

CHAPTER III

RESEARCH METHOD

A. Research Design

The research design used to achieve this study's results is a qualitative approach. According to Patston et al. (2021), qualitative research examines the way people understand their concrete and real experiences in their minds and their own words. Thus, qualitative research is suitable for this research because the researcher wants to understand by involving the researcher's thoughts and views.

In addition, the researcher are facilitated in analyzing and answering issues of real-world phenomena by using the case study method. Yona (2006) explains that the case study method is a type of research that can answer several issues or objects of a phenomenon.

The researcher use qualitative methods because this study aims to find out how far the barriers faced by English teachers in conveying English lessons to students in rural areas are. The reason the researcher chose the case study as a research method is that it refers to two characteristics of a study that can be said to be a case study, according to Prof. Dr. H. Mudjia Rahardjo, M.Si. The characteristics are that there is another context that surrounds the case and that there are other cases that explain the case. In this case, the researcher put the case on teachers' barriers in the process of learning English. At the same time, the other context is the rural

environmental factors of the area that influence, in addition, in the case of teachers' barriers in the process of learning English, which are supported by the school situation in rural areas that are still behind in all fields.

B. Research Setting

The researcher conducted this research in a school on a junior secondary level. The school locations were chosen because the village met the characteristics of a rural area, where the area does not yet have cohesion in which almost all the linkages in the villages are not yet fully effective, such as facilities that are not fully developed and technology that is still lagging, and automatically the school became a school in a rural area. The school in question is SMPN 2 Kelumpang Utara, located in Wilas Village. This villages are located in North Kelumpang District, Kotabaru Regency, South Kalimantan, Indonesia.

C. Participants

The participants of this study include two teachers from the school. In addition, the choice of an English teacher as a participant in this study was because it met the general criteria or requirements:

1. English teacher,
2. Teaching in rural schools.

In conclusion, the participants specifically selected and asked to describe the barriers they faced in providing English lessons to students in rural schools.

D. Data

1. Data of the Research

The researcher need all data about the barriers English teachers face in providing English language learning to students in schools in rural areas. In addition, the researcher also needs all data on how the challenges faced by teachers in realizing effective learning carried out in rural schools are both inside and outside the school environment. The researcher obtained data from observation and interview methods.

2. Source of the Data

Sources of data are English teachers who teach at SMPN 2 Kelumpang Utara which are located in Wilas village, North Kelumpang District, Kotabaru Regency, South Kalimantan. The researcher also uses several books and journals related to this research that supported it.

E. The Technique of Data Collection

To collect data, the researcher used three instruments. The instruments used in this study were observation and interview.

1. Observation

Observation is an activity to collect data carried out directly to the field or location intended for research. This is in line with Ciesielska et al. (2018), which say that observation is an intellectual activity and very physical and sensual. This means that physical activity plays an

important role in observation activities because the researcher directly goes to the field where the research is located.

The researcher made three observations on 8 and 10 December 2022 and 4 January 2023. Observation made when English teachers in rural schools carry out the learning and teaching process. When conducting the observation, the researcher took part in learning with the teacher and students in the English class, which the researcher determined. In this case, the researcher not determined which class should be used as a place and which students used as research objects. There are no special requirements that the researcher determined except for English classes and teachers in rural areas. The data collected by the researcher during the observation were the obstacles faced by English teachers in providing students with an understanding of English lessons directly through the perspective of researcher in rural area schools.

After found out and collected the data, the researcher analyzed the aspects of the barriers faced by the teacher during English language learning. After that, the researcher found to what extent these barriers affect the learning of English for teachers and students in rural schools.

2. Interview

Qu and Dumay (2011) says that interview invests useful benefits for researchers to learn about other people's worlds positively. The interview is one method of collecting data by conducting questions and answers while meeting face to face between the researcher and the

object being interviewed. This aims to obtain the information that the researcher wants as research data.

After making observations, the researcher conducted interview on 8 and 10 December 2022 and 4 January 2023 with a different hour period from the observation or to be precise after made the observation, to follow up on deeper information and things still lacking in the observations' results. The researcher conducted interviews to find out more about the aspects that become barriers for teachers in carried out English language learning in schools located in rural areas by interviewed the teachers concerned directly. So, this interview helped answer the first question of this study.

In addition, conducted interview not only helped the researcher to obtained data to answer the first question but also, at the same time, answered the second question of this research which is the most dominant barrier from other barriers and also the reasons in implemented the process of learning English subjects for students in school located in rural area.

During the interview conducted by researcher, the objects to be interviewed are asked to convey their opinions on why they chose to answer questions about the barriers they faced when delivering English learning in specific areas and schools. The researcher conducted interview sessions for three meetings. This interview was conducted at a flexible time which was carried out during free hours whenever the

teacher as a participant was willing to conduct interview with researcher. The researcher also used written notes to record answers from the research object.

F. Data Analysis

In analyzing the data, the researcher used case study research, and this study refers to the researcher collecting data, analyze the data; In analyzing this data, what is a special feature of case studies is data that is analyzed in-depth and detail because case study has a specificity with certain phenomena, organize them, and present them with the results that research has found. The researcher explained the data qualitatively. Therefore, this study does not use statistical procedures because there is no quantitative one in this study.

In connection with this qualitative research, the researcher used three data analysis components: Data Reduction, Data Display, and Conclusion Drawing and Verification. The three components of this analysis are in accordance with the theory of Miles and Huberman (1994).

1. Data Reduction

Data reduction is a data sorting process carried out by the researcher to determine the main data results and become the main focus and goal of research findings. Whittemore and Knalf (2005) explains that data reduction is the first stage in data analysis which involves determining an overall classification system to manage data

from various methodologies later. In reducing data, the researcher must be observant in sorting or reducing data so that the research results are in accordance with the research objectives determined by the researcher.

The first data that the researcher reduced is from observation. The researcher reduced data to find out how many barriers the teacher faced in conveying English lessons in rural schools if there are data that do not relate to the teachers' barriers. After reducing the data findings, the researcher provided more detailed information on the findings that are not reduced by adding information from interviews. Not only from observations, but the researcher also reduced data from interviews for the second question in this study about the most dominant barriers that teachers face in rural areas or schools.

After reducing all data, the researcher continued the next step of this case study method to analyze research data.

2. Data Display

According to Whittemore and Knalf (2005), data display is data analysis in the form of research data display which involves converting data derived from individual sources into a display that collects data from various main research sources by the researcher. Data display is a way of presenting data that can be done in graphs, tables, or pictograms to be adapted to research findings. In addition, Whittemore and Knalf (2005) also add that the data display could be matrices, graphs, and

charts related to research findings to improve the visualization of patterns across all research data sources.

The researcher displayed the results of sorting and reducing data from observations and interviews. To display the observation data, the researcher displays it in the form of written data with the results of the reduction carried out by the researcher. In addition to observation, to display interview data, the researcher displayed it in the form of tables and written data where the data has gone through the previous data reduction process.

3. Conclusion Drawing and Verification

Conclusion Drawing and Verification is the last process in analyzing research data; this process is the drawing of conclusion data and verification of the data findings that have gone through the process of reduction and display. In line with Whitemore and Knalf (2005) narrative, conclusion drawing and verification is the last phase in data analysis that involves interpreting the description of patterns and relationships to a higher level of abstraction by introducing specific results in general. The data in the field may differ from the researcher's estimates because the focus of research in qualitative research is still temporary and developed as research applies in the research field.

After the data display process, the researcher concluded the data that has been analyzed. In the first step, the researcher concluded each finding from the data for the first question obtained from observations

and interview. In the second step, the researcher drew conclusions representing all the findings to answer the first of this research, but the conclusions that the researcher made are still tentative. Next, the researcher re-checked the collected observation data and verify the tentative conclusions. The researcher followed up on incomplete data by collecting other data using interviews to obtain concrete findings to verify this conclusion. After that, the researcher examined the meaning of the conclusions generated. Then, in the last step, the researcher concluded by answering the first and second research questions using a qualitative case study method. However, this information is only obtained from interviews. Then, to verify the conclusions for the second research question, the researcher reviewed the data obtained.

G. The Techniques of Data Validity

In this research, the researcher need data validity to obtain accurate data from research. In this qualitative research, the results of the data found were declared valid if no differences were found between the results of the data presented by the researcher and the actual data from the field data.

Therefore, the researcher decided to use one of several validity techniques, namely the degree of trustworthiness or credibility as a data validity technique in this study. The credibility technique is a concept that basically replaces the concept of validity in non-qualitative research, which is essentially a technique used to check research data so that the data is not

doubted as a research result (Sugiyono, 2016, p.267). In the process of checked the validity of this, researcher use the following techniques:

1. Observation Persistence

In this research, the researcher used one of the ways in the credibility technique, namely observation persistence. Researcher believed that increasing persistence in observations is one way to check data and efforts to adjust the data presented are appropriate to certain conditions. Researcher applied methods such as reading books, reading various related references, previous research results, and other related documents to examine and compare the research data obtained.

2. Triangulation

Triangulation is also a part of the credibility technique that researcher did by checking data from various sources at various times. In this technique, the triangulation used by researcher is triangulation with sources. The researcher examined the credibility of the data by checking the data findings through several sources, so the data is analyzed by digging from various existing sources, be it documents or certain activities. Thus, the researcher produces further conclusions to be presented in the findings and discussion chapter.