

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is a description and qualitative research. Descriptive qualitative research is defined as a design to obtain information concerning the current status of phenomenon and to determine the natural situation as it exists the time of the study. It means that the writer tries to describe about teacher's motivation strategies toward the students learning English attitude to the tenth grade at SMA Al-Islami Nurul Ma'ad Banjarbaru.

According to Sugiono (2009, p.21) qualitative approach is descriptive. The data collect are in the form of word or picture rather than number. It means that, qualitative approach tends to analyze and explain the data and it does not use statistic formula. The research uses qualitative approach because the data analyze qualitative that is through the process of teacher's motivation strategies toward the students learning English attitude.

The type of the research uses descriptive which describe the real situation which is according to the qualitative approach. From the finding of the data uses to describe again another phenomena in the field research.

B. Research Setting

The writer conducted the research at SMA Al-Islami Nurul Ma'ad Banjarbaru, especially at tenth grade. It is located on Jl. Golf Rt.10 Rw.04 Landasan Ulin Utara Liang Anggang Banjarbaru, South Kalimantan. This school is one of the Senior high school in Banjarbaru. Nurul Ma'ad is one of

name boarding schools in Banjarbaru. In this islamic boarding school also not just studying holy books “Kitab”, but study general subjects (formal) too.

The language teaching at SMA Al-Islami Nurul Ma’ad in every meeting of English teaching teachers always provide motivation to students so that students become more active in the learning process. Therefore, the writer very interested in doing research in that school. In this school, the writer analyzed the teacher apply motivation strategies toward the students learning English attitude. So that the writer has considered that research in suitable to apply in this place.

C. The Subject and Object the Research

1. Subject of the research

The subject of this research is the teacher and students of tenth grade at SMA Al-Islami Nurul Ma’ad Banjarbaru. It might just one classes of tenth grade, which consist of 1 teacher and 21 students.

2. Object of the research

The object of this research is the teacher’s apply motivation strategies toward the students learning English attitude at SMA Al-Islami Nurul Ma’ad Banjarbaru.

D. Data and Sources of Data

The data in this research was collected by the researcher from in depth interview with the English teacher and observation about the English teacher and students activities and attitude in the classroom during teaching and learning process, and supported by some documentation as follows the

picture of the English teacher explanation, the English teachers strategies to motivate the students, the students activity (doing task) and the students attitude on learning English at SMA Al-Islami Nurul Ma'ad Banjarbaru.

The sources of data of this research the teacher's motivation strategies toward the students learning English attitude at SMA Al-Islami Nurul Ma'ad Banjarbaru. To complete the primary data the writer also collect the supporting data that is description about the condition of students and classroom environment.

E. Technique of Collecting the Data

To obtain the data the writer used the techniques of data collecting as follows:

1. Interview

The technique is used to complete and support the primary data of research. It means that the interview (the English teacher) must answer the entire question that have relation with the influences of teacher's motivation strategies toward the student learning English attitude that given by the interviewer (the researcher).

2. Observation

The technique is used to collect the data by observing the classroom directly in the place to see the teacher's motivation strategies toward the tenth grade students learning English attitude in the classroom at SMA Al-Islami Nurul Ma'ad Banjarbaru which is believed to help English teacher and the student's activities on teaching learning process. The writer

observed the teaching and learning activity in the class for seven times on November 24th, November 27th, December 4th, January 15th, January 16th, January 22th and January 24th at SMA Nurul Ma'ad Banjarbaru. The writer just consist observed of class tenth grade, in the class consists of 21 students that is 7 male and 14 students from female.

3. Documentary

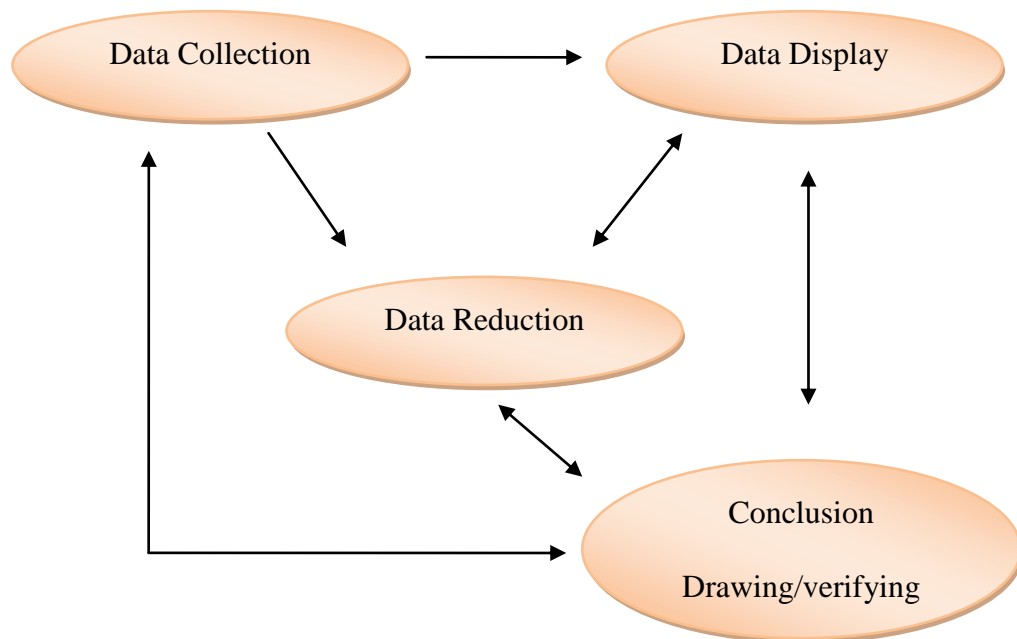
The techniques the researcher uses documentation to describe and collect data. The documentation that taken by the researcher are: the picture of the English teacher explanation, the English teacher's strategy to motivate the students, the students activity (doing task) and the student's attitude on learning English.

F. Data Analysis

All collected and processed data are analyzed descriptively and qualitatively. The problems are classified and connected by other problems found in research. This step is taken by researcher in order to know how far the influence of the teacher's motivation strategies toward the students' learning English attitude, then the researcher will describe more about research problem. To analyze the data, this study used a flow model of analysis proposed by Sugiyono (2005 p.91) the data analysis process can be described as follows:

Figure 3.1

Components of data analysis (interactive model)



1. Data reduction

Data reduction is a form of analysis that classifies, directing, and managing data in such a manner, so as to reduce the verification data. Collect data obtained from interviews, observation, and documentation. Sugiyono explained that in reducing the data, the researchers were guided by research objectives will be achieved. The main objective of the qualitative research is located on the findings. Therefore, if researchers in conducting research find everything seen strange, foreign, unknown, and yet has a pattern, this is exactly what should be a focal point in doing data reduction by Sugiyono, (2007, p. 93).

This data reduction process is not only carried out at the end of the research, but performed continuously since the data collection process lasted

for data reduction is not an activity that is separate and independent from the data analysis process, but part of the process of analysis itself.

2. Data Display

Data display is a process of organizing data so easily analyzed and concluded. In qualitative research, data presentation can be done in the form of a short description, charts, relationship between categories, flowchart and the like Sugiyono (2005, p.95). In this case Miles and Huberman (1984, p.181) states “The most frequent form of display data for qualitative research data in the past has been narrative text”. The next suggested by Sugiyono (2005, p.95), in conducting the data display, in addition to narrative text, also may be graphs, matrices, networks, and charts.

Presentation of the data in this research form a narrative description and can be interspersed with pictures, schematics and others. It is adapted to type of data collected in the data collection process, both from the participant observation, in-depth interviews, and study documentation. The presentation of these data is the result of data reduction has been done before in order to be systematic and could be taken meaning, because the data are usually collected not systematically.

3. Drawing and verifying conclusions

The reasons for reducing and displaying data are to assist in drawing conclusions. While drawing conclusions logically follows reduction and display of data, in fact it takes place more or less concurrently with them. Thus possible conclusions may be vague and ill-formed at this stage. They

are held tentative pending further work, and sharpened during it. They are not finalized until all the data are in, and have been analyzed. Conclusions will be in the form of propositions, and once they have been they need to be verified.

Drawing and verifying conclusions. Presented the initial conclusions are still tentative and will be changed if it does not find evidence that supports robust data collection at a later stage. Conclusions in qualitative research may be able to answer the problem formulation formulated from the outset, and may not, because as it is known problems in qualitative research is still tentative and will be developed after research in the field. From the above, researchers will apply the technique to describe and analyze the data from the results or research on teaching English to blind students systematically.