

## **CHAPTER III**

### **METHODE OF RESEARCH**

In this research, research method is essential. With the proper research methods, objectives of a research can be achieved. This chapter contains clues about how a researcher carrying out his research so that it can eventually produce something that is true and the truth can be responsible.

#### **A. Research Design**

The method of this research was Qualitative research. According to Leavy (2014, P. 2) said qualitative research is a way of learning about social reality. This approach is often used to explore, describe people ascribe to activities, situations and events. It means this produces descriptive data in the form of words or verbal from people and behavior that examines the phenomenon that occurs and also builds in thick description. The results of this research describe or construct with the research subject so that it can provide a clear picture of Reinforcement in learning English at the seventh grade of SMPN 1 Sungai Tabuk.

#### **B. Research Setting**

This research took place in SMPN 1 Sungai Tabuk batch 2017/2018, Sungai Tabuk keramat village, Sungai Tabuk District of Banjar Regency on November 24<sup>th</sup>, 2018

### **C. Subject of Research**

The researcher did a in SMPN 1 Sngai Tabuk. There are four classes at the seventh grade. The class is divided to be four categories: Class A, Class B, Class C and Class D. However, the researcher only took the class D which consist of 26 students, researcher used convenience sampling. This technique was taken because a some reasons. The first, these techniques were recommendation from the teacher that teach in that class. The second, the researcher only got one teacher that teach English at the seventh grade.

The subject of this research was an English teacher and students of the Seventh D grade consists of 26 students in SMPN 1 Sungai Tabuk. The Researcher chooses the teacher as subjects of research, because most reinforcement used by the teacher in the class to motivate the students in learning English process. The object of this research are Reinforcements that used by the teacher when teaching process and the students' motivation

### **D. Technique of Data collecting**

#### **1. Interview**

The researcher uses unstructured interview for interviewed the students and structured interview for teacher in this study of technique to collect the data, The

writer interviewed the English teacher of seventh grade at SMPN Sungai Tabuk and some students at the seventh D class. The interview has done to collect the data about the kind of reinforcement used by the teacher, the impact of reinforcement on students motivation and the most component that can motivate students. In accordance with the subject of the research that the interview done by only one teacher. The researcher obtained real data and conduct interview with guided outline for focusing to the research. Researchers asked some questions to the teachers, about the frequency of reinforcement skill he uses, reasons he uses it in teaching English, the way he uses reinforcement and etc.

## **2. Observation**

The second method is observation. The researcher used this method to record directly related the process of English in SMPN 1 Sungai Tabuk. In accordance with the plan of study that systematically carried out very precisely, then researcher used this method.

There are some types of observation, in this study writer used non-participant observation, A non-participant observer is a study or research method in which the observer (data collector) does not participate in the study or interact with the subjects. This is the most common method of observational studies because it has the least influence on the subjects and thereby increases the validity of the study.

## **E. Techniques of Data Analysis**

The collected data were analyzed three concurrent flows of activity: (1) data condensation, (2) data display, and (3) conclusion drawing/verification

1. *Data condensation* refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials.

2. *Data display* The second major flow of analysis activity is data display. Generically, a *display* is an organized, compressed assembly of information that allows conclusion drawing and action

3. *Conclusion drawing/verification*. The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst interprets what things mean by noting patterns (Huberman, et.al, 2014)