

### **CHAPTER III**

#### **RESEARCH METHOD**

Chapter III presents the research method of the study, involves: research design, research setting, participants/subjects, data, technique of data collection, and data analysis.

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

The type of this research was descriptive qualitative research. According to Miles and Huberman (1994) qualitative research is conducted through an intense and prolonged contact with a life situation. These situations are typically normal ones, reflective of the everyday life of individuals, group, societies, and organizations. This research was focused in teachers' strategies to develop students' linguistic intelligence in *UPB* classes.

In this research, the data was collected by conducting questionnaire and interview to pre-intermediate teachers of *UPB*. Then it was analyzed based on Miles and Huberman analysis, they were data reduction, data display and conclusion and verification. The data was analyzed and presented in form of description. The data of questionnaire that shows the result of never and occasionally were analysed as the teachers do not implement the strategy, while the results sometimes and always could be inferred that the teachers implement the strategy.

## **B. Research Setting**

This research was conducted in *UPB* classes of UIN Antasari Banjarmasin. UIN Antasari Banjarmasin is located on Jl. Jend. A. Yani Km. 4.5 Banjarmasin, South Kalimantan. The researcher chose *UPB* as the setting of the study because *UPB* classes has been implementing English language learning for a long time and will keep on improving the quality of its learning, which English learning is closely related to linguistic intelligence, moreover, the teachers implemented some strategies in teaching and developing students' linguistic intelligence, the researcher interested in conducting research at *UPB* classes of UIN Antasari Banjarmasin.

There were two level of groups at *UPB* classes they were: pre-intermediate and elementary. Pre-intermediate consisted of 40 groups, they were group 1-40. This research was conducted in English pre-intermediate *UPB* classes Antasari Banjarmasin, moreover, this research started from 16<sup>th</sup> of March 2020 – 16<sup>th</sup> of June 2020. Since the observation to the class was not be able to do due to pandemic situation, the data of this research was collected through questionnaire and online interview.

## **C. Participants / Subject**

The participants of this research were English teachers of pre-intermediate *UPB* classes. The teachers of pre-intermediate *UPB* classes UIN Antasari

Banjarasin that consisted of 40 teachers were given questionnaires. Furthermore, 10 out of 40 teachers were chosen to be interviewed. The researchers used systematic sampling to choose the interviewees. Systematic sampling is a sampling technique based on the sequence of members of the population who have been given serial numbers. Sampling can be done with only odd numbers, only even, or multiples of certain numbers (Sugiyono, 2015). In this research, the participants for interview were selecting from equal intervals of 4 from group 1-40. Thus, the researcher interviewed the teachers of group 1, 4, 8, 12, 16, 20, 24, 28, 32, & 36.

#### **D. Data**

The data in this research was teachers' strategies to develop students' linguistic intelligence in *UPB* classes and the aspects of linguistic intelligence developed by the teachers. Furthermore, the data was collected from questionnaire and interview.

#### **E. Technique of Data Collection**

The data of this research was collected by questionnaire and interview:

##### **1. Questionnaire**

Questionnaire is data collection techniques that are carried out by giving a set of questions or written statements to respondents to be answered

(Sugiyono, 2015). There were three sections of questions in the questionnaire, the first section was introductory questions, the second section was 7 questions to gain the data for teachers' strategies in developing students' linguistic intelligence and the last section was 8 questions to gain the data for the aspects of linguistic intelligence developed by the teachers.

There were 4 alternatives answers to gain the data for teachers' strategies in developing students' linguistic intelligence, they were always, sometimes, occasionally, and never. Moreover, to know the the aspects of linguistic intelligence developed by the teachers, the researchers used 4 alternatives questions, they were strongly agree, agree, disagree, and strongly disagree (Sugiyono, 2015).

The questionnaire was given through google form link that sent via whatsapp to 40 teachers of pre-intermediate *UPB* classes UIN Antasari Banjarmasin. The results were received in researcher's account and supported by the interview.

## 2. Interview

Interview technique was conducted to gain more information from the participants. Interviewing provide the researcher a means to gain a deeper understanding of how the participants interpret a situation or phenomenon (Stainback, 1988, cited in Sugiyono, 2015). Moreover, Creswell (2008)

classify the interview into four types, they are (1) one-on-one interview, (2) focus group interview, (3) telephone interview, (4) electronic E-mail interview. The researcher prepared 15 questions, interviewed the teachers through telephone (voice call) and recorded the answers.

This research used semi-structured interviews for 10 pre-intermediate teachers. Semi-structured interview is a qualitative research method that combines a pre-determined set of open questions (questions that prompt discussion) with the opportunity for the interviewer to explore particular themes or responses further (Cresswell John W, 2009). There were 10 participants to be interviewed they were the teacher of group 1, 4, 8, 12, 16, 20, 24, 28, 32, & 36.

## **F. Data Analysis**

After collecting the data by questionnaire and interview, the researcher analysed the data based on technique of data analysis for questionnaire according to Sugiyono (2010):

$$P = F/N \times 100\%$$

P= Individual score

F = Frequency

N = Number of item

The percentage analysis (Sudijono, 2004):

75% - 100% = high

50% - 75% = moderate/high

25% - 50% = moderate/low

0% - 25% = low

The analysis of this research used descriptive qualitative based on Miles and Huberman (2014) by data reduction, data display, drawing and verifying conclusions. Data analysis is conducted as follows:

#### 1. Data Reduction

Data reduction 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. (Miles and Huberman, 2014). In data condensation, the researcher reduced information during the research activities if data was unimportant or did not support teacher' strategies to develop students' linguistic intelligence and aspects of linguistic intelligence. The data of questionnaires was counted by using the pattern and arranged to make easy the data display. Moreover, the results of interview was transcribed in written

form and summarized by separating main things relating to research problems. The data that did not support the strategies of teachers in developing students' linguistic intelligence and the aspects developed by the teachers were reduced.

## 2. Data Display

A display is an organized, compressed assembly of information that allows conclusion drawing and action (Miles and Huberman, 2014). In this step, the researcher organized and displayed the data of teachers' strategies gathered using questionnaires and interview logically-systematically. The data from questionnaire was presented in table form and explained in descriptive text. Moreover, the results of interview were explained systematically according to the research questions. The results of questionnaires and interview were linked and connected each other. As the second component in analyzing data, this technique was used arranging the information, description, or narration to draw conclusion.

## 3. Conclusion and Verification

This activity is the third element of qualitative analysis. Conclusion drawing involved stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand (Miles and Huberman, 2014). Verification, integrally linked to conclusion drawing, entails revisiting

the data as many times as necessary to cross check or verify these emergent conclusions. In this step, after conducted data condensation and data display, the researcher drew conclusion and verification. It started from data collection until data analysis by taking the points that refer to formulation of research problem. After drawing the conclusion, the next is verification by back to the field notes, with argumentation and review.