

CHAPTER III

RESEARCH METHOD

A. Research Design

This research includes the type of case study research that is as an empirical process of seeking knowledge to investigate and examine various phenomena in real life context, Yin (1996). Susilo Rahardjo & Gudnanto (2011) said that case study is a method applied to recognize the individual greater deeply by means of practiced in an integrative and comprehensive. That is performed in order that researchers can collect and gain a deep knowledge of the character below study, following the troubles confronted so that you can be resolved and make the person self broaden higher. Based on the definition of case study research can be concluded that the type of research suitable for research analysis of classroom management skills is case study research. Case study research is considered suitable because in this study the writer intends to know how the skills of classroom management and find problems encountered during the teaching activities by the English teachers. The approach used in this study using descriptive qualitative approach is trying to describe a social phenomenon. This reserach is about an analysis of English teacher's calassrom management skills. The aim of using descriptive research is to analyze English teacher's cllsroom management skills. In other words, this observe objectives to explain the character of some things that is occurring on the time of study. This qualitative approach offers entire data in order that it is far useful for

the development of technological know-how and more applicable to diverse problems.

B. Research Setting

This study was conducted at UIN Antasari Banjarmasin in English class group forty three of UPB. The reason of choosing this group is because this group is one of the group that has creative teacher in teaching English, for example making a lot of games during the learning process, uploading video on YouTube, and also make a lot of quizzes. Besides that, the researcher found that the teacher has some difficulties when managing the class, namely difficulties in monitoring student discipline and difficulties in delivering material. Those, the researcher feels necessary to observe and find out the problems faced by teacher in managing the class and the skills used by teacher in managing the class and its application in teaching and learning activities.

C. Subject

During the collection of the data, the subject of this research is an English teacher of UPB UIN Antasari Banjarmasin, and the object of this research is teacher's classroom management skills.

D. Data

The data in this study is the results of observation and interviews about the issues confronted with the aid of teacher in managing the class and the abilities used by teacher in handling the class and its utility in teaching and learning activities. The data source was the teacher in group forty three of

UPB UIN Antasari Banjarmasin. To collect the data, the researcher has taken from observation the class and interview by interviewing the teacher.

E. Technique of Data Collection

The way of the researcher to get the information wanted in studies activity is typically called a method of collecting data. Amassing of data is vital of the studies. It is due to the fact accumulating information used to guide the hit studies.

In this research, the researcher uses two techniques to collect data. There are observation and interview.

1. Observation

According to Richie & Lewis (2003), observational is a method of data collection that has become associated with qualitative research. The main advantage of observational research is flexibility. Researchers could change their approach as needed. Observational research measures behavior directly rather than the subject's self-reports of behavior or intentions.

In this study, observation was used in order to know how the English teacher's skills in managing the class. The researcher observed an English class in UPB UIN Antasari Banjarmasin. Non-participant observation was used in this study. The researcher was only as an observer who did not follow directly in research. The researcher made notes, analyzed and made conclusion about the observation.

2. Interview

Interview is a data collection technique in which the interviewer asks the interviewee questions (Burke in Retnaningtyas, 2011). Interview is the way of asking or giving information or changing idea of specific subject matter in a specific meeting that two or extra human beings amassed as the meaning of reaction to communication (Sugiono, 2009).

The researcher conducted an interview with the English teacher of UPB UIN Antasari Banjarmasin in order to know the difficulties faced by the teacher related to the management of the class that she did.

The researcher communicated with the teacher in extensive subjects associated with his willingness, the researcher then interviewed the teacher directly face to face.

F. Data Analysis

To obtain the first research data, the researcher observed the teacher who teaches class of UPB UIN Antasari Banjarmasin, then contacted the teacher in UPB UIN Antasari Banjarmasin to inquire about her availability, where the researcher first described the problem that he wanted to research. Second, after communicating with the teacher in depth about his readiness, the researcher conducted a day interview with the teacher.

The important part in research study is studying information, because the result turns into a conclusion from all the studies. Evaluation of data means analyzing the tabulated data a good way to determine person statistics or meanings. Qualitative information generally take the form of

phrases (descriptions, observations, impressions, recordings, and the like). The researcher have to organize and categorize or code the huge mass of information so that they may be described and interpreted.

In this research, the researcher would observe Miles and Huberman version to investigate the information. Primarily based on Milles & Huberman (1995, p. 21-22), “they recollect that analysis consists of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification”. The steps of data analysis are as follow:

1. Data reduction procedure became varied from several methods, which includes via choice, precis, or paraphrase and being subsume in large sample. In the data analysis system, the researcher applied coding device. The process of labeling and segmenting units of that means to the descriptive or inferential facts compiled at some point of the examine. The reason become now not to range the data, but to made the researcher easier in selected and categorised the data from the data sheet and to helped the researcher in organized and labeled the data.
2. Data display is displaying data in text, chart, relationship among classes, waft chart and so on. Via showing the data, the facts could be organized and are simpler to be understood. The researcher concluded that data display is the tiers of data evaluation in which the data is displayed in desk, and textual content description. The researcher displayed the data in the shape of desk and text as it is far to be easily understood by the reader.

3. Data conclusions changed into the very last process in analyzed studies data. In the context of research after the data presented, conclusions was drawn. Conclusion turned into the process of drawn the content of the data accumulated inside the form of an excellent declaration and certainly. The belief in this examine changed into about true classroom management abilities used by the English teacher in English studying magnificence.