

CHAPTER III

RESEARCH METHOD

A. Research Design

The qualitative research method is used in this study. According to Lewis (2003), qualitative research is the contextual action of finding observers in the world. It is a set of interpretive and material activities that make the world visible, these technologies convert the reality into a collection of representations, such as field notes, interviews, discussions, photographs, recordings, and self-memories.

In relation to research objectives, researchers chose to use qualitative methods with a descriptive study design. Qualitative research is a type of research that does not involve numerical measurements or statistical procedures. Instead, it contains a sentence or description of the result of the object. This study is suitable for this study because it covers processes and perceptions that cannot be done using statistical procedures.

According to Ary (2010), Qualitative research focuses on humans (researchers) as observers, participant observers, or a combination of the two. In this study, researchers act as observers. Researchers therefore interact with their research and actively work to minimize the distance between the researcher and the object under study. During the course of qualitative research, researchers stay focused on studying the meanings that participants hold about issues and problems. Furthermore, the researcher's role as a primary data collection vehicle requires the identification of personal values. Research Setting

B. Research Setting

This study was conducted at MTS Iqdamul Ulum Tunggulirang Martapura for the 2021/2022 academic year. MTS Iqdamul Ulum has a total of 12 classes. The researcher studied in 9th grade with 20 students and only one teacher, and the researcher studied in four teacher-student meetings from October 5th to October 31st. In addition, schools provide resources for the teaching and learning process, such as libraries. The school is in the process of completing its facilities. The researchers chose this school because the school is in a developmental stage, teachers need to pay attention to the teaching and learning process, and the methods the researchers wanted to explore were the effects of class 9th teachers. This is because researchers have discovered that it is used by MTS Iqdamul Ulum.

C. Subject

This study only involved one English teacher. The teacher teaches 6 classes. Before selecting a class for this study, the researcher interviewed an English teacher. After discussing the research title that they wanted to study using the method taught by the teacher, the researcher and teacher chose 9th grade of MTs Iqdamul Ulum, because in 9th grade the teacher can apply the PPP technique with label material.

D. Data

1. Data of The Research

The data of this research were the results of observation and interview about the presentation practice production in teaching English for Islamic junior high school.

2. Source of data

in this research the data source was the subject where the data can be found. The researcher used two sources of the data:

1) Primary data

The primary data is the data that was collected by the researcher directly. The primary data of this research was the activity and interview of teacher in teaching technique use presentation practice production in Islamic junior high school.

2) Secondary data

Secondary data is data collected by researchers to supplement primary data. A secondary data point for this study is how teachers apply PPP techniques to teaching. In core activities, teachers form groups or individuals to discuss and present the results of student creativity.

E. Technique of Data Collection

In this study, researchers used observation, interviews, and documentation.

1. Observation

Researchers used observation as a data collection technique. Kohatri (2004), stated “Observational methods are the most generally employed methodologies, especially in behavioral science research,”

According to Latief (2014). “Observation is a general term that refers to the process of data collection. In qualitative research, observation is defined as the process of fieldwork” as the same manner with Cresswel (2009), stated that “Observation is when a researcher makes field notes about an individual's behavior and activities in a research setting”.

The objective of observation is to get knowledge through seeing or hearing a happening activity. In this study, observations were conducted during the English learning process. Observations were therefore made to observe the processes of the adoption of the PPP method for teaching

English to Grade 9 students at MTS Iqdamul Ulum. In the classroom, researchers participate in the teaching-learning process.

2. Interview

In this study, researchers used interviews to obtain information. Kohatri (2004), stated that “An interview requires someone known as an interviewer to ask questions to another person, generally face-to-face.” According to Latief M. A (2014), “An interview is a data collection tool that involves direct verbal communication between individuals”. While according to Hatch (2002) There were two types of qualitative interviews: informal interviews and formal interviews. An informal interview is an unstructured conversation that takes place in a research setting. This means informal interviews should not be the primary data source for research. They are most often used as a strategic part of observational studies. He said to be "strategic" because although they are informal, they do not mean aimless or random. Informal interviews provide the opportunity for participants to be asked to describe their views on what the researchers observed. Formal interviews are sometimes called “structured,” “semi-structured,” or “in-depth” interviews. They are structured in the sense that the researcher is the "responsible person" to lead the interview, has a set time set for the interview, and is most often recorded on tape.

Attend interviews with leading questions, but they are semi-structured as they follow the lead of the informant and are open to exploring areas that

arise during the interview exchange. They are detailed in that they are designed to go deep into the informant's understanding. Called formal to distinguish them from informal interviews, they are planned events that take place away from the research site for the express purpose of gathering information from informants.

This study uses depth interviews. This means that researchers ask focused questions about the focus of their research. Researchers interview Mrs Renny as an English teacher to explore PPP techniques implemented in English teaching.

F. Data Analysis

Analysis is defined as three continuous flows of activities: organizing data, presenting data, and drawing/validating findings. The following are the specifics of these activities:

1. Data reduction

Data reduction is the process of selecting, focussing, simplifying, abstracting, and modifying data found in written field notes or transcripts. As you can see, data reduction is ongoing during the qualitatively focused effort. Qualitative data can be reduced and transformed in a variety of ways, including selection, summary or paraphrase, and inclusion into broader patterns. The data gathered in this investigation were reduced by selecting key data. Then, summarize the selected data and identify the data points.

2. Data Presentation

The second most significant part of analytical work is data presentation.

A presentation, in general, is a systematic, concise collection of information that allows for the drawing of conclusions and actions.

There will be various structures, graphs, charts, and networks. All of this seeks to collect organized information in an accessible, compact style so that the analyst can observe what's going on.

3. Verification and conclusion

The third sort of analytical research involves drawing and validating conclusions. From the start of data collection, qualitative analysts begin deciding what things mean. Not patterns, explanations, feasible configurations, causality, premises, and so on. Skill researchers hold these conclusions lightly while remaining open and skeptical, yet the conclusions remain, initially imprecise and confusing, then increasingly clear and grounded. It develops into something. Analysts' conclusions are validated as they move forward. (Miles, 1994) Validation can be as basic as a short second thought passing across an analyst's mind while writing, or as complex as a protracted conversation and review.