CHAPTER III

RESEARCH METHOD

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

A. Research Design

This study used descriptive approach based on the characteristics of the research which has a natural setting and uses multi methods to interpret, understand, explain, and bring meaning to them (Anderson, 1998: 126). As Ary et al (2010: 424) said in his book that qualitative research studies behavior as it occurs naturally in a classroom, an entire school, a playground, or in an organization or community. Qualitative inquiry takes place in the field, in settings as they are found. In qualitative, researchers as the primary instrument of the research without having numeric data rather have verbal data.

In this study, the research design is descriptive approach. Descriptive approach is about giving an explanation or describing phenomena naturally without giving manipulation inside. So, in this study the researcher focus on the implementation of ICT for teaching and leaning English at State Senior High School 1 Ngunut.

Along with the objective of the research, that is to describe how the implementation of ICT. The data were collected by having an in-depth interview with English teacher at State Senior High School 1 Ngunut and doing an observation in the class. Then by doing this research, hopefully the researcher can

describe about the implementation of using ICT at State Senior High School 1 Ngunut properly based on the real data gathered from interview, observation and field note.

B. Data and Data Sources

According to Ary et al (2010: 425) the qualitative inquirer deals with data that are in the form of words or pictures rather than numbers and statistics. Data in the form of quotes from documents, field notes, and interviews or excerpts from videotapes, audiotapes, or electronic communications are used to present the findings of the study. The data collected are the participant experiences and perspectives, the qualitative researcher attempts to arrive at a rich description of the people, objects, events, places, conversations, and so on. In this research, data gathered from interview transcript (result of interviewed with some teachers) and field note (description from the observation).

Data sources in this study are the teacher who use ICT for teaching and learning English in the class. The data gathered from having an observation and interview with two teachers who use ICT for their teaching and learning English language in the class. It is about the preparation before teaching English by using ICT, the implementation of ICT, the facilities of ICT in the school, the use of technology to face this digital world, the innovation from technology they've made to teach their students, the evaluation on student language skill by using ICT and so on. From those two teachers', the researcher obtained information about ICT, how do they apply it and evaluate.

C. Technique of Data Collection

In this part, a number of instruments were prepared to collect the data. As Lodico et al (2006: 264) stated that data collection techniques involve observation and interviewing that bring the researcher in close contact with the participants. Therefore, the data collection that researcher used were observation, field note and interview.

1. Observation

According to Ary et al (2010: 431), qualitative observations rely on narrative or words to describe the setting, the behaviors, and the interactions. The goal is to understand complex interactions in natural settings. Regarding with it, Creswell (2012: 213) say that observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. Then, in this study the researcher will observe about the implementation of ICT by two selected teacher at State Senior High School 1 Ngunut.

2. Interview

Interview is another method to collect the data. According to Ary et al (2010: 438), interviews are used to gather data from people about opinions, beliefs, and feelings about situations in their own words. Also, interview may provide information that cannot be obtained through observation, or they can be used to verify observations. In this study, interview will be held with the informant is two teachers. While the students is about 10 students, 5 students from X IPS 1 and 5 students from XI MIPA 5. The interview will be in the

form of structured interview, which the list of question is made to obtain certain information from the informant.

D. Technique of Data Verification

Triangulation means using more than one method to collect data on the same topic. This is a way of assuring the validity of research through the use of a variety of methods to collect data on the same topic, which involves different types of samples as well as methods of data collection. Regarding with it, Ary et al (2010: 498) stated that the use of multiple sources of data, multiple observers, and/or multiple methods is reffered to as triangulation. According to Cresswell (2012: 259), triangulation is the process of corroborating evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational fieldnotes and interviews), or methods of data collection (e.g., documents and interviews) in descriptions and themes in qualitative research. However, the purpose of triangulation is not necessarily to cross-validate data but rather to capture different dimensions of the same phenomenon.

To avoid the claim, biases and the researcher perspective itself. Triangulation solve those problem. So, in this study, the researchers use triangulation which is the type of data that is using observational fieldnotes and interviews.

E. Data Analysis

Data analysis in qualitative research according to Bogdan as cited by Sugiyono (2014: 244) is the process of systematically searching and arranging the interview transcripts, fieldnotes, and other materials that it can be accumulate to increase researcher own understanding of them and to enable the researcher to present what the researcher have discovered to others.

Analysis data in qualitative research done inductively to find the path of the data collected and synthesize it. The qualitative data is analyzed using interactive model offered by Miles and Huberman (in Sugiyono, 2014: 246). The component of analyzing the data can be drawn as follows:
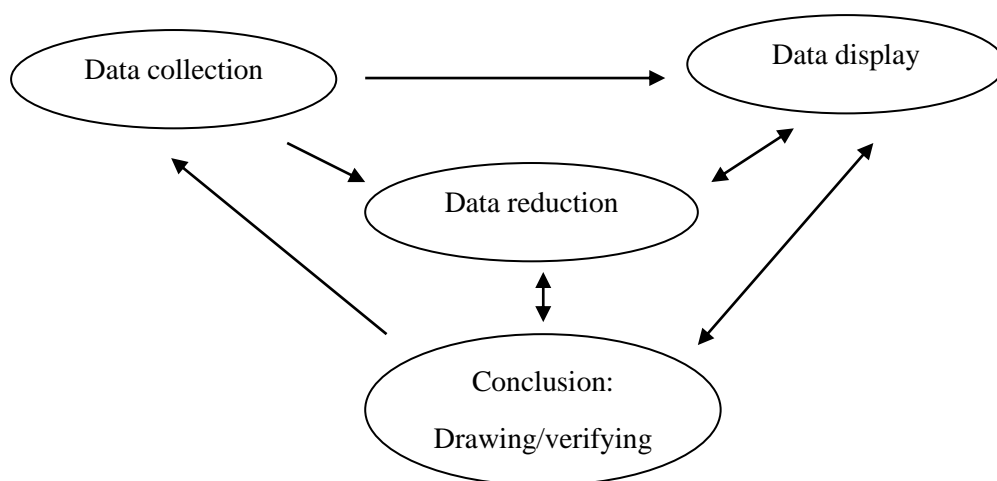
Figure 3.1. The component of data analysis (interactive model)

1. **Data Collection**

   The data are collected from the sources of data such as person, event, and document. The data obtained by having an observation, in-depth interview and document analysis.

2. **Data Reduction**

   The first step of qualitative data analysis is data reduction. According to Sugiyono (2014: 247), data reduction means summarizing, choose the basic things, focusing on important things, look for themes and patterns. Firstly, the researcher collected data about the implementation of ICT at State Senior High School 1 Ngunut through observation and in-depth interview. After get the data, the researcher then transcribed it. The data that have no relation with the focus of the research were discarded. The researcher only took the relevant data. Next, after collecting and reducing the data, the data displayed in the form of descriptive.

3. **Data Display**

   The second step in analyzing the data is displaying data. In qualitative research, displaying data can be in the form of short explanation, diagram, relationship between two categories, flowchart and et cetera. In addition, Miles and Huberman (in Sugiyono, 2014: 249) say that the most frequent form of display data for qualitative research data in the past has been narrative text. Displaying data is used to understand what actually happened and to plam the next work. The data collected can be larger and larger from the beginning to

the end of the reseach. Those data are selected and frequently cross-checked to the sources of data to find out the pattern and to arrange grounded theory.

4. Conclusion Drawing/verification

The last step of qualitative data analysis is conclusion drawing and verification. The conclusion in data analysis can answer the problem statement or even it cannot as the problem statement is temporary and might change after conducting research in the field. Conclusions are also verified as the analyst proceeds. In the other words, it can be said that the conclusion is analyzed continuously and verified the validity to get the perfect conclusion about the implementation of ICT use for teaching English at State Senior High School 1 Ngunut.