

CHAPTER III

RESEARCH METHOD

Research method is the third chapter in this study. It explains all the steps undertaken by researcher from the beginning to the end. This chapter consists of the research design, research setting, subject and object of the research, data collection procedures, data analysis procedures, and data validity.

A. Research Design

The approach in this research was qualitative approach. Nasution (2003: 9) said that qualitative research did not give priority to numbers or statistics, but sought the meaning behind actions, so as to understand a problem or situation. Ghony and Almanshur (2012: 13) explained that qualitative research aimed to describe and to analyze the phenomenon, social activities, attitudes, and thoughts of individuals both individually and in groups. This study aimed to describe the attempts that have been taken by English teachers in helping their students in learning in MAN 4 Banjar. Description of research results presented in the description of words and did not give priority to statistics.

The type of research was descriptive research, because this research aimed to draw or describe an event. Arikunto (2005: 234) suggested that descriptive research intended not to test the hypothesis but only described "as is" about a variable, symptom or state.

The research method used qualitative research, because the data presented in the form of words or images of the numbers. Bogdan and Taylor

in Prastowo (2014: 22) stated that qualitative methodology was a procedure that produced qualitative descriptive data in the form of written or oral words of the people and behavior observed. This study intended to describe an event.

B. Research Setting

This study was conducted in one of the favorite schools in Martapura, It was MAN 4 Banjar. In this school there were four departments such as Science, Social Sciences, Religion and Language. Each department has more than 1 class.

This study was conducted in two months, started on 17 september 2018 until 17 november 2018 in MAN 4 Banjar School during the learning process in the classroom and teachers room.

C. Subject and Object of Research

Arikunto (2005: 89) explained that the subject of research was not always a person, but can be objects, processes, activities and places. In this research, the research subjects that were used as research informants were those who were directly involved in the learning process activities. The main informant in this research was the English teacher because the English teacher was the main actor giving the learning in the class to the students. To choose the informants in this study used purposive sampling. According to Sugiyono (2013: 218), purposive sampling was a technique of determining samples with certain considerations. So, the informants in this study were limited from four English teachers only three teachers were selected, because from the population consisting four teachers was chosen two teachers to be the sample to represent the entire population. Then, added and strengthened the data. also, added one teacher selected only for interview.

Considering that the objectives to achieve in this study were based on the informants that were assessed to provide the validity, accuracy, and reliability of data about the attempts that have been taken by English teachers in helping their students in learning.

Spraedley in (Sugiyono, 2005: 68) explained that the object of qualitative research was a social situation which included three components: place was the space where the social situation took place, the actor was everyone involved in social situations, and activities were all activities undertaken by people in the social situation. So, the object in this study was the attempts that have been taken by English teachers in helping their students in learning.

D. Research Instruments

Researchers as a human instrument, functioning to set the focus of research, selecting informants as data sources, collecting data, assessing data quality, analyzing data, interpreting data and making conclusions (Sugiyono, 2013: 306). Researcher became instrumental in qualitative research, so researcher should be valid. Validation was done by the researcher himself, through self evaluation to know his understanding of qualitative method, insight to the field under study, and readiness to enter the field.

In the process of data collection, although researcher as the main instrument of research, but researcher needed a set of tools to record information or data in the field, such as paper, tape recorder, camera, and so on (Ahmadi, 2014: 106). The main instrument in qualitative research was the researcher, but to collect the data, researcher needed a tool instrument research.

The data collection instrument was a tool chosen and used by the researcher in his activities to gather for the activity to be systematic and facilitated by it (Arikunto, 2005: 101). Instruments in this research were made by using the interview guideline, observation guideline, and documentation guideline. The research instruments used in this research were observation list, interview list, and documents:

a. Observation List

The list of observations that used in research was made based on the observation guidelines and theories about the English teacher's attempts to help students succeed in learning English.

Observation list consisted of several variables and indicators, each variable had several indicators. The variables and indicators contained in this observation list were 7 variables and 28 indicators as seen on appendix 2.

b. Interview List

The list of interviews that used in research was made based on the interview guidelines and theories about the English teacher's attempts to help students succeed in learning English, but the researcher can develop it when interviewing because the interview technique used semi-structured interview.

Interview list consists of several variables, indicators and questions. In each variable has several indicators and in each indicator has a question. The variables, indicators, and questions

contained in this interview list were 8 variables, 33 indicators and 32 questions as seen on appendix 3.

c. Documents

Documents were used as a complement of observation and interview technique. Documentation technique undertaken by researcher aimed to determine the attempts that have been taken by English teachers in helping their students in learning. The types of documentation used in this study included documents and photographs as seen on appendix 4.

E. Techniques of Data Collection

Data collection techniques were ways that researcher can used to collect data related research conducted. Because, without using data collection techniques, researchers will not get the data. Data sources in qualitative research were observation, interview, personal and official document, photo, recording, picture, and informal conversation. But the most commonly used sources such as observation, interviews, and documents (Emzir, 2011: 37).

a. Observation

Observation was the most important data collection technique in qualitative research. This data collection technique required researcher to go into the field, observed things related to the perpetrators, places, activities, objects, time, events, goals, and feelings. Satori and Komariah (2011: 105) argued that observation was a direct observation or indirectly to obtain data that must be

collected in the study. Directly was plunged into the field involving all the senses, while indirectly the observation assisted by visual media / audiovisual.

Arikunto (2005: 64-67) divided the observation into two types, namely non-systematic observation and systematic observation. In this research, observation technique used in this research was systematic observation, that was observation by using observation guideline as instrument of observation. Sugiyono (2013: 310) classified observations into participated observation, opened and disguised observation, and unstructured observation.

While this research used systematic observation technique, the researcher was involved in learning activities at the research site to obtained research data. During the research, the researcher did what the data source did, so the data was obtained more complete and sharp.

The purpose of observational data by Patton (Ahmadi, 2014: 161) was to describe the observed setting, activities occurring in the setting, people participating in the activities, background meaning, activities and their participation.

Researcher in this study held observations in MAN 4 Banjar about the attempts that have been taken by English teachers in helping their students in learning. Researcher participated in learning activities and recorded these activities. Aspects observed included the attempts

that have been taken by English teachers in helping their students in learning. Researcher recorded the incidence of activities related to the attempts that have been taken by English teachers in helping their students in learning as research data.

b. Interview

Satori and Komariah (2011: 130) suggested that the interview was a data collection technique to obtain information extracted from the data source directly through the conversation and frequently asked questions. Interview was used as data collection technique if the researcher found the problem to be researched and desired to know the things related to the informant more deeply.

In used of interview methods, the subject was an informant who knew for himself, about the actions that were informed correctly and reliably. Interviews were conversations with a specific purpose (Moleong, 2002: 135). The opinion of Moleong was supported by Berg's opinion (Djam'an Satori and Aan Komariah, 2011: 129) which limits the interview as a conversation with a purpose, specifically the purpose of collecting information.

Interview was used as data collection techniques if the researcher wanted to do a preliminary study to find the problems to be researched, and wanted to know the things from the more in-depth respondents (Sugiyono, 2013: 317). The researcher will know the deeper things about the interviewer in describing the situation and the

phenomenon that occurred, which this can not be found through observation.

Herdiansyah (2015: 63-71) mentioned that there were three forms of interview, such as structured interviews, semi structured interview, and unstructured interview. As for this research, the interview form used semi structured interview because it was more suitable for qualitative research. Semi-structured interview was a form of interview that gave researcher the freedom to ask questions and manage the flow and setting of interview. The characteristics of semi-structured interviews such as:

- 1) Opened questions, but there were limits to themes and the flow of conversation.
- 2) Interview speed was arranged.
- 3) Flexible but controlled.
- 4) Used an interview guide (guideline interview) as a benchmark in making interview questions.
- 5) The purpose of the interview was to understand a phenomenon.

c. Documentation

Technique of data collection through depth study this documentation was the type / technique most widely used in research. Documents were recorded of past events (Sugiyono, 2013: 329).

Documents was in the form of writing, drawing or working of someone. The results of interview or observation was more reliable if

supported by personal history, autobiography, as well as photographs or papers and arts. In this study, researcher collected documentation data in the form of documents implementation of learning was lesson plan.

So, in this study the documents technique was the activity of documenting all activities that took place during the observation that supported the research data about the attempts that had been taken by English teachers in helping their students in learning in MAN 4 Banjar.

F. Data Analysis Procedures

According to Bogdan (Sugiyono, 2013: 334), data analysis was the process of searching and compiling systematically the data obtained from interview, field notes, and other materials, so easily understood, and findings was found informed to others.

Sugiyono (2013: 333) argued that in qualitative research, data were obtained from various sources, using various data collection techniques (triangulation data), and carried out continuously until the data was saturated. Miles and Huberman (Sugiyono, 2013: 337) also suggested that the activity in qualitative data analysis was done interactively and continuously to complete, so the data was saturated. The interactive model in the data analysis was showed in the following picture, Components in data analysis (interactive models) according to Miles and Huberman.

1. Data Reduction

Reducing data meant summarizing, choosing the things that matter, focusing on the things that were important, sought the theme and pattern. Researcher collected data based on observations, interviews, and documentation. After the data collected then sorted by the specified category. So, it was more detail and easier in processing. If the data obtained were still complex, then researcher needed to do data reduction by taking the main and important, and disposing of data that were considered not required.

2. Data Display

Presentation of data was done in the form of brief descriptions, charts, flowcharts, relationships between categories and the likes. Data presentation made it easy to understand what's happening, as well as to plan for future work based on what has been understood.

3. Conclusion Drawing / Verification

Conclusions often called with verification stages. In this qualitative research was disclosed the meaning of data that has been collected. In conclusion, the researcher needed to present conclusions based on valid and consistent evidence so that the conclusions was credible.

Conclusions in previous qualitative research has never existed and new findings. The findings was either a description of an object that was previously still dim or dark so that after being examined it

becomes clear, it was a causal or interactive relationship, hypothesis or theory (Sugiyono, 2013: 338-345).

G. Data Validity

According to Moleong (2007: 320-321), any circumstances that should be able to demonstrate the true value, provided a basis for it to be applied, and permitted external decisions that was made about the consistency of the procedure and the impartiality of the findings and decisions.

Satori and Komariah (2011: 164) argued that the validity of qualitative research was expressed if it has the degree of credibility (internal validity), transferability / external validity, dependability / reliability and certainty (confirmability / objectivity). The validity of the data in this research was conducted using credibility test with triangulation technique. Credibility was a measure of the truth of the data collected, which illustrates the fit of the concept of research with the results of the study. In testing the data credibility, it was assisted by using interview, observation and documentation.

This research in knowing the validity of data using source and technique triangulation. Triangulation of source was checking data from some data source (Sugiyono, 2013: 373).

The source used from the interviews of English teachers. This was done to did cross chek information from one resource with another, so that obtained more objective information. Triangulation technique was done by checking the data from the same source with different technique (Sugiyono, 2013: 373).

This was done by checking the results of observation, interview, and documentation, so that reliable data obtained between the disclosure based on interviews and actual events through field observations.