

CHAPTER III

RESEARCH METHOD

Research method is one important part of research to get data accurately. In this case, the setting of research is outlined and directed to answer the formulation of problems. This chapter will present the description of the research methodology. It discusses about the aspect, which are very important and supports the analysis of the research problems including research design, setting of the study, subject of the study, data and source data, instrument to get data, technique of collecting data, and data analysis.

A. Research Design

This concerned study is conducted by using a qualitative-descriptive design with a phenomenology approach. It is used as a procedure to identify and to describe the phenomena happened in the natural setting. It means that the data collected are in the form of words or pictures rather than numbers. It is because of the applying of qualitative design, besides all data collected possibly become the key of research, which have been done before.

Descriptive research studies are designed to obtain information concerning the nature of a situation, as it exists at the time of the study. There is no administration or control of a treatment as it is found in experimental research.

The aim is to describe, "What exists" with respect to variables or conditions in a situation.²⁸

According to Husen Ustman 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 in natural condition, the report of data must be descriptive, and the result of research must be contextual data.²⁹

For all those opinions above, a qualitative-descriptive design with a phenomenology approach is used to provide an overview of students' perspective of English at Madrasah Tsanawiyah Negeri Grogol, Kediri. In this case, the researcher thinks that the research method is in accordance with the aims of the study. It describes the students' perspective of English at the school. By studying this, it will be hopefully known the ways to serve English easier in learning process.

This study belongs to an observational case study of a qualitative design, because it concentrates on one setting and one particular person and event. As an observational case study, it only collects data with comes in the classroom

²⁸ Donald Ary et. Al., *An Introduction to Research Method in Education. 2nd.Ed.* (Holt, Rinehart, and Winston. Inc. 1975), 295

²⁹ Husen Utsman, Purnimo Setiadi Akbar, *Metodologi Penelitian Sosial*, (Jakarta: Bumi Aksara, 1998), 90

not participates in the English class. The observation is focused on the problems stated above.

B. Subject of the Study

In this case, there are two subjects of study. The first is students who are studying at Madrasah Tsanawiyah Negeri Grogol, Kediri. The focus of the study attempts to describe the English process at Madrasah Tsanawiyah Negeri Grogol, Kediri, especially, students who are studying the English subject at first year of Madrasah Tsanawiyah or at class seven.

The second is the teacher. Teacher, in this case, is English teacher who teaches English subject at first year of Madrasah Tsanawiyah or at class seven. The focus of this study is to know the teacher's ways to teach his students and to get information about students' perspectives of English from the teacher.

C. Data

In this study, the data are action and utterances and interviewed students and teacher, the activities in the process of English class and the result of teaching and learning of English. The data are obtained through observing, note being taken and interviewed.

Dealing with the data, data of the first problem are the behaviours and activities of the students in English class. Data of the second problem are the ways of teaching of teacher, actions or activities, in English class.

D. Instrument

There are three instruments used during collecting data of this study. There are observation, interview, and document study. The three instruments are going to be clearer as the explanation below:

1. Observation

According to Guba and Lincoln, observation has many reasons that why used in the qualitative research. Observation has many advantages if it is done in qualitative design. They are the techniques of observation like a life of experience and the technique of the observation also probably to look at the object by the researcher.³⁰

Seeing the reason above, the researcher would like to use observation to get validity of data that correlated with process of English class and to make easy the researcher during doing research.

In conducting observation, the researcher acts as a complete researcher. It means that the researcher would not participate in the process of teaching learning activities. The researcher comes into classroom, observing, and doing note taking based on the action and utterances by the teacher in the process of teaching learning activities. These activities are done to avoid the influence of the teacher to the natural characteristic of the classroom. Besides

³⁰ Guba, Egon and Yvonna S. Lincoln, *Effective Evaluation*, (San Francisco: Jossey-Publisher, 1985), 264

that, the researcher has more chances to note the intended focus of the research.

2. Interview

Interview, according to Guba and Lincoln, is conversation with specific object. There are two sides do this conversation. They are interviewer and interviewee. The objective of interview is to construct event, origination, feeling, and motivation of people being interviewed.

This method is used to know the subject closely that overload process of English class at MTsN Grogol Kediri. In other side, the method means to get the data which correlated with focus of the research.

In this case, the writer uses three kinds of interviews. The first interview is informal conversation. This interview is done by the teacher the researcher to be closed with interviewee as the source of data. So it makes easy for the researcher to get data. The second interview is interview with public guide of interview. The researcher does this interview to make easy during the interview process. The third interview is fully qualified interview. The writer tries to lose the missing interview.

E. Data Analysis

According to Arikunto, data analysis is a process of searching out and arranging systematically the interview transcripts of document study, recording

transcripts and other materials or collected data.³¹ That is done to make the researcher easier to understand and write the research report.

So, in analysing data of the study, the researcher should take two phases of data analysis applied during doing research. First, data analysis is done during the activities of collecting the data in field. In this case, the researcher does interview to some students randomly, which are representative in every eleventh class. Then, the researcher should also follow the teaching learning process in the class. It is important also to do interview to the English teacher to get source as the data addition. Second, data analysis is conducted after collecting the data. In this case, the researcher must collect the data which he has gotten.

³¹ Arikunto, Dr. Suharsini, *Prosedur Penelitian Kualitatif: Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1993), 134