

CHAPTER III

RESEARCH METHOD

A description of the research methodology used in the study is provided in this chapter. This chapter consists of design of the research, research subject, data collection technique, research instrument, data collection procedure and data analysis technique.

A. Research Design

In this study, the researcher used descriptive-qualitative research. Process-oriented methods are used in qualitative research to understand, interpret, describe, and develop a theory about phenomena or settings. It is a systematic, subjective technique that will be used to describe and provide meaning to life experiences. Rather of measurements, statistics, and numerical numbers, descriptive qualitative research is largely concerned with words, language, and experiences. Qualitative descriptive research, on the other hand, is concerned with how people acquire their ideas. To understand the sample experience and to gather and produce ideas, the researcher will use a person-centered method.

B. Research Subject

The subject of this research will be a English teacher at Al Huda Vocational School Kediri. The subjects of this research consisted of two English teachers. There were three English teacher at Al Huda Vocational School Kediri and each teacher handled different class, which consist of seventh grade and eight grade.

C. Research Instrument

The instrument were interview and field notes. The data was analysed using descriptive techniques. It could be accomplished by using interview and field notes as research instruments to collect data and validate the results.

1. Interview

According to Arikunto (2013), an interview is a conversation that is used to get information from the person being interviewed. An interview is a method of assessing someone's condition. Consider the following scenario: To gather information on variables such as students' backgrounds, parents, education, attention, and perception.

An interview is a technique for collecting data information. The researcher used a structured interview in this research. The people who had been interviewed by the researcher were English teachers and students. The teachers would be interviewed by the researcher to learn the teachers use assignment method in the classroom. The interview served as a way for the researcher to get more information on the teacher's reasoning.

D. Data Collection

To measure whether the assignment method is effective for the learning program, the researcher administered an interview with the teacher and student. The result of interview can be a reference that the assignment methode in class is effective or not for the learning program.

The data was collected in one part. There was an interview with the teacher after classroom learning using photos, which allowed the researcher to acquire data from an actual context. In the interview process, the observer played the role of a participant, in which the role of the researcher was known by the participant.

E. Data Analysis

The data analysis technique used in qualitative research was clear, and it was aimed at resolving the issue statement. Sorting, focusing, simplifying, abstracting, and transforming raw data are all part of the process. In reality, data reduction occurs continually throughout the qualitative research process. It indicates that the researcher reduced the data before, during, and after collecting it, as well as after evaluating it. The researcher chose which conceptual framework, which cases, which research questions, and which data collection methodologies to use before collecting the data.

There were various procedures that the researcher had to perform in order to evaluate the data in order to get the results from observation and interview. according to Miles and Huberman (2011), data analysis is divided into four phases. Data reduction, data display, conclusion drawing, and verification are the four steps. In general, the steps are related to one another during or after data collection, so Mile and Huberman's model is referred to as an interactive model:

1. Data Reduction

In this step, the researcher focused on simplifying, abstracting, and converting the hard data that had been obtained. There are several ways to reduce and transform qualitative data, including selection, summary, and paraphrase.

2. Data Display

In this step, the researchers collected and organized data, descriptions, and recommendations in order to reach a conclusion and take action. A narrative text was used to display the data. The display is a well-organized, condensed collection of data that allows for conclusion drawing and action. Its purpose is to reduce structured data into a compact, easily accessible format so that analysts can understand what's going on and either reach justified conclusions or move on to the next step of the analysis.

3. Conclusion Drawing

By looking for meanings of every single phenomenon observed, the researcher attempted to draw conclusions and conduct verification. The analyst procedure verifies the conclusion.

4. Verification

Verification can be as simple as a fleeting second thought crossing the analysis mind while writing, followed by a quick trip back to the field notes, or it can be more involved, involving lengthy argumentation and

review among colleagues to develop inter-subjective consensus, or extensive efforts to replicate a finding in another data set

F. Triangulation

According to Sutopo, the most common method for improving validity in qualitative research is triangulation. There are four types of triangulation, according to Patton (in Sutopo 2006: 96): (1) data triangulation, (2) investigator triangulation, (3) methodological triangulation, and (4) theoretical triangulation.

The researcher used methodological triangulation to combine those types of triangulations. The researcher compared the data obtained from the data observation and the data interview in order to validate the data. After the observation in the school, the researcher compares the data observation to the data interview and the theory.