

CHAPTER III

RESEARCH METHOD

This chapter describes the research method used of this study. It consists of research design, subject of the study, location of the research, data collection method, procedure of collecting data, data analysis and data sources.

A. Research Design

In this study, the researcher uses descriptive qualitative research. Gay L.R (1992) states "The descriptive method involves collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study".⁶² Generally the reason of using descriptive qualitative method as a research design is to describe all of English teaching process for first grade students.

A qualitative research holds that understanding of a phenomenon or situation or event comes from exploring the totality of the situation (phenomenology, symbolic interactionism), often has access to large amounts of "hard data". It may begin as a grounded theory approach with the researcher having no previous understanding of the phenomenon, or the study may commence with propositions and proceed in a scientific and empirical way throughout the research process (e.g Bogdan & Taylor, 1990). The researcher will observe its process. The use of descriptive method will help the researcher to collect more detail data directly from the field. Based on the data and the

⁶² Gay L.R, *Educational Research Competencies for Analysis and Application: Fourth Edition*, (New York: Florida Instrumentall University, 1992), 217.

research problem also, in this study the researcher aims to describe "*Teaching English And Its Problem at SD Islam Al Huda Kota Kediri*". And also include: The materials that used the teacher, the objectives study, the strategy and the evaluation of study.

B. Subject of The Study

In this study, the researcher considers that there are two main data sources of the study. Subject of this study is the English teacher at *SD Islam Al Huda Kota Kediri* and English teaching process for students of first grade at *SD Islam Al Huda Kota Kediri*. The researcher considers that the data sources above relate to the study. The data may come from them and may be supported other data from the outside of two sources above.

C. Location of Research

The subject of this Research is third grade students of *SD Islam Al Huda Kota Kediri*. The school is located in Jl. Masjid Al Huda Kelurahan Ngadirejo Kota Kediri. The school has six classes that are First grade, Second grade and Third grade, Fourth grade, Fifth grade and Sixth grade, but the researcher only focus takes Research subject from the teacher as the main Research of this thesis. The reseracher will research of first grade, beacause it first class was getting English lesson.

D. Instruments of Research

In this research, generally the researcher is the key instrument. The attending of the researcher to the location is main instrument. But in particular way, the researcher uses some instruments to support the chosen methods in

collecting data from data sources. These instruments will help the researcher implement research. These are the following instruments of research:

1. Observation list

According Nawawi and Marini cited by Affifuddin and Beny Ahmad Saebani states that observation is monitoring and recording or note systematically to the real elements at an indication in research object.⁶³

The researcher uses observation list to guide the process of observation. The list consist of some activities which need to observe. According Holigrocki, Kaminski, & Frieswyk, 1999, 2002, the researchers identify themselves as researchers and explain the purpose of their observations. The problem with this approach is subjects may modify their behaviour when they know they are being watched. They portray their "ideal self" rather than their true self in the research. The advantage that the overt approach has over the covert approach is that there is no deception.

The researcher arranges observation list systematically in order that it can help the researcher obtain more detail data. It includes English material that used English teacher to teach of first grade students, the objectives study, strategy and the evaluation of English teaching learning of that school. In the end the list also helps the researcher to evaluate collected data.

⁶³Afifuddin dan Beni Ahmad Saebani, *Metodologi Penelitian Kualitatif*, (Bandung; CV Pustaka Setia, 2009), 134.

2. Field notes

According Bryman and Bell (2003) Field notes are contemporaneous notes of observations or conversation taken during the conduct of qualitative research. Depending on the circumstances, the notes taken can be full (e.g. verbatim transcripts of conversations taken by hand or recorded by a tape recorder) or brief notations that can be elaborated on later.

Keeping good systematic field notes is an essential part of undertaking qualitative research as observations and interviews are only useful to the extent that they can be remembered.

To support valid and detail data, the researcher makes particular notes during the process of observation. This note consist of written data. It is made by researcher when the the researcher does the observation and interview. This include all activities which occur during the observation between the researcher and data sources.

3. Interview guide

The qualitative research interview seeks to describe and the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interview says. (Kvale,1996).⁶⁴

Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic.

⁶⁴ Kvale, Steinar. *Interviews An Introduction to Qualitative Research Interviewing*, Sage Publications, 1996

Interviews may be useful as follow-up to certain respondents to questionnaires, e.g, to further investigate their responses. (McNamara, 1999).⁶⁵

As the same as observation list, interview guide consist of particularly question lists. Question is aimed to teacher. It is arranged systematically to collect data completely. This helps the researcher to prevent missing information which is need to collect the data.

4. Documentation

Documentation is the evidence provided for information and ideas borrowed from others. That evidence includes both primary sources and secondary sources.⁶⁶

Perhaps the best tip for knowing when to document is to use common sense. If writers are careful to give credit where it is due and to provide the reader with easy access to all the source material, the text is probably documented appropriately."(Kristin R. Woolever, 1991)⁶⁷

According Linda Smoak Schwartz (2011), the most important thing to remember when you take notes from your sources is that you must clearly distinguish between quoted, paraphrased, and summarized material that must bedocumented in your paper and ideas that do not require documentation because they are considered general knowledge about that subject.⁶⁸

⁶⁵ McNamara, Carter, PhD. *General Guidelines for Conducting Interviews*, Minnesota, 1999

⁶⁶ Morrison, Toni. "Peril." *Burn This Book*. Ed. Toni Morrison. New York: HarperCollins, 2009. Print. (Joseph F. Trimmer, *A Guide to MLA Documentation*, 9th ed. Wadsworth, 2012)

⁶⁷ Ibid

⁶⁸ Ibid

E. Data Collection Method

Implementing such instruments, the researcher conducted the following procedures:

1. Observation

The researcher comes to the class to see how the teacher teaches English to the mentally retarded students, and make conclusion about the material, the method, the strategy, the media, and the evaluation.

Traditionally observation has been characterized as non interventionist (Adler and Adler 1994:378), where the researcher do not seek to manipulate the situation or subject, nor do they deliberately creat 'provocations' qualitative research draws the researcher into the phenomenological complexity of participants' world, here situation unfold, connection, causes, and correlation can be observed. The qualitative research seek to dynamic nature of events, to seek intentionally, and to seek large trends and patterns over times.⁶⁹

The researcher has schedule in observation as follows:

No.	Date	Activity
1.	May, 23 rd 2016	Asking about the intena and system condition of the school with the head master.
2.	May, 23 rd 2016	Asking about the condition and some activities at the school with the teacher.
3.	May, 23 rd 2016	<ul style="list-style-type: none">- Giving questionnaire and interview to the students.- Talking each other with the students.
4.	May, 24 th 2016	Giving interview to the teacher.

⁶⁹ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Method in Educatio 5th Edition*, (London: Routlarge Falmer, 2000), 306.

2. Interview

Unlike observation, the interview is held directly toward data sources of the research. The interview is considered as an oral questionnaire. "Instead of writing the response, the subject or interview gives the needed information verbally in a face to face relationship".⁷⁰ This technique enables the researcher to get data naturally from data sources of the research.

A qualitative research interview seeks to cover both a factual and a meaning level, though it is usually more difficult to interview on a meaning level. (Kvale, 1996)⁷¹

In this study, the researcher interviews English teacher at SD Islam Al Huda Kota Kediri, to know the English teaching learning process of that school.

3. Questionnaire

The questionnaire is a technique to collect the data of the research. The researcher chooses this technique by considering that this is the effective way in the process of collecting data. Louis Cohen, Lawrence Manion, and Keith Morrison state

The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straight forward to analyze (Wilson and McLean, 1994)⁷²

In this study, the researcher uses the closed form of questionnaire or known as restricted form. This form is questionnaires that call for short. The

⁷⁰ John W Best, *Research Method in Education fourth edition* (new Jersey: Prantice, INC, 1981), 164.

⁷¹ Ibid, 68

⁷² Cohen, *Research Method in Education 5th Edition.*, 267.

researcher provides for marking a yes or no based on their choice. The researcher uses this technique to concentrate on students responses toward the learning English process and the problem that faced the students in the class.

F. Data Analysis Method

Data analysis meant managing of data and interpretation of data. Data analysis is continue process that need a reflection to data, asking question analyze and write a simple notes in researching. Imam Suprayogo (2001) said that data analysis is combination of study research, make a group, systematically, interpretation and verification of data in order a phenomena has a social value, academic and scientific.⁷³

According Miles and Huberman also Yin, the step of data analysis in qualitative research generally started since of collecting data, data reduction, presenting data and drawing conclusion and verification.⁷⁴ The process of analysis started by researching all of data was available in sources apart that is from interview, monitoring field, privacy document, legal document, picture, etc. The process of data analysis implemented during and after collecting data.

Data analysis method in this research as follow:

1. Data analysis of site one

Analysis of site one started of researching all of data that was collected from all of methods were implemented. Those are, interview, observation, document study that was noted by researcher on the field notes. Analysis of

⁷³ Imam Suprayogo dan Tobroni, *Metodologi Penelitian Sosial*, (Bandung: PT Remaja Rosdakarya, 2001), 191.

⁷⁴ Ibid, 192

descriptive data makes imagine systematically and factual and the analysis implemented as 3 lines, those are:

- a. Data reduction is research process, notice abbreviation to plain, abstract, and transformancy of raw data or coarse data that showing from written notes. Data reduction related by making a conclusion, improve code system, searching of theme, and writing memo.
- b. Presentation of data is the process of arranging information that complex in systematic type, until more simple, selective and can understand what the meaning. The presentation of data meant for determine of patterns that have the meaning, and give of conclusion and taking act.
- c. Drawing of conclusion is the last step that was writer did in analyzing of data continuesly on collecting data. After the research has finished began observation or monitoring, the result of interview with the related sides and supported by documents that can support the result of research.

2. Analysis of site across

It is a purpose to consideration and compact of finding that got from the research. Generally, the process of data analysis of site across embrace the activity as follow: a) abbreviate of proposition based of first site findings and drawing a conclusion/verification is the effort search of meaning from the symbols, note, pattern arrangness, explains, and the plot of cause effect, then drawed of conclusion that was opened, general, then direct to specific, then continued of second site; b) considerate and compact of while theoretic

findings from both research site; c) abbreviate of theoretic conclusion based analysis of site across as last finding from the both site research.

All the data obtained from observation, interview and questionnaire was analyzed. The data obtained were selected and classified based on the research problems. To analyze the data the researcher uses several aspects as used as the analysis method. The aspects are the problems of teaching english, the implementation of teaching English, that is used by the teacher in process of teaching english to the first grade students at SD Islam Al Huda Kediri. The data that were found in location of the research will be presented in research finding and the result of analysis of the data will be presented in discussion.