language Teaching approach especially functional

communication activity. The subject of the research was the English teacher of Eight Grade at MTsN Tunggangri. students were conducted by the teacher technique or teacher rule related to functional communication activity.

In this case the researcher as main instrument and the subject is the English teacher. The researcher got the data from the teacher interviewing and observes in the classroom activity use Functional Communication Approach.

D. Technique of Data Collection

Collecting data is crucial step in doing research. According to Achmadi and Narbuko (2009) there are four techniques of data collection method that are commonly used in qualitative, they are observation, interview, documentation, questionnaire. In this study employed observation and interview as the technique to obtain data. Practically, before doing observation in the classroom the researcher doing a non-formal interview to the teacher because the researcher make sure of teachers' understanding related to functional communication activity. Each of the data collection method was elaborated as follows:

1. Observation

Observation is the most basic method for obtaining data in qualitative inquiry. Ary (2000:474) states that, qualitative observation

relies on narrative behavior and interactions. Observation method is determined as observing and taking notes on a phenomenon that is observed systematically. The observation was used to collect data in systematic way to understand and interpret actions, interaction or the meaning of the teaching and learning process.

The researcher observed all activities in the classroom during teaching and learning process. The researcher employed a nonparticipant observation, in which the researcher took a role as an observer by sitting on the back seat observing and doing note taking related to the classroom activity. The purpose of doing observation was to know the way how the teacher implement share information and process information activities to students.

2. Interview

After doing observation in classroom activities, the researcher conducted in-depth interview for the English teacher as subject, other English teacher and eight students were as informants. Interview is one of the most widely used methods for obtaining data. It is a way to gather data on subjects' opinion, beliefs, and feelings about the situation in their own words. Interview provides information that cannot be obtained through observation, or it can be used to verify the observation.

In this research, the researcher used free guided interview. Achmadi and Narbuko (2009:84) said that in this method the interviewer uses a set of questions and each question is developed to gain details information. During the process of interview, the researcher used audio

tape to record the interviewer. It enables the researcher to keep the information safely (Creswell, 2012). Audio tape is convenient and reliable, the original data is available at any time. Audio tape is the best way to record the process of interview.

The researcher interviewed the English teachers' understanding and her ability to practice functional communication activity in the class. The researcher also interviewed the students as informants to elaborate their responses about the activities implemented by the teacher.

E. Technique of Data Analysis

In data analysis the researcher used interactive analysis model proposed by Miles & Huberman (1992:23) covering data reduction, data display, and conclusion drawing. Each of the technique of interactive analysis is described below:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming 'raw' data (Miles & Huberman, 1992:16). In this research, data reduction was the process of selecting data related to the formulated research questions. The steps in the analysis data in this research were: (a) the researcher collected the data through observation and interview from the subject and informants and (b) the researcher transcribed, selected and focused the data by referring to the research problems, for example the researcher gave underline sentences that related to

the research problem, from this process the irrelevant data were discarded and the relevant data were included.

2. Data Display

Data display is a form of analysis that describes what is happening in the natural setting, so that it finally can help the researcher to draw a final conclusion. The process of reducing and displaying data were based on the formulation of the research problems. The form of data display in the study was in narrative description. Displayed data were those dealing with the formulation of the research question for example the reasearcher provided field note in appendix in the form of narrative description.

3. Conclusion drawing

Conclusion is the last of procedure of analyzing the data of the research. Since the beginning of the research, the researcher made temporary conclusion. Furthermore, it must be perfect conclusion. Making conclusion is the process of drawing the content of data collected in the form of good statements. The conclusion drawing can be started from tentative conclusion which still needs to be completed. Meanwhile, verification means testing the provisional conclusion for their validity. In this research, the temporary conclusion became final conclusion because the conclusion was supported by sufficient data in the field. The researcher got final and perfect conclusion as the answer of research problems.

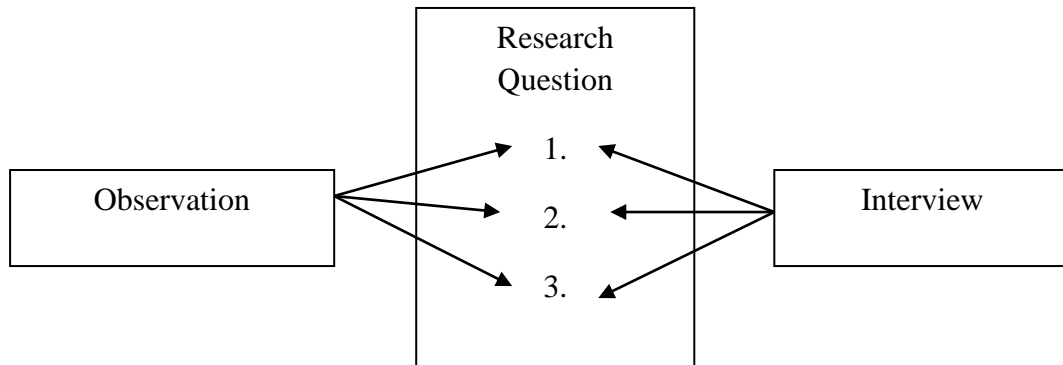
F. Trustworthiness of Data

In qualitative research, the data trustworthiness consists of validity and dependability (reliability). Validity related to whether the research findings capture what is really occurring in the context and whether the researcher learns what he or she intends to learn. There are several strategies to establish validity, including member checks, peer interview and triangulation. The researcher uses triangulation technique to check the validity of data. Moeloeng (2006:303) explains that triangulation is a technique to check the trustworthiness of data which uses something else to be compared toward that data". Triangulation used to analyse data based on source, method, investigator and theory.

The purpose of triangulation is to increase the dependability and validity of findings. In this study, both data source and methodology triangulation were used. Data sources triangulation is a process in which various sources of data collecting are used. In this present study, the sources of data referred to the teacher as subject, another English teacher and students as informants.

The researcher used methodological triangulation in this study referred to the use of more than one method in collecting data, they were observation and interview. In addition, it was designed to investigate the practice of the English teacher implemented functional communication activity. Techniques of triangulation used by researcher was described in the following figure:

Figure 3.1: Methodology Triangulation



Schema of methodology triangulation above showed that the research question for number 1 until 3 the data were collected by doing observation and interview. It could be concluded that the data of research questions number 1 until 3 were triangulated methodologically.

Figure 3.2: Data source Triangulation

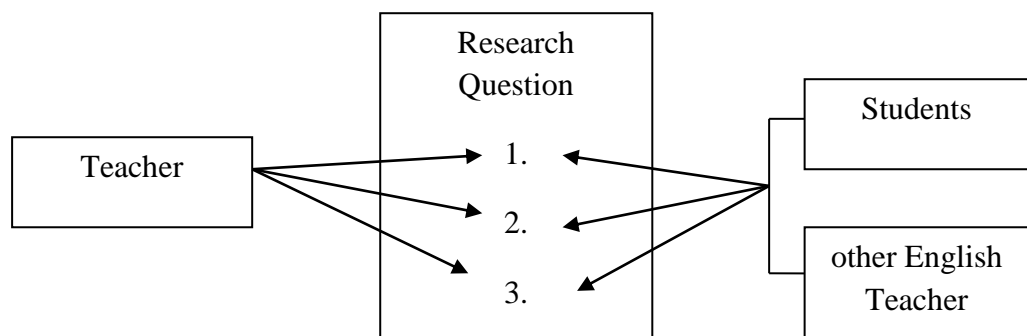


Figure 3.2 above showed that the research question number 1 until 3 the data source was taken from the teacher as subject and students and other English Teacher.

other English teacher as informants. It could be concluded that the data of research question number 1 until 3 were triangulated from data source point of view.