

CHAPTER III

RESEARCH METHOD

This chapter presents and discusses about the research method which includes research design, subject of study, location of the research, research instrument, data collection, data analysis, and triangulation that are used to conduct this research.

A. Research Design

A research design is a strategy to arrange the setting of the research in order to get the valid data that are suit to all variable characteristics and the objectives of the research. The research design used in this research is descriptive qualitative. This research is designed to obtain information concerning the current status of phenomenon and directed toward determining the nature of situation, or it exists at the time of the study.¹⁰⁶ This study is conducted to describe information about English instructional strategy which involves the syllabus, the lesson plan, and the teaching learning activity, the differences and the similarities of them, the students' achievement based on the learning strategy used, and the exciting and unexciting thing of acceleration class and regular class in MTSN Kanigoro Kras.

¹⁰⁶ Donald Ary. *Introduction to Research in Education: Second Edition* (United States of America: Holt, Rinehart, and Winston. 1979). 295.

The statement of descriptive qualitative supported by Bogdan, the data collected in the form of words rather than number.¹⁰⁷ According to Husen Utsman and Purnomo Setyadi Akbar, a qualitative design must cover many characteristics. They are looking for things that implicate the essential of the perspective and response procedure, implicate its process rather than its result, the researcher becomes an instrument, the source data is natural condition, the report of the data must be descriptive, and the result must be contextual data.¹⁰⁸

B. Subject of The Study

There are three subject of the study. The first subject is the teacher, one of the important people in teaching learning process. The second subjects of this study are the students in the first grade of MTSN Kanigoro who join in the acceleration class. They consist of 17 students. The last subjects are the students in class VII.E of MTSN Kanigoro who join in regular class. They consist of 39 students. The choosen of the classes is based on the the school's policy.

C. Location of The Research

The location is the place which is chosen by the researcher in having research. The location of the research of this study take place in MTsN

¹⁰⁷Bogdan C. Robert. *Qualitative Research for Education* (Stracause University: Allyn and Bacon, 1992), 30.

¹⁰⁸Husen Utsman, Purnomo Setyadi Akbar. *Metodologi Penelitian Sosial* (Jakarta: Bumi Aksara, 1998), 90.

Kanigoro which is located on Jl. Raya Kanigoro Kecamatan Kras Kabupaten Kediri.

D. Research Instrument

Instrument is the tool that is used by the researcher in using data collection method. Meanwhile, research instruments are tools that the researcher chooses and uses in the research to collect data in order that the activities of gathering data can be systematic and easy.¹⁰⁹The instruments that used by the researcher are the researcher herself, observation guide, interview sheet, questionnaire, recorder, and camera.

1. Researcher

Researcher is the prior instrument in qualitative research. She is the most important instrument to collect data, because she is the key of the research. She decides the focus of the research, chooses the informant as the data source, collects the data, analyses the data, and draws the conclusion.¹¹⁰

2. Observation guide

The second instrument to collect data is observation guide. Observation guide is used to get some data or information about English instructional strategy, especially the English teaching learning process, used in acceleration class and regular class, the differences and the similarities of them, and the students' achievement based on the learning

¹⁰⁹Suharsimi Arikunto. *Manajemen Penelitian* (Yogyakarta. Rineka Cipta, 2000), 135.

¹¹⁰Beni Ahmad Saebani. *Metode Penelitian* (Bandung. Pustaka Setia. 2008), 183.

strategies used in each of them in MTSN Kanigoro Kras. It forms the checklist that will be matched with the process of the teaching learning process in the classroom from the beginning till the end of the meeting by the researcher. (See Appendix 1)

3. Interview sheet

Interview sheet forms a list of questions that will be asked in the process of interview. The questions list involves the ten questions about the English syllabus, the English lesson plan, and the English teaching learning process in acceleration class and regular class that will be asked to the teachers of acceleration and regular class. (See Appendix 2)

4. Questionnaire

Questionnaire is the data collection method which is done by giving the written questions to the respondent to be answered.¹¹¹ The total of question used is thirty questions that are given to the students of acceleration and regular class with the same question by four options. It is used to get the data from the students in relation with their opinion about the exciting and unexciting thing of acceleration and regular class. (See Appendix 3)

5. Camera

The last instrument that is used is camera. The researcher uses camera to document the process of teaching learning in acceleration class and regular class. The researcher will take four pictures of the students

¹¹¹Sugiyono, *Metode Penelitian Kombinasi (Mixed Methods)* (Bandung: Alfabeta, 2011), 196.

and the teacher's activity in each class when the English lesson is taught. The pictures involve two of their activity and two of the facility. (See Appendix 4)

E. Data Collection Method

In collecting data, the researcher has some planning and steps that will be classified into two steps; those are pre-research and field working.

1. Pre-research

In this step, the data collected before the research was done such as arranging the research planning, choosing the research location, finding the permission or license, checking the condition of the location, choosing and exploiting the informant, and finally preparing the equipment of the research.

2. Field working

In this part, the researcher collected the data by doing four processes those were observation, interview, and documentation.

a. Observation

On 16th until 26th July 2013, the researcher came directly to the class for eighty minutes in each meeting to observe the teaching learning process in the acceleration and regular class. The researcher observed the teacher, the students, the strategies used, the media and facilities used in each class, took the pictures of their activities in the class using camera that had been prepared. During the observation,

the researcher also used field note to write some important things related with the research. After the observation, the researcher distributed the questionnaire related the exciting and unexciting things of these classes to the students.

b. Interview

The researcher came to some informants chosen one by one to have interview. On 17th July 2013, the researcher met the English teacher of acceleration class in the teacher office. She asked her ten questions related with the instructional strategy. The time that was needed was thirty minutes. Next, on 20th of July 2013, the researcher met the teacher of regular class to have interview. She also asked him ten questions with the time allocation thirty minus.

c. Documentation

On 16th until 20th July 2013, the researcher found and took documentation related such as the picture of activities in acceleration and regular class while the process of observation, the English syllabus and lesson plan, and the students' score of these classes based on the teachers' data.

F. Data Analysis

Data analysis is the attempt to arrange systematically the data which is got from observation, interview, and documentation to increase the research problem understanding and present as finding to other people. The method of

data analysis must be equal with the kind research done and the kind of data collected.¹¹² There will be three kinds of data; those are observation, interview, and documentation data. After collecting all data, the researcher will do the processes of identifying, classifying, analyzing, presenting, and concluding.

1. Identifying

The researcher identify all the data she found in the process of research then identify them based on the research problem in chapter 1.

2. Classifying

In this step, the researcher resumed, choosing the important point, focusing on the important data, and searching for the theme and pattern. So that the data had been reduced would give the clearer description and eased the researcher to collect the next data.

3. Analyzing

Data of the study was analyzed qualitatively by using descriptive qualitative analysis. The researcher tries to describe the data that chosen then related it on some theories of language and some guided books and other sources.

4. Presenting

The next process is presenting the data in a simple explanation or by using the narrative text.

¹¹² Tim Penyusun. *PedomanPenulisanKaryaTulisIlmiah* (STAIN Press, 2009), 64.

5. Concluding

The researcher concerns with the data reduction and data display in which the important result of analysis. The researcher will draw the general description then in the next process focus in the specific like the researcher's objective of this research.¹¹³

G. Triangulation

Triangulation is a method used by qualitative researchers to check and establish validity in their studies by analyzing a research question from multiple perspectives.¹¹⁴ According to Patton, there are four basic types of triangulation: data triangulation, investigator triangulation, theory triangulation, and methodological triangulation.¹¹⁵ The type of triangulation in this research is methodological triangulation because the researcher uses observation, interview, and documentation in the process of collecting data. The researcher also uses the theoretical triangulation which is written in the second chapter is applicated to look for the answer of statement of the problems. After the answer found the researcher does the crossing check to make the result becomes valid.

¹¹³Huberman and Milles. *Analisis Data Kualitatif* (Jakarta: UU Press, 1992), 21-23.

¹¹⁴Lisa A. Guion, et. al., "Triangulation: Establishing the Validity of Qualitative Studies", *on line*, <https://edis.ifas.ufl.edu/fy394>, 2012, accessed on 14 December 2012.

¹¹⁵ Michael Quinn Patton, *Metode Evaluasi Kualitatif*, terj. Budi Puspo Priyadi (Yogyakarta: Pustaka Pelajar, 2006), 99.