

CHAPTER III

RESEARCH METHOD

A. Research Design

This study uses descriptive qualitative research as a research design. According to Creswell (2014) qualitative research is an approach that can probe and interpret the meaning of responses from individuals or groups concerning a social or human problem (p. 4). Thus, qualitative research is suitable because the researcher wants to understand the findings related to the research questions. Analysis of the Implementing the 4C learning model in English learning at schools in the Astambul area. The researcher chose this 4C learning model because it can explain in detail and clearly.

Moreover, how is it implemented? What are teachers' perceptions when using it? Of the English learning process in the 21st century. It means that teachers understand and do not misinterpret and apply it during learning. Therefore, researchers chose qualitative research methods, making it easier for researcher to create data.

In addition, the researcher chose qualitative research and the descriptive qualitative method as a qualitative approach. According to Bogdan & Biklen, Qualitative research is a procedure that produces descriptive data in the form of words or writings and the attitudes of the people being observed (1975).

This descriptive research method in language research is used to collect data and describe it. Through this qualitative descriptive method, researcher can analyze the implementation of the 4C learning model at MTs Syekh Khalid Astambul by observing and interviewing them. Some teachers' perceptions arising after implementing this 4C learning model will be explained later. Therefore, this study is suitable to use the qualitative descriptive method because it wants to help examine answers to research questions.

B. Research Setting

The researcher researched a school in the village, MTs Syekh Khalid Pingaran, with only personal backgrounds, but they could carry out the learning model described; this school is located in the Astambul area close to the district. Martapura.

This school chose by the researcher because this school can implement the 4C learning model in English learning when teaching English compared to other schools in the vicinity. In this school, the teachers and students are very active in teaching and learning process. In other schools, the teacher teaches the lecture method teaching English. For that reason, this school is unique for the research.

Here are some things that researcher does when they want to do research. First, the researcher has obtained permission from the institution concerned by providing a research letter. Furthermore, after that, the researcher can research with teachers and students at the institution.

C. Subject/Participant

The participants in this study were two English teachers who taught in the class with all students of class IXA and VIIIB at MTs Syekh Khalid. The researcher chose two classes as participants because they implemented the 4C learning model in the speaking class. In class IXA, they are 27 students, and in VIIIB, they are 21 students.

D. Data

Data in the form of information obtained through observation and interviews. In this study, the researcher has examined how English teachers implement the 4C learning model in English learning as a primary data. The data sources in this study were students and English teachers at MTs Syekh Khalid when teaching using this model. In addition, the researcher got information on implementing this learning model from two English classes and what teachers' faced during the lesson. The secondary data that is teachers' perception implemented 4C in English learning.

E. The technique of Data Collection

To collect the data, the researcher employed two techniques. The instruments used in this research were observation and interview.

1. Observation

Adler & Adler in Baker (2006) observation is one of the fundamental foundations of all data collection methods in qualitative research. They explained that this observational data collection is a technique that is done by coming directly to the

school or observing and seeing how the teaching and learning process in schools. Thus, there are several steps researchers take when they want to make observations, namely: first, the researcher prepares an observation sheet supported by theory. Second, the researcher comes to school and observes the learning process of teachers and students. Finally, the researcher collects the data from observing according to the observation sheet obtained to respond to an answer number one.

The study was carried out by two observations in the school with two classes, also two teachers. The researcher chose MTs Syekh Khalid Pingaran as a place of research observation. This observation is carried out for two months, July 11 – September 11, 2022.

2. Interview

Qualitative research generally uses unstructured or semi-structured interview Holloway & Wheeler, (2010). This interview method is often used when collecting data, primarily qualitative data. This method involves face-to-face meetings between researcher and respondents to collect information verbally by acquiring objective data that can clarify the research topic. Molong (2006) explains that the interview has a specific conversational purpose. The questions from the interview were to

get more in-depth information from the respondents, two teachers at MTs Syekh Khalid, who taught using the 4C learning model.

This interview is related to research question Number two, namely, what teachers' perceptions are faced by English teachers when using the 4C learning model. In this interview, the steps of the researcher conducting the interview are as follows: first, the writer prepares the interview question. Second, the researcher makes an appointment with the teacher and conducts a direct interview, and finally, the researcher collects data. This interview data support the observation data that has been taken.

This interview was conducted twice with two English teachers at MTs Syekh Khalid via cellphone or WhatsApp messages because the time was flexible and did not interfere with the teacher's busy schedule. The interview with the first teacher was conducted on September 3, 2022, and the second teacher interview was on September 11, 2022.

F. Data Analysis

It is known that researcher taking qualitative descriptive data directs researcher to collect, analyze, organize, and present it by describing what the researcher finds. The researcher used data analysis based on the theoretical framework of Miles & Huberman (1994, p. 10). Data analysis consists of data reduction, presentation, and conclusions or verification. These are the three components of data collection used by researcher.

1. Data reduction

Data reduction is reducing data if it is not relevant to the research. It is a selection process focused on simplification, abstraction, and the transformation of raw data that emerges from field notes Miles and Huberman in Niamey et.al (2008). First, the researcher collected data about implementing the 4C learning model by teachers in MTs using interview and observation techniques. Then the researcher copied the data. Irrelevant data that is not related to the research question will be discarded. Irrelevant data is data that is not related to the research theme but is related to the research. Then, after collecting and reducing the data, the researcher processed the data in a descriptive form.

2. Data display

The second step is data display. A data view is an organized and compressed information collection that enables conclusions and actions. Data reduction and development process based on the formulation of research questions. The research question is: 1) how is applying the 4C learning model in English learning? 2) What are teachers' perception when implementing the 4C?

This step is to draw structured and organized information and make conclusions because qualitative data is a narrative. Therefore, it requires sympathy from the researcher without

reducing its content and, after that, shows the data and draws conclusions.

3. Draw conclusion and verification

Miles and Huberman describe the third type of data analysis activity as drawing and verifying conclusions. Conclusions have been drawn from the time of temporary data collection. After the researcher can draw conclusions and preferences, this is the third step of data processing. Since the beginning of data collection, qualitative analysis begins to decide what is meant by paying attention to regularities, patterns, explanations, possible configurations, causal pathways, and propositions. Also confirmed conclusions as the analysis progressed. In other words, we can say that the conclusions are analyzed and verified to get the perfect conclusion about the process of applying the 4C learning model when learning speaking and its constraints.