

CHAPTER III

RESEARCH METHOD

This chapter presents the method of the study, data sources, place and time of the study, data collecting technique, and data analysis technique of this research.

A. Research Design

In this study, the authors used a qualitative approach. This means that the research focuses on phenomena experienced by research subjects such as perceptions, actions, motivations, etc. In specific contexts that occur naturally, which are then described in the form of words and language (Moleong, *Metodologi Penelitian Kualitatif*, 2014). This research is categorized as ethnographic research. Brewer (2005) defines ethnography as 'field research' or 'fieldwork' meaning the study of people in naturally occurring settings or 'fields' through methods that capture social meaning and ordinary activities, involving researchers participate directly in the setting. Therefore, the author tries to examine the Government's Policy on the Application of English in Elementary Schools.

B. Research Setting

This research was conducted at three elementary schools in Banjarmasin, there were: 1) MIS Al- Hamid, Perumnas Pass No. 84, RT. 40,

North Alalak, North Banjarmasin District, Banjarmasin City, South Kalimantan; 2) MIS Al-Furqon, Content Complex Permai 2, Jalan Sultan Adam, Sungai Miai, North Banjarmasin District, Banjarmasin City, South Kalimantan; and 3) MIN 5 Banjarmasin, Jalan Rantau Timur II No. 22, Pekauman, South Banjarmasin District, Banjarmasin City, South Kalimantan. Researcher had conducted this research from September 19 to November 19, 2022. On September 19, researchers conducted research at MIS Al-Hamid. On October 13, researchers conducted research at MIN 5 Banjarmasin, and on October 15, researchers conducted research at MIS Al-Furqon.

The reason the researchers chose these three schools as research sites was because some of these schools implemented English learning, and some did not. There are many schools that do not implement and apply English language learning. Whether the government's decision affects or not from these differences can be drawn a conclusion that whether schools that implement English learning and those that do not apply have significant differences in the educational process at school.

C. Participants / Subject

The subjects of this study were schools which were taken from several principals and English teachers who were willing to be interviewed and collaborated in conducting this research. There were 3 school principals and 3

English teachers from MIS Al-Hamid, MIN 5 Banjarmasin and MIS Al-Furqon who will be interviewed in this study. The object of this research is the perception of each English teacher and principal.

D. Data

The data in this research took from teachers and principals in three different schools regarding the research question, namely the perceptions of schools about government policies regarding learning English in elementary schools and their weaknesses and strengths.

In this research, the data used is qualitative data. This data comes from interviews with principals and English teachers. Data is an important aspect of conducting qualitative descriptive research.

Data sources are people, objects, or locations that can produce information in research. In qualitative research, words and deeds are the main data sources. Documents and other available information Moleong (2014). The primary data source in this study was an interview with the school.

E. Technique of Data Collection

The technique used in collecting research data is by conducting interviews.

1. Interviews

Personal interviews are one of the data collection techniques through a direct communication process, namely a personal relationship or conversation between the researcher and the interviewee. The interview process can be used directly or indirectly. Direct interviews refer to conversations between researchers and interviewees orally and face to face, while indirect interviews refer to what's up social media where researchers send interviewees to answer in writing (Adi, 2004).

Interviews are very necessary because of the perception that only the person being interviewed really knows himself, so there are no tools or techniques other than interviews that can be used to collect data about the person being interviewed (Dantes, 2015).

Based on the discussion above, the interview technique aims to obtain a lot of information about school perceptions of government policies in teaching English in elementary schools, as well as the advantages and disadvantages of implementing government policies on learning English in elementary schools.

F. Data Analysis

Data analysis is the most important part of the scientific method, because data analysis is used to obtain important information and can solve research problems. Data analysis in qualitative research is carried out when data

collection takes place. At the time of the interview, the researcher had conducted an analysis of the answers interviewed.

In this research, the researcher followed some steps by Miles and Huberman, in analyzing the data which is called as Interactive Analysis Model that consists of data collection, data reduction, data display and drawing conclusion (Miles & Huberman, 1984).

1. Data Collection

The researcher collected data through interviews and recorded with an interview guide about school perceptions of school policies regarding learning English in elementary schools.

2. Data Reduction

The data obtained in the field is quite a lot, for this reason it is necessary to record it carefully and in detail. The longer the researcher is in the field, the more, more complex and complicated the amount of data will be. For this reason, it is necessary to immediately carry out data analysis through data reduction. Sugiyono (2017) states that reducing data means summarizing, picking and choosing main things, focusing on important things, looking for themes and patterns. Thus the reduced data will provide a clearer picture, and make it easier for researchers to carry out further data collection and look for it if needed.

3. Data Display

After the data is reduced, the next step is to display the data. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. In this case Miles and Huberman (1984) in Sugiyono (2017: 137) states that what is most often used to present data in qualitative research is narrative text. By displaying data, it will be easy to understand what happened, plan further work based on what is understood. In this data display stage, the categories of data that have been created in the reduction stage are arranged in order so that the structure can be understood.

4. Drawing Conclusion

In the ending stage of this study, the researcher summarizes the discussion. It was the last stage of assessing the research's findings. A conclusion was drawn when the data were presented. In this instance, there are two different kinds of findings: interim drawing conclusions and final drawing conclusions. In the event that the preliminary conclusion proved accurate and capable of resolving the study problem, the researcher can utilize it as the final drawing conclusion. If it turned out to be invalid, the researcher should try again, starting with showing data to see if it is or is not compatible with the formulation of the research concerns.